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Review

Training Project Designed for History Teachers: Evaluation from the Trainees' Perspectives

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The Research aims to evaluate the training program for teachers of History subject during the service to know the strengths and weakness through a questionnaire applied to a sample of male and female teachers who have passed the training program in the history subjects for the years 2013&2014 and numbered (30), a teacher and a school in the province of Baghdad has designed the questionnaire by two researchers of relying on an exploratory questionnaire and interview some of the male and female teachers and experience two researchers Co in the history subject, teaching methods and researchers have reached a number of conclusions, including :-

A- Of the strengths of the program

1-the selection of trainees on the basis a calendar supervisor jurisdiction

2-Was trained specialists

B-Either from Weaknesses in the program

1-free training curriculum of teaching aids and frequently used numbers

2-The timing was not suitable courses

3-Lack of diversification in teaching methods with neglect training on planning general.

The search ended a number of recommendations and suggested a number of proposals

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Keywords: Training, Project Designed, Teachers, History, Baghdad

Section 1

The research issues

The educational authorities and experts as well attribute a great importance to the preparation of history teachers. Their care lies behind the fact that the history teachers deal with the nation's history in the past and connect it with the present. The importance doesn't limit to the attention paid to the level of the performance but succeeds it to keeping up with the modern educational trends during the study and then in teaching periods. Improving skill efficiencies is a further factor to bring into

realization the aim of keeping pace with changes in every face of the life.

During their teaching, history tutors notice the changes in concepts, visions, content and recognize their continuous need to expand the basic preparation that they already received in their previous study. They feel they ought to build up new approaches that inspire the contemporary educational and technological trends and theories. Facing this real fact necessitates the training programs to be in line with the times(Zayir& 'Ayiz, 2011, p 44).

The main issue of the present paper is to tackle the following question:

What are the strong and weak aspects of the in service training of the history teachers?

The research's importance

Social courses are central subjects in the syllabus. The relations of their contents with vital problems and events of the life help students to progress socially and to comprehend the reality. By this they undoubtedly will clarify the points that link its past with the present and participate in resolving the difficulties of their reality (saada, 1984, p 24).

As social courses focus on examining whatever seems to have relations with the human being and his surroundings, their attention is concentrated on many factors such as: principles, economical and political activities in past and present, human's interaction with social as well as natural environment, it's problems and the prospective expectations besides the cultural legacy and it's fundamental characters (shukrallah, 1980, p 78).

History's focus is on the relations that tie together the human to the social and natural environments through historical times. It doesn't only explain how the interaction with the milieu have developed, but also sheds light on the movement of the life during that development, seeing that the present life is just a continuing stream for the past. Hence, comprehending the present time relays on understanding the past which, clarifies the emergence of human legacy, its progress and the foundations with which the customs, traditions and different institutions are interacting now. Consequently, realizing the core of the subject is far significant as it colors history lessons with interest, excitation and aspiration. Thus, the learners get the actual comprehension of the message of the subject that paves the way for treating difficulties consciously (Altiti,2002,p 24).

The value of training in- service teachers is reflected in the following points:

1- Admitting the necessity of the history course imposes teaching it properly and commensurately with its importance.

2- Paying attention to the teachers to develop their educational skills and helping them to grasp the developments not only in the field of history but in the relevant areas too.

The Research objectives

This search aims to making an evaluation for the training program that is dedicated for in- service history teachers through the following sub-goals:-

1- Disclosing the strength aspects in the program from the teacher's viewpoint.

2- Identifying the weakness aspects in the program from the teacher's viewpoint.

3- Revealing the suggestions that the teachers put forward for developing the program.

The Research limits

This research is restricted to deal with the:-

1- History teachers in high schools that are under the authority of the first and second Directorate of Education in Rusafa- Baghdad who participated in the program to the end.

2- The Training program that has been designed for the history teachers and was undertaken by the Institute of developing social courses (Baghdad) in the years 2013 &2014.

Terminologies

A-Evaluation: - According to Ghanem 1997: It's a systematic manner that involves the process of collecting material about a particular attribute regardless the measurement being quantitative or not. The second step is to judge the attribute by using the material in light of the objectives that have been determined before hand in order to find out their efficiency (Ghanem , 1997 , p 9).

The theoretical definition

It is possible to adopt the definition that was set forth by Ghanem in 1997 for its suitability for the research.

Procedural definition

It is to judge the success of the in-service training program considering the grades obtained by effectors to the research's measuring or tool approach.

The program

According to Jaber and Hendam, the program refers to an activity that aims to create changes in individuals so as to expand their knowledge via topping it up with new approaches. This will result in individuals to reflect further skills that they wouldn't be able to carry out had it not been for that activity besides helping them to gain specific progress and extra vision (Jaber and hendam, 1978, p 121).

The theoretical definition

The program is a range of activities that have been

planned for and established scientifically. It comprises teaching experiences, lectures, trainings, discussions, homework and instructions. All these elements are provided to the history teachers through a variety of methods and techniques with the aim of attaining professional improvement.

C- In- service Training

It refers to all types of training that an individual attends since s/he is offered permanent job until the end of the service or reaching the retirement age. The training aims to provide knowledge and skills that are needed during the work and to keep them updated. Doing this continually will allow being on a par with technological advances, implanting new tendencies and developing as well as modifying current trends corresponding to emerging situations (Basshat, 1978, p 128).

Theoretical definition

It refers to activities carried out by history teachers and the trainings they attended during their service period. This can be considered as a result of participating in relevant courses; organized by the Teaching Social Courses Development Institute (Baghdad); with the aim of improving their professional skills.

Section 2

Theoretical facets and previous studies:

First: -Theoretical facets

In-service training objectives

In-service training programs are absolutely important for history teachers. They are the main way for keeping up with time, achieving new understanding, catching scientific, educational and technical developments, getting familiarity with how to deal with modern teaching aids and using them effectively. In addition, they are indicating the signs of the teachers' academic development and comprehension of modern methods in education for the purpose of developing their educational and behavioral competencies.

Depending upon the previous statement, the objectives of training in- service history teachers can be summarized as follows:

1- Raising the standard of the trainee's educational level in respect to the material and the methodology as well commensurately with the studying stage.

2- Ensuring trainee's familiarity with new tendencies and manners that are used in education.

3- Enabling trainees to keep pace with modern scientific and technological developments.

4- Guiding trainees to discover their talents.

5- Encouraging trainees to exchange ideas with each other to lift themselves up educationally through their socialization and to construct the sense of teamwork (Rawos, 2007, p 2).

*** The reality of in-service training programs**

In spite of the fact that the training programs for in-service history teachers receive growing interest from education and teaching authorities, yet they are not fruitful enough. The reason is that they lack to excitement and carried out routinely. The trainees are almost provided with a small amount of notions and concepts which are below the actual requirements (Zayer and Ayes, 2011, p 44). Possibly this is caused by problems and obstacles that face such training programs.

In the symposium held in Qatar in 1984 regarding the preparation of teachers in the Gulf States, the participants have declared the problems that hinder training programs and lessen their benefits. They gave examples of these barriers to be such as:

- Lake of specialist staffs in respect to planning the training programs, implementing and evaluating them.

- Trainers' lack of experience.

- Scarcity in national specialized experts in the required field of training.

- The high ranked trainers lacked to have updated experience. They kept following former manners in the training programs they supervised.

- Shortage in appropriate premises for implementing the training programs.

- Shortage in required teaching aids and technical tools for training purposes.

- Granting insufficient fund for these programs in some countries. (Al-hamahemi, 1999, p 102-203).

As to Shareef, he itemized the impediments coming before the training programs for in-service teachers in the following points:-

1- The training needs and requirements not have scientific identification due to:

A- The programs are operated hastily.

B- Focusing, in the training programs, on the quantity rather than the quality.

C- Assigning the training process to non-professionals.

2- Redoing the same training programs.

3- The training programs' failure to respond to the trainees' needs.

4- Obvious weaknesses in the data which is depended on in the training.

5- The ineffectiveness of the training in many cases because of caring about information rather than skills or behaviors or improving the performance. (Shareef, p 135).

Second: -Previous Studies

- 1- Othman study 1992
- 2- Alzubaidy study 1997
- 3- Al-Ajez study 2004
- 4- Sarsar study 2005
- 5- Halik study 1974
- 6- Mutiso study 1992

Comparing some aspects of the previous studies with the present is possible as follows:

1- Objectives: The studies differ in their objectives. While some of them aims to improving in-service training programs such as that of Moteso 1992 and Othman1992, the others propose something else. Al-Zaydi for example looks for constructing a training course for the Arabic teachers and al-'Ajiz 2004 targets the evaluation of the in-service training course.

As for this research, it aspires to assess the training program arranged for in-service teachers.

2- Methodology: Some researchers built their studies following the experimental method and others preferred the descriptive. With the exception of Halik's study 1974 and Sarsam's 2005 which are experimental, the all other studies and this research too are descriptive.

3- The means: Different means have been utilized by the researchers. Othman 1992 depended upon questionnaire while Mutiso 1992 and Al-Zaydi 1997 added the interview to it. Others like Halik 1972 and Sarsam 2005 tested the means subsequent to applying the experimental method.

This research comes across to Othman's, Al-zaydi's and Mutiso's studies in adopting the questionnaire.

4- The conclusion: Each research concluded its outcome according to its objectives and in the summary given about them the results were stated. As for this research, its conclusion will be declared in the fourth section.

Section 3

The Research's Method and Mechanisms

Firstly: - Research community: The research community involves history teachers who have passed the training course operated by the Institute of developing social courses in the years 2013&2014. Their number was (48) in total; 26 of them belongs to the year 2012 and the rest which is 22 are from the year 2013.

Secondly: - The Research sample: It is consisted of 30 teachers who undergo the survey. This number represented (5, 62%) of the community.

Thirdly: the research survey: It is the questionnaire prepared by utilizing the following points:

1- A primary survey was distributed on 10 of the teachers who previously participated and passed an in-service training course. The survey was made of the

following single question:

How do you evaluate the curriculum of the training course that you have passed in the Institute of Developing Social Courses?

2- Getting acquainted with a number of relevant sources and research studies.

3- Visiting the Institute of Developing Social Courses in Baghdad in order to discuss the subject with the staff.

4- Our previous experience as teachers in secondary and high schools in Baghdad. We have passed more than one similar training course in the Institute of developing the study of history.

Fourthly: Authenticity: The survey was handed to some of the experts. Their advice about it and their suggestion for alteration and modification, if any, was sought. They all approved it as it was. Hence it gained so called the apparent authentication.

Fifthly: The questionnaire's constancy: Two weeks later than the first implementation of the questionnaire, it was applied once again. In the second time 12 teachers were involved. The coefficient of correlation between the two implementations was educed and by using Berson's scale in this regard it was 0.85, which is a good percentage.

Sixthly: Means of Statistics: The following statistical means were used In the course of the research procedures and the analysis of its results.

1- Berson's coefficient of correlation in authenticity.

2- The score of each paragraph in the questionnaire.

3- The percentage of each paragraph in the questionnaire.

Section Four

The outcomes: statement and analysis

Statistical dealing with properly filled out questionnaires was by using the score and the percentage in regard to each paragraph. The paragraphs then were put in order according to their results starting from high to low. The following table clarifies this step.

The table below reflects the score running between 2.63 and 1.66 which stands in percentage between 87.66 and 55.33. The aimed analysis will be made to only the paragraphs that imply with the researchers' scale. The scale is that the score of 2 is the borderline between the paragraphs. If any of them obtained 2 or more, it will be analyzed; alternatively it will be overlooked.

Analyzing the results

1-The first paragraph concerning the following statement: (The platform for the training session is free from preparing and using educational resources) has scored (2, 63) equivalent to(87.66%) in percentage. Therefore, it

sequence	paragraphs	score	percentage
1	The platform for the training session is free from preparing and using educational resources.	2,63	87,66%
2	A- The trainees were selected depending on the assessment of the main specialist supervisor.	2,50	83,33%
	B- The timing of the session was not good enough.	2,50	83,33%
	C- No attention was paid to sensitize teachers in regard to controlling ask and answer questions.	2,50	83,33%
3	Lack of diversification in adopted teaching methods, being old and modern ones.	2,43	81%
4	The trainers were professionals in their main discipline.	2,40	80%
5	A- Many hours have been devoted for core subjects.	2,36	78,66%
	B- There is no any type of evaluation in the training platform.	2,36	78,66%
	C- The training hours that were devoted for educational subjects were insufficient.	2,36	78,66%
6	The platform ignored training on how to plan in all its types.	2,33	77,66%
7	A- The session courses did not improve my professional performance.	2,30	76,66%
	B- The courses are just theoretical.	2,30	76,66%
	C- The test at the end of the sessions was merely theoretical.	2,30	76,66%
8	The session courses didn't help in obtaining improvement in the scientific level.	2,20	73,33%
9	The length of the training period was not enough for achieving improvement in scientific and skilled performances.	2,16	72%
10	A- The training platform did not offer enough typical lessons.	2,10	70%
	B- Stimulating trainees regardless its nature, being material or moral, is totally ignored.	2,10	70%
11	The trainees were selected on the basis of how many years they were in service.	2,30	67,66%
12	The subjects are theoretical and scientific.	1,80	60%
13	The objectives of the course are clear for the trainees.	1,66	55,33%

topped the paragraphs. Such a response level reveals that educational aids were not provided in the training courses. Moreover, the trainees' even were left uninstructed in preparing or dealing with such aids despite their great importance in classrooms.

2- The second paragraph concerned the following observations: (The trainees were selected depending on the assessment of the main specialist supervisor), (The timing of the session was not good enough) and (no attention was paid to sensitize teachers in regard to controlling ask and answer questions).

This paragraph occupied the second row with the score of 2.5 i.e. 83.33% in percentage.

A- As to (the trainees were selected depending on the assessment of the main specialist supervisor), the survey reflected a positive point. The main supervisor is the one who can track the teacher's performance. Undoubtedly, being objective in this following up will help in offering neutral diagnose and recommending the real needy

teachers to improvement to be given priority and enlisted in training courses.

B- The paragraph: The timing of the session was not good enough.

The issue of timing the sessions during the academic year is really vital. It should be convenient for teachers and students as well. The main reason in this regard is that the teachers are supposed to give themselves up to training which, result in loss of the school lessons. This is why quite a noticeable number of them preferred the training courses to be organized during the holidays in order to keep stability in the school functions, planning and lessons.

C- on the notion of: no attention was paid to sensitize teachers in regard to controlling ask and answer questions, its significance comes to light through the enquiries, the manner of raising them and receiving their answers from pupils. The question has to be composed suitably to students. It should cover the subject and set it

forth prior to determining the respondent. On the other hand, the answer ought to be clear and all students participate in the discussion with respecting each others' viewpoint. Finally the teacher has to crystallize the answers to produce the one which is sufficient and complete. Lacking to this procedure in training courses is unacceptable matter; it is a must to be considered seriously in future.

3- The third paragraph concerning (lack of diversification in adopted teaching methods, being old and modern ones) was highly positioned. This highlighted it as an indicative factor; it scored 2.43 that is to say 81%. This unveils the trainees' recognition of a negative point that was in their training courses. It was the courses' falling short of a crucial question and being immersed in applying limited and old teaching methods. As the case was likewise and there were no up to date programs, the trainees felt exhausted for not accomplishing new scopes in teaching methods.

4- The score of the fourth paragraph (The trainers were professionals in their main discipline) was 2.40; 80% in percentage. This score signifies most if not all the trainers to be holding degree in history and specialized in teaching it. Thus, they were contented even though the teaching method lessons' were little in the sessions. This also can mean that as long as the trainers are specialists in the field of the training course, their cooperation and understanding for the trainees' need will be more effective and dynamic.

5- As for the paragraphs: (A- many hours have been devoted for core subjects, B- there is no any type of evaluation in the training platform and C- The training hours that were devoted for educational subjects were insufficient) the score and the percentage they gained are 2.36 and 78.66 respectively.

Throwing a glance upon the first paragraph will show a defect in the training program. It is represented in the unbalanced selection for the academic and educational modules; the academic ones are rather more.

In spite of admitting the significance of academic components, their overwhelming confuses the trainees' comprehension from one side and obscures their control from another, particularly with putting short period of training in consideration.

In addition, caring about academic substances away from the method chosen to their teaching and conveying lessened the opportunity of monitoring or evaluating the trainees constantly and objectively. This is why the evaluation was not just once but final as well. Consequently there was no actual spotting for the barriers or the needs or the educational techniques that were necessary for the trainees to have acquaintance with.

6- The sixth paragraph (the platform ignored training on how to plan in all its types) scored 2.33 equal to 77.66% in percentage. This score indicated two things: the importance of all types of planning, and the fact that the

training course did not weigh it as it deserved.

It is beyond saying that annual and daily plans are vital issues in teaching function. They save teachers from being random and flopping and provide them with the required map of implementing the module successfully. The training programs have to allocate some hours for planning even though the trainees might know how to sketch it. They possibly fail to draw it perfectly or do not realize its actual magnitude.

7- The paragraphs (the session courses did not improve my professional performance and the courses are just theoretical) back up one another in reflecting the training session's reliance on rote, recitation and memorization. They also indicate keeping away from adopting practical function despite its vitality in improving teachers' performance. Linking the theoretical and practical sides to each other is a noticeable issue in training courses, assessments and supporting lessons.

8- The eighth paragraph (the session courses didn't help in obtaining improvement in the scientific level) is a result for the previous statements. When training courses fall short of adopting practical aspects, using teaching aids and applying contemporary teaching methods, they certainly fail in creating improvement in the levels of the trainees.

9- The ninth paragraph: (the length of the training period was not enough for achieving improvement in scientific and skilled performances) scored 2.16 i.e. 72% in percentage. This upshot points toward the fact that the majority of the trainees felt the training period short and insufficient for doing the requirements precisely or even correctly. Furthermore, the trainers will focus on completing the syllabus within that limited time at the cost of the trainees' comprehension. Additionally, ignoring the planning from one side and the constructive and continuous evaluation from another will become a further issue.

10- The following two paragraphs: (A- the training platform did not offer enough typical lessons; B- stimulating trainees regardless its nature, being material or moral, is totally ignored) were equal in their score which was 2.1 and 70% in percentage. It seems that assigning a trainee to present a typical lesson reinforce the positive aspects targeted to be absorbed. Such an approach helps also in associating the theory to the practice and lets the trainers as well as the authorities to discern the extent of the program's objectives achieved. Knowing the positives and negatives allows avoiding the shortages before it's too late.

Ignoring typical lessons in training courses changes the program to a mere indoctrination and the trainees to just listeners. As for stimulation and its role in supporting the trainees' motivations, which are really essential, the survey explains that there is no any attention paid to this aspect of the program.

11- The eleventh paragraph concerning (the trainees were selected on the basis of how many years they were

in service) is far important. Observing the number of the years that the teachers have spent in service is recommended in the process of selecting them for training. They might be experienced in scientific acquaintance with the material but still behind in keeping pace with new teaching methods. Therefore, it is necessary for them to bridge their shortfall either via joining the training courses or only attending the typical lessons.

CONCLUSIONS

Depending upon the above analysis, positive and negative aspects have emergence in the training program, they are as follows:

1- The positives:

A- Selecting the trainees by the specialist supervisor is really a good point. It is s/he who follows the teacher during the academic year and recognizes his or her efficiency and the extent of their need to take a training course.

B- The administrators' keenness to assign the training to professionals in order to be more interactive and closer to the needs of the trainees during the course is a further positive point.

2- The negatives:

A- The objectives which direct and clarify the functional way are blurry. The trainees were inspired merely with studying the modules and sitting for the test.

B- Despite the fact that the age of scientific and technological is going through, the modules of the training courses did not tone with new teaching methods and technical aids.

C- Timing the sessions were unsuitable for most of the teachers. It was during the flow of the academic year while they were occupied with their scholastic duties.

D- Ignoring the practical aspects and lessons in addition to being satisfied with theoretical facets is something requires an effective treatment.

E- The period of the training course was short and not sufficient for realizing improvement in teaching performance skills.

F- The program's negligence for the planning induces teachers to overlook it and then disorganize their lessons and execute them haphazardly.

RECOMMENDATIONS

1- The officials in charge of training courses have care about the program to be comprehensive and include academic, educational -particularly in applying new teaching methods and aids- and practical lessons.

2- To focus on typical lessons in order to discover the realized objectives and to find out if there is need for a further training.

3- To execute the training courses towards the end of the summer holiday. In this case the teaching stream remains stabled and the teachers come to their duty with a fresh and new preparation.

4- Encouraging the trainees by arranging their back and forth transportation and issuing them appreciating letters after completing the course.

5- To organize special course for just improving the teaching methods. If this point is considered, the old and new manners can be stated. In addition, comparing the two will help trainees to become conscious about new views that effectively touch their tasks.

SUGGESTIONS

1- To arrange analogous courses in the other Iraqi governorates to measure their level of similarity of that of Baghdad.

2- To make further researches covering the both sides of Baghdad and to compare between the outcomes of different educational directorates.

3- To devote a research work to find out the hurdles those impede the training courses from the trainers' viewpoint.

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