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Training Courses and Their Role in The Professional Development of Teachers

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Abstract

The study aimed to identify the role of training courses in the professional development of teachers from secondary school principals' viewpoints in Jordan. The researchers used a descriptive-analytical approach. The study population comprised all the principals of public, private, and United Nations Relief and Works Agency (UNRWA) schools in Jordan. They were (7434) male and female principals from (14) directorates of education. The researchers selected a random sample of (743) male and female principals, including (333) males and (410) females. The researchers used a questionnaire as an instrument for data collection. The questionnaire comprised (28) items and three domains in which validity and reliability were confirmed. The study results showed that the role of training courses in developing teachers professionally in Jordan got an average degree. Also, they showed that there were no statistically significant differences at the significance level ($a \geq 0.05$) in the estimates of the study respondents. These differences were due to gender, educational qualification, years of experience, and training courses variables in all domains. The study recommends that training courses should be given more attention due to the great role they play in developing teachers professionally.

Keywords: *Professional Development for Teachers, School Principals, Training Courses*

INTRODUCTION

Awareness has grown among educators, day after day, of the importance of professional development for teachers and other educational leaders, such as school principals and educational supervisors. Professional development represents one of the basic premises for accelerating the process of educational change. It is also an effective instrument in achieving plans for the development of educational processes adopted by educational institutions on the ground. Because professional development aims in the first place to form human elements with high capabilities that drive, support, and move forward change. This can be done by developing the skills of teachers and school principals, providing them with modern educational information, and informing them of new educational trends[1]-[5]

The professional development of the teacher is an important part of the education process. It aims to provide the trainees with the necessary knowledge and skills to carry out functional tasks. Also, it is a positive investment in the human element whose return is in increasing productivity and getting better job behavior. It is one of the important foundations for raising the level of performance, preparing working individuals in various sectors of society at different levels to perfectly achieve their tasks. Teacher training is an issue of increasing interest in educational circles. This concern results from the fact that educational system equality depends mainly on the quality of teachers who will implement the educational plans [6]-[8]

The professional development of teachers is a common issue in light of global trends to determine the specifications of the ideal teacher at present time. It insisted that the expected role of the teacher is to be the designer, assessor, and participant in the production of educational technology. Educational-technology

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production exemplifies the use of the Internet and distance education, educational programs, and simulation programs [9]

(Al-Hashemi and Al-Azzawi, 2009) [10] defined training as "a dynamic process that aims to bring about changes in the information, experience, methods, performance, and behavior of the trainee. It enables them to exploit their potential energies and raise competencies in fulfilling work in an organized manner."

Training Significance: Training is a strategic option for any party looking to prepare human crews capable of keeping pace with the needs of changes and developments that occur in the domain of work. In-service training is significant because it provides employees with new skills required by their profession, identifying the best solutions to the problems they face while practicing their profession. Also, it increases their ability to perform work and helps them avoid mistakes, reaching the desired level that any party aspires to achieve [11]- [16]

The importance of in-service training increases during the stages of major reforms and transformations that any society is witnessing. These transformations impose on educational systems the need to bring about qualitative changes that address their philosophy and objectives. It is associated with educational concepts, ideas, and practices. The teacher is a pillar on which the educational system relies to achieve its goals. These goals primarily aim at enabling the educational system to establish the elements of a new educational culture that fits the requirements of its new civilized pattern [17] -[20]

Al-Daraisa (2016) [21] mentioned in his study that training needs are the difference between what teachers must implement efficiently and professionally and what they are doing on the ground. Besides, some teachers have latent abilities and undetected creativity. Training comes to release these abilities and reveal these innovations. It considers all the activities and programs that teachers need in their educational marches to help them do their jobs and increase their efficiency and effectiveness. Meeting the teachers' training needs will reflect the improvement of their performance, avail students who are the focus of the educational process, and raise their achievement levels.

The role of training courses in the professional development of teachers: The professional development of teachers is "a set of organized processes and activities that are provided to teachers to raise their level of knowledge and skills, and raise the level of their efficiency in creativity and innovation in their work to achieve excellence in their performance and tasks." Training courses are the most important activities and processes that contribute directly and effectively to the professional development of teachers. Continuous training courses are a prerequisite for the success of the educational process. It contributes to improving the performance of teaching and teachers. Meanwhile, the weakness of the teacher's training competencies is a major reason for the low level of education, and it may be aimed at training the teacher in new methods of teaching, newly emerging educational systems, or developing specific competencies for the teacher. The training courses activate, develop the educational and specialized background for teachers, and provide teachers with the optimal use of the educational medium. Also, they inform teachers of recent developments in the domain of education [2], [4], [22]-[32],

Training courses for teachers in Jordan: The Jordanian Ministry of Education has taken several steps within the framework of sustainable professional development for in-service teachers. The Department of Educational Supervision and Training in the Department (Operations and Program Coordination) monitored, trained, and evaluated professional development programs. These programs are implemented by the Ministry through the Follow-up and Evaluation and Quality Control Directorate to give a clear and comprehensive picture of the reality of the programs and the achievements made during the academic year. Also, they identify the strengths, weaknesses, and areas of improvement in all aspects of the programs[33],[7]

The Ministry of Education in Jordan is implementing the program "Towards the Development of an Educational System. This program focuses on excellence and proficiency. Besides, it strengthens the capacity for research and learning and invests in human resources to ensure their contribution to building a renewable economy based on knowledge. This program contributes to achieving sustainable development to adapt to the requirements of this era and compete strongly and effectively. It is to put Jordan on the path of developed countries and exporters of distinguished human competencies regionally and globally [33]

(Abu Alloush, 2020) [31] conducted a study to reveal the school principal's role in the professional development of teachers from the school principals' viewpoints in Bani Kinana District, Jordan. The study sample comprised (102) principals. The sample was chosen using the intentional objective method. The researchers used a questionnaire comprising (48) items. The descriptive-analytical approach was used. The study results showed that the school principal's role in developing teachers professionally came with a low degree of appreciation. Also, they showed the absence of statistically significant differences in the school principal's role in the professional development of teachers due to the two variables, gender, and educational stage.

(Al-Khasawneh, 2018) [35] conducted a study to identify the school principal's role as an educational supervisor in professionally developing new teachers in secondary schools in the District of Qasbat Irbid. The study adopted the descriptive survey method. The study population comprised (170) new teachers. The study sample comprised (150) new teachers. The researchers used the questionnaire as the study instrument, which comprised (32) items. The study results showed that the school principal's role as an educational supervisor in the professional development of new teachers came with an average rating. Besides, they showed the absence of statistically significant differences among the study respondents' estimates. These estimates were regarding the school principal's role in the professional development of new teachers due to two variables (scientific qualification and specialization).

(Abu Madighem& Salameh& Jawarneh, 2018) [36] conducted a study to identify the development centers' role in developing teachers' performance from the school principals' viewpoints in the Beersheba region. The descriptive method was used. The study sample comprised (145) principals. The questionnaire was used as an instrument for collecting study data. The study results showed that the professional development centers' role in developing teachers' performance from the school principals' viewpoints in the Beersheba region was highly appreciated. The results also showed that there were no statistically significant differences due to the effect of (gender, years of experience, and educational qualification) variables.

(Hardman et.al, 2015) [37] conducted a study to investigate the effectiveness and efficiency of the training program for teachers in Tanzanian schools to change their educational practices. The researchers used the descriptive-analytical approach. The questionnaire was used as a study instrument. The study sample comprised (32) schools from eight districts of Tanzania. The most prominent results were that the program was effective because the students were involved in teamwork. Also, it was noted that the students were engaged in tasks, employing various teaching strategies. They focused on questions at various levels and provided students with developmental feedback.

(Omidian and Pirmehtar, 2014) [38] conducted a study to evaluate the effectiveness of in-service training courses for sixth-grade teachers in the Iranian city of Andimeshk. The researchers used the descriptive-analytical approach. The study population comprised all (115) sixth-grade teachers. The study population was a sample. The researchers used a questionnaire to collect information on the effectiveness of in-service training courses about teachers' attitudes, skills, and knowledge. The study results significantly showed that the teachers' evaluation of the in-service training courses for their attitudes, skills, and knowledge was high.

Study Objectives

The current study aims to:

Identify the role of training courses in the professional development of teachers from the public school principals' viewpoints in Jordan. It is to provide recommendations to decision-makers in the Jordanian Ministry of Education to increase attention to the issue of professional development for teachers.

Identify if there are statistically significant differences among the study respondents' responses to their assessment of the role of training courses in the professional development of in-service teachers. These responses are about improving Jordanian teachers' performance due to ender, years of experience, educational qualification, and training courses variables.

Study Significance Is Summarized in The Following

This study dealt with a topic of great importance in educational studies, which is the role of training courses in the professional development of in-service teachers. This study will hopefully contribute to providing recommendations to decision-makers in the Ministry of Education in the domain of teacher training. Also, its results help shed light on the most important teachers' training needs, availing educational administration researchers to conduct similar research and enriching the educational library with more information.

Study Methodology: The study used the descriptive analytical survey method as the best method for the nature of the study.

Study Population: The study population comprised all secondary public, private, and UNRWA principals in Jordan who were (7434) male and female principals, from (14) directorates of education. This population relied on the statistics of the Jordanian Ministry of Education for the year (2020/2021).

Study Sample: The study sample comprised (743) male and female principals from (14) directorates of education and different governorates of Jordan. They constituted (10%) of the study population who were chosen by the simple random method.

Table (1) Frequencies and percentages following study variables

Study Variables	Categories	Frequency	Percentage
Gender	Male	333	44.8%
	Female	410	55.2%
Total		743	100%
Experience Years	Less than 10 Years	210	28.2%
	10 Years or more	533	71.8%
Total		743	100%
Academic Qualification	Higher Diploma Degree and below	392	52.7%
	Master's Degree and above	351	47.3%
Total		743	100%
Number of Courses Attended	Less than (5) Courses	412	55.4%
	(5) Courses and More	331	44.6%
Total		743	100%

Study Instrument: The researchers used a questionnaire as the study instrument. Its items were built and developed following access to the educational literature related to the subject of the study. The researchers viewed studies related to the topic of study, such as [31], [35], and [37]. These studies were used to determine areas of resolution, draft the items included in the domains of the questionnaire, and prepare the questionnaire in its initial form. The questionnaire comprised (35) items distributed to three areas, the training courses, trainers, and trainees.

Instrument Validity: The instrument's validity was confirmed by presenting it, in its initial form, to (20) experienced and specialized referees who were faculty members at Jordanian universities. They were asked to express their observations and opinions about the appropriateness of the items of the instrument and their suitability for the study. The 80% standard was adopted to approve the item. Relying on the referees' opinions, some items were modified and some were deleted, so they became in their final form (28) items.

Construction Validity

The correlation coefficients of each item with the total score, and between each item and its relationship to the domain to which it belongs, and between the domains with each other and the total degree, were extracted.

They were gathered through a survey of (20) male and female principals from the study community and from outside its sample. The correlation coefficients of the items with the instrument as a whole ranged from (0.45) to (0.76), and of the domain from (0.45) to (0.86), as in table (2).

Table (2) Correlation coefficients between the item, the total score, and the domain to which it belongs

Item No.	Correlation Coefficient with the Domain	Correlation Coefficient With the Instrument	Item No.	Correlation Coefficient with the Domain	Correlation Coefficient With the Instrument	Item No.	Correlation Coefficient with the Domain	Correlation Coefficient With the Instrument
1	0.86**	0.76**	11	0.52*	0.50*	21	0.63**	0.62**
2	0.79**	0.55*	12	0.69**	0.65**	22	0.72**	0.52*
3	0.72**	0.60**	13	0.51*	0.65**	23	0.68**	0.71**
4	0.74**	0.48*	14	0.45*	0.66**	24	0.81**	0.56**
5	0.60**	0.52*	15	0.81**	0.63**	25	0.65**	0.48*
6	0.56**	0.45*	16	0.60**	0.48*	26	0.67**	0.45*
7	0.57**	0.47*	17	0.67**	0.48*	27	0.75**	0.69**
8	0.60**	0.57**	18	0.83**	0.67**	28	0.55*	0.49*
9	0.80**	0.55*	19	0.63**	0.57**			
10	0.60**	0.52**	20	0.69**	0.65**			

*Statistically significant at the significance level (0.05). ** Statistically significant at the significance level (0.01).

All correlation coefficients were within acceptable degrees and statistically significant. The domain correlation coefficient was extracted with the total degree and the correlation coefficients among the domains with each other as in table (3).

Table (3) Correlation coefficients between the domains with each other and with the total degree

The Domain	The Training Courses	The Trainers	The Trainees	Total Degree
The Training Courses	1			
The Trainers	0.563**	1		
The Trainees	0.473*	0.745**	1	
Total Degree	0.874**	0.853**	0.808**	1

*Statistically significant at the significance level (0.05). ** Statistically significant at the significance level (0.01).

Study Instrument Reliability: The reliability of the study instrument was verified by the test and retest method. It is by applying the scale to a group of (20) male and female principals from the study community and from outside its sample, after two weeks. And then, the Pearson correlation coefficient was calculated between their estimates at both times. The reliability coefficient was also calculated by the internal consistency method following the Cronbach Alpha equation, as in table (4).

Table (4) Cronbach Alpha internal consistency coefficient and repeatability of domains and total score

The Domain	The Repeatability	Internal Consistency
The Training Courses	0.92	0.86
The Trainers	0.88	0.76
The Trainees	0.85	0.72
Total Degree	0.91	

Procedures for the final application of the study instrument: After the study instrument was prepared in its final form, (743) electronic questionnaires were distributed to the study sample through various social media during the second semester of the academic year (2020/2021). (727) valid questionnaires for statistical analysis were retrieved, which were processed through the (SPSS) program.

Instrument correction procedures: The Fifth-Likert's scale was adopted to correct the study instrument by giving each of its items one score out of its five degrees. "I strongly agree" gets (5) degrees. "I agree" gets (4) degrees. "I averagely agree" gets (3) degrees. "I agree a little" gets (2) degrees. "I agree little" gets (1) degree.

Study Variables: The study included the following variables:

Independent Variables

Gender: It has two categories: Male and female.

Academic Qualification: It has two levels, a higher diploma and below and a Master's degree and above.

Years of Experience: It has two levels, less than (10) years and (10) years or more.

Training Courses: It has two levels, less than (5) courses and (5) courses and more. *The Dependent Variable* is represented in the response to the questionnaire's items for its various domains. It is to determine the role of training courses in the professional development of teachers from the public school principals' viewpoints in Jordan.

Study Results Discussion

First: The results of the first question "What is the role of training courses in the professional development of teachers from the public school principals' viewpoints in Jordan?

To answer this question, the arithmetic means and standard deviations were extracted for each domain of the questionnaire, and the scale as a whole, as in table (5).

Table (5): Arithmetic means and standard deviations of the role of training courses in the professional development of teachers from the public school principals' viewpoints in Jordan, in descending order

Rank	Number	Domain	Arithmetic Means	Standard Deviations	Rating Degree
1	1	The Training Courses	3.31	0.669	Average
2	2	The Trainers	3.14	0.646	Average
3	3	The Trainees	3.00	0.700	Average
Total Degree			3.18	0.570	Average

Table (5) showed that the arithmetic means ranged from (3.00) to (3.31). The "training courses" domain ranked first with an arithmetic mean (3.31), a standard deviation (0.669), and an average degree. "The trainees" domain came in second place with an arithmetic mean (3.14), a standard deviation (0.646), and an average degree. "The trainers" domain came in the last rank with an arithmetic mean (3.00), a standard deviation (0.70), and an average degree. The instrument as a whole got an arithmetic mean of (3.18), with a standard deviation (0.570) and an average degree.

It is because school principals realize that training courses play an important role in developing teachers professionally. They gain the teachers more information and new knowledge and inform them of developments in their scientific disciplines. Also, teachers badly need training courses to increase their efficiency and gain experience. Because the training program plan is based on the reality of the teachers' needs and priorities.

The first- question results agreed with the study results of (Al-Khasawneh, 2018) [35]. The latter showed that the role of the school principal in the professional development of new teachers has an average degree. The first-question results differed from the study results [36]. The latter indicated that the role of professional development centers in the development of teachers' performance was highly appreciated. They also differed from the results of [31] study which indicated that the role of the school principal in developing teachers professionally to a low degree.

The arithmetic means and standard deviations of the study sample respondents' responses to the items of each domain separately were calculated as follows:

The First Domain: "Training Courses"

Table (6) Arithmetic means and standard deviations of the items related to the training courses, arranged in descending order

Rank	Number	Items	Arithmetic Means	Standard Deviations	Rating Degree
1	1	Training courses play an important role in developing the teacher professionally	4.00	1.05	High
2	5	A teacher's performance is related to his or her professional development.	3.89	0.99	High
3	4	Courses provide great help to teachers in finding new teaching methods.	3.76	0.95	High
4	2	Training programs aim to stimulate the motivation of teachers.	3.69	1.05	High
5	3	Training courses are the ideal way for professional development.	3.63	0.93	Average
6	6	The content of the training programs keeps pace with recent developments in educational developments.	3.42	0.99	Average

7	13	Program objectives relate to educational problems.	3.20	0.97	Average
8	12	The training program is related to the needs of teachers.	3.17	0.98	Average
9	7	The training hours are sufficient and consistent with the training content.	3.15	0.94	Average
10	8	The trainees wish to attend the courses at the training location.	3.03	1.06	Average
11	10	The general atmosphere of the training workshop is satisfactory.	2.92	1.01	Average
12	11	The timing of the training is appropriate for teachers in terms of the beginning and end of the training program.	2.60	1.10	Average
13	9	The venue is equipped with modern technologies dedicated to training.	2.51	1.12	Average
"Training Courses" Domain			3.31	0.67	Average

Table (6) showed that item (1) "Training courses play an important role in developing the teacher professionally" came in the first place, with arithmetic mean (4.00), a standard deviation of (1.04), and a high degree. Item (5) "A teacher's performance is related to his or her professional development" came in second place, with an arithmetic mean (3.89), a standard deviation (0.99), and a high degree. Item (4) "Courses provide a great help to teachers in finding new teaching methods" came in third place, with arithmetic mean (3.76), a standard deviation (.95), and a high degree. Item (11) "The timing of the training is appropriate for teachers in terms of the beginning and end of the training program" came before the last rank, with an arithmetic mean (2.60), a standard deviation (1.09), and an average degree. Item (9) "The venue is equipped with modern technologies dedicated to training," came the last rank, with a mean (2.51), a standard deviation (1.116), and an average degree. "The training courses" domain as a whole got arithmetic mean (3.31), with a standard deviation (0.67) and an average degree.

The occurrence of items (1, 5, 4, and 2) in the first four ranks, to a high degree, may be attributed to the school principals' realization of the importance of developing teachers professionally. Also, training courses are the best way to develop the teacher professionally, which reflects its performance and increases its efficiency.

The occurrence of items (11 &9) in the last ranks may be attributed to the lack of all the necessary modern technologies in the places designated for training, such as projectors, computers, as well as language laboratories. Also, the principals' awareness, of what teachers suffer from training programs timing is often directly after school hours, which increases the physical and psychological burden on the trainees.

The Second Domain: Trainers

Table (7): Arithmetic means and standard deviations of the items related to the trainers, arranged in descending order

Rank	Number	Items	Arithmetic Means	Standard Deviations	Rating Degree
1	19	The trainers are highly cooperative with the trainees.	3.44	0.867	Average
2	14	The trainers are highly qualified in training.	3.43	0.799	Average
3	16	The trainers are highly skilled in managing the implementation of the training program timing.	3.18	0.808	Average
4	15	The trainers use interesting methods in implementing the training programs.	3.13	0.868	Average
5	18	Instructors use modern technology in presenting the training material.	2.75	1.131	Average
6	20	The trainers are keen to follow up on the impact of training in the field.	2.58	1.131	Average
7	17	The trainers communicate with the teachers after the training program is over.	2.46	1.182	Average
"Trainers" Domain			3.00	0.700	Average

Table (7) showed that item (19) "The trainers are highly cooperative with the trainees" firstly got a mean (3.44), a standard deviation (0.87), and an average degree. Item (14) "The trainers are highly qualified in training" secondly got arithmetic mean (3.43), and a standard deviation (0.80), and an average degree. Item (16) "Trainers are highly skilled in managing the implementation of the training program timing" thirdly got arithmetic mean (3.18), a standard deviation (0.81), and an average degree. Item (17) "Trainers communicate with the teachers after the training program is over" lastly got a mean (2.46), a standard deviation (1.182), and an average degree. "The trainers" domain as a whole got an arithmetic mean (3.00), a standard deviation (0.70), and an average degree.

All the items in the "trainers" domain got an average degree. This may be attributed to school principals' notices of the trainers' lack of follow-up for teachers in schools after the end of the training program. The principals came up with this result through their work in schools as supervisors and as a follow-up to the supervisory

visits carried out by educational supervisors. Therefore, it reflects the teachers' low application of what they have been trained in training courses.

The Third Domain

Table (8): Arithmetic means and standard deviations of the items related to the trainees, arranged in descending order

Rank	Number	Items	Arithmetic Means	Standard Deviations	Rating Degree
1	28	Teachers are obligated to carry out their professional duties.	3.53	0.84	Average
2	25	The trainees highly cooperate with the trainers.	3.42	0.90	Average
3	26	Trainees are obligated to attend training courses.	3.42	0.88	Average
4	23	The trainees find satisfaction in dealing with the trainers.	3.29	0.93	Average
5	21	Teachers apply what they have been trained to their students in school.	3.13	0.89	Average
6	22	Educators have difficulty dealing with the content of educational programs.	2.86	0.94	Average
7	24	Teachers seek to enroll in training programs.	2.78	1.18	Average
8	27	Teachers provide the administration with their training needs.	2.69	1.26	Average
"Trainees" Domain			3.14	0.65	Average

Table (8) showed that item (28) "Teachers are obligated to carry out their professional duties" firstly got a mean (3.53), a standard deviation of (0.84), and an average degree. Item (25) "The trainees highly cooperate with the trainers" secondly got arithmetic mean (3.42), a standard deviation (0.90), and an average degree. Item (26), "Trainees are obligated to attend training courses" thirdly got a mean (3.42), a standard deviation (0.88), and average degree. Item (27) "Teachers provide the administration with their training needs" lastly got arithmetic mean (2.69), a standard deviation (1.26), and an average degree. "The trainees" domain as a whole got an arithmetic mean (3.14), a standard deviation (0.65), and an average degree. Item (28) "Teachers are obligated to carry out their professional duties" firstly got an average degree because of the principal's and educational supervisor's decreasing visits to the teacher. These visits do not exceed two visits during the school year. Item (27) "Teachers provide the administration with their training needs" lastly got an average degree. It is because training courses are held for teachers after the end of the official working hours as well as not being paid. Besides, teachers get low salaries that force them to work after the end of working hours. Thus, this leads to the teacher's reluctance to disclose their training needs.

The Second Question: Are there statistically significant differences at the level of significance ($\alpha < 0.05$) among the means of the study respondents? They responded to the items of the role of training courses in the professional development of the teacher following "gender, years of experience, educational qualification, and training courses" variables.

To answer this question, the arithmetic means and standard deviations of the role of training courses in teacher professional development in improving teachers' performance were extracted. These were extracted following gender, years of experience, educational qualification, and training courses variables. To show the statistical differences among the arithmetic averages, a "T-Test" was used, as shown in tables (9, 10, 11, and12).

Gender

Table (9): Arithmetic means, standard deviations, T-Test, and the significance level of the instrument for the gender variable

Domain	Gender	Number	Arithmetic Means	Standard Deviations	T Value	Freedom Degrees	Significance Level
The Training Courses	Male	74	3.35	0.686	0.882	142	0.380
	Female	70	3.26	0.652			
The Trainers	Male	74	3.01	0.734	0.273	142	0.785
	Female	70	2.98	0.668			
The Trainees	Male	74	3.17	0.647	0.425	142	0.672
	Female	70	3.12	0.649			
Total Degree	Male	74	3.21	0.581	0.701	142	0.484
	Female	70	3.15	0.561			

Table (9) showed that there are no statistically significant differences ($\alpha \geq 0.05$) due to the effect of the gender variable in all domains and the total score. This absence of statistically significant differences is in the role of training courses in the professional development of teachers.

It is because principals have the same vision about the importance of training courses in the professional development of teachers. This result agreed with the results of [31] and [36] studies which indicated that there were no differences due to the gender variable.

Years of Experience

Table (10): Arithmetic means, standard deviations, T-Test, and the significance level of the instrument for the years of experience variable

Domain	Years of Experience	Number	Arithmetic Means	Standard Deviations	T Value	Freedom Degrees	Significance Level
The Training Courses	Less than (10) Years	21	3.46	0.720	1.149	142	0.252
	(10) Years or More	123	3.28	0.660			
The Trainers	Less than (10) Years	21	3.20	0.751	1.430	142	0.155
	(10) Years or More	123	2.96	0.689			
The Trainees	Less than (10) Years	21	3.35	0.869	1.604	142	0.111
	(10) Years or More	123	3.11	0.597			
Total Degree	Less than (10) Years	21	3.36	0.669	1.588	142	0.115
	(10) Years or More	123	3.15	0.549			

Table (10) showed that there are no statistically significant differences ($\alpha \geq 0.05$) due to the effect of years of experience in all domains and the total degree. This is regarding years of experience variable for the role of training courses in the professional development of teachers. This is because school principals, whether experienced or newly experienced, have a consensus on the importance of developing the teacher professionally and that training courses are the best way for the desired development. This result agreed with the results of the study of [36] which indicated that there were no differences due to the years of experience variable.

Academic Qualification

Table (11) Arithmetic averages, standard deviations, T-Test, and the significance level of the instrument for the academic qualification variable

Domain	Academic Qualification	Number	Arithmetic Means	Standard Deviations	T Value	Freedom Degrees	Significance Level
The Training Courses	Higher Diploma Degree and below	77	3.30	0.761	0.114	142	0.910
	Master's Degree and above	67	3.31	0.550			
The Trainers	Higher Diploma Degree and below	77	3.00	0.698	0.141	142	0.888
	Master's Degree and above	67	2.99	0.708			
The Trainees	Higher Diploma Degree and below	77	3.16	0.617	0.315	142	0.753
	Master's Degree and above	67	3.13	0.682			
Total Degree	Higher Diploma Degree and below	77	3.19	0.616	0.083	142	0.934
	Master's Degree and above	67	3.18	0.518			

Table (11) showed that there are no statistically significant differences ($\alpha \geq 0.05$) due to the effect of academic qualification in all domains and the total degree. The absence of differences is about the role of training courses in the professional development of teachers. It is because school principals with various academic qualifications, whether a high diploma or less or a master's degree or higher. All of them are fully convinced of the role of in-service training courses in developing teachers' performance and increasing their efficiency and effectiveness in teaching. It agreed with the findings of [35], [36] which indicated the absence of statistically significant differences due to the academic qualification's effect variable.

Number of Training Courses

Table (12): Arithmetic means, standard deviations, T-Test, and the significance level of the instrument for the number of training courses

Domain	Number of Training Courses	Number	Arithmetic Means	Standard Deviations	T Value	Freedom Degrees	Significance Level
The Training Courses	Less than (5) Courses	31	3.29	0.599	0.153	142	0.879
	(5) Courses and More	113	3.31	0.690			
The Trainers	Less than (5) Courses	31	3.02	0.611	0.242	142	0.809
	(5) Courses and More	113	2.99	0.725			
The Trainees	Less than (5) Courses	31	3.22	0.685	0.724	142	0.471
	(5) Courses and More	113	3.12	0.637			
Total Degree	Less than (5) Courses	31	3.20	0.507	0.225	142	0.822
	(5) Courses and More	113	3.18	0.588			

Table (12) showed that there are no statistically significant differences ($\alpha \geq 0.05$) due to the effect of the number of training courses attended by teachers in all domains and the total degree. This absence of differences is about the professional development of teachers. This is due to the quality of the principals' qualifications and their good selection upon appointment. It could be because of poor benefit derived from the training courses attended by principals or teachers.

CONCLUSION

The need to develop the teacher professionally is constant. Because the teacher cannot live his or her life with a specific set of knowledge, skills, and competencies, under the pressure of internal needs. And in light of the information age in which we live, the teacher must maintain a renewed level of information, skills, and modern trends in teaching methods and techniques. A creative teacher is a student of knowledge throughout his or her life in an ever-evolving and learning society. It is because we are experiencing a great revolution in the field of technology and information since the beginning of the twenty-first century.

Therefore, it was necessary to believe in the need to develop teachers. There should be providing educational leadership with a holistic vision and rational awareness of the requirements of the age and the mechanisms for fulfilling these requirements. Also, there should be successive and regular renewal, revitalization, and sustainable training by employing contemporary technologies, which are the main means for achieving professional development.

RECOMMENDATIONS

In light of the results, the researchers recommend:

The necessity of paying more attention to training courses is due to their great role in developing teachers professionally.

The necessity of introducing new training programs that meet teachers' needs and improve their educational and teaching skills, especially as we live in a crisis COVID 2019.

Involving teachers in preparing training programs by taking their opinionsl.

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