

Training teachers during service in the Education Directorate of Jerash Governorate and its relationship to professional development from their point of view

By

Prof. Dr. Maan Mahmoud Al-Ayasrah
Principal of a private school

And

Prof. Dr. Maan Mahmoud Al-Ayasrah
Professor of Educational Administration / Faculty of Educational Sciences / Jerash
University

Abstract

The study aimed to identify the level of teacher training during service in the Directorate of Education in Jerash Governorate and its relationship to professional development from their point of view, and the study community was formed of all teachers of government schools in the Directorate of Education in the Governorate of Jerash for the academic year (2019/2020) and the number (3098) teachers, A random sample consisting of (381) male and female teachers was chosen. To achieve the objectives of the study, the questionnaire used a tool to collect data. The results of the study showed that the level of teacher training during service in the Directorate of Education in Jerash Governorate and the level of professional development for teachers came with a moderate degree, The results showed that there is a positive correlation with statistically significant between the level of teacher training during service in the Directorate of Education in Jerash Governorate and the level of their professional development. Based on the results of the study, a number of recommendations were presented, the most prominent of which are the necessity of continuous and intensive training of teachers during service, which contributes to increasing the level of their professional development.

Key words : Teacher training during service, professional development for teachers, Jerash Governorate Education Directorate.

Introduction

The competent teacher is a basic pillar for the development of the educational process, and it is the cornerstone of the educational process and its leader, and therefore its training has become a priority due to its special importance in educational and educational institutions, and the poorness of each of the poor pillars of any efforts made by these institutions towards the innovation and the development of the talents and the technology and the development of the teachers and the development of the education and the modernization of the teachers, and the development of the education and the modernization of the teachers, and the technology and innovation, and the training and development of the teachers, In general, training is an important source of preparing human cadres in order to develop their sufficiency in a way that reflects positively on the development of the performance of the institution in all its various aspects, where training is the main reason behind every success achieved by any activity, discovery or service, which explains the progress or backwardness Any society, and is responsible for the success of any organization, or any community, and is also responsible for the failure of any of them (Al-Taani, 2015).

Training is one of the necessary matters for all those in charge of the educational process, especially teachers. Everyone needs an ongoing training process, as the world lives in the era of the scientific, cultural and technological explosion, and for this all educational and educational systems make great efforts to develop the performance of the teacher during the service, by allocating huge budgets , Competent experts, and trainers with special abilities, advanced and varied training programs, distinguished places, great financial incentives, and modern equipment (Abu Atwan, 2008).

The educational goals of the educational system for the presence of a professionally and academically qualified teacher cannot be achieved, in order to be able to carry out the burdens of raising his students, and this can only be achieved if the teacher is subject to professional development programs and training courses that lead to his preparation scientifically and professionally, and the quality of the teacher is not dependent on the importance of the teacher and the quality of learning, and the quality of the teacher depends (Al-Adwani, 2017).

The topic of teacher training during service has received more attention among officials and trainers in both advanced and remote countries, especially in the field of education, as it creates minds and acquires various skills that refine the learner's personality through the teacher who is interested in preparing and developing his abilities and capabilities, and therefore, professional growth and continuous training They are required to renew the teachers 'experiences and increase their effectiveness (Al-Otaibi, 2017).

In-service training for teachers is an imperative to address the failure of some teachers to perform, and provide them with new knowledge and modern teaching methods in their field of specialization. It is not sufficient to prepare the teacher within

educational institutions until graduation, but it is necessary to follow the preparation process after graduation, by training them during service, They are in urgent need to follow the process of in-service training, in order to raise the competencies of teachers and their professional development, which is reflected in all elements of the educational process (Khaza'ala, 2017).

In-service teacher training is defined as “every organized and planned program that enables teachers to grow in the educational profession by obtaining more cultural experiences and skills and everything that can raise the educational process and increase the teacher’s productive capacity” (Qarnaz and Abdel-Hafiz, 2010, 156). Abu Salem (2012, 39) believes that in-service training is "every organized and planned program to enable teachers to obtain more cultural and behavioral experiences, and training based on an advance plan and to take place in a collaborative collective framework, and according to a clear philosophy, enlightened strategy and specific goals" .

The importance of training for teachers during service lies in the importance of the educational learning process in order to find a generation of students who can face cultural and scientific changes equipped with values and ethics, and through a teacher capable of that, and has the knowledge and skills required, therefore the training of teachers during service involves a special importance and there are many Among the benefits of training, including the advancement of the educational process in terms of quantity and quality, the teacher who has high skills and great ability to influence others, which enables him to improve the performance of students, and to do many roles in the school, he is the assistant and appointed to the principal, and contributes greatly to In the success of the administrative and technical work in the school and does not constitute a burden on the management of the school. Also, during-service training raises the morale of the teacher, which leads to raising his efficiency and feels satisfied and is respected and appreciated by his students and officials, and he will have an opportunity to advance in the career ladder (Abu Atwan, 2008).

Whereas, all educational systems focus on the teacher as one of the basic elements of the educational and learning process, without an academically qualified teacher and a professional trainer aware of his large and comprehensive role, no educational system can reach to achieve its desired goals and with the massive knowledge explosion and entering the world of information, communications and high technology, there has become An urgent necessity for a teacher constantly evolving to keep pace with the spirit of the age that meets the needs and requirements of society towards progress and this will only come through the continuous professional development of the teacher (Bin Saud, 2010).

The professional development of teachers: By these organized, educational and continuous efforts to improve the capabilities of individuals' knowledge, skills, administrative, technical and technological, and to bring about positive changes in their attitudes and behaviors and to improve the work culture ”(Al-Omari, 2014, 27).

Al-Farra (2015, 12) defined professional development as "a set of organized operations and activities that are provided to teachers, with the aim of raising their level of knowledge and skills, and raising their level of competence on creativity and innovation in their work to achieve excellence in their performance and tasks."

The need for professional development is an ongoing need, and since the teacher cannot live his life with a specific set of knowledge and skills in view of the accelerated cognitive progression that is characterized by the current era, this matter requires the need to provide the teacher with information, skills and modern trends of education methods and techniques, and thus this is Education for the teacher is a continuous and continuous process of growth. The creative teacher is a student of knowledge throughout his life in a society that is constantly learning and developing in light of technology and information, and not the teacher who is limited in his life to the knowledge and skills he acquired in the preparation institutions (Khairallah, 2018).

Several previous studies have addressed the topic of in-service training and professional development. Al-Harbi (2018) conducted a study aimed at identifying the role of in-service training courses in improving the teaching performance of technical education teachers in the city of Al-Jahra Kuwaiti. The questionnaire was used as a data collection tool, where the study sample consisted of (35) teachers. The results of the study showed that there is a statistically significant difference between the averages of the teachers' answers due to the variable years of experience in favor of individuals who have years of experience more than (15) years, and the variable of qualification for the benefit of individuals who have a higher educational qualification (diploma higher) in art education. And the absence of statistical differences between the averages of the teachers' responses attributed to the variable of the training courses.

Saad (2017) conducted a study aimed at identifying the degree of evaluation of teacher training programs during service from the viewpoint of teachers of basic education in the Syrian city of Damascus, and the researcher used the descriptive approach and the questionnaire as a tool to achieve the goals of the study, and the study sample consisted of (498) teachers, and showed results The study indicates that the degree of teachers evaluation of the basic education stage of teacher training programs during service in the areas of the content of training programs, and the evaluation of training programs came with a medium degree, whereas in the field of planning and organizing training programs came with a small degree, and the results showed that there were no statistically significant differences between the averages of the answers of sample individuals The study is attributed to the academic qualification, and the presence of statistically significant differences between the averages of the responses of the sample individuals are attributed to the variable number of years of service.

Al-Farra study (2015) aimed to identify the role of professional development in improving the performance of secondary school teachers in Gaza governorates from their point of view, and the researcher used the descriptive approach and the questionnaire as a tool for the study, which was applied to a sample of (448) teachers, and the results of the study showed that the role of professional development in improving the performance of secondary school teachers came to a degree. The results showed that there were no statistically significant differences between the averages of the individuals of the study sample for the role of professional development in improving their performance due to all study variables (gender, years of service, educational qualification, number of training courses).

Omoogun and Omoogun (2013) conducted a study aimed at identifying the way teachers prefer during service as a way to train them and achieve their professional development in Cross River State, Nigeria, and to achieve the goal of the study, the researchers relied on the descriptive survey method, by applying to a sample consisting of (737) of high school teachers. The results of the study showed that teachers prefer workshops as a means of professional development, to enable them to implement and teach prescribed curricula, and to organize training programs based on the competency needs of teachers and subject matter, and that in-service training for teachers contributes to their optimal preparation and leads to their professional development.

Hardman and others (Hardman, et.al, 2009) conducted a study aimed at investigating the effectiveness of in-service and school-based teacher development and training programs in improving educational practices for teachers in Kenyan elementary schools, where (144) videos of various lessons were recorded covering English language and sports subjects Science and analysis of these lessons and interviews with school administrations, teachers and students to take their views on the impact of training programs on the teaching and learning processes. The results of the study showed that, in comparison with the tribal results, teachers have become more interacting with students by involving all students in activities and teamwork is employed more in teaching and study plans for teachers have become more flexible, which confirms that training programs have contributed to the development of teachers and their professional development.

Sharon (2008) conducted a study aimed at identifying teachers' attitudes towards in-service training programs in North Carolina in the United States. The researcher used the descriptive approach and questionnaire as a study tool. The study sample consisted of 211 teachers. The study results showed the observations of school teachers about The importance of training for teachers during the service, and a course in helping them to present and meet the needs of learners, and the results also showed that there are no statistically significant differences for the variables (gender, specialization, educational qualification).

ZiaUllah & Farooq (2008) conducted a study aimed at assessing the effectiveness of training programs in developing secondary teacher teaching skills in Punjab in

Pakistan, through training and practice on those skills in a practical way in the classroom, and the researchers used in their study the semi-experimental approach through The use of the same experimental group for both sexes together, and the method of observation was used, and the study sample consisted of (80) teachers, including (40) males and (40) females who were placed under observation, and the results of the study indicated the emergence of diversification skill in activities within The class had 16% of pre-service teachers who had the ability to display this skill, and the study also showed that the skill of guiding students in the class was not clear as required by the pre-service teachers, as this skill appeared to what percentage (20%) of teachers, while 6% of teachers possess the skill to work in class.

the study Problem:

Teacher training during service is one of the most important foundations for professional development in order to consolidate the teacher's educational competencies, develop his performance, and develop schools in general. And that there is a relationship between teacher training during service and their professional development, and many previous studies have pointed to the importance of in-service training and its role in the professional development of teachers, as the study of Bou Saada 2016)) showed that improving the teaching and learning and professional development of the teacher and increasing his educational competence is a result of the training process Continuous in-service, and the aggressive study 2017) also clarified in its results that in-service training contributes to increasing the efficiency of teachers and increasing their skills. That is why this study came to know the level of teacher training during service in the Directorate of Education in Jerash Governorate and its relationship to their professional development from their point of view.

Study questions:

The study answers the following questions:

1. What is the level of effectiveness of teacher training during service in the Directorate of Education in Jerash Governorate from their point of view?
2. What is the level of professional development for teachers in the Directorate of Education in Jerash Governorate from their point of view?
3. Is there a statistically significant correlation at the level ($0.01 \geq \alpha$) between the level of in-service teacher training in the Directorate of Education for Jerash Governorate and their level of professional development?

Objectives of the study:

The study aimed to:

1. Knowing the level of teacher training during service in the Education Directorate of

Jerash Governorate from their point of view.

2. Knowing the level of professional development of teachers in the Education Directorate of Jerash Governorate from their point of view.

3. Detecting whether there is a statistically significant correlation between the level of teacher training during service in the Education Directorate of Jerash Governorate and their level of professional development.

the importance of study:

The importance of the study is summarized in the following:

1. It addressed a topic of great importance in modern administrative and pedagogical studies, which pertains to in-service teacher training and its contribution to their professional development.

2. It is hoped that the results of this study will present proposals to assist decision makers in the Education Directorate of Jerash Governorate and in the Ministry of Education.

3. It is hoped that it will benefit researchers in the field of management and open the way for them to conduct similar research.

4. It is hoped that this study will be disseminated by the educational library, with more information about teacher training during service and professional development, and shedding light on the interest in promoting and developing teacher training and development on modern scientific and pedagogical grounds.

The limits of the study:

The study was limited to the following:

- Objective limit: The study was limited to the study of teacher training during service in the Education Directorate of Jerash Governorate, and its relationship to their professional development from their point of view.

-Spatial limit: Jerash Governorate Education Directorate.

Time limit: This study was applied in the second semester of the academic year 2019 (2020).

-Human limit: This study was applied to teachers of government schools in the Directorate of Education in Jerash Governorate.

Terminology of study:

The study called for the definition of the following terms:

Training of teachers during service: "A planned and organized activity that enables teachers to grow in the profession by obtaining more cultural and behavioral experiences and everything that raises the level of the teaching and learning process and increases the teachers' productive capacity" (Abdel Salam, 2015, 85).

The level of teacher training during service in the Directorate of Education in Jerash Governorate is procedurally defined as an ongoing process that is planned to give the teacher a set of knowledge, skills, and directions in the Directorate of Education in Jerash Governorate during his educational service to improve and increase performance, which is obtained through the averages of the responses of the study sample individuals to a questionnaire The study prepared for this.

- Professional Development: Salem (2002, 108) defined it as "a structured process with a single axis in its entirety, and aimed at bringing about specific behavioral and mental changes in order to meet specific current or future needs, required by the individual and workers who perform it and the institution that works through it and the whole society."

And the level of professional development for teachers is known procedurally: organized and continuous efforts to improve and develop the capabilities and performance of teachers in the Education Directorate of Jerash Governorate through their continuous training during the service in order to increase their effectiveness, which is obtained through the answers of the study sample members to the study questionnaire prepared for that.

Study Approach:

To achieve the objectives of the study, a descriptive, relational survey method is used which is one of the most suitable research areas for the present study.

Study community:

The study population consisted of all teachers in the Directorate of Education in the Jerash Governorate for the academic year (2019/2020), and they numbered (3098) teachers, (1315) teachers, and (1783) teachers, according to the Directorate of Education in Jerash.

The study sample:

The study designation consisted of (381) teachers, from all schools, including (148)

teachers, and (233) teachers, according to the sample schedule, which is internationally approved, and they were chosen by simple random method.

Study tool:

The questionnaire was used as a main tool to measure the level of teacher training during service in the Directorate of Education in Jerash Governorate, and its relationship to professional development from their point of view, as its paragraphs were built and developed through the following steps:

1. Access to research and studies that are related to the subject of the study, such as the Saad study (2017) and the Al-Farra study (2013).
2. See the theoretical literature related to the topic of teacher training during service, and the topic of professional development for teachers.
3. Define the questionnaire paragraphs and formulate the paragraphs included in the sections of the study tool.
4. Prepare the questionnaire in its primary form, and present it to a group of educational arbitrators, with the aim of determining the degree of their suitability to collect data and their directions were followed.
5. Preparing the questionnaire in its final form, which included two parts:

Part one: The initial data expressing the characteristics of the study sample included gender, educational qualification, years of experience, and training courses.

The second part: It consists of two parts:

The first section included a questionnaire that measures the level of teacher training during service in the Education Directorate of Jerash Governorate from their point of view, and it consisted of (26) paragraphs and five fields as follows:

- A- The first field: It consists of (6) paragraphs (1-6) in the questionnaire.
- B- The second field: It consists of (5) paragraphs (7-11) in the questionnaire.
- C- The third field: It consists of (5) paragraphs (12-16) in the questionnaire.
- D- The fourth field: It consists of (6) paragraphs (17-22) in the questionnaire.
- E- Fifth Domain: It consists of (4) paragraphs (23-26) in the questionnaire.

The second section included a questionnaire that measures the level of professional development for teachers, and it consisted of (23) items that were drafted to define the professional development of teachers in the Directorate of Education in Jerash Governorate from their point of view.

Validate the study tool:

A- Validity of the questionnaire (Al Dhahiri):

The apparent sincerity of the content of the questionnaire was verified in its primary form, by presenting it to (11) arbitrators who hold a PhD in educational administration, curricula and teaching methods, from members of the teaching staff at Jordanian public and private universities, and they were asked to study the tool and give an opinion on it in terms of Number of domains, number of clauses, inclusivity, diversity of content, and making observations they deem appropriate with regard to amendment, change, or deletion, as they deem appropriate, and through arbitrators

'observations and suggestions, amendments were made; As it was approved by unanimous more than (80%) of the arbitrators, and none of the areas of the questionnaire were deleted, but there was only an amendment to the paragraphs.

B- Honesty of the building:

To extract the significance of construction ratios for the scale in both of its sections, the correlation coefficients for the scale paragraphs with the total score were extracted in an exploratory sample from outside the study sample that consisted of (30) teachers. Honesty for each paragraph in the form of a correlation coefficient between each paragraph and the overall degree on the one hand, and between each paragraph and its association with the field to which it belongs, and between each field and the overall degree on the other hand, and the parameters of the paragraphs association with the tool as a whole for the first section ranged between (0.49-0.86) , And with the field (0.67-0.93) for the second section, the coefficients of paragraph correlation with the instrument as a whole ranged between (0.61-0.88), and tables (1, 2, 3) show that.

Table (1)

Correlation coefficients between the paragraphs, the overall score, and the field to which they belong to the level of in-service teacher training

Number of paragraph	Correlation coefficient With the domain	Correlation coefficient With the tool	Number of paragraph	Correlation coefficient With the domain	Correlation coefficient With the tool	Number of paragraph	Correlation coefficient With the domain	Correlation coefficient With the tool
1	** .67	** .58	10	** .90	** .85	19	** .88	** .80
2	** .85	** .75	11	** .85	** .84	20	** .74	** .62
3	** .89	** .74	12	** .79	** .75	21	** .81	** .72
4	** .80	** .72	13	** .87	** .78	22	** .93	** .86
5	** .81	** .65	14	** .87	** .67	23	** .83	** .68
6	** .82	** .83	15	** .92	** .80	24	** .87	** .73
7	** .81	** .76	16	** .82	** .79	25	** .78	** .49
8	** .90	** .84	17	** .79	** .82	26	** .91	** .65
9	** .93	** .86	18	** .87	** .81			

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable degrees and statistically significant, and therefore none of these paragraphs was deleted.

Also, the correlation coefficients for each field were excluded overall, and the correlation coefficients between the domains

Together, Table (2) shows this.

Table (2)

Correlation coefficients between one another and the overall degree of teacher training level during service.

	The training program plan and goals	The content of the training programs	Adequacy of trainers	Training environment	Training calendar	Level of in-service teacher training
The training program plan and goals	1					
The content of the training programs	** .838	1				
Adequacy of trainers	** .652	** .874	1			
Training environment	** .766	** .808	** .780	1		
Training calendar	** .556	** .608	** .639	** .665	1	
Level of in-service teacher training	** .882	** .944	** .892	** .924	** .750	1

** Statistically significant at the level of significance (0.01).

Table (1, 2) shows that all correlation coefficients were of acceptable degrees and statistically significant, which indicates an appropriate degree of validity of the construction.

Table (3)

Correlation coefficients between paragraphs and the overall score for the level of professional development of teachers

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient
1	** .61	9	** .85	17	** .86
2	** .83	10	** .84	18	** .84
3	** .83	11	** .81	19	** .83
4	** .73	12	** .86	20	** .83
5	** .85	13	** .84	21	** .88
6	** .84	14	** .74	22	** .80
7	** .63	15	** .70	23	** .72
8	** .83	16	** .82		

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable degrees and statistically significant, and therefore none of these paragraphs was deleted.

The stability of the study tool:

1. Level of teacher training during service

To ensure the consistency of the study tool in its two sections, the test-retest method was checked by applying the scale, and re-applying it after two weeks to a group

outside the study sample consisting of (30) teachers. Then, the Pearson correlation coefficient was calculated between their two times estimates. The stability coefficient was also calculated by the method of internal consistency according to the Cronbach alpha equation, and Table (4) shows the coefficient of internal consistency according to the Cronbach alpha equation and the return stability of the fields and the instrument as a whole. These values are considered appropriate for the purposes of this study.

Table (4)

The internal consistency coefficient of Cronbach Alpha, the consistency of return to fields and the total score for the level of in-service teacher training

The field	Steady return	Internal consistency
The training program plan and goals	0.91	0.88
The content of the training programs	0.93	0.92
Adequacy of trainers	0.90	0.90
Training environment	0.92	0.91
Training calendar	0.93	0.86
Level of in-service teacher training	0.94	0.96
Professional development level for teachers	0.92	0.88

Tool correction procedures:

The five (Likert) scale has been adopted to correct the study tools, by giving each of its paragraphs one of the five grades (very highly agree, very agree, medium degree, low approval, very little approval) and it represents numerically (5, 4, 3, 2, 1) respectively, and to achieve a greater amount to deal with the results, the five-step answer scale was converted into a triad according to the following formula: (the higher value of the alternative - the lower value of the alternative) ÷ number of levels = $(5-1) \div 3 = 1.33$ Then add the answer (1.33) to the end of each category. Thus, the answer estimates are as follows:

- (from 3.68 to 5.00) a high degree.
- (from 2.34 to 3.67) medium degree.
- Low (from 1.00 to 2.33).

Study variables:

The study included the following variables:

The independent variable: represents the answer to the questionnaire paragraphs to determine the level of teacher training during service in the Education Directorate of Jerash Governorate.

Secondary independent variables:

- Gender: It has two categories (male, female).
- Academic qualification: It has two levels (Bachelor's degree or less, higher than Bachelor degree).
- Years of Experience: It has two levels (10 years or less, more than 10 years).
- Training courses: It has two levels (5 courses or less, more than 5 courses).

The dependent variable: represented in answering the questionnaire paragraphs to determine the level of professional development for teachers from their point of view.

Statistical process :

The Statistical Analysis Program (SPSS) was used to analyze data and process it as follows:

1. To ensure the consistency of the internal consistency, the consistency of the study instrument, and the description of the study sample, the following statistical treatments were used:

- Pearson correlation coefficient to ensure the sincerity of the building, by finding the Pearson correlation coefficient between each field and its paragraphs, and the overall degree of resolution.

Cronbach's Alpha labs to ensure the consistency of the tool's paragraphs.

2. Use the following statistical treatments to analyze the results of the study:

- Arithmetic averages, and standard deviations to reveal the level of teacher training during service in the Education Directorate of Jerash Governorate, and its relationship to professional development from their point of view.

- Finding correlation coefficients between the level of teacher training during service in the Directorate of Education in Jerash Governorate, and its relationship to their professional development.

- Independent-Samples (t-test) to know the significance of the differences between the averages of the study sample estimates of the level of in-service teacher training in the Directorate of Education in Jerash Governorate and its relationship to professional development from their point of view, which is due to variables: gender, qualification Academic, years of experience, and training courses.

Presentation and interpretation of the study results

This part examines the results of the study by presenting the responses of the study community members to its questions, and statistically treating them using statistical methods, leading to the results, analysis, and interpretation.

Results of the first question:

The first question stated: What is the level of effectiveness of teacher training during service in the Directorate of Education in Jerash Governorate from their point of view?

To answer this question, mathematical averages and standard deviations for the level of effectiveness of teacher training during service in the Directorate of Education in Jerash were extracted from their viewpoint, and Table (5) illustrates this.

Table (5)

Arithmetic averages and standard deviations for the level of effectiveness of teacher training during service in the Directorate of Education in Jerash Governorate, in their view, in descending order.

Rank	Number	The field	Average	Standard division	Level
1	3	Adequacy of trainers	3.56	0.98	Medium
2	2	The content of the training programs	3.55	0.94	Medium
3	1	The training program plan and goals	3.47	1.04	Medium
4	5	Training Evaluation	3.39	0.95	Medium
5	4	Training environment	3.36	1.05	Medium
		Level of in-service teacher training	3.47	0.91	Medium

Table (5) shows that the arithmetic averages ranged between (3.36-3.56), where the adequacy of the trainers came in the first rank with the highest arithmetic average of (3.56), while the training environment came in the last rank with an arithmetic average of (3.36), and the arithmetic mean for the level of Effectiveness of teacher training during the service as a whole (3.47). This may be attributed to the fact that teachers see on-the-job training gaining them more information and new knowledge that enriches them, increases their educational knowledge, and informs them about the innovations in their scientific specialties, in addition to the fact that they desperately need training courses to raise their efficiency and increase their expertise, when they have all the ingredients The success of the training process, when the training programs are provided by specialized experts, and when the training program plan is based on the reality of the needs and priorities of the teachers, and the goals are determined precisely, the effectiveness of the training is high, and the successful training requires a supportive environment and an appropriate infrastructure in which the required logistical support is available, and it has become It is known that the process of evaluating training programs helps in identifying weaknesses and strengths and in measuring their effectiveness in effecting changes in teachers' skills that enables them to teach their students using modern teaching methods. This result was consistent with the results of the Saad Study (2017), where its results showed that the

degree of evaluation of basic education teachers for training programs came with a medium degree.

The arithmetic averages and the standard deviations for the study sample estimates were calculated on the items of each field separately, as they were as follows:
The first field: the training program plan and objectives.

Table (6)

Arithmetic averages and standard deviations related to the training program plan and goals are in descending order

Rank	Number	Paragraphs	Average	Standard deviation	level
1	6	Enhance teacher training programs.	3.57	1.24	Medium
2	5	The objectives of the training program are clearly formulated.	3.53	1.16	Medium
2	1	A comprehensive survey of teachers' training needs is conducted.	3.53	1.24	Medium
4	4	The training plan is in line with educational (policies and legislations).	3.52	1.15	Medium
5	2	The opinion of teachers on their training needs is taken.	3.41	1.26	Medium
6	3	Training programs are designed according to teachers' capabilities (capacities).	3.28	1.22	Medium
		The training program plan and goals	3.47	1.04	Medium

Table (6) shows that the field of "the training program plan and its goals" came in the third rank, and on a medium degree, that the arithmetic averages ranged between (3.28-3.57), and that paragraph (6) which states "strengthened motivational training programs for teachers" The first and for a moderate degree, while paragraph (3) which reads "Training programs are designed according to (the capabilities and energies of the teachers)" in the last rank. The actual needs of teachers, and the presence of a study of the reality of their actual needs, as it raises their level of motivation towards them, then those in charge of training programs must take into account when planning these programs that are based on clear educational principles and principles which makes it easy to succeed the training process, and interact with it before Teachers, and increase their motivation towards the demand for training, and also contribute to achieving the specific and clear goals for which training programs were developed. The results of this field were in agreement with the Saad Study (2017), whose results showed that the level of the training program plan came to a moderate degree.

The second area: the content of training programs

Table (7)

The averages and the standard deviations related to the content of the training programs are in descending order

rank	Number	Paragraphs	Average	Standard deviation	level
1	10	The content relates to the objectives in .the training programs	3.60	1.05	Medium
2	8	Training programs help teachers make appropriate decisions to solve educational .problems	3.59	1.05	Medium
3	9	The content of the training programs is in line with the scientific developments in .educational developments	3.57	1.06	Medium
4	11	The content of the training programs focuses on the theoretical and practical .side	3.52	1.08	Medium
5	7	The content of the training programs is closely related to the interests and needs .of teachers	3.48	1.09	Medium
		The content of the training programs	3.55	0.94	Medium

Table (7) shows that the field of "training program content" came in the second rank, and with an intermediate degree, and paragraph (10) which states "the content is related to the objectives in training programs" came first, while paragraph (7) and its text came "content The training programs are closely related to the teachers' interests and needs "at the last rank. This may be attributed to the insufficient content of the training programs to meet the training needs of teachers, their limitations as well because they do not keep pace with educational developments, focus on the theoretical side and neglect of the practical side, and the urgent need to link training programs with the reality practiced for teachers, so that training is not in one valley and the teacher in another valley. This study agreed with the Saad Study (2017), which confirmed that the in-service teacher training programs are traditional and modest in their level, and do not take into account in their design and implementation the diversity of their content with the diversity of teachers' levels. She differed with and studied Al-Farra (2015), as her results for the field were highly rated.

The third field: the adequacy of trainers

(8) Table

The averages and the standard deviations related to the adequacy of the trainers are in descending order

rank	Number	Paragraphs	Average	Standard division	level
1	14	The instructor have the time management skills and techniques.	3.60	1.06	Medium
2	12	The trainer diversifies in his training methods (lecture and role play)	3.59	1.12	Medium
3	13	The trainer invests teacher information to achieve the goals of the training programs	3.57	1.04	Medium
4	16	The trainer provides a summary of the training material at the end of the lecture	3.53	1.12	Medium
5	15	The trainer uses interesting techniques while presenting the training material	3.51	1.11	Medium
		Adequacy of trainers	3.56	0.98	Medium

Table (8) shows that the field of "adequacy of trainers" came first with the highest arithmetic average of (3.56) and an intermediate level, and that the arithmetic averages ranged between (3.51-3.60), where paragraph (14) stated that "the trainer possesses (skills) And methods) time management "in the first place, while paragraph (15) and its text" The trainer uses interesting methods while presenting the training material "at the last level. This may be attributed to the fact that the trainer has an effective role in the training process and it is his responsibility to succeed, the trainer has capabilities and capabilities to modify behavior and communicate convictions, knowledge and skills to teachers through planned and intended activities, taking into account the diversity in training methods, and managing the time available for training effectively This requires the trainer to have all that is new, and to keep abreast of modern educational and technological changes, the trainers who are based on the training courses must be of expertise and specialization, and have advanced courses in their field of specialization, and take into account the diversity in methods and activities, and this contributes to attracting the attention of teachers , And increase their turnout to training.

Fourth area: training environment

(9) Table

Arithmetic averages and standard deviations related to the training environment are in descending order

Rank	Number	Paragraphs	Average	Standard deviation	level
1	17	The training program environment improves teacher performance and development	3.48	1.16	Medium
1	20	The time period is sufficient to carry out the training	3.48	1.11	Medium
3	21	The time period for applying the aspect (theoretical and practical) is appropriate	3.44	1.15	Medium
4	22	The training program environment encourages (research and investigation)	3.27	1.25	Medium
5	18	There is a suitable place for teacher training	3.26	1.20	Medium
6	19	The required training support is provided at the training site	3.23	1.22	Medium
		Training environment	3.36	1.05	Medium

Table (9) shows that the field of "training environment" came in the last rank, with the lowest arithmetic average of (3.36), and an intermediate level, and that the arithmetic mean ranged between (3.23-3.48), where the two paragraphs (17 and 20) stipulated that "The training program environment improves the performance and development of teachers," and "The time period is sufficient to implement the training." In the first place, while paragraph (19) and its text "The required logistical support is available in the training location at the last level, due to the timing of the training is a factor." Mainly in teachers' acceptance of training, as training is often done after the end of official working hours or Saturdays, which constitutes a negative pressure on teachers to accept training. This is also due to the lack of a place (halls) designated for training where it is often done in the classrooms designated for student study. It is not sufficiently prepared to implement its training programs. It differed with the Al-Farra study (2015), whose results showed that the training environment came in a high degree, due to the presence of several training centers, appropriately equipped.

Fifth field: training evaluation

(10) Table

Arithmetic averages and standard deviations related to the training evaluation are in descending order

Rank	Number	Paragraphs	Average	Standard deviation	Level
1	23	It uses various evaluation methods in one .training situation	3.47	1.03	Medium
2	26	The trainer uses the final evaluation to .ensure that the program goals are met	3.43	1.08	Medium
3	24	A continuous evaluation is used after each .training step	3.37	1.01	Medium
4	25	The trainer is constantly keen to follow the .impact of training in the field	3.30	1.10	Medium
		Training evaluation	3.39	0.95	Medium

Table (10) shows that the field of "training evaluation" came in the fourth rank, with an average score of (3.39), and an average level, and that the arithmetic averages ranged between (3.30-3.47), where paragraph (23) stated that "uses evaluation methods Varied in the one training position "in the first rank, while paragraph (25) and its text came" The trainer is keen to continuously monitor the impact of training in the field "in the last rank, and this can be attributed to the weakness of the methods of evaluating training programs, the instructor not using the correct evaluation tools, and limiting The evaluation in most cases is based on a form distributed to the trainees at the end of the program, and the lack of seriousness in dealing with it by the trainees and trainers, and therefore it can be said that the training evaluation process is formal, and the results of this field are consistent with the Saad study (2017), which confirmed the lack of teacher training programs to Specialized trainers, and poor participation of trainees in the evaluation of these programs.

The results of the second question:

The second question stated: What level of professional development do teachers have in the Directorate of Education in Jerash Governorate from their point of view?

To answer this question, mathematical averages and standard deviations for the level of professional development of teachers in the Directorate of Education in Jerash were extracted from their point of view, and the table below shows that.

(11) Table

Arithmetic mean and standard deviations of the paragraphs related to the level of professional development of teachers in the Directorate of Education in Jerash Governorate from their point of view descending

Rank	Number	Paragraphs	Average	Standard division	Level
1	16	Promote positive attitudes and values among students	3.78	1.05	High
2	15	Employing information and communication technology tools in the educational process	3.74	0.99	High
3	11	Faith in the ability of students to learn	3.73	1.07	High
4	12	Building positive relationships with students based on mutual (friendliness, respect and trust)	3.71	1.06	High
5	13	Possessing communication and communication skills that enhance the constructive relationships between him and (the teaching, administrative, and supervisory staff)	3.70	1.09	High
6	23	Use available resources, tools and means to develop himself professionally	3.68	1.07	High
7	3	Possessing knowledge of the results (public and private) of the detective he is studying	3.67	1.04	Medium
8	18	Keeping pace with cognitive development in its field of specialization	3.66	1.09	Medium
8	22	Activating the student's role as responsible for his learning and participating in learning activities	3.66	1.09	Medium
8	5	Developing plans (daily, quarterly, and treatment) efficiently and effectively	3.66	1.08	Medium
8	19	The use of positive behavior management strategies in dealing with students	3.66	1.08	Medium
8	7	Employing evaluation strategies in the learning and teaching process	3.66	1.05	Medium
8	10	Promote a culture of constructive dialogue and objectively accept opinions	3.66	1.05	Medium

Rank	Number	Paragraphs	Average	Standard division	Level
14	9	Professional commitment (duties and responsibilities)	3.65	1.06	Medium
14	6	Have knowledge of various teaching and evaluation strategies	3.65	1.01	Medium
16	21	Employing modern teaching strategies	3.64	1.13	Medium
16	1	Familiarity with educational legislation related to work	3.64	1.07	Medium
16	17	Adopting a positive attitude towards development initiatives that would advance the educational process	3.64	1.07	Medium
19	2	Knowledge of the general framework of the curricula	3.63	1.04	Medium
20	20	Show educational aids in the appropriate place and time	3.62	1.11	Medium
20	8	Regulating the learning environment and providing a positive class environment	3.62	1.07	Medium
22	4	Possessing knowledge of the characteristics of the effective educational environment	3.60	1.08	Medium
23	14	Building positive relationships with (parents and the local community) in order to support student learning	3.58	1.12	Medium
		Professional development level for teachers	3.66	0.94	Medium

Table (11) shows the level of professional development of teachers in the Directorate of Education and Education in the Governorate of Jerash from their point of view, which came in a medium degree, with an average of (3.66), and that the arithmetic averages ranged between (3.58-3.78), and this indicates that the level of professional development of teachers in the Directorate of Education in the Governorate of Jerash is good to the extent What, this may be attributed to the sample members 'conviction of the importance of professional development, and the teachers' need for it constantly, given that professional development includes various types of upgrading competencies and improving capabilities, as professional development for teachers increases their knowledge about the foundations and objectives of education and school curricula, and this is reflected in the outcomes The special studies related to the subjects he is studying, and commitment to the ethics of the teaching profession and dealing with good values with students, colleagues and the local community. Paragraph (16), which states "promoting positive (attitudes and values) among students", took place in the first place, due to the teachers' keenness to develop their skills In the classroom administration in general, as it gives them stability in dealing with students, and teachers 'awareness and awareness of the impact of faith in the teaching profession and in order to In dealing with the parties to the educational process, and increasing the motivation of students. While paragraph (14), which reads, "Building positive relationships with (parents and the local community) with the aim of supporting students' learning" came in the last rank, and the reason may be due to the teachers 'understanding that their primary role is education only, and their lack of understanding also is that communication with parents and the local community It reduces the gap between the function of the school (as a teacher) and

the role of the local community. There must be real participation between the teacher and the parents and the local community, which increases the interest of students and increases their motivation and reflects positively on their level. The results of this study differed with the study of Al-Farra (2015), which showed in its results that teachers' estimates of the reality of professional development were high.

The results of the third question:

The text of the third question states: Is there a statistically significant correlation at the level ($0.01 \geq \alpha$) between the level of in-service teacher training in the Directorate of Education for Jerash Governorate and their level of professional development?

To answer this question, the Pearson correlation coefficient was extracted between the level of in-service teacher training in the Directorate of Education for Jerash Governorate and their level of professional development, and Table (12) illustrates this.

(12) Table

Pearson correlation coefficient of the relationship between the level of in-service teacher training in the Jerash Governorate Education Directorate and their level of professional development

		Professional development level for teachers
The training program plan and goals	Correlation coefficient t	** .575
	Statistical significance	.000
	the number	381
The content of the training programs	Correlation coefficient t	** .648
	Statistical significance	.000
	the number	381

Adequacy of trainers	Correlation coefficient t	** .646
	Statistical significance	.000
	the number	381
Training environment	Correlation coefficient t	** .642
	Statistical significance	.000
	the number	381
Training calendar	Correlation coefficient t	** .676
	Statistical significance	.000
	the number	381
Level of in-service teacher training	Correlation coefficient t	** .697
	Statistical significance	.000
	the number	381

** Statistically significant at the level of significance(0.01).

Table (12) shows a positive and statistically significant correlation between the level of in-service teacher training in the Education Directorate of Jerash Governorate and their level of professional development. The reason for this may be attributed to the fact that in-service training provides teachers with modern teaching strategies, raises the level of different skills in their field of work, and develops positive trends that are directly related to their work, and teachers remain in constant knowledge of all that is new, keeping pace with that change and continuous development in all Scientific and practical fields. There is no doubt that the foregoing will be positively reflected on the level of their professional development, thus increasing their efficiency, as these courses create a spirit of motivation towards teaching and the continuous pursuit of developing themselves. The results of the study were consistent with the results of

Omoogun and Omoogun (2013), which showed that there is a correlation between the training needs of teachers and their professional development.

Recommendations:

In light of the results reached in this study, the following is recommended:

- The need to focus on on-the-job training to provide teachers with different skills, so that the application is a method of training and not limited to the theoretical side. This contributes to increasing the level of their professional development
- Taking into account the circumstances of teachers when selecting the time and place of training, and providing the appropriate place in which all elements of the success of the training process are available.
- Providing material and moral incentives for teachers, as they are important in generating a desire for them to join training, and in a serious manner, which will positively reflect on developing their performance and raising their level of professional development.
- That the training be evaluated periodically, continuously, and comprehensively throughout the training period, and follow the impact of the training by visiting teachers (trainees) in their workplaces.

References

References in Arabic

Abu Salem, Hatem. (2012). The reality of training physical education teachers during service in the governorates of Gaza, *Journal of the Islamic University of Educational and Psychological Studies*, 20 (1). Gaza, Palestine.

Abu Atwan, Mustafa Abdul Jalil. (2008). Obstacles to training teachers during service and ways to overcome them in Gaza governorates. (Unpublished Master Thesis), Islamic University. Gaza, Palestine.

Bin Saud, you enjoyed. (2010). Professional development of teacher and contemporary trends effective and activating. Conference.

Scientific about the teacher and the challenges of the time, College of Teacher Education. Tripoli, Libya.

Bou Saada, Qassim. (2016). Teacher preparation in the light of modern educational trends. *Journal of Humanities and Social Sciences*, 4 (6). Ouargla, Algeria.

Al-Harbi, Fahd Clinic. (2018). In-service training courses and their role in improving the teaching performance of art education teachers. *Journal of the Federation of Arab Universities for Education and Psychology*, 1 (16). Cairo Egypt.

Khazaleh, Muhammad Salman Fayad. (2017). Barriers to training teachers during service in the schools of the Kasbah of Al-Mafraq Governorate from their point of view. *Educational Science Studies*, 46 (2). Oman Jourdan.

Goodness of God, rain rain of Shabu. (2018). The role of the educational supervisor in the professional development of teachers at the secondary stage in West Kordofan State: a local field study, Bab Nusa. (Unpublished Master Thesis), Al Neelain University. Sudan.

Salem, Salah Al-Din. (2002). Training needs for environmental science teachers in the secondary stage from the viewpoint of teachers and mentors, *Reading and Knowledge Magazine*, No. (18), Ain Shams University. Cairo Egypt.

Saad, Raed Noman. (2017). Evaluating in-service teacher training programs from the viewpoint of teachers of basic education in Damascus. *Al-Baath University Journal*, 39 (54). Damascus, Syria.

Al-Taani, Hassan Ahmed. (2015). Training (its concept, activities, building and evaluating training programs), (4th edition), Dar Al-Shorouk for publication and distribution. Oman Jourdan.

Abdel Salam, Mostafa Abdel Salam. (2015). Fundamentals of teaching and professional development for the teacher, the new university house. Alexandria Egypt

Al-Otaibi, belle. (2017). Obstacles in the training of female teachers during service in schools in the city of Riyadh from the viewpoint of female teachers and principals *Journal of Educational and Psychological Sciences*, 1 (2). Riyadh, Saudi Arabia.

Othman, Allan; Pin, Muhammad; Tim Hassan. (2012). The role of public secondary school principals in the professional development of teachers in the northern West Bank. *Educational Science Studies*, 39 (2). Oman Jourdan.

Al-Adwani, Khaled Mazhar. (2017). Prepare teachers before and during service. (A magister message that is not published). Sanaa University. Sanaa, Yemen.

Al-Omari, Ahmed. (2014). The role of education offices in the professional development of educational leaders in general education schools in Al-Mahwah Governorate from the viewpoint of school principals and their agents. (Unpublished .Master Thesis), Umm Al-Qura University. Mecca, Saudi Arabia

Al-Farra, Ghada Rafeeq Hamdi. (2013). Evaluation of in-service teacher training programs in basic education in Ministry of Education schools and UNRWA schools: a comparative study. (Unpublished Master Thesis), College of Education, Al-Azhar .University. Gaza, Palestine

Al-Farra, Muhammad Salah Salem. (2015). The role of professional development in improving the performance of secondary school teachers in the governorates of Gaza. (Unpublished Master Thesis), Islamic University. Gaza, Palestine

Al-Qahtani, Ahmed. (2014). The reality of professional development for secondary school teachers in Bisha Governorate in terms of comprehensive quality requirements. .Riyadh, Saudi Arabia

Karnaz, Hussein Ali; And Abdul Hafiz, Zekra. (2010). The views of educational institutions in the in-service training in the Kirkuk Governorate. *Journal of Educational Studies*, Ministry of Education, No. (3). Kirkuk, Iraq.

References in English

Hardman, Frank. Abd-Kadir, Jan. Agg, Catherine. Migwi, James. Ndambuku, Jacinta. Smith, Fay. (2009). 'Changing pedagogical practice in Kenyan primary schools: the impact of school-based (2)..training', **Comparative Education Social and Behavioraol Sciences**.

Omoogun, Ajayi C. & Omoogun, Remi Modupe. (2013). In-service Training Program Preference of Teachers in the Multidisciplinary Approach of Implementing, Environmental Education, **macro think institute: Journal of Studies in Education**. 3(2). Nigeria.

Sharon, M. (2008). **A Survey of Teacher Perceptions And Training Needs**, ERIC. CHNS.

Zia ullah, S. & Farooq, M.S. (2008). Effectiveness of Teacher Education Programmes in Developing Teaching Skills for Seacondary Level, **Journal of Quality and Technology Management**. Punjab, Pakistan. 4(1)