



RESEARCH ARTICLE

The Training Needs among Recitation and Intonation Teachers at the Holy Qur'an Preservation Society amid the 21st Century Skills: Teachers' Perspective

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ABSTRACT

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The current paper measures the degree of the availability of the training needs among recitation and intonation teachers at the Holy Qur'an Preservation Society amid the 21-st century skills from the teachers' perspective. The methodology involves utilizing the descriptive survey approach. The research sample consists of (187) recitation and intonation teachers at the Holy Qur'an Preservation Society selected using the convenience sampling method. A 48-item questionnaire used as a research instrument is distributed over (3) main dimensions and (7) skills. The findings indicate that the degree of availability of needs is medium on the overall instrument and all skills. The result also showed no statistically significant differences at the significance level ($0.05 = \alpha$) between the means of the research sample participants' responses to the degree of availability of needs attributed to the gender variable on the overall instrument. Given the results, the current paper recommends focusing training on holders of lower academic qualifications.

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INTRODUCTION

The Holy Quran Preservation Society (HQPS), affiliated with the Ministry of Awqaf Islamic Affairs and Holy Places in the Hashemite Kingdom of Jordan, pursues to achieve local leadership in the dimension of institutional development and provide services for teaching recitation and intonation of the Holy Quran at a professional level by establishing a special center for training teachers of recitation and intonation. The Holy Quran Preservation Society, established as the first specialized society in serving the Holy Qur'an, is concerned with spreading the sciences of the Holy Qur'an in educational and learning aspects, in addition to memorizing, reciting and contemplating the Holy Quran.

The Holy Quran Preservation Society has more than a thousand Quranic centers spread across different regions of Jordan, where recitation and intonation teachers are trained and qualified, and given advanced skills in dimensions such as computers and various programs, in addition to developing thinking skills and creative teaching (Holy Quran Preservation Society, 2021). Therefore, the Holy Quran Preservation Society in Jordan was concerned with training, qualifying and developing its teachers by establishing a center for training teachers of recitation and intonation that is interested in providing specialized qualification programs for teachers of the Holy Quran to develop them (Hawout, 2014).

Of note, training, preparing and qualifying recitation and intonation teachers is done according to the necessary training needs that represent the information, experiences and skills of recitation and intonation teachers that are required to be trained on in the practical “specialized” and educational aspects according to the latest developments and innovations to enable them to perform their work with the highest efficiency (Al-Otaibi, 2012). The training and preparation of recitation and intonation teachers includes 21st century skills such as computer skills, thinking skills, and innovative and creative teaching skills (Holy Quran Preservation Society, 2021).

In the same context, it was emphasized that preparing and developing teachers within the framework of 21st century skills constitutes an essential part of the educational process to enable teachers to perform their role and carry out the tasks assigned to them, enhancing effective teaching practices in light of technological developments and the availability of information, activating the role of students in the learning and teaching process, improving and developing their skills, and raising the level of educational outcomes (Al-Otaibi, 2020; Altarawneh & Al-Ghammaz, 2023; Orakci, 2020). Therefore, the aspirations of the Holy Quran Preservation Society lie in focusing on integrating technological and technical developments in the teaching process and using these technologies by recitation and intonation teachers to improve teaching methods and enhance their skills (Hamad et al., 2021). With this in mind, the Holy Quran Preservation Society works to enhance the skills of its teachers by harnessing the latest technologies and innovations in the context of teaching and employing them in their teaching (Hamad et al., 2021). With this thorough introduction, the related literature review and research problems are given in the next sections.

2. LITERATURE REVIEW

Research has documented the significance of the concept of the training needs among various types of employees in daily life aspects. Al-Thamali (2020) identified the training needs of the teachers of the Holy Quran in the Charitable Society for Memorizing the Holy Quran from the teachers’ point of view in the Kingdom of Saudi Arabia. The methodology involved utilizing the descriptive analytical approach. The results showed a medium degree of training needs for the Holy Quran teachers at the Quran Memorization Charitable Society from their point of view, with the highest being in the teaching dimension, followed by the scientific dimension and finally the personal dimension. The finding also indicated a statistically significant difference attributed to the variable of academic qualification and in favor of postgraduate studies.

From a different lens, Thomas (2020) explored the training needs of lecturers in e-learning teacher preparation programs from the lecturers’ perspective in Nigeria. The methodology involved utilizing the descriptive approach. The results showed that the training needs of lecturers in e-learning teacher preparation programs from their point of view are technology-related training “use of computer and its accessories, computer network skills, online file management, and e-learning program”, and pedagogical knowledge.

Moreover, Marouh (2020) investigated the degree of mastery of Islamic education teachers of teaching skills from the teachers’ point of view in Jordan. The methodology involved utilizing the descriptive approach. The results showed a medium degree of mastery of Islamic education teachers of teaching skills from the teachers’ point of view. The findings also indicated no statistically significant difference attributed to the study variables of gender.

Besides, Al-Shammari (2020) investigated the training needs of mathematics teachers considering 21st century skills from their point of view in Saudi Arabia. The methodology involved utilizing the descriptive survey approach. The results showed a medium degree of training needs for mathematics teachers considering 21st century skills. The findings also indicated no statistically significant difference attributed to the gender variable, while there was a statistically significant difference attributed to the experience variable in favor of those with less experience.

Additionally, Abu Laila (2020) identified the 21st century skills required for science teachers from the perspective of their mentors in Egypt. The methodology involved utilizing the descriptive analytical approach. The results revealed that the 21st century skills required for science teachers are scientific and information skills (critical thinking, creativity, innovation, problem solving, and digital culture), coexistence skills (participation, empathy, media and communication culture, and respect for diversity), personal skills (resilience, communication, self-management, and accountability), and work skills (productivity, negotiation, decision-making, and cooperation).

Likewise, Rodriguez (2021) identified the training needs of schoolteachers considering contemporary society from their point of view in Colombia. The methodology involved utilizing the documentary approach. The results showed that the training needs of schoolteachers considering contemporary society from their point of view are professional development, professional identity, and knowledge management. A thorough look at the previous research work and studies demonstrates that the current research study is like some studies in addressing the training needs variable (Al-Thamali, 2020; Thomas, 2020). The current research study also agrees with some studies in the variable of 21st century skills (Abu Laila, 2020; Al-Shammari, 2020). However, this is the only research study that linked the two variables to a research sample of recitation and intonation teachers in the Holy Quran preservation centers in Jordan, which distinguishes this study from previous studies conducted in schools or universities in teacher preparation programs.

3. Research Problem

The current research study is a response to global trends in teacher preparation and qualification programs in light of the skills of the century and the recommendations of conferences on preparing teachers in the 21st century. The research problem incorporated into this research study is drawn from the observation of one of the researchers as a teacher of recitation and intonation in the centers of the Holy Quran Preservation Society of several problems such as the weakness of the teachers of recitation and intonation in following up on modern scientific and technological developments, the failure to acquire the skills of the twenty-first century, and the lack of their possession of advanced technical competencies. As a result, the performance level of recitation and intonation teachers has declined, which in turn has led to a decline in the performance level of students and an increase in their dropout rate from Quranic centers.

Along with the challenges mentioned, another challenge facing the Holy Quran teachers in Quranic centers is the weakness of educational, personal, professional and cultural competencies. These teachers suffer from difficulties in dimensions such as sound pronunciation and good expression, as the weakness also includes writing teaching plans, such as formulating procedural objectives, selecting and using appropriate teaching methods and educational and assessment instruments (Al-Shanqeeti, 2019; Hindi, 2020; Shukri, 2013). These teachers also suffer from weakness in understanding and applying strategies for understanding the Qur'anic text (Khalifa, 2013). They have low skills in contemplating the Holy Qur'an due to the low level of training in these skills (Al-Suhaimi, 2018).

With that, several studies (Al-Shammari, 2020; Ghandoura, 2018) recommended the importance of conducting studies and research that address the training needs of teachers from different specializations according to the skills of the twenty-first century. The research problem is also gleaned from Al-Zahrani's (2015) emphasis on the ongoing need to prepare and qualify teachers of the Holy Quran according to the frameworks derived from the divine directives mentioned in the preparation of the Holy Prophet Mohammad (PBUH), as these frameworks include the religious, methodological, psychological, social, professional, scientific, and leadership frameworks. These frameworks are also considered the basic frameworks necessary to determine the general training needs of teachers of recitation and intonation. The research problem, accordingly, is reflected in answering the following questions:

What is the degree of training needs for recitation and intonation teachers at the Holy Quran Preservation Society amid the twenty-first century skills from teachers' perspective?

Is there a statistically significant difference at the significance level ($\alpha=0.05$) in the training needs for recitation and intonation teachers at the Holy Quran Preservation Society amid the twenty-first century skills from teachers' perspective attributed to the gender variable "male, female" and academic qualification "less than a bachelor's degree, bachelor's degree, postgraduate studies"?

4. Research Significance

Theoretically, the research significance is reflected in the prevailing trend in education by highlighting the need to shift towards applying 21st century skills to improve the quality of education and enhance student achievement considering modern changes and challenges (Al-Otaibi, 2020). The research significance also lies in its coverage of the category of recitation and intonation teachers at the Holy Quran Preservation Society in Jordan, as this category is of great importance in building and consolidating the sciences of the Quran in the minds of students and developing and succeeding in the work of the Holy Quran Preservation Society. Highlighting the 21st century skills of recitation and intonation teachers is vital, as these skills represent basic foundations in designing teacher training programs, which contributes to increasing the effectiveness and efficiency of training programs and achieving goals more effectively. This study also provides an opportunity to deliver scientific research that contributes to enriching the Arabic library and plays a role in supporting theoretical literature in general.

In practice, the research significance is clearly demonstrated by the urgent need to uncover the 21st century skills of recitation and intonation teachers, especially in the context of changing their roles in the third millennium and the impact of the COVID-19 pandemic on the educational context. Therefore, this study should analyze the 21st century skills in detail to ensure their integration into training programs. This study also provides a fundamental database that can be the basis for revealing the availability of 21st century skills among recitation and intonation teachers at the Holy Quran Preservation Society. This data can also serve as a basis for directing the attention of the Ministry of Awqaf Islamic Affairs and Holy Places towards the importance of providing training programs based on actual needs. The study can also play a vital role in developing the capabilities and skills of recitation and Intonation teachers by providing them with feedback. At the same time, this research can stimulate interest from researchers and graduate students to explore these topics from different angles, which may lead to the production of more open and comprehensive studies.

5. Research Terms & Definitions

In this research study, the terms "Recitation and Intonation Teachers", "Holy Quran Preservation Society", and "21st Century Skills" are mentioned, and their procedural definitions are as follows:

Recitation and Intonation Teachers: Recitation is defined as the art of reading the verses of the Holy Quran in a correct and eloquent manner with a focus on achieving intonation (Asiri, 2015). Intonation is defined as achieving the highest levels of mastery in reading the Quran, as this includes pronouncing the letters accurately and pronouncing them from their points of articulation faithfully, paying attention to their distinctive qualities, along with adhering to the rules of stopping and connecting, and reading in the appropriate manner (Shukri et al., 2018).

Procedurally, recitation and intonation teachers are defined as individuals who work in a teaching capacity at the Holy Quran Preservation Society. These teachers shall obtain educational qualifications that qualify them to teach the arts of recitation and intonation, are characterized by the ability to read the verses of the Holy Quran in a correct and eloquent manner and demonstrate familiarity with the correct pronunciation of letters and their correct articulation. They are also characterized by their interest in the characteristics of letters and adherence to the rules of stopping and connecting, in addition to the ability to stop and start reading correctly.

Holy Quran Preservation Society: Established in 1991, it is known as an association specialized in serving the Holy Quran and is affiliated with the Ministry of Awqaf Islamic Affairs and Holy Places. Statistics indicate that the number of the association's centers exceeds (1000) centers distributed throughout Jordan and is

managed by a team of more than (10,000) volunteers. It includes teachers and administrators who undergo continuous education and development programs in a specialized training center affiliated with the association, the Holy Quran Preservation Association (Hamad, 2021).

21st Century Skills: They are defined as the knowledge, abilities, personal characteristics and work habits that are formed in a comprehensive and broad group in the dimensions of information and communication technology, innovation and creativity, cooperation and teamwork. These skills are of critical importance for achieving success in the contemporary world, especially in modern educational fields, as they are applied in all dimensions of academic subjects (Graham, 2020).

Procedurally, 21st century skills are defined as the ability of recitation and intonation teachers at the Holy Quran Preservation Society that enables them to employ and activate 21st century skills in the three dimensions "learning and creativity skills, digital culture skills dimension, and life and work skills dimension". They are measured by the grades teachers obtain in applying the study tool prepared for this purpose.

6. Research Limitations

The findings of this research can be generalized considering the following limitations:

1. **Human Limitations:** This research is limited to a sample of recitation and intonation teachers at the Holy Quran Preservation Society.
2. **Spatial Limitations:** This research is conducted at the Holy Quran Preservation Society in Amman City, Jordan.
3. **Temporal Limitations:** This research is conducted in (2022).
4. **Objective Limitations:** Twenty-first century skills among recitation and intonation teachers at the Holy Quran Preservation Society from teachers' perspective.

The research results are generalized outside the related research population based on the psychometric properties of the research instrument "validity and reliability", the degree of the representation of the research sample to the original research population from which it was drawn, and the degree of objectivity and accuracy in the research sample's response to the research instrument's performance indicators.

7. THEORETICAL FRAMEWORK

The theoretical framework is constructed to thoroughly address the concept of "21st Century Skills", "Recitation and Intonation Teachers Competencies", and "Holy Quran Preservation Society".

7.1 21st Century Skills

21st century skills are defined as the skills required for success in professional life in the information age and the Internet age, which relate to job readiness skills divided into three main categories: learning skills, reading and writing skills, and finally life skills (Orakci, 2020). 21st century skills are essential to stimulate creativity and innovation by exploiting technology in various ways such as podcasts, videos, electronic files, and short message stories in teaching processes. Using these technologies enables the development of critical thinking and problem-solving skills, enhancing communication and cooperation between all parties to the learning and teaching process, and directing students towards a successful learning framework that ensures their prosperity in a rapidly changing and continuously learning world (Graham, 2020).

In addition, 21st century skills are classified into technology and information skills, including information awareness and culture skills, obtaining and creating information through media, analyzing, managing, integrating and evaluating information. They also include learning and innovation skills such as solving problems according to a scientific approach that begins with identifying the problem, objectivity in thinking,

balancing the pros and cons of alternatives, generating innovative solutions, and making and taking the best decision. They also comprise life and professional skills such as personal, social and productivity skills, management and leadership, planning and organization, flexibility, and initiative (Rajak, 2020).

Moreover, 21st century skills are also classified into learning and creativity skills such as communication and collaboration, critical thinking and problem solving, innovation and creativity. They also include digital culture skills such as information and communication technology culture, information culture, and media culture. They also include life and professional skills such as flexibility and adaptability, initiative and self-direction, social interaction, productivity and accountability, leadership and responsibility (Al-Shammari, 2020). In addition to the above, education according to the skills of the twenty-first century is represented in teaching and developing higher-order thinking skills, developing real-world problem solving, project-based teaching and learning and integrating technology, technological empowerment and digital media and tools, development and fluency of technological application, media and information, encouraging cooperation and effective communication, encouraging reflection and self-evaluation and helping students build goals (Sidqi, 2020).

Notably, teachers are prepared according to the skills of the twenty-first century by preparing teachers in line with the requirements of the knowledge society, strategies that suit the nature of the educational programs provided to the community, where all community institutions contribute to improving the performance of teachers, training teachers to use modern digital technologies and devices, activating teachers' use of modern teaching methods, encouraging teachers to learn and self-assess, identifying the training needs of teachers in training programs that meet their needs (Al-Hazmi 2021). In another vision for developing teacher preparation programs according to 21st century skills, it is based on integrating information and communication technology, integrating distance learning through the Internet and self-assessment, cultural rehabilitation, and teaching people with special needs (Refai, 2020). The educational preparation programs for teachers also include 21st century skills, the following skills: understanding multiple cultures, critical thinking and problem solving, understanding media culture, innovation and creativity, communication and partnership, career and life, and mastery of information culture (Al-Harthi, 2020).

7.2 Recitation and Intonation Teachers Competencies

The competencies of recitation and intonation teachers include personal traits such as self-confidence, the ability to confront critical and difficult situations, and being a role model for students. They also involve teaching such as mastery of the scientific material, employing modern teaching methods, and considering individual differences among students. They also include evaluation and development such as using multiple means in objective evaluation, and formulating exam questions. They also comprise human relations such as cooperation with the administration and the work team in planning and teaching tasks, participation in meetings and activities in addition to the educational environment such as applying lessons theoretically and practically, and creativity in teaching (Youssef et al., 2014).

7.3 Holy Quran Preservation Society

Founded in 1991, the Holy Quran Preservation Society is affiliated with the Ministry of Awqaf Islamic Affairs and includes (42 branches), where each branch has several centers exceeding (1000) centers. It aspires to be a leader in the field of teaching and memorizing the Holy Quran, spreading Quranic culture, providing a stimulating environment for giving, creativity and openness to society, adhering to obedience to God Almighty, and seeking to contribute to building the cultural identity of the homeland and the nation (Youssef, 2014).

The Holy Quran Preservation Society is unique in its great care for the Holy Quran and all age groups who are interested in learning it. Its efforts include teaching, memorizing and reciting the Holy Quran, in addition to organizing forums, conferences and Quranic competitions. It has published more than (140) books in the field of Quranic studies and has developed several educational and teaching curricula (Hamad, 2021). The

work of the Holy Quran Preservation Society is spread all over the world, as Quranic and educational institutions around the world employ the publications of the Holy Quran Preservation Society and the educational curricula issued by it as a reference (Hamad, 2021).

Also, the Holy Quran Preservation Society's work includes education and vocational training to master work skills, culture, cooperation, educational and cultural exchange between countries, social and professional ties, and the development and consolidation of the principles of cooperation, solidarity, communication and interconnection (Holy Quran Preservation Society, 2015). The Holy Quran Preservation Society's work comprises education and vocational training to master work skills, culture, cooperation, educational and cultural exchange between countries, social and professional ties, and the development and consolidation of the principles of cooperation, solidarity, communication and interconnection (Holy Quran Preservation Society, 2015).

Moreover, the Education and Training Center of the Holy Quran Preservation Society seeks to develop the performance of employees and develop the knowledge and skills that enable recitation and intonation teachers to work effectively and with distinction through training programs and courses that include the Leadership and Challenges of the 21st Century Program, ICDL and NLB applications, Microsoft Word software, the Teamwork Program, and the Effective Teaching Strategies Program for Recitation and intonation courses (Holy Quran Preservation Society, 2009). Worth mentioning, the Education and Training Center of the Holy Quran Preservation Society seeks to train in the art of dealing with students at all stages of their development, methods of dealing with creative students and innovation in the arts of memorization, creative thinking and teaching skills, the art of dealing with internal and external classroom problems and training on the Zoom program, active learning in teaching the rules of recitation and intonation, and recitation teaching skills (Holy Quran Preservation Society, 2021).

8. METHOD

Research Approach

The methodology involves utilizing the descriptive survey approach, as it is the scientific method that fulfills the purposes of this study.

Research Population & Sample

The research population consisted of all (361) male and female recitation and intonation teachers at the Holy Qur'an Preservation Society in Amman, Jordan. The research sample included (187) recitation and intonation teachers at the Holy Qur'an Preservation Society selected using the convenience sampling method, as shown in Table (1).

Table 1: Distribution of Research Sample Participants According to Variables

Variable	Category	Frequency	Percentage
Gender	Female	169	90.4
	Males	18	9.6
	Total	187	100.0%
Academic Qualification	Less than Bachelor's Degree	70	37.4
	Bachelor's Degree	96	51.3
	Postgraduate	21	11.2
	Total	187	100.0%

Research Instrument

To achieve the research objectives, a questionnaire is used as a research instrument.

Research Instrument Validity

The research instrument in its initial form consisted of (50) items distributed over (3) dimensions and (7) skills. The research instrument validity is also checked by reviewing the questionnaire in its initial forms from (10) experienced and specialized faculty members in several Jordanian institutions and universities. The comments, modifications, and recommendations proposed by the validators are considered, as the items have obtained an approval rating of (81%) or more. The necessary action is taken with the items suggested to be deleted, modified, or reformulated, and thus the questionnaire in its final form consists of (48) items. The 48-item questionnaire used as a research instrument is now distributed over (3) dimensions and (7) skills, as follows:

Dimension One: Learning and Creativity

Skill (1): Critical Thinking and Problem Solving

Skill (2): Thinking and Creativity

Skill (3): Cooperation, Teamwork and Leadership

Dimension Two: Digital Culture

Skill (4): Information and communication technology (ICT) culture

Skill (5): Communication, Information, and Media Culture

Dimension Three: Life and Work

Skill (6): Career and Self-Reliant Learning

Skill (7): Understanding Other Cultures

Research Instrument Reliability

To check the research instrument reliability, the reliability was calculated using the Cronbach's Alpha method for internal consistency, which ranged between (0.756) and (0.942) on the dimensions of the research instrument. The reliability coefficient for the research instrument dimensions is shown in Table (2).

Table 2: Reliability Coefficient Cronbach's Alpha Method

Research Instrument Dimensions (3)and (7) Skills	Reliability Coefficient Cronbach's Alpha Method
Dimension One: Learning and Creativity.	0.937
Skill (1): Critical Thinking and Problem Solving	0.877
Skill (2): Thinking and Creativity	0.867
Skill (3): Cooperation, Teamwork and Leadership	0.942
Dimension Two: Digital Culture.	0.915
Skill (4): Information and communication technology (ICT) culture	0.872
Skill (5): Communication, Information, and Media Culture	0.898
Dimension Three: Life and Work.	0.871
Skill (6): Career and Self-Reliant Learning	0.906
Skill (7): Understanding Other Cultures	0.756
Overall Degree	0.960

Statistical Processing

To answer the main research question and process the data statistically, the following statistical methods were utilized.

To answer the first research question, the means, standard deviations, degrees and ranks were calculated.

To answer the second research question, the Independent Sample t-test and One-Way Analysis of Variance (ANOVA) were also used. The adjusted range of the research instrument was determined as follows:

A high degree follows the adjusted range is (5.00 - 3.68)

A medium degree follows the adjusted range is (3.67 - 2.34)

A low degree follows the adjusted range is (2.33 - 1.00).

9. RESULTS & DISCUSSION

Results related to the First Research Question

What is the degree of training needs for recitation and intonation teachers at the Holy Quran Preservation Society amid the twenty-first century skills from teachers' perspective?

To answer this question, the means, standard deviations, ranks, and degrees of the 21st century skills and the overall questionnaire were calculated. Table (3) illustrates those results.

Table 3: Means, Standard Deviations, Ranks, and Degrees of Inclusion of the Availability Degree of 21st Century Skills among Recitation and Intonation Teachers in the Holy Quran Preservation Society from Teachers' Perspective Arranged in Descending Order

As	Skill No.	(7) Skills	AM	SD	Rank	Availability Degree
	5	Communication, Information, and Media Culture	3.62	0.77	1	Medium
	4	Information and communication technology (ICT) culture	3.61	0.81	2	Medium
	2	Thinking and Creativity	3.55	0.78	3	Medium
	3	Cooperation, Teamwork and Leadership	3.36	0.96	4	Medium
	6	Career and Self-Reliant Learning	3.36	0.91	4	Medium
	7	Understanding Other Cultures	3.26	0.85	5	Medium
	1	Critical Thinking and Problem Solving	3.23	0.76	6	Medium
	Overall Training Needs Degree		3.42	0.67		Medium

indicated in Table (3), the overall mean of the training needs of recitation and intonation teachers in light of the twenty-first century skills at the Holy Quran Preservation Society from their point of view was (3.42) with a standard deviation of (0.67) and a medium degree. As previously gleaned, skill No. (5) Communication, Information and Media Culture is ranked the highest with a mean (3.62) and a standard deviation (0.77) with a medium degree. Skill (4) Information and communication technology (ICT) culture is ranked second with a mean of (3.61) and a standard deviation (0.81) with a medium degree. However, skill (1) Critical Thinking and Problem Solving is ranked last with a mean of (3.23) and a standard deviation (0.76) with a medium degree, which is the lowest mean among the skills.

This result is explained by the fact that the majority of the recitation and intonation teachers in the Holy Quran Preservation Society have a bachelor's degree or higher. As a result, they have a good level of 21st century skills, which qualifies them well to perform their tasks. However, the degree of need for these skills was medium, which may indicate the presence of some challenges or development points in these skills.

This is also explained by the shortcomings in the training programs provided to the teachers of recitation and intonation in the Holy Quran Preservation Society, as there appears to be a lack of the skill of “communication, information, and media culture” and the skill of “Information and communication technology (ICT) culture”. These weaknesses are clearly evident during the COVID-19 pandemic and the spread of new applications, as it has become difficult for most teachers to work through these new technologies.

Results related to the Second Research Question

Is there a statistically significant difference at the significance level ($\alpha=0.05$) in the training needs for recitation and intonation teachers at the Holy Quran Preservation Society amid the twenty-first century skills from teachers' perspective attributed to the gender variable “male, female” and academic qualification “less than a bachelor's degree, bachelor's degree, postgraduate studies”?

To answer the second question regarding the “gender variable”, the means and standard deviations were calculated. The (t) test was also used to indicate the differences between the means according to the variable “gender”. Table (4) illustrates those results.

Table 4: Results of the (T) Test for the Availability Degree of 21st Century Skills among Recitation and Intonation Teachers in the Holy Quran Preservation Society from Teachers' Perspective According to the “Gender” Variable

Dimension	Gender	Sample Size	AM	SD	T-Value	DF	Sig. Level
Dimension One: Learning and Creativity	Female	169	3.59	0.67	1.31	185	0.19
	Male	18	3.35	0.77			
Skill (1): Critical Thinking and Problem Solving	Female	169	3.24	0.78	0.034	185	0.97
	Male	18	3.23	0.77			
Skill (2): Thinking and Creativity	Female	169	3.59	0.79	0.239	185	0.81
	Male	18	3.55	0.78			
Skill (3): Cooperation, Teamwork and Leadership	Female	169	3.90	0.83	2.57	185	0.01**
	Male	18	3.30	0.96			
Dimension Two: Digital Culture	Female	169	3.69	0.87	0.47	185	0.64
	Male	18	3.61	0.73			
Skill (4): Information and communication technology (ICT) culture	Female	169	3.60	0.93	0.060	185	0.95
	Male	18	3.62	0.80			
Skill (5): Communication, Information, and Media Culture	Female	169	3.80	0.90	1.05	185	0.30
	Male	18	3.60	0.75			

Dimension	Gender	Sample Size	AM	SD	T-Value	DF	Sig. Level
Dimension Three: Life and Work	Female	169	3.76	0.82	2.63	185	0.009**
	Male	18	3.27	0.75			
Skill (6): Career and Self-Reliant Learning	Female	169	3.88	0.70	2.58	185	0.01**
	Male	18	3.30	0.91			
Skill (7): Understanding Other Cultures	Female	169	3.61	1.03	1.84	185	0.07
	Male	18	3.22	0.82			
Overall Instrument Degree	Female	169	3.67	0.72	1.67	185	0.10
	Male	18	3.39	0.66			

**Statistically significant at the significance level ($\alpha=0.05$)

As shown in Table (4), there was no statistically significant difference at the significance level ($\alpha = 0.05$) in the degree of availability of 21st century skills among recitation and intonation teachers in the Holy Quran Preservation Society from their point of view on the overall instrument, attributed to the gender variable "females, males". There were also statistically significant differences in skill number (3): (cooperation, teamwork and leadership) and skill number (6): (career and self-reliant learning) in favor of females, meaning that their training needs in skill number (3) and skill number (6) were higher.

This result can be explained by the fact that males show more practice in work and leadership roles in Jordanian society because of social changes due to their physical and psychological makeup. The ability to make decisions and act in the event of a problem is greater in males because they occupy leadership positions more in Jordanian society. These differences are due to the interaction between the two social genders and the traditional roles that have been allocated to males and females in Jordanian society. Despite social developments, society still sometimes prefers male superiority in some areas and leadership roles. This also reflects the difference in opportunities available to males and females in the workplace, as males may have greater opportunities to assume leadership positions and interact in work environments that enhance work, life and leadership skills. This result is also explained by the lack of vital skills in training programs for women such as "cooperation, teamwork and leadership", and "career and self-reliant learning", as there appears to be a lack of inclusion of these vital skills in training programs for women. This is consistent with the previous studies of (Al-Jallad, 2006; Marouh, 2020).

To answer this second question regarding the "academic qualification" variable, the means and standard deviations were calculated to indicate the differences between the means according to the variable "academic qualification". Table (5) illustrates those results.

Table 5: Means and Standard for the Availability Degree of 21st Century Skills among Recitation and Intonation Teachers in the Holy Quran Preservation Society from Teachers' Perspective According to the "Academic Qualification" Variable

Dimension	Academic Qualification Levels	Number	AM	SD
	Less than Bachelor's Degree	70	3.27	0.78
	Bachelor's Degree	96	3.44	0.77
	Postgraduate	21	3.37	0.60

Dimension One: Learning and Creativity	Total	187	3.37	0.76
Skill (1): Critical Thinking and Problem Solving	Less than Bachelor's Degree	70	3.11	0.75
	Bachelor's Degree	96	3.30	0.78
	Postgraduate	21	3.34	0.75
	Total	187	3.23	0.76
Skill (2): Thinking and Creativity	Less than Bachelor's Degree	70	3.37	0.79
	Bachelor's Degree	96	3.64	0.78
	Postgraduate	21	3.73	0.64
	Total	187	3.55	0.78
Skill (3): Cooperation, Teamwork and Leadership	Less than Bachelor's Degree	70	3.34	1.04
	Bachelor's Degree	96	3.42	0.94
	Postgraduate	21	3.13	0.81
	Total	187	3.36	0.96
Dimension Two: Digital Culture	Less than Bachelor's Degree	70	3.55	0.76
	Bachelor's Degree	96	3.69	0.76
	Postgraduate	21	3.49	0.54
	Total	187	3.62	0.74
Skill (4): Information and communication technology (ICT) culture	Less than Bachelor's Degree	70	3.54	0.84
	Bachelor's Degree	96	3.71	0.82
	Postgraduate	21	3.42	0.64
	Total	187	3.61	0.81
Skill (5): Communication, Information, and Media Culture	Less than Bachelor's Degree	70	3.55	0.80
	Bachelor's Degree	96	3.68	0.80
	Postgraduate	21	3.58	0.52
	Total	187	3.62	0.77
Dimension Three: Life and Work	Less than Bachelor's Degree	70	3.37	0.79
	Bachelor's Degree	96	3.27	0.78
	Postgraduate	21	3.36	0.60
	Total	187	3.32	0.77
Skill (6): Career and Self-Reliant Learning	Less than Bachelor's Degree	70	3.41	0.97
	Bachelor's Degree	96	3.36	0.86
	Postgraduate	21	3.16	0.90
	Total	187	3.36	0.91
Skill (7): Understanding Other Cultures	Less than Bachelor's Degree	70	3.33	0.77
	Bachelor's Degree	96	3.14	0.92
	Postgraduate	21	3.62	0.65

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	Total	187	3.26	0.85
Overall Instrument Degree	Less than Bachelor's Degree	70	3.37	0.69
	Bachelor's Degree	96	3.46	0.69
	Postgraduate	21	3.40	0.48
	Total	187	3.42	0.67

gleaned from Table (5), there were apparent differences in the means of the degree of training needs of the recitation and intonation teachers at the Holy Quran Preservation Society in light of the skills of the twenty-first century from their point of view, attributed to the academic qualification variable "less than a bachelor's degree, bachelor's degree, postgraduate studies". To find out whether the differences between the means were statistically significant at the significance level ($\alpha = 0.05$), One-Way Analysis of Variance (ANOVA) was used. Table (6) illustrates those results.

Table 6: Results of One-Way Analysis of Variance (ANOVA) Test to Find out the Significance of Differences for the Academic Qualification Variable

Dimension	Source of Variation	Sum of Squares	DF	Mean Sum of Squares	F-Value	Sig. Level
Dimension One: Learning and Creativity	Between Groups	1.250	2	0.625	1.086	0.340
	Within Groups	105.917	184	0.576		
	Total	107.167	186			
Skill (1): Critical Thinking and Problem Solving	Between Groups	1.806	2	0.903	1.555	0.214
	Within Groups	106.883	184	0.581		
	Total	108.690	186			
Skill (2): Thinking and Creativity	Between Groups	3.824	2	1.912	3.224	0.042**
	Within Groups	109.110	184	0.593		
	Total	112.934	186			
Skill (3): Cooperation, Teamwork and Leadership	Between Groups	1.550	2	0.775	0.833	0.436
	Within Groups	171.208	184	0.930		
	Total	172.758	186			
Dimension Two: Digital Culture	Between Groups	1.252	2	0.626	1.141	0.322
	Within Groups	100.932	184	0.549		
	Total	102.183	186			

Dimension	Source of Variation	Sum of Squares	DF	Mean Sum of Squares	F-Value	Sig. Level
Skill (4): Information and communication technology (ICT) culture	Between Groups	2.020	2	1.010	1.535	0.218
	Within Groups	121.066	184	0.658		
	Total	123.086	186			
Skill (5): Communication, Information, and Media Culture	Between Groups	.717	2	0.358	0.602	0.549
	Within Groups	109.495	184	0.595		
	Total	110.212	186			
Dimension Three: Life and Work	Between Groups	.511	2	0.256	0.433	0.649
	Within Groups	108.693	184	0.591		
	Total	109.204	186			
Skill (6): Career and Self-Reliant Learning	Between Groups	1.015	2	0.507	0.612	0.543
	Within Groups	152.543	184	0.829		
	Total	153.557	186			
Skill (7): Understanding Other Cultures	Between Groups	4.462	2	2.231	3.156	0.04**
	Within Groups	130.087	184	0.707		
	Total	134.549	186			
Overall Instrument Degree	Between Groups	.307	2	0.154	0.344	0.709
	Within Groups	82.194	184	0.447		
	Total	82.501	186			

**Statistically significant at the significance level ($\alpha=0.05$)

As shown in Table (6), there was no statistically significant difference at the significance level ($\alpha = 0.05$) in the degree of training needs for recitation and intonation teachers in the Holy Quran Preservation Society in light of the twenty-first century skills from their point of view on the overall instrument according to the educational qualification variable. However, there were differences in skill No. (2) "Thinking and Creativity" and skill No. (6) "Understanding Other Cultures" attributed to the educational qualification variable, as the F-value was statistically significant at the significance level ($\alpha = 0.05$). To reveal the significance of these differences, Scheffé's test was used for post-test comparisons of the responses of recitation and intonation teachers according to the educational qualification variable. Table (7) illustrates those results.

Table 7: Scheffé's Test for Post-Test Comparisons to Find out the Responses of Recitation and Intonation Teachers According to the Variable of Academic Qualification

Skill	Academic Qualification Levels	AM	Postgraduate	Bachelor's Degree	Less Than Bachelor's Degree
Skill (2): Thinking and Creativity	Postgraduate	3.37	-	0.27-**	0.36-
	Bachelor's Degree	3.64		-	0.09-
	Less than Bachelor's Degree	3.73			-
Skill (7): Understanding Other Cultures	Postgraduate	3.33	-	0.19+	0.29-
	Bachelor's Degree	3.14		-	0.48.**
	Less than Bachelor's Degree	3.62			-

**Statistically significant at the significance level ($\alpha=0.05$)

As indicated in Table (7), there was a difference in skill No. (2) (Thinking and Creativity) between the academic qualification "Postgraduate Studies" and "Bachelor's Degree" in favor of the bachelor's degree, meaning that their training needs for skill No. (2) (Thinking and Creativity) were higher. However, there was a difference in skill number (7) "Understanding Other Cultures" between the academic qualification "Bachelor's Degree" and "Less Than a Bachelor's Degree" in favor of "Less Than a Bachelor's Degree", meaning that their training needs for skill number (7) "Understanding Other Cultures" were higher.

This result can be explained by the low level of practical and field training received by recitation and intonation teachers with a bachelor's degree and the weakness of their actual practice in the field during their undergraduate education. It also appears that these teachers did not gain sufficient practical experiences during their university studies, which may negatively affect their acquisition of thinking and creativity skills. Acquiring skills of thinking and creativity requires practical training and field experiences for a relatively long period of time. For example, if the practical training period is insufficient or incomplete, this may be a reason for teachers not developing skills that enhance thinking and creativity.

This result can also be explained by the importance of the academic degree and its impact on understanding other cultures. It appears that several recitation and intonation teachers in the Holy Quran Preservation Society do not hold advanced degrees, which indicates that they may lack a deep understanding of other cultures. This lack of academic achievement may also affect their ability to interact effectively with diverse cultures. There may be a correlation between educational level and the desire to interact with other cultures, as individuals with higher academic degrees are usually more able to understand and respect cultural differences and interact effectively with individuals from diverse backgrounds. Therefore, this satisfaction with the lower academic qualification can be considered a factor influencing the lack of desire to "blend in" more with other cultures.

This result differs from Al-Thamali's study (2020), whose results showed differences attributed to the variable of academic qualification in favor of postgraduate studies. It also differs from the studies (Al-Buhairi, 2018; Al-Ghamdi, 2018; Al-Matroudi, 2011) whose results showed no differences attributed to the variable of academic qualification.

10. CONCLUSION

In a nutshell, this paper measures the degree of the availability of the training needs among recitation and intonation teachers at the Holy Qur'an Preservation Society amid the 21st century skills from the teachers' perspective. The findings indicate that the degree of availability of needs is medium on the overall instrument and all skills. The result also showed no statistically significant differences at the significance

level ($0.05 = \alpha$) between the means of the research sample participants' responses to the degree of availability of needs attributed to the gender variable on the overall instrument.

11. Recommendation

Given the results, the current paper recommends meeting the training needs of recitation and intonation teachers in the Holy Quran Preservation Society in light of the 21st century skills to develop all skills in general and skills (communication, information and media culture, information and communication technology (ICT) culture, thinking and creativity) in particular. Another key recommendation is that considering improving training programs to include training elements that promote "cooperation and teamwork", "development of female leadership skills" and "career and self-reliant learning skills".

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