

The quality of blended education and its relationship to the teaching competencies of Arabic language teachers and female teachers

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Abstract

The aim of the current research is to find out: Correlational relationship between the quality of blended education and the teaching competencies of male and female Arabic language teachers in the preparatory stage. In order to achieve the goal of the current research, it required the availability of two tools to measure the quality of blended education and teaching competencies, as the researcher built a scale of blended education quality, as the scale consisted of (45) items, and the response to the items of the scale consisted of five alternatives: (always, often, sometimes, rarely). The highest degree of the scale was (225) degrees and the lowest degree reached (45) degrees, with a hypothetical average of (135) degrees. As for the teaching competencies, the researcher prepared a note card consisting of (47) items based on the constructivist cognitive theory. Five alternatives, and the key to correction is (1,2,3,4,5) as the lowest score obtained by the respondent is (47) and the highest score obtained by the respondent is (235). After verifying the psychometric properties of the two research tools and their paragraphs, they were applied to the basic research sample of (330) teachers of Arabic language in the preparatory stage, they were selected in a simple random way, to represent the original research community in a real way and after analyzing the data statistically using the Statistical Package for Social Sciences (SPSS), produced the following result: There is no correlation between the quality of blended education and the teaching competencies of male and female Arabic language teachers in the preparatory stage.

Chapter One

Introduction To the Research

Research problem

Today, the world is witnessing a major turning point in various aspects of life in general and in the education sector in particular, as a result of the repercussions of the health situation and the outbreak of the new epidemic of the Corona virus, which in turn led to the disruption of official working hours in schools, which negatively affected the entire educational process, and thus the emergence of education E-learning and blended education, and as a result of its sudden and unplanned appearance, problems began to appear that hindered it, as the failure to seriously consider the issue of the quality of blended education after it constituted an emergency pattern on the educational process by the teachers involved in the teaching process, which caused difficulty in switching from the traditional method of learning that is based on The lecture is for the teacher, and the indoctrination and recall of information from students to a modern and previously unfamiliar learning method by teachers and students alike, which

inevitably leads to the complexity of the educational reality (Wali, 2015: 128).

As these and other problems are among the obstacles that have negatively affected the educational process, especially in countries that have a lack of preparation, training and rehabilitation programs and the allocation of funds to support education and its growth. To achieve the quality of blended education represented in the failure of traditional education to achieve its objectives in a procedural manner, especially in the way of preparing teachers to use modern technology in learning and teaching, as its educational return does not qualify teachers to carry out the electronic teaching process in a satisfactory manner, as it focuses on the traditional theoretical aspect in preparing teachers, Which is concerned with providing the teacher with information and theoretical knowledge by studying educational courses that make him a teacher able to bear the burdens and responsibilities of the profession, while the movement of teacher education based on teaching competencies is based on defining the competencies related to the teacher's roles and responsibilities in the educational situation, as it depends on competence rather than knowledge. Therefore, any shortcoming in teaching competencies is a real problem in itself (Al-Fatlawi , 2003: 33-34).

From this standpoint, the problem of the current research came to answer the following question

Is there a relationship between the quality of blended education and the teaching competencies of male and female Arabic language teachers in the preparatory stage?

Second: The importance of the research

The importance of the current research can be summarized into a theoretical and applied importance, as follows:

Theoretical significance

1. The importance of the current research comes from the importance of the title of the research and its dealing with very important variables that are consistent with the life reality in which we live, as well as through the labor market's need to study such variables closely related to the current educational reality.
2. Enriching the scientific library with more studies specialized in blended learning and methods of teaching Arabic, in light of the use of this type of education.
3. It enables officials in the Ministry of Education and its general directorates to know the reality of the use of blended education in their schools and the extent of its contribution to the development of the educational process.
4. The importance of addressing the issue of the quality of blended education, especially during the transformation taking place in the educational process through the transition to electronic and physical education.
5. The necessity of identifying the teaching competencies and highlighting them in order to reveal them and direct the responsible authorities to work on developing them for all teachers for all stages of education.

Practical importance

1. The importance of preparing a scale to measure the quality of blended education for male and female Arabic language teachers in the preparatory stage and extracting its standard characteristics and preparing it for use in the current research and other subsequent studies that attempt to shed light on this type of education.
2. Detecting the quality and level of blended education in light of the current transformations in the teaching process and taking the necessary tests for that.
3. Preparing an appropriate note card to measure the professional competencies that Arabic

- language teachers and female teachers must possess in the preparatory stage.
4. Benefiting from the measurement tools designed for this research and the possibility of benefiting from them in subsequent studies and for disciplines other than the current research specialization.
 5. The results of the current research can contribute to revealing the shortcomings and obstacles facing the application of blended education in preparatory schools in general and the Arabic language in particular.

Research Objectives

The current research aims to identify:

The correlation between the quality of blended education and the teaching competencies of male and female Arabic language teachers in the preparatory stage.

Research limits

The current research is limited to Arabic language teachers and female teachers in the preparatory stage. In governmental middle and secondary schools affiliated to the General Directorate of Education, Babil Governorate (Hilla Center). For the academic year (2021-2022).

Define terms

The quality of blended education: define it

Al-Enezi: It is “the process of integrating the features and characteristics of a product or service in a way that lies in meeting specific or implicitly known needs and requirements” (Al-Enezi, 2018: 157).

Theoretical definition

it is a process of controlling the teaching methods and characteristics used in the methods of teaching Arabic, which mix between e-learning and its tools on the one hand, and traditional education and its tools on the other hand, with a focus on avoiding the shortcomings in both types in order to achieve educational goals.

Procedural definition:

It is the total score obtained by male and female Arabic language teachers in middle schools after their answers to the paragraphs of the scale prepared for the purposes of the current research.

Teaching competencies:

Defined by

Hashem: “The teacher’s ability to employ a complex set of knowledge, behavior patterns and skills while performing his educational roles in the classroom to a degree not less than the level of proficiency that was determined” (Hashem, 2004: 17).

Theoretical definition: complex abilities that include a set of information and skills that teachers must possess to be able to perform them adequately and proficiently when planning, implementing and evaluating the course in an observable and measurable manner.

Procedural definition: It is the total score obtained by Arabic language teachers and female teachers through the note card prepared by the researcher for the purposes of the current research.

The second chapter:

the theoretical framework

First: the quality of blended education:

Blended education quality standards: The educational quality standards aim to produce the product in its final form, the educated person who is based on carrying all the skills that are based on a set of things such as: research, thinking, analysis and criticism, strong personality, and being able to have the ability to express opinion. In order to meet the needs and requirements of the labor market and society as well, and in order to achieve this, it is necessary to adhere to a set of standards that are based on achieving quality in education, and these standards are as follows:

- ❖ These criteria are as follows:
- ❖ The quality of the prescribed curricula and materials, and the scientific curricula.
- ❖ The quality of educational administrative frameworks in the educational institution.
- ❖ The quality of all public facilities of the educational institution, especially its infrastructure.
- ❖ The level of educational attainment and its results.
- ❖ Continuously developing and improving curricula.

The components of blended learning:

Blended learning is not new, but its components were limited in the past to traditional classrooms. Today, a large number of different training methods and activities can be combined to include the following:

- ❖ Traditional classes.
- ❖ Virtual classes.
- ❖ Email.
- ❖ Internet pages
- ❖ Voice conversation.
- ❖ Computer and computer software on
- ❖ Scientific forums.
- ❖ Video conferencing.

Blended learning success factors:

In order for blended learning to be successful, basic factors must be present:

A. Content analysis: Blended learning is a guide in the process of selecting the most suitable alternatives for knowledge transfer, as there are many skills that can only be performed effectively through face-to-face training patterns.

B. Physical analysis: plays an important role in making decisions about the appropriate method of delivery. What students receive in class is less expensive than what they receive via video conferencing.

C. Target group analysis: In order to verify the available alternatives for the means of knowledge transfer that will be most effective in achieving the specified performance objectives.

D. Participation in work: the blended learning should master the possibility of participation between the teacher and the learner on the one hand, and all the learners on the other hand as a work team to reach the expected results.

E. Self-learning: The blended learning should allow the learner to follow up on his own through what was presented to him during the face-to-face communication process or what was found electronically.

F. Appropriate information: The teacher should direct the students and guide them to all channels of integration, such as the Internet, traditional listening, regular and electronic reading, etc., to access information and knowledge and answer students' questions regardless of the time and place of the learner.

G. Resending the information more than once: The teacher must resend the information through different teaching channels to the students, as if the teacher presents a traditional lesson in the regular classes, and then this information is given to the students electronically as (CD) or on the web pages.

H. Designing tasks and educational alternatives that fit the differences between learners: in order to overcome individual differences among learners.

I. Communication process: This process is very important because the teacher is the guide and guide for the learner, so one of the pillars of the success of this strategy is that the teacher direct the learner's behaviors, actions and expectations, and the tools and techniques he needs, whether face-to-face or through virtual communication.

Second: Teaching Competencies

These are the skills and abilities that a faculty member must possess to complete the teaching process effectively and proficiently and at a certain level of performance. Appropriate examples, and it is noted that teaching competencies are related to the roles and tasks of the faculty member and the behavioral and skill performance that he shows, as well as the information and skills necessary for teaching, as well as related to the results and goals he seeks to achieve (Bawab, 2013: 105).

Teaching competencies include the following capabilities:

- A. The ability to define and interpret goals and present the material in a logical sequence.
- B. The ability to manage dialogue and persuasion and use unconventional methods of explanation and organization of ideas and facts accurately.
- C. Using methods of reinforcement for students and encouraging them for self-learning, generating positive attitudes towards learning, managing discussion panels and class meetings, preparing teaching vocabulary, encouraging purposeful discussion and effective dialogue in the lecture hall, possessing scientific research skills, providing students with research and investigation skills, and guiding them to read topics different.
- D. Encouraging students to accept the views and opinions of others and not to insult them, urging students to work in lectures, exchanging ideas with students, and helping students to build their judgments on evidence and proofs, encouraging students to be creative by developing their scientific thinking, focusing on problem solving, and developing The spirit of research and criticism, arousing motivation, the ability to

diversify and renew during lectures, identify individual differences, and be able to plan and implement (Mahmoud, 2011: 12).

Uses of Teaching Competencies

Teaching competencies and teacher preparation: The attention to teacher preparation programs based on competencies led to their widespread use in most programs used in developed countries, as knowledge of competencies makes it possible to draw the broad outlines of the philosophy of teacher preparation (teachers) before serving in colleges of education. The concept of teaching competencies is based on a major premise that the teaching process can be analyzed into a set of behaviors, and the movement of teacher preparation based on competencies has been affected by the behavioral school, in addition to its organic link with the program based on procedural behavioral objectives (Al-Fatlawi, 2003: 89).

Teaching competencies and professional teaching

This use appears clear in the definitions that included competence, then, as one of the conditions required for a license in the teaching profession, such as the definition (Al-Ahmad, 2005), which defined teaching competencies as “the set of knowledge, skills, procedures, and attitudes that the teacher needs to do his work with the least amount of cost, effort and time, which is not Without it, he is able to perform his duty in the required manner, and therefore its availability is a condition for him to work” (Al-Ahmad, 2005: 242).

Competencies and teacher performance evaluation

The concept of competencies is one of the terms most closely related to teacher performance evaluation, although its inception was originally linked to its preparation. Competencies are not only for preparation but extend to teacher evaluation so that the necessary competencies for teacher preparation can be employed in setting up a codified mechanism that can be used in teacher evaluation” (Al-Hudhaifi, 1997: 2).

Explanatory theories of teaching competencies:

Theories of Sociology: The efforts made by the early sociologists have a clear impact on the analyzes, ideas and beliefs of contemporary pioneers about teaching competencies, as these thinkers tried through their theories to analyze all aspects related to issues and problems of education, trying to understand the real role played by the teacher. In society, among these theories are:

Modernization Theory: Previous sociologists such as Max Weber, Durkheim, Parsons, and Spencer contributed to the development of modernization theory. They took care to clarify the reciprocal relationship and the factors that explain the development processes in society. This theory focused on many topics, including the competencies of the teaching profession, to explain social development. And its analysis, education according to this theory is a central focus of change and social development, and the transformation in patterns of behavior, values, habits and patterns of formation of individuals to become highly experienced and skilled, as Lerner's theory is one of the most common social modernization theories, and in it he sees that the transformation that occurs in societies is embodied In the transformation of the educational process that requires a change in the personal characteristics of teachers who are subjected to this transformation and this movement, which is from traditional values to modern values. The social process (Abd al-Rahman, 2000: 34)

Human capital theory: This theory emerged during the sixties of the twentieth century and was concerned with analyzing the interrelationship between education and its outputs in terms of the workforce, and investment in education, which has become an investment process that contributes significantly to the economic and social development of societies, as it has become enjoying large financial allocations, whether in developed countries or The scientific revolution imposed profound changes in production, which necessitated a special preparation of human and teaching cadres, and that human experience confirms that the productivity of the educated is higher than the productivity of his uneducated counterpart, and the link between the educational gap and the economic and technical gap, which created a greater seriousness in the quality of education, and therefore the basis of this The theory is that spending on education in order to prepare the teacher optimally leads to the creation of forces and cadres capable of using technologies and thus raising productivity. In human capital because it motivates and refines human competencies that will achieve balance in the The existing basic systems in any society, the investment policy in the field of education and the increase in financial expenditures for educational and educational institutions contribute to improving the necessary capabilities and competencies, or the qualifications required to form personal choices for the teacher, who always seeks to obtain scientific, practical and technical skills that qualify him to enter the human labor market to perform his job. Fundamental to achieving economic growth, comprehensive industrial development and sustainable development (Mustafa, 1981: 36).

Chapter Three

Research Methodology and Procedures

First: Research Methodology

The descriptive correlative method was used to suit the nature of the current research, as this method “is considered one of the most sufficient means in reaching reliable knowledge” (Mahjoub, 1990: 83).

Second: The research community

The current research community consisted of (492) teachers, who continued to teach during the academic year (2021-2022) distributed in the different areas of the city of Hilla and the center of Babil Governorate.

Third: The research sample

It is a group of individuals withdrawn from the original community that is to be researched and selected according to special rules in order to properly represent the community (Daoud, Abdel Rahman, 1990: 68). The researcher chose the research sample in stages, as follows:

A_ sample of schools: The school sample was chosen from the original research community by random method, and the number of schools reached (50) schools, including (25) schools for boys and (25) schools for girls.

B- The basic research sample: The sample size amounted to (330) male and female middle and high school teachers and female teachers, from the original community, with (155) teachers representing (47%) of the total research community and (175) schools representing (53%) of the entire research community.

Fourth: The two research tools

Achieving the goal of the current research requires the availability of two tools to measure the quality of blended education and the teaching competencies of Arabic language teachers and teachers. Below is a description of the two search tools.

First: A measure of the quality of blended education

After reviewing the literature and previous studies related to the research variable, the researcher built a built-in education quality scale, because he did not get a local or Arab scale that fits the current research sample, in addition to the fact that foreign standards are complex and do not fit the Iraqi environment, which required the researcher to build a scale that fits with my teachers The Arabic language and its teachers in the preparatory stage, and the researcher has adopted the constructivist theory because it is one of the theories advocated by educators in the modern era. 2,3,4,5), as the highest degree of the scale reached (225) degrees and the lowest degree reached (45) degrees, with a hypothetical average of (135) degrees.

Second: Teaching Competencies Note Card

After reviewing the literature and a number of theories, tests and previous studies that studied the subject of teaching competencies, the researcher prepared a note card that consisted of (47) paragraphs based on the constructivist cognitive theory and included four areas and contains five alternatives, and the key to correction is (1,2,3, 4.5) The lowest score a respondent gets is (47) and the highest score a respondent gets is (235).

The logical analysis of the two search tools paragraphs (apparent honesty)

For the purpose of verifying the validity of the paragraphs of the two research tools in their initial form, they were presented to a group of arbitrators in educational and psychological sciences and teaching methods and were asked to express their observations and opinions in order to pass a judgment on the validity of the paragraph or not or to make an amendment to it, and after collecting the opinions of the arbitrators, if the researcher used a square test Chi for good matching for the purpose of identifying the validity of the paragraphs of the two search tools, as all the paragraphs were indicative, as the values of the calculated paragraphs were greater than the tabular value of the chi-square of (3,84) at the significance level (0.05) and the degree of freedom (1), and thus accepted All paragraphs of the two tools, with some minor modifications in the wording of some paragraphs, according to the opinions of some arbitrators.

The survey samples

For the purpose of identifying the clarity of the instructions for the validity of the paragraphs of the two research tools and the extent to which the paragraphs are understood and the suitability of the proposed alternatives to them, and to calculate the average time required for the answer, the scale and the test were applied to a pilot sample of (40) teachers and schools who were chosen randomly in equal numbers and without members of the basic research sample (20) A teacher and (20) schools from the middle and secondary schools of the total research community in the center of Babil Governorate showed that its instructions and paragraphs were clear and understandable to teachers, and the average time taken to answer the blended education quality scale was (21) minutes, and the teaching competency test (20) minutes.

Statistical analysis of the items of the two research tools: The researcher considered that the sample of the statistical analysis of the items should be (330) teachers and schools, chosen by random method, ***Relationship of the paragraphs*** and the following is an explanation of the steps of the statistical analysis procedures:

A- The discriminatory power of the two search tools

It is necessary to calculate the discriminatory power for the purpose of excluding the paragraphs that do not distinguish between individuals and to keep the ones that distinguish them, because there is a strong relationship between the accuracy of the scale and the discriminatory power of its paragraphs, (Awda, 1988: 293). The method of the two end groups is an appropriate procedure in the process of analyzing the paragraphs, using the (t-test) test for two independent samples to calculate the significance of the differences between the averages of the upper and lower groups for each of the two tools' paragraphs, and they were all distinct, as all the calculated (t-test) values were greater than the value The tabular amount of (1.96) at the level of statistical significance (0.05) and the degree of freedom (176).

B. degree to the total degree of the two search tools

The correlation of the paragraph's degree with the total degree of the scale means that the paragraph measures the same concept as measured by the total degree of the scale (Anastasi & Urbina 2010:129). To achieve this, the values of the correlation coefficient between the degree of the paragraph and the total degree of the two research tools were calculated using the Pearson correlation coefficient. It is clear that all the paragraphs Statistically significant because the values of all correlation coefficients were greater than the tabular value of (0,113) at the level of statistical significance (0.05) and the degree of freedom (328), and the degrees of the Pearson correlation coefficient of the integrated education quality scale ranged between (0.22-0.69). Pearson's correlation coefficient scores for the Teaching Competency Test (0.33-0.66).

C.The relationship of the degree of the paragraph with the degree of the field to which it belongs

As the method of relationship degree of paragraph with the total degree of the domain to which the paragraph belongs was used, after applying the scale to the sample of statistical analysis of (330) respondents, and when calculating the correlation coefficient between the degree of each paragraph and the total degree of the domain to which the paragraph belongs using the Pearson correlation coefficient All of them are statistically significant because the values of all correlation coefficients were greater than the tabular value of (0,113) at the level of statistical significance (0.05) and the degree of freedom (328), and the degrees of the Pearson correlation coefficient ranged between (0.29-0.59). For the scale of the quality of blended learning, and the degrees of the Pearson correlation coefficient for the Teaching Competency Test (0.28-0.57).

Psychometric properties of the two search tools

A- Apparent honesty: The degree of confidence in the scale depends if the scale carries an indicator of honesty, because honesty gives quality to the scale and depends on measuring the attribute to be measured (Aiken, 1979, P. 63). This kind of honesty was achieved by presenting the two tools to (29) specialized arbitrators in education, psychology and teaching methods of the Arabic language, who used their opinions in determining the validity of the paragraphs. This was indicated in the logical analysis of the paragraphs of the two research tools.

B - Stability

There are many methods for calculating stability, and the researcher used the following method to extract the stability of the two research tools.

Alpha Cronbach method:

The Alpha Cronbach equation was applied to the sample of the statistical analysis of the two research tools, and the stability value for them in this way was (0.78) (0.79), and the mentioned stability indicators are good and acceptable indicators.

Chapter Four

Presentation and interpretation of the results

First, show the results

The aim of the research: (the correlative relationship between the quality of blended education and the teaching competencies of Arabic language teachers and female teachers in the preparatory stage).

In order to achieve this goal, the researcher used the Pearson correlation coefficient to find the correlation between the quality of blended education and the teaching competencies, and then used the Pearson correlation coefficient (t) test to find out the significance of those differences in the correlational relationship. The results were shown in the following table:

Table (1) *The value of the Pearson correlation coefficient and the differences in the correlation between the quality of blended education and teaching competencies*

Indication levelstats	The value of the Pearson correlation coefficient (t) test		Freedom Degree	Correlation coefficient value square	The value of the Pearson correlation coefficient	Sample volume
	Tabular	Calculated				
0,05	1,96	0,796	328	0,001	0,043-	330

It is clear from the above table that the value of the Pearson correlation coefficient has reached (-0.043), which is a very weak and low value, and the relationship is inverse. The amount of (1.96) is at the level of statistical significance (0.05) and the degree of freedom (328), which indicates that there are no significant differences in the correlation relationship. Never preceded, and that the methods of teacher preparation for teaching competencies were based on traditional teaching competencies in traditional education in Iraq, and the value of Pearson correlation coefficient (negative) appeared due to the presence of statistically significant differences in the quality of blended education in favor of males. As for teaching competencies, there were no differences. Remember, which led to the emergence of an inverse relationship.

Recommendations

1. Introducing blended education quality systems similar to international systems in order to achieve them in an effective manner in the Iraqi environment.
2. Enrolling the teaching staff in general, and Arabic language teachers and female teachers in particular, in intensive training courses to qualify them to use all that is required by that system.

Suggestions

The researcher suggests conducting several studies:

1. Conducting a study entitled (The quality of blended education and its relationship to language skills among students of Arabic language departments in the Colleges of Education

and Basic Education).

2. Conducting a study entitled (the level of electronic teaching competencies necessary to achieve the quality of blended education for applied students)..

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