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The Level of Job Performance among Arab School Teachers in the Northern Region of Israel from Teachers' Perspective

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Abstract: ***This study aimed to identify the level of job performance among Arab school teachers in the Northern Region of Israel from the teachers' perspective and to figure out the impact of variables such as gender, educational qualification, years of experience, and educational stage on teachers' estimates of the level of job performance. The study sample consisted of 390 teachers, who were chosen by the simple random method, and the descriptive approach was implemented; a questionnaire was used to collect the necessary data to achieve the objectives of the study. The results revealed that the level of job performance of Arab school teachers from the teachers' perspective was high. The results further indicated that there were significant statistical differences at = 0.05 in the estimates of the study sample of the level of their job performance due to the variable "academic qualification" in favor of graduate studies. On the other hand, for the variable "educational stage" in the fields of follow - up and evaluation, classroom learning management and its activities, and the overall grade in favor of the preparatory stage, the results did not show any significant differences at the level of significance = 0.05 in the estimates of the study sample of the level of their job performance due to the variables "gender and seniority. "***

Keywords: Arab Minority, Educational skills, Job Performance, Teacher development, Teachers' perspective

1. Introduction

The main objective of the learning process is to encourage teachers to possess diverse knowledge forms by enriching them, increasing their willingness to develop themselves, and raising their degree of possession of professional skills, which enables them to help students understand basic scientific concepts and terminologies. Therefore, educational incentives play an important role in stimulating teachers to exert greater efforts to improve their performance and thus guiding learners towards acquiring educational material in an enjoyable and desirable scientific manner (Avidov - Ungar, 2016).

Three partial dimensions that can be used to evaluate a person's performance have differences. These three factors include effort quantity, effort quality, and performance pattern (Fatima, 2012). Job performance, as described by Suárez & Toro (2018), is the behaviour of individuals in the organization where they work in an appropriate and effective manner, taking into account the efficiency and effectiveness of the work.

One of the central themes of management theories is job performance because it is crucial to accomplish organizational goals effectively and efficiently (Alshehri & Alhallafi, 2020), and this can only be done by fulfilling the roles that serve as the frameworks for each employee's activity within the organization. Its significance in forming it draws attention to the end goal that the foundation seeks to accomplish, where any dysfunction is visible in how the "Foundation Mirror" performs (Pongton & Suntrayuth, 2019). Job performance will ultimately be improved by the Foundation's capacity to manage human and material resources, as well as administrative contact among its members (Kumari & Singh 2018).

One of the most important factors in demonstrating a teacher's efficacy and capacity to meet the learning process' goals is how well they perform their job duties, which can be determined by monitoring the teacher's instructional practices and activities, such as planning, implementing, evaluating, and managing the classroom (Suárez & Toro, 2018).

Many philosophers, educators, and researchers have focused on the issue of teachers' work performance since it is crucial in directing their behavior toward accomplishing the goals of the school. Nevertheless, while having distinct ideologies and intellectual schools, they have yet to come to an agreement on a clear description. In addition to the idea that connects the components of activity with the goals that these activities attempt to accomplish within the organization, the job performance of instructors is the outputs and objectives that the system aims to reach (Fraser et al., 2007). According to Chinenye & Ofojebe (2020), a teacher's job performance resembles management behavior in that the employee completes the tasks given to them in order to reach the intended goal.

A teacher's ability to put forth their best effort to raise and improve the academic level of their students, to demonstrate profound knowledge of the material they teach in an organized way by effectively planning lessons, to have students show up to school and arrive on time for formal attendance, to effectively manage and control the classroom, and to inspire the students to achieve their academic goals are all essential components of their job performance.

According to Ndidi & Alike (2018), aspects of a teacher's job performance include an evaluation of how they present learning content in the classroom, an evaluation of their students' academic performance, an evaluation of their students' attendance and absences at school, an evaluation of their punctuality, an evaluation of their compliance with professional standards for the teaching profession, and an evaluation of their effectiveness in managing the classroom. (Chinenye & Ofojebe, 2020) In the same context. According to research by Smith et al. (2003), individuals' abilities, motivation, and support from the organization's management, as well as their level of belief in, acceptance of, and commitment to the organization's goals and policies to achieve them, all have a significant impact on how well they perform their jobs.

2. Literature Review

Afshar and Doosti (2016) conducted a study to determine the effect of job satisfaction on the performance of English teachers in Iranian middle schools. The study sample included 64 instructors from Iranian middle schools and 1774 pupils; the identification employed a data collection instrument required to accomplish the study's objectives; and the descriptive survey approach was used. The study's findings revealed a clear difference in English teachers' job satisfaction and its impact on their job performance, with results indicating that satisfied teachers differed significantly from their dissatisfied counterparts in terms of job performance, implying that perceived differences in their job performance may have resulted primarily from their level of satisfaction with their profession.

(Grace et al., 2020) sought to research the relationship between teachers' professional development and job performance in public secondary schools in Ogun State, Nigeria. The study sample included 504 teachers chosen using a multi - stage stratified random sampling process from 217 secondary schools. To fulfill the study's objectives, the identification employed a data gathering instrument and the correlation descriptive approach. The study's findings revealed that professional development and participatory management were closely and favorably related to instructors' work performance.

Alasad (2017) aimed to investigate the relationship between teachers' intrinsic and extrinsic motivation and principals' leadership styles in secondary Bedouin schools in Southern Israel. In this respect, it is vital to note that the ideas of the full range leadership model, as well as intrinsic and extrinsic motivation, served as the study's underpinnings. The study included 306 instructors from 22 Bedouin secondary schools in Southern Israel's Negev region, who completed questionnaires assessing the characteristics of interest. The study's findings confirm the hypotheses that laissez - faire leadership has a negative relationship with intrinsic motivation and that transformational leadership has a positive link with intrinsic motivation.

Shehadeh and Mansour (2020) aimed to shed light on how administrative empowerment (JMCs) affects administrative decision - making in Jordanian Ministries' Centers. To do this, the researchers developed a 35 - item questionnaire and a final questionnaire for a sample of 245 employees. A stratified random sample was used to choose these employees at random from a research group of 601 employees. Among the study's findings were the following: Employees at Jordanian Ministries rated administrative empowerment positively (personality development, transfer of authority, imitation and simulation, self - motivation, and growth of innovative behavior). The Kendall test results also suggest that including all administrative empowerment components into administrative decision - making in Jordanian ministerial centers has an effect.

Razavipour and Yousefi (2017) conducted research to determine the level of job security of private school teachers in Jordan's Irbid Governorate, disclosing their level of job performance from the perspective of principals and exploring their linkages. To achieve the study's goal, the descriptive correlation approach was applied and distributed to a sample of 165 randomly selected principals to assess job security and performance. According to the study's findings, private school instructors in Jordan have "high" job security, and teachers' job performance is "average" in the eyes of principals. Furthermore, the findings demonstrated a favorable but statistically insignificant relationship between job security and teacher job performance.

Baluyot et al. (2020) sought to shed light on the ethical leadership of heads of government secondary schools, as well as their relationship to teacher performance from the teachers' perspective. Similarly, Pongton and Suntrayuth (2017) investigated the ethical leadership of school administrators using the Survey of descriptive correlation approach. The study's findings revealed that the level of ethical leadership practiced by government secondary school principals was "medium, " and the level of job performance of teachers was "high, " with a statistically significant correlation between the level of ethical leadership practice and teacher performance.

In a more focused study, Razavipour and Yousefi (2017) discovered that Iranian English language teachers may be affected by school climate, but they cautioned that this was uncharted territory. The two specialists analyze the relationship between organizational environment and work satisfaction for EFL teachers in this mixed - method study. A total of 128 male and female EFL teachers from public and private language schools submitted input on two scales: one assessing teacher job satisfaction and the other measuring the school's organizational climate.

Tjabolo and Otaya (2019) used a purposive selection strategy to choose 66 Islamic Education teachers for their study. Observation, interviews, and document analysis were used to acquire information. The findings of this study show that Islamic Education teachers perform well in terms of lesson planning; teachers are capable of creating effective learning processes, but they could do a better job of selecting methods and tactics, media and learning sources, and creating the assessment part of the evaluation process, because those three elements are still classified as sufficiency.

According to Tepayakul and Rinthaisong (2018), there is a statistically significant link between work satisfaction and employee engagement. The findings of this study will be valuable in pushing more activities to increase the job satisfaction and engagement levels of HR staff members at PHEIs. The study approach and model developed should be used to various research topics in the future.

3. The Study Problem

The Northern Region of Israel, which is home to the country's Arab minority, presents numerous obstacles in increasing teachers' willingness to complete their jobs and duties properly and efficiently. These institutions, their leaders, and their staff may have been impacted by today's technological developments and cognitive explosions. One of the most significant junctures that can limit a teacher's success is a failure to cope with these fast changes. It limits its ability to control the entire educational process in order to meet the educational and academic goals of the school.

4. Objectives of the Study

- To reveal the level of teachers' job performance in the Northern Region of Israelin an attempt to improve it as it positively impacts their productivity and their students' performance.
- To discover whether there are statistically significant differences at the statistical indicator level (α=0.05) in the responses of the study sample personnel to the level of the job performance of teachers involved in the study attributed to variables (Gender, academic qualification, years of experience and educational level) to work to improve the level of job performance of the teachers participating in the study as it has a positive impact on their productivity and student performance.

5. Significance of the study

This study may also contribute to bringing to the attention of decision - makers in the Ministry of Education the need to provide all possible avenues for school principals to eliminate challenges that may interfere with the educational process. The current study may open up prospects for researchers and postgraduate students to undertake further studies similar to their topic and in the light of some other demographic variables and other societies in the light of their findings.

6. Methodology

6.1. Study Approach

The current study adopted the descriptive survey approach for its purposes.

6.2. Study Population

The study population consists of all 390 teachers working in the Ministry of Education in the Northern Region of Israel.

6.3. Study Sample

The study sample was selected from the study population in a simple random method, with a ratio of (2%) of the study population based on statistical tables and table (1) showing the distribution of the sample members according to their variables.

Table 1: The Distribution of Students' Sample According to the Variables.

Variable	Variable Levels/ Categories	Frequency	Percentage
Gender	Male	220	56.4
	Female	170	43.6
	Total	390	100.0
Academic qualification	Bachelor	163	41.8
	Higher Education	227	58.2
	Total	390	100.0
Years of Experience	Less than 10 years	119	30.5
	More than 10 years	271	69.5
	Total	390	100.0
Educational level	Primary	157	40.3
	Secondary	233	59.7
	Total	390	100.0

6.4. Study Tool

To develop the tool of the study, the literature and previous studies relevant to the topic of the current study, such as: (Baracskay, 2021; Zehir et al., 2011; Chinenye & Ofojebe, 2020) was consulted. The tool consisted of two parts, the first representing personal data and the second measuring the level of the job performance with a measure of 22 items spread across three areas, the first being: Classroom planning with (6) items, second area: classroom learning management and activities with (9) items, third area: monitoring and evaluation with (7) items.

To verify the content validity of the tool that was used, it was presented in its initial form to a group of experts and specialists in the fields of educational management, measurement and evaluation, pedagogy, and curriculum development. Professors from the University of Yarmouk, Mouta University, Balqa Applied University, Jadara University, Middle East University, Palestinian universities, and several experts, specialists and educational supervisors were also consulted. A toatal of (16) experts where asked to openly and rigorously express their opinions in the items, in terms of affiliation, clarity of language formulation and its suitability for the area to which they follow, and any amendments and observations they are considered appropriate.

About 80% of the judges observations was considered, which were limited to an amendment to the linguistic wording of items (5) and (7). The item deleted was (15), which follows the area of classroom teaching management and activities. Item (13), which follows the area of classroom teaching management and its activities, was amended in accordance with the judges' observations and recommendations.

Finally, the (21) items composing the tool in its final form were rearranged, renumbered, and divided into three areas:

classroom planning, with (6) items, (1) to (6), classroom learning management and activities with (7) items, (7) to (13), and the domain of evaluation and monitoring with (8) items, (14), to (21).

To answer the items of the study tool, Likert's Scales was adopted: (very large: 5 degrees, large: 4 degrees, average: 3 degrees, little: 2 degrees, very little: 1 degree).

The application of the measure was on a survey sample of 30 teachers working in Arab schools in the Northern Region of Israel from outside the target study sample and within the population, to calculate the values of Pearson's correlations for the relationship between the items and the measure and the areas that follow them, as shown in Table (2).

Table 2: Pearson's Correlation Values for the Relationship of the Items to the Scale and the Domain that Followed.

Domain	No of item	Items	Correlation with:	
			Domain	Scale
Classroom planning	1	I plan effective teaching based on available digital tools.	0.74	0.76
	2	I diversify teaching methods in line with students' educational level.	0.86	0.79
	3	I create enrichment plans aligning with students' levels by integrating digital means into the lesson.	0.90	0.78
	4	I diversify educational activities based on technology integration and in line with the lesson content.	0.86	0.83
	5	I diversify educational and learning goals when planning the lesson.	0.69	0.70
	6	I set up up computerized tasks that motivate students to learn.	0.84	0.80
Classroom learning and its activities	7	I apply the technical skills needed to digitalize teaching tools.	0.56	0.68
	8	I promote the spirit of entrepreneurship and creativity of the students.	0.49	0.59
	9	I implement computer software during the execution of activities and tasks for the students.	0.72	0.67
	10	I guide my students towards employing the different search engines in the performance of their class tasks.	0.66	0.60
	11	I encourage my students to take the role of the teacher and take partin introducing the material.	0.60	0.63
	12	I provide feedback on my students' tasks through digital means.	0.68	0.77
	13	I encourage my students to carry out their tasks electronically.	0.56	0.59
Monitoring and evaluation	14	I diversify my evaluation strategies to teach my students.	0.84	0.78
	15	I diversify my evaluation strategies in teaching my students.	0.64	0.69
	16	I follow up with everything new about modern technology to use and integrate it into the educational process.	0.57	0.60
	17	I evaluate my students' work and efforts fairly and objectively.	0.74	0.72
	18	I encourage my students' self - assessment.	0.80	0.73
	19	I analyze the results of school tests to develop the necessary treatment plans for students.	0.76	0.75
	20	I share my student's assessments of their colleagues in some assignments.	0.60	0.58
	21	I use technological methods and graphs to compare class marks in different stages.	0.68	0.74

Table (2) shows that the coefficients' values for the correlation of the items to their field or domain, ranged from (0.69) to (0.90). The coefficients associated with the sub - items of the area of classroom learning management and its activities with its area ranged from (0.49) to (0.72). (0.59) to (0.77), and the correlation values of the monitoring and evaluation items ranged from (0.57) to (0.84) and from (0.58) to (0.78).

From the previous values of construct validity, the value of each *Pearson correlation coefficient* for the relation to the scale and the domain followed by it is not less than the standard (0.20), indicating the quality of the construct validity of the scale (Loyce & Victor, 2017) .

In addition to the previous, *Pearson's Correlation Coefficient* has been calculated for the relation of the areas to the scale and *Pearson's Interconnection Coefficient* for the areas between each other, as shown in table (3).

Table 3: Pearson correlation is the coefficient for areas' relation to the scale, and Pearson interconnection is the coefficient for areas between each other.

Relationship	Statistic	Classroom planning	Classroom learning and its activities	Monitoring and evaluation
Classroom learning and its activities	Correlation coefficient	0.85		
	statistical significance	0.00		
Monitoring and evaluation	Correlation coefficient	0.79	0.85	
	statistical significance	0.00	0.00	
Total	Correlation coefficient	0.93	0.96	0.94
	statistical significance	0.00	0.00	0.00

Table (3) shows that Pearson's correlation values for the relationship of domains to the scale ranged from (0.93) to (0.96) and that Pearson's correlation coefficient for the association of domains between each other ranged from (0.79) to (0.85). These values are considered acceptable for this study (Moy et al., 2016) .

The reliability of the questionnaire in measuring the job performance of the study participants:

For the internal consistency of the job performance measure, the *Cronbach alpha formula α*, based on the first application data of the exploratory sample, was used as shown in table (4).

Table 4: Values of internal consistency coefficients of the job performance scale and its domains

The Scale and domains	Internal consistency	No. Items
Classroom planning	0.97	6
Classroom learning and its activities	0.96	7
monitoring and evaluation	0.97	8
Total	0.94	21

From the results in table (4), it is noted that the value of the scale's internal consistency as a whole has reached (0.94), and its domains ranged from (0.96) to (0.97). These values indicated the quality and validity of the scale's construction for this study.

6.4.1 The Standard Correction of the tool

The relatively progressive statistical model has been adopted; domains and items divide the numbers (1 - 5) into three categories, i. e., (5 - 1/3 = 1.33), to launch judgments into the instrument's computational average. The levels are thus as follows: small and take averages (1 - 2.33), medium and take (2.34 - 3.66), large and take from (3.67 - 5.00).

6.5. Study Procedures

- Accessing the educational literature and previous studies relevant to the current study topic.
- Determining the number of study members and sample population.
- Preparation of study tools as a preliminary form after learning about educational literature and previous studies relevant to the current study topic.
- Verifying the evidence of the study tool's validity and reliability to get the final version of it.
- Applying the study tool in its final version to the target study sample members on time.
- Collecting, auditing, computerizing, and statistically processing questionnaires to answer the study's questions and make appropriate recommendations regarding the results achieved.

6.6. Statistical Treatment

To answer the first question of the study, the calculation of the means and standard deviations of the responses of the study sample members were performed.

To answer the second question from the study, four - way analysis of variance and multi - quadrilateral variation analysis were used to detect differences in the responses of the study sample members on the job performance level scale of teachers in the Northern Region of Israel.

7. Results

First, the results of the first study question which reads "What is the level of job performance of Arab school teachers in the Northern Region of Israel from the perspective of the teachers themselves?"

To answer this question, the means and standard deviations have been calculated to measure the level of the job performance and its domains, taking into account the arrangement of the domains in descending order according to their means, as in Table (5).

Table 5: Values of the means and standard deviations of sample members' estimates of the job performance level of Arab school teachers and its domains in descending order.

Order	No. domain	Scale and domains	Means	Standard deviation	Level
1	1	Classroom Planning	4.05	0.70	Large
1	3	Monitoring and evaluation	4.05	0.67	Large
3	2	Classroom learning and its activities	4.00	0.72	Large
Total			4.03	0.67	Large

It is noted from the results in table (5) that the level of the job performance of Arab school teachers from the perspective of teachers as a whole, came with a mean of (4.03) and a standard deviation of (0.67). The domains came according to the following order: class planning domain in the first order, means (4.05), standard deviation (0.70), and within a significant level. Then camethe evaluation and monitoring domain which was in the same order with a mean of (4.05), and a standard deviation of (0.67), and at a large level, and finally the domain of management of class learning and its activities.

The outcome of the current study agreed with the results of the studies conducted by (Alasad, 2017; Smith et al., 2003; Suárez & Toro, 2018), which showed that the level of the job performance of teachers was "significant. " However, it disagreed with the study's outcome (Alshehri & Alhallafi, 2020; Baracskay, 2021; Tepayakul & Rinthaisong, 2018), which showed that teachers' job performance was in fact "average. "

For more accurate and academically reliable results, the calculation of means and standard deviations of the sample members' estimates were calculated on the items of each domain of the tool as follows:

- **The classroom Planning Domain**

The Means and standard deviations of classroom planning items are calculated from the point of view of teachers, taking into account their descending order according to their overall means, as shown in Table (6).

Table 6: Values of the means and standard deviations of sample members' estimates of the level of the job performance of Arab school teachers on the items of the domain (classroom planning) descending order.

Order	No. Item	Items	Mean	Standard deviation	Scale
1	2	I diversify the teaching methods in line with students' educational level.	4.11	0.76	Large
2	5	I diversify the educational and learning goals when planning the lesson.	4.09	0.75	Large
3	3	I create enrichment plans aligning with students' levels by integrating digital means into the lesson.	4.07	0.78	Large
4	4	I diversify my educational activities based on technology integration and in line with the lesson content.	4.05	0.79	Large
5	1	I create effective teaching plans based on the available digital tools.	4.02	0.76	Large
6	6	I set up computerized tasks that motivate students to learn.	3.98	0.81	Large
Total for Domain			4.05	0.70	Large

It is noted from the results in table (6) that the means of sample members' estimates of the level of job performance of the study participants on the items of the first area (Classroom planning) came between the means (3.98) and (4.11), all items were within a large level, and the number of items (6) was the highest estimate of the items (2), which provides for "the most appropriate type of educational methods in line with the students' educational level" in the first order, with the value of (4.11), a standard deviation of (0.76), and at a significant level. Item (5) directly followed, which provides for "more specific educational and objectives when planning the study", and with means of (4.09), a standard deviation of (0.75), and at a significant level. The lowest estimate was of the item (6), which is "I am prepare computerized tasks that motivate students to learn", with an means of (3.98), a standard deviation of (0.81) and at a significant level.

- **The monitoring and evaluation domain**

The mean and standard deviations of monitoring and evaluation domain items have been calculated from the teachers' point of view, considering their descending order according to their overall means, as shown in Table (7).

Table 7: Values of the means and standard deviations of sample members' estimates of the level of the job performance of Arab school teachers on the items of the domain (Monitoring and evaluation) in descending order

Order	No. Item	Items	Means	Standard Deviation	Scale
1	19	I analyze the results of school tests to develop the necessary treatment plans for students.	4.16	0.73	Large
1	17	I evaluate my students' work and efforts fairly and objectively.	4.16	0.71	Large
3	18	I encourage my students' self - assessment.	4.09	0.74	Large
4	15	I follow up with everything new about modern technology to use and integrate it into the educational process.	4.07	0.74	Large
5	14	I diversify my evaluation strategies in teaching my students.	4.06	0.74	Large
6	16	I follow my students' execution of their duties and tasks through digital tools.	4.03	0.77	Large
7	20	I share my student's assessments wih their colleagues in some assignments.	3.94	0.85	Large
8	21	I use technological methods and graphs to compare class marks in different stages.	3.92	0.88	Large
Total for Domain			4.05	0.67	Large

It is noted from the results in table (7) that the mean of sample members' estimates of the level of job performance on the items of the second domain (Monitoring and evaluation) confined between the means (3.92) and (4.16), and all items were within a large level, with the highest estimate of the item (19), which states that "I analyse the results of the school tests to develop the necessary treatment plans for students" in the first order, with amean that reached (4.16), a standard deviation of (0.73), and at a significant level. In the second place came item (17) in the same order, which states: "fair and objective assessment of work and student effort" with a mean of (4.16), a standard deviation of (0.71), and at a significant level. The least estimated item was item (21), which states: "the most technological means and graphs used to compare row marks in different layers", with a means of (3.92), a standard deviation of (0.88) and at significant level. This may be due to teacher's recognition of the importance of analyzing school test results as it helps them identify their students' strengths and weaknesses. And so they can build the necessary plans to strengthen and address weaknesses.

- **The domain of Classroom learning and its activities**

The means and standard deviations of Classroom Learning and its Activities domain items are calculated from the point of view of the teachers, taking into account their descending order according to their total means, as shown in Table (8).

Table 8: Values of the means and standard deviations of sample members' estimates of the job performance of Arab school teachers on items of the domain (Classroom learning and its activities) in descending order.

Order	No. Item	Items	Means	Standard deviation	Scale
1	8	I develop the spirit of entrepreneurship and creativity of my students.	4.10	0.73	Large
2	7	I use and apply the technical skills needed to digital means teaching tools.	4.01	0.75	Large
2	10	I guide students towards employing the different search engines in the performance of their	4.01	0.78	Large

		class tasks.			
2	9	I use computer software during the execution of activities and tasks for my students.	4.01	0.80	Large
5	12	I provide feedback on my students' tasks through digital means.	3.97	0.83	Large
5	13	I keep my students' work done electronically.	3.97	0.85	Large
7	11	I encourage my students to take the role of the teacher and take part in introducing the material.	3.89	0.86	Large
Total			4.00	0.72	Large

It is noted from the results in table (8) that the means of sample members' estimates of the level of the job performance on the third domain items (Classroom learning and its activities) is confined between the means (3.89) and (4.10), all items were within a large level, and the number of items (7) was the highest estimate of item (8), with a mean of (4.10), a standard deviation of (0.73) and, at a significant level. In the second place came items (7, 10, 9), with a mean of (4.01), standard deviations of (0.75), (0.78), (0.80), and at a significant or large level, with the lowest estimate of item (11).

Second. The findings of the second study question which states: "Are there statistically significant differences at indicative statistical level (α=0.05) in sample responses to the level of the job performance of the study participants attributed to variables (gender, academic qualification, years of experience and educational stage) ?" To answer this question, means and standard deviations of sample members' estimates of the level of the job performance were calculated as shown in Table (9).

Table 9: Values of means and standard deviations of the level of the job performance of teachers and its areas according to study variables

Variable	Level of variable	Statistic	Domains			Total
			Classroom planning	Classroom learning and its activities	Monitoring and evaluation	
Gender	Male	Means	4.04	3.98	4.03	4.01
		standard deviations	0.71	0.73	0.69	0.68
	Female	Means	4.08	4.01	4.09	4.06
		standard deviations	0.69	0.70	0.64	0.64
Academic qualification	Bachelors	Means	3.98	3.93	3.97	3.96
		standard deviations	0.76	0.77	0.74	0.73
	Postgraduate	Means	4.10	4.04	4.11	4.09
		standard deviations	0.66	0.67	0.61	0.61
Years of experience	Less than 10 years	Means	4.06	4.03	4.05	4.04
		standard deviations	0.76	0.75	0.73	0.73
	10 or More than 10 years	Means	4.05	3.98	4.06	4.03
		standard deviations	0.67	0.70	0.64	0.64
Educational stage	Primary	Means	3.97	3.96	3.97	3.97
		standard deviations	0.70	0.68	0.64	0.65
	Elementary	Means	4.16	4.13	4.19	4.16
		standard deviations	0.71	0.72	0.68	0.68
	Secondary	Means	4.02	3.85	3.99	3.95
		standard deviations	0.68	0.74	0.69	0.65

The results in table (9) show apparent differences between the means of the level of the job performance and its domains, resulting from different levels of study variables. To substantially verify these differences, the quadruple variance analysis of the level of teachers' job performance line has been carried out (gender, academic qualification, years of experience, and educational stage), as shown in table (10).

Table 10: Results of the quadruple variance analysis of sample members' estimate of the level of the job performance of teachers according to variables

Source of variability	Sum of squares	Degree free (df)	Middle square	F	Statistical significance
Gender	0.055	1	0.055	0.128	0.72
Academic qualification	2.492	1	2.492	5.768	0.02
Years of experience	0.818	1	0.818	1.894	0.17
Educational stage	4.058	2	2.029	4.696	0.01
Error	165.911	384	0.432		
Total	173.335	389			

Statistically significant differences in the level of indication (α=0.05) between the means of estimates of the participants and their level of job performance are attributable to the variable (academic qualification) and the benefit is in favour of postgraduate studies. Statistically significant differences in the level of indication (α=0.05) between the means of sample members' estimates of the job performance of the participants are attributable to the variable. The *Scheffe test* was used to detect the differences between the means of the level of the job performance of all the study participants, as shown in Table (11).

Table 11: Results of Scheffe's Post - Hoc comparison method on the impact of the educational stage variable

Dependent	The level of variable	Means	Primary	Elementary	secondary
Total	Primary	3.97			
	Elementary	4.16	*0.19		
	secondary	3.95	0.02	0.21	

*significant at the level of statistical significance α=0.05

The results in Table 11 show a statistical difference at the level of α=0.05 statistical significance between the primary and elementary stages and for the benefit of the elementary stage. However, the results did not show a statistical difference in the overall scale between the primary and secondary stages and the elementary and secondary stages.

To ascertain the fundamental of the apparent differences between the means of the job performance level domains of the participants, Pearson's correlation coefficient values are calculated for the relationship of the performance level domains, followed by *Bartlett test* for spherical according to the study variables, to determine the most appropriate variation analysis to be used (multi - quadrilateral variation analysis, or quadrilateral variation analysis), as illustrated in table (12).

Table 12: *Bartlett test* results for spherical domains of the performance level the participants according to the given variables.

Relationship according to the variables	Statistics	Classroom Planning	Classroom learning and its activities	monitoring and evaluation
Classroom learning and its activities	Correlation coefficient	0.88		
	statistically significant	0.00		
monitoring and evaluation	Correlation coefficient	0.85	0.89	
	statistically significant	0.00	0.00	
Total	Correlation coefficient	0.95	0.97	0.95
	statistically significant	0.00	0.00	0.00
Bartlett test for spherical				
	χ^2	df	statistically significant	
	10315.910	210	0.00	

Table (12) shows a statistically significant relationship at the significant level (α=0.05) among the job performance domain of the participants combined according to the study variables (gender, academic qualification, years of experience and educational stage), which necessitated the use of a *quadruple variation analysis* of the job performance domain, combined according to the study variables (gender, academic qualification, years of experience and educational stage), as in Table (13).

Table 13: Results of the analysis of the multi - quadrilateral variation of the job performance level domains of the participants combined according to the variables

Impact	Multiple Test Type	Multiple Test Value	Total of (F)	Degree of freedom	Degree of freedom for error	statistically significant
Gender	*Hotelling's Trace*	0.003	0.356	3	382	0.785
Academic qualification	*Hotelling's Trace*	0.016	1.977	3	382	0.117
Years of experience	*Hotelling's Trace*	0.007	0.921	3	382	0.431
Educational stage	*Wilks' Lambda*	0.066	4.198	6	762	0.000

Table (13) shows a statistically significant effect of the study variable (Educational stage) at the significant level (α=0.05) in the domains of the job performance of the participants from the perspective of the participants themselves, combined and to determine which domains of the job performance had an effect on the study variables. The *quadrennial variation analysis* of the job performance domains was also conducted individually according to the study variables (gender, academic qualification, years of experience, and educational stage), as in Table (14).

Table 14: Results of the *analysis of the quadrennial variation* of the job performance level domains of the participants from the perspective of the participants themselves according to study variables.

Source of variation	Dependent variable	Sum of squares	df	Average sum of squares	Value of F	Statistically significant
Gender	Classroom Planning	0.030	1	0.030	0.061	0.80
	Classroom learning and its activities	0.015	1	0.015	0.029	0.86
	Monitoring and evaluation	0.170	1	0.170	0.387	0.53
Academic Qualification	Classroom planning	2.244	1	2.244	4.630	0.03
	Classroom learning and its activities	2.900	1	2.900	5.804	0.02
	Monitoring and evaluation	2.356	1	2.356	5.380	0.02
Years of Experience	Classroom planning	0.753	1	0.753	1.553	0.21
	Classroom learning and its activities	1.220	1	1.220	2.442	0.12

	Monitoring and evaluation	0.550	1	0.550	1.256	0.26
Educational Stage	Classroom planning	3.226	2	1.613	3.328	0.04
	Classroom learning and its activities	5.289	2	2.644	5.291	0.01
	Monitoring and evaluation	4.534	2	2.267	5.177	0.01
Error	Classroom planning	186.123	384	0.485		
	Classroom learning and its activities	191.892	384	0.500		
	Monitoring and evaluation	168.155	384	0.438		
Total	Classroom planning	192.375	389			
	Classroom learning and its activities	201.315	389			
	Monitoring and evaluation	175.765	389			

Table (14) that there is no statistical difference at α=0.05 significance level between the Means in any of the job performance domains of the participants (classroom planning, Classroom Learning, and its Activities, evaluation, and monitoring) as attributable to the variables (gender, years of experience).

The results also exuded a statistical difference at the significant level α=0.05 between the means of the job performance level domains of the participants (classroom planning, classroom learning, and its activities, evaluation, and monitoring) attributable to the variable (academic qualification) in favour of postgraduate studies.

The results also showed a statistical difference at the significant level α=0.05 in the means of job performance level domains of the participants (Classroom Planning, Classroom Learning, and its Activities, evaluation, and monitoring) which is attributable to the educational stage variable. Because the academic level variable is a multilevel one, the *Scheffe test* was used to detect the difference between the means and the level of employment of the participants, as shown in Table 15.

Table 15: Results of *Scheffe's Post - Hoc Comparisons Methods* of the impact of the academic level Variable

Domain	Level of variable	Means	Primary	Elementary	Secondary
Classroom planning	Primary	3.97			
	Elementary	4.16	0.19		
	Secondary	4.02	0.05	0.14	
Classroom learning and its activities	Primary	3.96			
	Elementary	4.13	0.17		
	Secondary	3.85	0.11	*0.29	
Monitoring and evaluation	Primary	3.97			
	Elementary	4.19	*0.22		
	Secondary	3.99	0.20	0.20	

* significant at the level of statistical significance α=0.05

Results in table (15) show no statistical difference at a statistically significant level α=0.05 between the means of the responses of teachers of the two stages (elementary and primary) in the domains of the performance job level of the participants (Classroom Planning, Classroom Learning, and its Activities) attributable to the educational stage variable, and statistically significant differences at the statistically significant level (α=0.05). The Means of the responses of the two - stage teachers to the performance job level of Arab school teachers (evaluation and monitoring) are attributable to the educational level variable and in favour of the elementary stage.

8. Discussion

In line with the findings of (Avidov - Ungar, 2016) , the researcher attributes the existence of statistically significant differences at the significance level (α=0.05) among the participants' estimates of their job performance level attributable to the variable in favour of postgraduate studies, it may be due to the fact that teachers with postgraduate degrees have sufficient knowledge about the importance of using digital tools of teaching, its impact on the performance of job assignments, which they had been gained as a result of studying numerous courses in this field. Therefore, their appreciation of their job performance has come to a high level which also agrees with the results reached by (Razavipour & Yousefi, 2017).

This study was not thoroughly in line with the studies of: (Pongton & Suntrayuth, 2019; Kumari & Singh, 2021), and showed no statistically significant differences attributable to the academic qualification variable. Regarding the emergence of the field of classroom learning management and its activities in the third position and at a high level of performance, this may be attributable to the teachers and school aprincipals' keen interest in technology; particularly in light of the spread of the Corona pandemic and the conversion of schools to the distance learning system, based on the school's vision and mission, which reiterates the importance of fostering a lifelong love of learning. The school principals encourage their teachers to invest in managing the educational and learning process, and in the best ways to achieve the educational goals set for the school, which was reflected in the responses of the participants, and that is compatible to a fairly high degree with the findings of (Baluyot et al., 2020; Ndidi & Alike, 2018; Tjabolo & Otaya, 2019; Chinenye & Ofojebe, 2020; Tepayakul & Rinthaisong, 2018).

The researcher reiterates that there are no statistically significant differences in the level of statistical significance α=0.05 between the means of teachers' estimates on any

domain of their level of job performance. Regarding the variables (gender and number of years of experience), perhaps teachers, regardless of their gender or years of experience, are aware of the importance of using digital tools in the educational process and their role in the fulfilment of their job assignments. Undoubtedly, digital tools enable them to perform their job in a specific time, so they are keen to employ them in their school work to keep abreast with the accelerated educational and technical developments. Hence, their estimates of their level of job performance are close. In addition, teachers are subject to the same legislation as the school workflow. As the coronavirus pandemic spreads, and schools move towards a distance education system, they must keep pace, while positively impacting students' learning. Teachers undergo training programs and workshops at the beginning of their service. The prior enhances their expertise in their field of work and specialization, as well as the similarity of educational conditions, preparation, qualification, and training programs offered to teachers, that are reflected in their responses.

The result of the current study agreed with those reached by (Selamat et al., 2013) , which showed no statistically significant differences attributable to the gender variable. In addition, the study conducted by Alshehri&Alhallafi (2020), showed no statistically significant differences attributable to the variable years of experience. Within the same context, the study reiterated the findings of (Grace et al., 2020) who thoroughly investigated participatory management, professional development, and teachers' job performance in public secondary schools, and the findings of (Kumari & Singh, 2018), who navigated the same topic in a broader sense.

In line with the findings of (Kumari & Singh 2018), and as for the field of monitoring and evaluation, which emerged in the same order as the first, and on a large scale. The prior may be attributable to the teachers' awareness and belief in the significance of the follow - up and evaluation process, as it enables them to identify the strengths and weaknesses of their students and enables them to create reinforcement plans for students with high achievement and remedial plans for students with low achievement. In addition to the prior, and compatibly with the findings of (Afshar & Doosti 2016), we may affirm and recommend an aspect that highly influences teachers' performance, which is; analyzing student test results to create the necessary reinforcement and remedial plans for students, and keeping up with new developments in technology to take advantage of it and incorporate it into the evaluation of student learning, due to its beneficial effects on the advancement of the educational learning process and its outcomes at large.

9. Conclusion

In accordance with the results reached by the employment of the research tools, and based on those results, and by reference to the relevant literature review that investigates the topic of teachers' performance at large, we may conclude that a teacher's job performance is one of the most critical elements in demonstrating the effectiveness and ability to achieve the objectives of the learning process. A teacher's job performance is their ability to provide maximum effort to upgrade and improve the academic level of their students and in showing profound knowledge of the material that they teach. Beside, we may also conclude that both technical and human factors can have a major effect on the improvement or the deterioration of teachers' performance within a particular context and environment. And finally it is it imperative to point out that teacher's performance at large flourishes under an ethical and cooperative institutional leadership.

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