



جامعة الموصل  
كلية التربية للعلوم الانسانية  
قسم العلوم التربوية والنفسية

# دور البرامج التدريبية في رفع الكفاءة المعرفية و الادائية لمدرسي المرحلة الثانوية من وجهة نظر المشرفين الاختصاصيين

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رسالة ماجستير

العلوم التربوية و النفسية/ علوم تربوية

بإشراف

الأستاذ

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## Abstract

The current research aims to identify the role of training programs in raising cognitive competence and performance competence for secondary school teachers from the point of view of the specialized supervisors by answering the following sub-questions:

1- What is the level of training programs in raising the cognitive competence for secondary school teachers from the point of view of the specialized supervisors as a whole?

2- What is the level of training programs in raising the performance competence of secondary school teachers from the point of view of the specialized supervisors as a whole?

3- Is there a statistically significant difference at the level (0.05) between the two views of the specialist supervisors regarding the role of training programs in raising the cognitive competence of secondary school teachers according to the scientific specialization variable?

4- Is there a statistically significant difference at the level (0.05) between the two point of views of the specialist supervisors regarding the role of training programs in raising the performance efficiency of secondary school teachers according to the scientific specialization variable?

5- Is there a statistically significant difference at the level of (0.05) between the two views of the specialist supervisors regarding the role of training programs in raising the cognitive competence of secondary school teachers according to the gender variable (males, females)?

6- Is there a statistically significant difference at the level (0.05) between the two views of the specialist supervisors regarding the role of training programs in raising the performance competency of secondary school teachers according to the gender variable (males, females)?

The basic research sample consisted of (72) supervisors Male and Female, who were selected in a random, equal stratified method from the Directorate of Preparation and Training for the academic year (2019-2020).

In order to achieve the objectives of the research, the researcher prepared a questionnaire consisting of two aspects: cognitive and performance competence, and the apparent validity of the research tool was verified by presenting it to experts and specialists in educational and psychological sciences. The differential strength of the tool was also calculated, as the final number of the scale's paragraphs reached (12) paragraph for cognitive competence. And (27) paragraph for performance efficiency, and stability was calculated by two methods, namely, retesting, as the value of the Pearson correlation coefficient was (0.82), and the Alpha-Cronbach method, as the value of the reliability coefficient was (.80).

The data were processed statistically using the Statistical Package for Social Sciences (SPSS), where a number of statistical methods were used as the discrimination equation, the Pearson correlation coefficient, the T-test for two independent samples, and the weighted arithmetic mean.

The results of the research showed:

- 1- The convergence of male and female scientific and human specializations in low performance competence compared to the hypothetical test of 70%.
- 2- The teachers of scientific specializations enjoy high performance competence compared to their colleagues from the humanitarian specialties.
- 3- Female teachers from both majors have high performance in teaching.
- 4- There is a convergence between the level of proficiency of male and female teachers in the scientific and human specializations from the cognitive side.
- 5- Female teachers have cognitive competence as a result of interest in scientific and humanitarian subjects.
- 6- A statistically significant difference was not found between the two views of the professional supervisors according to the gender variable (male, female).
- 7 - The training programs are not efficient in delivering male and female teachers of all specialties to the required level.

The researcher also prepared a set of recommendations, the most important of which are:

- 1- Providing various incentives to encourage teachers to attend training programs.
- 2- Conducting more studies and new scientific research that deal with other variables in addition to the variables that the study dealt with.
- 3- Opening specialized training courses for teachers of humanitarian subjects and training them on the performance aspects.
4. Presenting different motives to encourage teachers to attend and take care of the training programs.
5. Depending on the principle of perfect learning in the programs of training teachers through defining the suitable levels to master the required skills to the extent that the trainer does not move from one skill to another until he reaches the definite level.

The researcher presented a set of proposals, the most important of which are:

1. The specialization supervisors in the Nineveh Education Directorate directed the accreditation of the electronic calendar for male and female teachers.
- 2.. Preparing a training program to develop teachers' competencies at the secondary level.
3. Evaluative study of the applied training styles in the training programs for the teachers of the intermediate stage in the Directorate of Nineveh governorate.
4. Cognitive proficiencies and the required skills of the heads of departments at University of Mosul and the degree they possess.

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specialized supervisors**

**Ali Husain Ahmed Hamza**

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