العلاقة بين تقييم معلمي اللغة الإنجليزية كلغة أجنبية للمجموعات الإلكترونية وأدائهم الوظيفي

The Relationship between EFL Teachers' Evaluation of Electronic Groups and their Job Performance

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مستخلص البحث

لقد أصبح من الضروري استخدام التكنولوجيا الإلكترونية (التطبيقات) في عمليات التدريس والتعلم. تهدف هذه الدراسة إلى استقصاء العلاقة بين تقييم معلمي اللغة الإنجليزية كلغة أجنبية للمجموعات الإلكترونية وأدائهم الوظيفي.

ولتحقيق أهداف الدراسة والتعامل مع متغيراتها، تم استخدام استبيان لجمع المعلومات من (١٠٠) معلم ومعلمة للغة الإنجليزية كلغة أجنبية؛ (٥٠) ذكور و(٥٠) إناث. يتألف الاستبيان من جزئين:

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الجزء الأول يحتوي على خمسة مجالات و(٣٦) فقرة لقياس تقييم المعلمين للمجموعات الإلكترونية.

الجزء الثاني يحتوي على ثلاثة مجالات و(٢١) فقرة لقياس الأداء الوظيفي للمعلمين.

وباستخدام الحزمة الإحصائية (SPSS)، توصلت الدراسة إلى أن استخدام معلمي اللغة الإنجليزية للمجموعات الإلكترونية لأغراض تعليمية لم يكن ذا دلالة إحصائية، بينما كان أداؤهم الوظيفي ذا دلالة إحصائية.

الكلمات المفتاحية: فعالية، منصات إلكترونية تعليمية، تدريس وتعلم، أداء وظيفي، معلمو لغة إنجليزية كلغة أجنبية.

Abstract

It has become an urgent need to use electronic technology (applications) in the teaching and learning processes. This study aims to investigate the relationship between EFL teachers' evaluation of electronic groups and their job performance.

For the purpose of achieving the objectives of the study and addressing its variables, a questionnaire was used to collect information from (100) male and female EFL teachers; (50) males and (50) females. The questionnaire consists of two parts; the first part has five domains and (36) items to check the teachers' evaluation of the electronic groups, and the second part has three domains and (21) items to check teachers' job performance. Using the statistical package (SPSS), the study has come up with the findings that EFL teachers' use of electronic groups for educational purposes was not significant and that their job performance was significant.

Keywords: Effectiveness, Educational electronic platforms, teaching and learning, job performance, EFL teachers

Introduction

1.1 The Statement of the Problem

Currently, educational institutions experience challenges in performing their current tasks and future orientations. The school is no longer limited to providing traditional education for learners, but rather it develops human resources' capabilities to use electronic technology. In the same context, the rapid spread of communications, information technology and mobile devices, with the various applications they provide, have forced a new form of communication between the school administration and its faculty members that requires electronic interaction different from traditional communication. This orientation was recommended by the administration of the International Scientific Conference of Arab E-Learning, held in Riyadh in 2023, which emphasizes the necessity of

using mobile phone applications in the educational process and for human resources development processes.

As a result, researchers in the educational field have researched this topic and have noticed that the educational institutions, have faced difficulties to be adapted to technical developments, due to their weak desire to cope with or due to their limited competencies that enable them to respond to the current educational needs. Furthermore, the challenges related to the school administrative and educational system, which follows bureaucratic communication means, have hindered the development of teachers' job performance.

Based on that serious demand and the researchers' theoretical and practical teaching experience, they found it necessary to investigate the relationship of EFL teachers' evaluation of electronic groups and their job performance.

1.2 The Significance of the Study

The development of information technology has imposed its effects on educational institutions and requires immediate interaction. On the other hand, achieving the goals depends on the efforts made by individuals in the field of human development, especially in the education sector due to its great impact on preparing generations for the future when its effects on the economic development of society would appear. (Maher, 2007: 7) There is no doubt that the success of any educational institution in achieving its goals depends on the quality of its staff, and the extent to which they are competent in utilizing electronic technologies to carry out the tasks assigned to them. (Al-Mashi, 1998: 23)

Those who use electronic applications can understand that those applications represent one of the main pillars that lead to scientific progress in the teaching/learning process, especially in English language teaching, (Rasheed and Mowafaq, 2016: 218) and thus become the focus of attention for many researchers who deal with developing teaching and learning. Furthermore, the comprehensive development of individuals working in educational institutions, resulting from effective communication and participation among the school administration and the teachers, creates an effective electronic environment that meets the teachers and learners' needs and keeps pace with the requirements of the labour market. (Gardner et.al, 2013: 20)

Wasilewska (2010: 63) states that the use of electronic applications results in effective communication among users because they are connected via the international information network. Rmaid and Jamil (2021: 262) add that the extent to which electronic technologies are used correctly have a significant

impact on improving the employees' performance and that the progress of nations has become dependent on the measure of their individuals' levels of mastery of electronic technologies, so it is necessary to master electronic media and use them in various fields of work. Therefore, it has become necessary to modernize effective communication methods between teachers (the target group) and school administrations by using electronic systems in all their work, and to reconsider the patterns of communication between them to ensure the sustainability of improving their job performance, which reflects positively on the teaching/learning process. This orientation is consistent with what it has been confirmed by many international scientific conferences and symposiums, including the Fourteenth Scientific Conference (Concepts of Education in the Light of the Concept of Performance, Volume (1), 2002) Ain Shams University in Cairo, the Fifth Educational Conference for Quality Education and Higher Education, held at the University of Bahrain (2005), and the Total Quality Conference, College of Education / Ibn Rushd - University of Baghdad 2017 (Al-Ustadh, 2017). They all emphasize the need to pay attention to developing the job performance of all individuals working in educational institutions in accordance with contemporary global technologies.

The significance of the study is highlighted as follows:

1- It deals with a very important topic; electronic groups and job performance, and shows the role of electronic applications in improving teachers' job performance.

2- It sheds light on the current situation of the schools in Iraq and their endeavour to cope with the electronic development.

3- It introduces to the teachers, specifically the EFL teachers, the importance of electronic communication through the available applications to improve their job performance.

1.3 The Aims of the Study

The researchers intend to find out:

1. The level of using electronic groups by EFL teachers,

2. The statistical significant differences in using electronic groups due to gender and years of service,

3. Evaluating EFL teachers' job performance,

4. The statistical significant differences in job performance due to gender and years of service, and

5. The relationship between teachers' evaluation of electronic groups and their job performance.

1.4 The Limits of the Study

This study is limited to EFL teachers in Baghdad / The General Directorate of Al-Rusafa (1st) for the academic year 2022-2023.

1.5 Definition of Basic Terms

The researchers define the two variables; electronic groups and job performance theoretically and procedurally as follows:

1. The electronic groups: A group of smart applications (Telegram, WhatsApp, Viber, Messenger, and other platforms) that are used by those in charge of the educational process through smart mobile phones and other devices. Its effectiveness is represented by the extent to which these applications are used by English language teachers. (Al-Khathami, 2016: 22)

The Theoretical Definition: It is the ability of EFL teachers in Iraqi primary schools to use the electronic applications (Telegram, WhatsApp, Viber, Messenger, and other platforms) to improve their job performance and to save both time and effort inside or outside schools during or after the official service hours.

The Procedural Definition: It is the total score that the English language teacher (male or female) will obtain in the first part of the questionnaire.

2. Job performance: It is a set of behaviours taken by individuals working in the organization to carry out the tasks assigned to them. (Abraham, 1986: 349)

The Theoretical definition: It is a set of behaviours that leads individuals working in the organization to accomplish the tasks, roles, and practices assigned to them for the purpose of achieving the targeted goals.

The Procedural Definition: It is the total score that the English language teacher (male or female) will obtain in the second part of the questionnaire.

Section Two

Theoretical Background and Previous Studies

2.1 The Theoretical Background

Using electronic applications in the educational process and elsewhere has become a primary and indispensable basis for bringing about a qualitative shift in the goals that educational institutions seek to achieve. (Al-Nuaimi, 2010: 279). In terms of faculty members' communication with the school administration via electronic groups, the translation of the philosophy of e-learning and the extent of its importance in the teaching and learning processes, depending on the idea of expanding the scope of participation, whether it is done inside the educational institution during official service hours or outside the institution. This orientation leads to the possibility of rapid and effective communication represented by the

presentation of opinions, ideas and proposals related to developing and improving the educational process as well as consolidating the idea of democratic e-learning. (Al-Hammar, 2016: 32)

In the same context, researchers believe that using electronic applications in the educational process has comprehensive reflections on improving the performance of the staff members and then on improving and developing the teaching and learning process, which arouses the necessity of moving from traditional communication with the administration and students to effective communication by electronic devices. There is no doubt that this artistic behaviour is consistent with the elements of sustainable education and with the trends of the contemporary globe that call for teacher development including technological competence as a reflection of cognitive and technological developments and the effective changes they offer for job performance (Adass, 1985: 17). The global changes in the educational process, especially in information and communications technology, may result in comprehensive outcomes, including the consideration of the content of the curriculum and methods presentation as well as the mechanism of dealing with school administrations and improving the level of job performance. (Qutait, 2011: 20)

Making use of technology by the teachers (the target group), especially the available electronic applications and platforms, contributes to the quality of the education they provide, increases knowledge production and improves outcomes towards achieving the desired goals. (Al-Hasan, 2014: 335)

2.1.1 Justifications for moving towards electronic groups in the teaching and learning process, as stated by Wadha (2020: 42):

First: The rapid spread of electronic technology, especially mobile devices, which are generally easy to use,

Second: The various services provided by electronic technologies, in addition to saving the time and effort,

Third: Modern changes and developments that impose the transition from traditional education to communicative education,

Fourth: Sustained search for new systems that make full use of time and space for delivering information, moving away from traditional practices of communication, and moving out of the classical educational world to the world of rapid, effective education, and

Fifth: Keeping pace with global developments, especially in the field of electronic and information technology.

2.1.2 The challenges that accompany the effectiveness of electronic applications in educational institutions, as stated by Al-Dahshan (2013: 13):

First: The need for a quality infrastructure equipped with modern electronic devices for the production of educational programs by using electronic communication programs which requires a high cost especially at the beginning of the application,

Second: The weak awareness of some faculty members of the educational institutions about the effective feasibility of using electronic applications as well as their limited contribution to the success of the teaching and learning processes, and

Third: The social and family considerations that may prevent teachers from joining electronic groups.

2.2 Previous Studies

There is no doubt that the performance of EFL teachers has a significant impact on the raising of generations, as this language has become a basic subject in all schools. The researchers noted that the previous studies relevant to the variables of this study (electronic groups and job performance) show that the EFL teachers are in serious need for massive training. Two of those studies are reviewed below.

2.2.1 Andrews (2017): *Mobile Phone Applications in the Educational Process and Obstacles of Use in Jordan: A Field Study in Public Schools*

The study aimed to identify how secondary school students use mobile phone applications in the educational process in public schools of Irbid governorate. A questionnaire was used as a tool for collecting data. (317) male and female students represented the sample. The results of the study concluded that the low level of using mobile phone applications in teaching and learning, and the hypothesis was statistically significant in favour of female students. As for the challenges of use, there was lack of clear systems and instructions that allowed the students to bring and use mobile devices as well as the lack of an environment and technical system that could make use of this type of learning. The study recommended emphasizing the reconsideration of programs, curricula, and implementation strategies for the purpose of understanding the concepts of the electronic revolution and the mechanism of using them in the classroom.

2.2.2 Day (2019) *Development and Growth in Teachers' Job Performance*

This study identified ways and opportunities for developing teachers' job performance. The descriptive approach was used, relying on related literature and some previous studies similar to the current study's variable. The questionnaire was also used as a tool to identify the individual responses of (120) male and female teachers. The study concluded that the evidence available in educational institutions indicated that the procedures for developing teachers' job performance were very limited and therefore improving educational productivity was negatively affected.

The two studies listed above help the researchers of the current study to:

1. Identify the outline of the study, the main points and the variables that should be taken into consideration,

2. Define the theoretical background supported by studies, researches and other relevant sources,

3. Determine the suitable tool and process the data obtained from the sample, and to

4. Select the appropriate statistical means for data quantitative analysis.

Section Three
The Procedures

3.1 The Methodology

The topic of this study and its aims require choosing the descriptive approach (*) to collect and analyse the data, and then to show the results that address the situation. (Obaidat et al., 1998: 35) However, the use of the descriptive approach passed through two stages:

The first stage includes the use of the descriptive analytical method to formulate the rationale for the theoretical importance of the study and presents the foundations and ideas associated with the two variables of the study as represented by identifying the problem, aims, variables and field of study.

The second stage includes the use of a statistical survey to diagnose and describe the problem of the study by quantitatively measuring the individuals' opinions (EFL teachers), their participation in the electronic groups and to check how they improve their job performance. This method enables the researchers to generalize the results of the study to the community.

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* The descriptive study is the analysis of phenomena, events, and the accompanying facts that can be studied and measured as they are without

interference from researchers.   The analysis and interpretation leads to identifying the scientific advantage. (Saati, 1999: 45)

3.2 The Community

EFL teachers of primary schools represent the community of this study, specifically in Baghdad, the General Directorate of Education / Rusafa 1st where there are (655) teachers; (85) males and (570) females for the academic year (2022-2023) as shown in Table 1.

Table 1: Community Gender Distribution and Percentage

Gender	Number	Percentage %
Males	85	13
Females	570	87
Total	655	100

Table 2: Community Years of Service

Gender	Number	Percentage %
Less than ten years	230	35
More than ten years	425	65
Total	655	100

3.3 The Sample

One hundred teachers represent the sample of this study; (50) males and (50) females. The researchers consider the diversity in gender and years of service to ensure objective results as shown in Tables 3 and 4.

Table 3: Sample Gender Distribution and Percentage

Gender	Number	Percentage %
Males	50	50
Females	50	50
Total	100	100

Table 4: Sample Years of Service

Gender	Number	Percentage %
Less than ten years	50	50
More than ten years	50	50
Total	100	100

3.4 The Tools

Two questionnaires were developed for collecting data from the sample individuals. The main areas of each questionnaire were identified, taking into account the comprehensiveness of the items and the variables based on both the previous studies and the theoretical background.

The electronic group questionnaire includes five areas and (36) items as shown in Table 5.

Table 5: Areas and Items of Electronic Group Questionnaire

No.	Areas	Number of Items
1	The teacher-administration electronic group	7
2	The teacher-teacher electronic group	7
3	The mobile education and learning	8
4	The available supporting environment	7
5	The administrative evaluation	7
	Total number of Items	36

The job performance questionnaire includes three areas and (21) items as shown in Table 6.

Table 6: Areas and Items of Job Performance Questionnaire

No.	Areas	Number of Items
1	The practical performance	7
2	The technical performance	8
3	The human and social interaction	6
	Total number of Items	21

After completing the script of the study areas and the (57) items, the sample individuals' responses were obtained by using Likert Scale of five degrees as shown in Table 7.

Table 7: Likert Scale

Effectiveness Degree and Ratio	Very high	High	Medium	Low	Not effective
	5	4	3	2	1

Then, the two questionnaires have been prepared as tools for this study.

3.5 The Psychometric Features of the Tools

3.5.1 Validity

The face validity of the two questionnaires was judged by a jury of six instructors *. However, some serious amendments were made.

3.5.2 Reliability

The Alpha-Cronbach value of test-retest for two variables was (78%), and it was (75%) for tool reliability. Both values are considered acceptable since they are more than (60%).

3.5.3 Other Statistical Means

The researchers calculated the arithmetic means and the standard deviations. They also used the T-test for two independent samples.

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Section Four

Results Analysis, Conclusions and Suggestions

This section shows the results, the explanations relevant to the aims of the study, the accordingly drawn conclusions, the recommendations and the suggestions.

4.1 Using Electronic Groups

The arithmetic mean of the (100) male and female sample individuals is calculated to be (73.83) with a standard deviation of (34.28), whereas the theoretical mean of the tool is (87); i.e. more than the arithmetic mean of the sample as shown in Table 8.

Table 8: The Arithmetic Mean and Standard Deviation of Electronic Group Scores and the Calculated T-value

Sample Mean	Standard Deviation	Theoretical Mean	Calculated T-value	Degree of Freedom	Tabular T-value	Statistical Significance
73.83	43.28	87	3.84	99	1.96	Significant

In order to ensure that this mean statistically reflects significant differences, the T-test is used for a sample drawn from a known population, and it appears that the calculated T-value is (3.84), which is more than the tabular value of (1.96), with a degree of freedom of (99) and a significance level of (0.05). This result means that the observed difference is statistically significant. It is thus concluded that the research sample was small, and that the effectiveness of the electronic groups was weak. This result is consistent with the Andrews' study (2017) which indicated that the use of mobile phone applications in the teaching and learning processes is weak.

4.2 The Differences in Using Electronic Groups Due to Gender

To verify this difference, the arithmetic mean of the scores of the electronic groups was calculated for both male and female teachers separately. The average score of the male teachers was (44.8) with a standard deviation of

(21.63), while the average score of the female teachers was (102.8) with a standard deviation of (13.8). It is clear that the average grades of female teachers are higher than that of male teachers, as shown in Table (9).

Table 9: The Arithmetic Means and Standard Deviations for Male and Female Teachers and the Calculated T-value

Gender	No.	Theoretical Mean	Standard Deviation	Calculated T-value	Tabular T-value	Degree of Freedom	Statistical Significance	Significance
Male	50	44.8	21.63	15.94	1.96	98	0.05	Significant
Female	50	102.8	13.8					

In order to ensure that this result reflects a significant difference, the T-test for two independent samples was used, and it appeared that the calculated T-value was (15.94), which is greater than the tabular value of (1.96) when the degree of freedom is (98) at the significance level of (0.05). This means that the observed difference is statistically significant in favour of female teachers. This result can be interpreted to mean that female teachers have a greater perception of the importance of using technology and the available applications in their job tasks, which has led, in one way or another, to their ability to communicate effectively with the school administration and among each other.

4.3 The Differences in Using Electronic Groups Due to Years of Service

To verify the validity of that difference, the arithmetic mean of the effectiveness score was calculated for each group in terms of years of service (10 years and more) and (less than 10 years) separately. The result is shown in table (10) below.

Table 10: Arithmetic Mean, Standard Deviation and the Calculated T-value for each Group

Years of Service	No.	Theoretical Mean	Standard Deviation	Calculated T-value	Tabular T-value	Degree of Freedom	Statistical Significance	Significance
Less than 10 years	50	92.6	20.9	2.19	1.96	98	0.05	Significant
10 years and more	50	55	13.6					

These results show the fact that the teachers who have less than ten years of service tend to diversify their comprehensive communication, whether with school administration, with one another or with their students following the contemporary educational theories that point to the use of technology in the field of teaching and learning processes.

4.4 The level of job performance

Table (11) below indicates the arithmetic mean and standard deviation of the sample individuals' job performance.

Table 11: Job Performance of the Sample

Mean	Standard Deviation	Theoretical Mean	Calculated T-value	Degree of Freedom	Tabular T-value	Significance
86.26	7.71	50	46.07	99	1.96	Significant

It is apparent that the theoretical mean was lower than the sample mean and the calculated T-value was higher than the tabular T-value which means that the sample individual's job performance was good; in contrast with Day's (2019) study results.

4.5 The Differences in Job Performance Due to Gender

The variation level of job performance in terms of gender was calculated by the means shown in Table (12).

Table 12: Job Performance Level Statistics for Male and Female Teachers

Gender	No.	Theoretical Mean	Standard Deviation	Calculated T-value	Tabular T-value	Degree of Freedom	Statistical Significance	Significance
Male	50	86.82	7.7	0.61	1.96	98	0.05	Not significant
Female	50	85.71	7.9					

The variation in job performance between male and female teachers was not significant as the calculated T-value was (0.61) which was less than the tabular T-value (1.96).

4.6 The Differences in Job Performance Due to Years of Service

The job performance for each group; (less than ten years) and (ten years and more) was calculated as shown in Table (13) below.

Table 13: Job Performance in Terms of Years of Service

Years of Service	No.	Theoretical Mean	Standard Deviation	Calculated T-value	Tabular T-value	Degree of Freedom	Statistical Significance	Significance
Less than ten years	50	86.55	7.4	0.48	1.96	98	0.05	Not significant
Ten years and more	50	85.96	8.08					

The arithmetic mean of the first group (less than ten years of service) was higher than that of the second group (ten years and more). The calculated T-value for two independent samples (0.84) was less than the tabular T-value (1.96) with a (98) degree of freedom. This means that there was a statistically significant difference in job performance due to years of service in favour of those who had less than ten years of service in education.

4.7 The Relationship between EFL Teachers' Evaluation of Electronic Group and their Job Performance

The Pearson correlation formula that was used to measure that relationship indicated a (0.03) correlation coefficient; lower than the (0.19) critical value of

correlation. This result means that there is no statistically significant relationship between the using electronic groups and job performance.

Section Five

Conclusions, Recommendations and Suggestion

Conclusions

In the light of the results of this study, the researchers have drawn the following conclusions:

1. The reason why EFL teachers did not use electronic applications in the process of communication between the groups of teachers with the school administration and with each other was their weak experience in how to use the applications and platforms specified by the Ministry of Education, and thus it was limited the development of their job performance.

2. The study showed that female teachers are more interested in using electronic applications than male teachers, especially in the evening sessions as they are free from housework and from taking care of the family, in contrast to male teachers who are often outside their home at those times.

4. Teachers' job performance that is associated with using electronic groups is an effective indicator of the success of the entire educational process, and deficiency in this aspect leads to a weakness in their level of performance.

Recommendations

The researchers make the following recommendations:

1. The Ministry of Education is requested to direct the General Directorate of Teacher Preparation and Educational Training and Development to install Internet service in the educational institutions in cooperation with the Ministry of Communications to follow up the scientific and technical developments, while obliging the educational staff to access these applications to acquire experience that can be used in their teaching career.

2. There should be well-trained personnel who specialize in communications and information technology to bring about development and change in all educational institutions.

3. It is necessary to activate the electronic groups, especially between school administrations in the geographical area of their school sites to exchange information and deal with notifications and administrative orders issued by their administrative authorities.

4. There is a serious need for holding periodic workshops via electronic applications for school principals, teachers, and supervisors. Those activities may complement the field visits done by the supervisors to the schools.

Suggestions

According to the aims of this study and its limits to the EFL teachers' job performance in primary schools, the researchers suggest carrying out the following studies:

1. The effect of using electronic applications on developing students' skills

2. The effect of using electronic applications on the EFL students' linguistic achievement.

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