

The Training Needs of Primary School Teachers According to the Principles of Sustainable Professional Development

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Received: 10 Jun. 2022, Revised: 20 Jul. 2022, Accepted: 11 Aug. 2022

Published online: 1 Jan. 2023

Abstract: This study aims to uncover the training needs required for the teachers of the first three primary school grades according to the principles of sustainable professional development from the viewpoint of school principals in Jordan. The descriptive and analytical method was used, and to achieve the goal of the study, a questionnaire was developed consisting of 57 items distributed in four areas: planning, teaching strategies, classroom management, human relations, and evaluation strategies and tools. The study was applied to a sample consisting of 33 female principals from public schools in the Jordanian Directorate of Education of Ain Al-Basha for the academic year 2020/2021. The results showed that the training needs of the teachers of the first three primary school grades from the viewpoint of the school principals were high, whether in the main four fields of study or even the paragraphs within the same field. Their arrangement of the order of needs came as follows: (evaluation strategies and tools, classroom management and human relations, teaching strategies, and planning). The results also showed that there are statistically significant differences at the level of significance $\alpha \geq 0.05$ for school principals' responses to training needs in the fields of planning and teaching strategies in favor of female principals with experience of 10 years or more. Whereas there are no statistically significant differences at the level of the significance of $\alpha \geq 0.05$ for responses of school principals to training needs in the fields of classroom management and human relations, assessment strategies, and tools attributed to the experience variable. In light of the results, it is recommended that training programs should be chosen according to the actual needs of teachers, with the participation of school principals in their preparation, and further studies should be conducted on other samples to accurately determine their needs and work to satisfy them.

Keywords: Primary School, Sustainable Professional Development, Teachers, Training needs.

1 Introduction

The knowledge, scientific and technological changes, and developments that the contemporary world is witnessing, as well as informational challenges, increase the importance of the continuous development of the capabilities and efficiency of individuals and make important development of all systems to keep pace with these challenges in their various dimensions.

The development of the educational system with all its inputs, operations, and outputs is the tool by which nations develop the education of their generations; because education is the basic building block for preparing and rehabilitating the personality of the individuals and human cadres soundly in line with the requirements so that it is directed towards achieving the goals set by the authorities that supervise the educational process.

Based on the foregoing, the importance and greatness of school administrators have increased, as it is one of the most important basic elements affecting the success of the educational process. With the emergence of technological and economic progress and social development, in addition to progress in all fields, it has become imperative for all educational institutions to apply effective management principles systems, through continuous follow-up and evaluation of the performance of their employees, because of its importance in developing and improving the educational learning process [1].

Undoubtedly, the teacher is the main pillar and the most important component of the educational learning process, and the main factor in the success of the education system. Given the importance of curricula, books, methods, activities, equipment, and buildings, all this often does not lead to the achievement of the expected goals; because it depends on the teacher's competence and experience to help him/her practice the profession effectively [2].

[3] confirms that the teacher represents the most important element of the educational process and its inputs. His role is

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no longer limited to transferring knowledge to students, but rather to the greater role in achieving the goals of education and making learning effective and meaningful [3].

Given the rapid changes and the huge knowledge and technological progress, new needs and requirements have emerged that require teachers to develop themselves professionally in a sustainable manner, in addition to modifying and developing their roles. Hence, the urgent need to pay attention to the quality of the teacher, and the importance of working to raise teacher's level through in-service training programs. As his preparation before service is not sufficient to carry out his tasks successfully, because the development, scientific and technological progress is continuous, the professional development of teachers must continue throughout their job performance. Thus, the concept of in-service teacher training is linked to the concept of continuous growth and sustainable education [2].

(Al-Hashemi and Al-Ghazawi, 2009) indicate that the need for training is a continuous, permanent, and fundamental need for the increasing interest in the teaching profession, as a large percentage of teachers join it without adequate preparation. New teachers have training needs that differ from the old ones, which require recognizing those differences and working on designing training programs that meet the needs of teachers in the different stages of education [4].

Developed countries have paid attention to their teaching systems and given the greatest attention to the teacher in terms of preparation, development, and training, as the success of any educational system is only with the presence of an efficient teacher who is well-prepared and integrated [5].

Education outcomes are the effective factor in determining the type and level of society's progress, and the teacher may be considered one of the most influential factors in the quality of these outcomes. The teachers of the first three primary school grades are of great importance; for their role in preparing and guiding the nation's youth and building the future of society [6].

(David, 2002) stresses the importance of teaching the first three primary school grades. It is the cornerstone of a student's success in his subsequent learning when he begins at this stage to establish the basic skills and form his attitudes and tendencies towards the educational process, it is necessary to pay attention to preparing teachers for the first three primary school grades in the twenty-first century. The National Agency for Teaching in the United States said that the challenges in schools require the preparation of primary school teachers well in all respects, as they face many responsibilities related to the new generations and preparing them for constructive participation in society [7].

The needs of the teachers of the first three primary school grades vary according to their academic qualifications, specializations, the place, and date of issuance of degree, teaching experience, gender, training courses attended, personal convictions, which lead to a difference in the transmission of the impact of teaching in classrooms from one teacher to another [8].

For in-service teacher training to achieve its objectives, this requires meeting the training needs of teachers. Continuous training contributes to building and renewing the experiences and skills of teachers in light of what is new in the educational system [9].

The process of identifying training needs is one of the most important elements of the educational process. Rather, it is a basis for successful and effective training, and it has the greatest role in helping to improve performance and achieve the basic objectives of the training process. Through this stage, the teachers who need training are identified, the type of training appropriate for them, the target group, the age stage, and the expected results, which contribute to achieving the training objectives of providing the teacher with teaching knowledge and skills, in addition to developing thinking skills, developing teaching and evaluation strategies to be employed to achieve the desired goals and train teachers to keep pace with the new challenges [6].

(Hewton, 1988) stresses that the process of identifying training needs is not as easy as some think; it is a work based on foundations and rules that must be considered when doing it, as it must be carried out in a cooperative manner involving all those concerned with training, according to their roles, the level of the targeted teachers, and the general goal to be achieved [10].

From this basis, the role of school principals emerges as they are resident supervisors in the school, and they can objectively identify the needs of their teachers; they are in direct and permanent contact with the teachers, through performing their supervisory tasks and visiting teachers in their classes of different specializations; and following up on the performance of their teachers in all technical and administrative aspects [11].

(Hamad, 2014) stresses that the role of the principal in achieving sustainable professional development for teachers is increasing. Therefore, they must strive to improve teachers' educational competencies and develop them professionally by identifying their basic training needs, which are necessary to increase their effectiveness in their educational work [12].

Based on the foregoing, the two researchers decided to conduct a specialized study to identify the training needs of the first three primary school grade teachers according to the standards of sustainable professional development from the point of view of school principals in Jordan, the principal was chosen for the importance of this position in the school and its permanent and direct contact with teachers. It is expected that the principals of primary schools, teachers, the authorities concerned with teachers' training, and all those related to education will benefit from this study.

Some studies researched the needs of training methods for teachers, this was conducted by (Al-Juharji, 2018) which aimed to identify the training needs of primary education teachers to teach according to the competency approach from their point of view and the point of view of their supervisors (principal, supervisor). To achieve the study's objectives, the researcher used a questionnaire consisting of 79 competencies. It is divided into four axes (theoretical knowledge and concepts, lesson planning, lesson implementation, evaluation), and the study sample consisted of 373 individuals. In this study, the descriptive method was adopted, and the results of the study showed that primary education teachers need training on all competencies and skills included in the questionnaire to a moderate degree.

The descending order of needs was as follows: lesson planning 72.36%, theoretical knowledge and concepts 71.73%, evaluation 70.71%, implementation of lessons 67.55%. The results also showed that there were no statistically significant differences in the needs of primary education teachers according to the educational qualification variable, while there were statistically significant differences in the needs according to the variable job levels (teacher, principal, inspector) and in favor of the inspectors, the gender variable in favor of female teachers, and the variable of seniority in teaching for the benefit of those with seniority in teaching 1 year to 10 years, 11 to 20 years, and 21 years to 30 years [13].

(Al Khatatneh, 2017) conducted a study aimed at identifying the training needs of teachers of the first three primary school grades in the Southern Mazar district. A questionnaire was prepared to consist of 30 paragraphs distributed over four areas teaching planning, teaching implementation, classroom management, and evaluation. A sample of the study was conducted by 35 male and female teachers who teach the first three primary school grades in the Southern Mazar district for the year 2016. The results of the study showed that some paragraphs do not represent training needs and the reason is that the formulation of objectives in all its fields came to a low degree and less than the required level because teachers did not know the formulation of objectives during planning. The results showed that there were no statistically significant differences due to the variables of gender [2].

(Al-Qadi, 2016) conducted a study aimed at revealing the training needs of primary school teachers from the point of view of supervisors in the Mafraq Governorate. The study sample consisted of 58 supervisors. To achieve the objectives of the study, a questionnaire was built consisting of 18 items distributed over two dimensions: Professional needs, and performance needs), and the results of the study showed that training needs were high, whether at the professional or performance level, and the results showed that there were no statistically significant differences on the performance areas due to the variables of gender and educational qualification [6].

(Al-Jaafrah and Al-Zayadin, 2014) conducted a study aimed at knowing the degree to which teachers of the primary stage possess teaching competencies from the point of view of school principals and supervisors in the region of southern Jordan according to comprehensive quality standards. The study sample consisted of 148 principals and supervisors in the second semester of 2014 and to achieve the objectives of the study, the researchers used the descriptive approach, the information was collected using a questionnaire consisting of 63 items distributed over seven areas (planning, classroom management, human relations, thinking development, educational technology, evaluation, curriculum development).

The results showed that the estimates of school principals and supervisors to the degree to which teachers of the primary stage possess teaching competencies came to a medium degree, and the first place came in succession in the field of planning, the field of evaluation, the field of classroom management, the field of human relations and educational technology, the field of development thinking, and the last came in the field of curriculum development. As well as the absence of statistically significant differences in the degree of teachers' possession of teaching competencies from the point of view of principals and supervisors [11].

(Al-Enezi, 2009) conducted a study aimed at determining the training needs of primary stage teachers from their point of view and that of their school principals in Tabuk Educational City. The study sample consisted of 270 male and female teachers, and 67 principals of primary schools. To achieve the objectives of the study, a questionnaire was developed that included six areas: (planning, curricula and means, procedures and methods, professional growth and human relations, classroom management, evaluation). The results showed that the training needs of primary school teachers are high in all fields of study from the point of view of teachers and principals. As well as the absence of statistically significant differences in the training needs of primary stage teachers from the point of view of teachers and principals due to the variables of experience and qualification [14].

(Coop, 2006) conducted a study that aimed to prepare a list of basic teaching competencies for teachers and know their importance to them from the point of view of educational specialists in the United States of America, and to identify whether there are statistically significant differences between their estimates of this importance due to the gender variable. To achieve the objectives, the researcher conducted 289 interviews with specialized educators and educational experts in middle schools, which included open questions distributed over five main axes: teaching planning, implementation, evaluation, educational means and devices, and personal competencies. The results showed the following: Experts and educators agreed on 83 necessary sufficiency, and the sample members were able to perform 42% of the competencies with a high level of proficiency, 31% with a medium proficiency level, and 27% with a low proficiency level. There were no significant differences between the importance of competencies from the point of view of specialists that can be attributed to the gender variable in all axes, except for the axis of educational means and tools, where differences were found in favor of females [15].

(Al-Saif, 2006) conducted a study aimed at identifying the most important training needs of primary school teachers in classroom management tasks that primary school teachers need in the classroom and knowing the extent to which these teachers practice the tasks of classroom management, and knowing the obstacles that prevent this, as the questionnaire was applied to 290 classroom teachers and 136 primary school principals in the city of Riyadh. The results of the study showed that there is a training need for primary stage teachers in classroom management tasks, the most important of which are: The need to train the teacher to deal well with students and follow the means that attract them for the lesson, and the use of reinforcement methods for responsive students during the lesson, how the teacher renews his teaching methods during the explanation using more means, how to deal with troubled students, and addressing the different behavior of troubled and uncooperative students.

The study indicated that there were no statistically significant differences between the average responses of the research personnel, including principals and teachers, about the extent to which teachers practice the tasks of classroom management. The researcher recommended the necessity of paying attention to training programs for teachers of primary grades, especially training programs in the field of classroom management [16].

(Al-Shloul and Al-Tarawneh, 2000) conducted a study aimed at knowing the training needs of teachers of the first three primary school grades from the point of view of teachers, educational supervisors, and principals of government schools in the South Region. The descriptive-analytical approach was used, and the questionnaire was applied to the study sample consisting of 386 teachers, 22 supervisors, and 99 principals, and the results of the study showed that the teachers' training needs were distributed in all fields. Professional growth, planning, classroom management, and evaluation are training needs as assessed by educational supervisors, and the areas planning, professional and academic growth, and evaluation are training needs according to the principals' assessment.

The results showed the presence of 17 needs according to the teachers' assessment, and the results showed that there were no statistically significant differences due to the variable of experience [17].

Therefore, this problem appeared due to the increase of complaints on a low level of training programs for primary school teachers in the Jordanian Ministry of Education, in addition to the increase in the problems they face in the educational field, and the lack of these programs to meet the demands of teachers, and thus the lack of response to the demands of development in the current stage [2].

Many studies have proven that the success of the teaching-learning process lies with the teachers, and at the level of the competencies they possess to help practice this profession, and this can only be done through programs to prepare and qualify teachers before and during service [13].

And through the work of the two researchers in the educational field, their practical experience in school administration and educational supervision, and their attendance of classes for teachers, the observation was that there is a weakness in the teaching performance of the teachers of the first three primary school grades in government primary schools in Jordan, in addition to the weakness in the Arabic language and mathematics among the students of the first three primary school grades, which was supported by the results of international tests obtained by the Ministry of Education in the year 2013/2014. This matter prompted the two researchers to study the necessary training needs for the teachers of the first three primary school grades according to the standards of sustainable professional development from the point of view of school principals in Jordan. Hence, the researcher attempts to answer the following questions:

1. What are the training needs for teachers of the first three primary school grades according to the standards of sustainable professional development from the point of view of school principals in Jordan?
2. Do the training needs of the first three primary school grades teachers according to sustainable professional development standards from the point of view of school principals in Jordan differ fundamentally at the significance level $\alpha \geq 0.05$ according to the variable years of experience 1-5 years, 6-10 years, 10 or more?

The importance of the study lies in what the results of this study can add to the theoretical literature and previous studies. The importance of this study also comes in shedding light on the reality of the training needs of teachers of the first three primary school grades, as the results of this study can benefit officials in the Department of Training and Educational Qualification during the planning of the training programs. It is expected to make a modest contribution by providing a tool to measure the training needs of female teachers.

This study aimed to determine the training needs of the teachers of the first three primary school grades according to the standards of sustainable professional development from the point of view of school principals in Jordan. Because of this, the current study was limited to all the principals of primary schools, 33 principals in total, in the Ain Al-Basha district. As a result, the study was applied in the primary government schools in the Directorate of Education of Ain Al-Basha District. Therefore, the learning was conducted in the second semester of the year 2020/2021. Thus, the study tool included four areas: Planning, Teaching strategies, Classroom Management Human Relations, Assessment Strategies, and Tools. That being the case, the results are generalized in light of the study tool and its psychometric characteristics, which is the measure of training needs for the teachers of the primary stage, which has been developed. Therefore, the generalization of the results is related to the degree of similarity of the conditions of other societies.

1.1 Terminology of the Research

Training Needs: a set of variables and developments that must be brought about in the information, skills, and attitudes of teachers, to make them able to perform their educational work and improve the level of their job performance, which in turn contributes to improving the quality of education [13]. In this study, training needs are determined by the response of the study members to the tool prepared for this purpose.

Classroom teacher: The person in charge of teaching, officially appointed by the Ministry of Education in Jordan and holds a scientific qualification in the specialty of a classroom teacher and teaches all subjects for one of the first three primary school grades except for the English language.

The first three primary school grades: The first three grades of primary education in Jordan, and include the first, second, and third grades, and the ages of students range between 6 and 9 years.

Sustainable Professional Development: Continuous process planned in an organized and feasible manner to raise the level of teacher performance by providing teachers with the necessary skills, providing them with information, developing their positive attitudes to improve the level of learning and teaching in response to the changes and needs of society [18].

School Principal: A job description for the management of the school, technically and administratively, to achieve the school's educational mission per the educational curricula and policies in a way that serves the educational process in light of the available resources and capabilities [19].

In section 2, the paper reviews the materials, methods, and procedures used in this study and section 3 addresses the results, analysis, and discusses the study questions.

2 Methodologies

Method

The present research adopted the descriptive-analytical approach, which is the appropriate approach to the nature of the study problem and its objectives, as a description, analysis, and interpretation.

Participants

The study members consist of all the principals of the primary schools with the first three primary school grades in the Directorate of Education of the Ain Al-Basha District, for the year 2020/2021, 33 principals.

Tool

To achieve the objectives of the study and answer its questions, the two researchers used the questionnaire as an appropriate tool for obtaining information, data, and facts related to the reality of society. The researchers also followed a set of appropriate steps and procedures to prepare the study tool, by reviewing the literature and previous studies to benefit from the procedures followed in the subject of needs. The training and sustainable professional development standards were used to develop the study tool, and prepare it in its initial form, as the number of its paragraphs reached 60 paragraphs within four areas, namely planning, teaching strategies, classroom management and human relations,

evaluation strategies, and tools.

Tool Authenticity

The apparent validity of the tool was calculated by presenting it to a group of arbitrators, experts, and specialists; to estimate the extent to which the paragraphs represent the characteristics that the scale was set to measure, and to know their opinions and suggestions regarding the validity of the paragraphs, the soundness of their formulation, and the validity of the statements. The tool in its final form consists of 57 paragraphs.

Tool Stability

The stability of the questionnaire was calculated through the same tool, using the Alpha Cronbach equation, and the tool was applied to an exploratory sample from outside the study sample that was used by the nearest directorate of Ain Al-Basha Directorate; this is due to the need of the two researchers for all school principals in Ain Al-Basha to form the members of the current study, and the total stability ratio reached 0.89, This degree represents a high stability rate and is valid for application to the study sample.

Study Procedures

To achieve the study objectives, the following procedures were followed:

- A. Building the questionnaire, the study tool, by referring to the theoretical literature, previous studies, and the criteria of sustainable professional development.
- B. Verifying the validity of the tool by presenting it to a group of arbitrators.
- C. Checking the stability of the tool by extracting the stability coefficient Alpha Cronbach.
- D. Applying the tool to the study sample, which numbered (33) female principals.
- E. Entering data into computer using SPSS program and performing appropriate statistical analyses to answer the study questions.

3 Results Analysis and Discussion

To answer the study questions, the two researchers adopted the descriptive-analytical approach, and the average responses were evaluated according to the weighted average, as follows:

- A. 1.00- 1.75 Very Low Significance
- B. 1.76 – 2.50 Low Significance
- C. 2.51 - 3.25 High
- D. 3.26 - 4.00 Too High

Question 1

what are the training needs required for the teachers of the first three primary school grades according to the principles of sustainable professional development from the viewpoint of school principals in Jordan?

The answer to this question is divided into two levels:

Level 1: The response of principals on main fields. Means and standard deviations were calculated as shown in Table (1). It appears from the results that the field of Evaluation got the first importance level with a calculated mean of 3.205, while the field of planning got the fourth and last level of importance with a calculated mean of 3.083

Table 1: Training needs to be required for the teachers of the first three primary school grades.

Importance	Field	Total Principals	Mean	Standard Deviation
First	Evaluation	33	3.205	.512
Second	Classroom Management	33	3.177	.356
Third	Teaching Methods	33	3.098	.561
Fourth	Planning	33	3.083	.579
	Total	33	3.136	.384

Level 2: The response of principals on each main field

Planning: Means and standard deviations were calculated of principals’ responses to the planning field as shown in Table (2). Results show that both paragraphs 1 and 11 got the first level in importance with a calculated mean of 3.273, while paragraph 6 got the last level in importance with a calculated mean of 2.788.

Table 2: Principals' responses on the Planning field.

Importance	Paragraph Number	Paragraph	Total Principles	Mean	Standard Deviation
First	1	The semester plan is prepared per the modern educational trends in planning	33	3.273	.761
First	11	There is an enrichment plan suitable for gifted students	33	3.273	.801
Third	3	A teacher's guide is used to prepare the annual and daily plan.	33	3.212	.740
Fourth	5	The daily plan is prepared according to modern educational trends.	33	3.182	.917
Fifth	7	Lesson objectives (educational outcomes) are formulated at different levels of fields (cognitive, emotional, and skillful).	33	3.152	.906
Sixth	10	There is a treatment plan for low achievers.	33	3.061	.998
Sixth	8	The procedures necessary to implement the educational task are precisely defined.	33	3.061	.899
Eighth	9	The teacher defines the pre-learning necessary for the new learning.	33	3.000	.935
Eighth	4	The curriculum content is analyzed according to modern educational trends.	33	3.000	1.031
Tenth	2	The considers the size and content of the book when determining the time and classes required for teaching.	33	2.909	.843
Eleventh	6	Lesson objectives (educational outcomes) are formulated.	33	2.788	1.023
Planning	33	3.083		0.384	

Teaching Method: Means and standard deviations were calculated of principals’ responses to the Teaching Methods field as shown in Table (3). Results show that paragraph 15 got the first level in importance with a calculated mean of 3.303, while paragraph 31 got the last level in importance with a calculated mean of 2.879.

Table 3: Principals’ responses on Teaching Methods field

Importance	Paragraph Number	Paragraph	Total Principles	Mean	Standard Deviation
First	15	Students participate in the learning process.	33	3.303	.770
Second	28	The teacher works on linking knowledge with life and the student's environment.	33	3.242	.830
Third	21	The teacher is proficient in employing modern educational methods in teaching.	33	3.181	.769
Third	14	The teacher uses appropriate preparation methods for each lesson.	33	3.181	.917
Fifth	25	The teacher stimulates students' motivation to learn.	33	3.151	.906
Fifth	13	The teacher can ask various questions.	33	3.151	.834
Fifth	12	The teacher knows the topic and is familiar with it.	33	3.151	.939
Eighth	22	The students participate in the preparation of teaching aids.	33	3.121	.781
Eighth	24	The teacher applies activities that are mindful of individual differences.	33	3.121	.857

Eighth	19	The teacher encourages, appreciates, and respects students' perspectives.	33	3.121	.857
Eighth	17	The teacher maintains students' attention for as long as possible.	33	3.121	.696
Eighth	18	The teacher uses various learning resources.	33	3.121	.740
Thirteen	23	The teacher encourages students to express their thoughts.	33	3.061	.788
Thirteen	20	The teacher knows the specifications of a good teaching method.	33	3.061	.788
Thirteen	27	The teacher presents the educational material in a logical sequence (horizontal and vertical integration).	33	3.061	.827
Sixteen	26	The teacher uses toys and games in educational situations.	33	3.030	.847
Sixteen	30	The teacher uses various computer programs in teaching.	33	3.0303	1.015
Sixteen	16	The teacher uses modern and varied teaching strategies.	33	3.030	.728
Nineteen	29	The teacher uses reinforcement and incentives (physical and moral reinforcement) to encourage learning.	33	3.000	.829
Twenty	32	The teacher effectively invests class time.	33	2.939	.899
Twenty-First	31	The teacher uses the Internet for teaching.	33	2.879	.960
Teaching Methods			33	3.083	0.579

Classroom Management: Means and standard deviations were calculated of principals' responses to the Classroom Management field as shown in Table (4). Results show that paragraph 34 got the first level in importance with a calculated mean of 3.333, while paragraph 36 got the last level in importance with a calculated mean of 2.939.

Table 4: Principals' responses on Classroom Management field

Importance	Paragraph Number	Paragraph	Total Principles	Mean	Standard Deviation
First	34	The teacher moves in the classroom at the right times and places.	33	3.333	.777
Second	41	The teacher uses educational methods in solving various problems such as (shyness, aggression, fear, forgetfulness ... etc.).	33	3.273	.626
Second	45	The teacher develops students' positive attitudes towards self-discipline.	33	3.273	.761
Second	38	The teacher establishes relations with students and among students themselves.	33	3.273	.801
Second	33	The teacher manages the classroom and controls students' behavior effectively.	33	3.273	.626
Sixth	40	The teacher uses humane methods in solving students' problems.	33	3.242	.502
Sixth	39	The teacher is familiar with effective classroom management skills.	33	3.242	.663
Eighth	37	The teacher inculcates positive values and principles in the hearts of students.	33	3.181	.727
Ninth	43	The teacher establishes clear instructions for class discipline.	33	3.121	.820
Tenth	42	The teacher creates a positive emotional social atmosphere in the classroom.	33	3.091	.765
Eleventh	44	The teacher Promotes appropriate student behavior.	33	3.061	.864

Twelfth	35	The teacher manages class time effectively.	33	3.000	.661
Thirteen	36	The teacher uses reinforcement techniques that increase the effectiveness of learning.	33	2.939	.827
Classroom Management			33	3.177	0.356

Evaluation: Means and standard deviations were calculated of principals’ responses for the Evaluation field as shown in Table (5). Results show that both paragraphs 50 and 46 got the first level in importance with a calculated mean of 3.424, while paragraph 54 got the last level in importance with a calculated mean of 2.939.

Table 5: Principals’ responses on Evaluation field

Importance	Paragraph Number	Paragraph	Total Principles	Mean	Standard Deviation
First	50	The teacher reports on students' progress objectively.	33	3.424	.708
First	46	The teacher is keen to use modern educational methods for evaluation.	33	3.424	.792
Third	49	The teacher analyzes student results statistically.	33	3.364	.742
Fourth	53	The teacher reports on students' progress and achievement to parents.	33	3.303	.728
Fifth	57	The teacher provides feedback for students.	33	3.212	.740
Sixth	56	The teacher follows up on the results of applying the treatment plans.	33	3.182	.727
Sixth	51	The teacher keeps records of student's examination results.	33	3.182	.983
Sixth	48	The teacher prepares oral and written examinations.	33	3.182	.882
Ninth	47	The teacher uses various assessment tools designed according to the lesson objectives.	33	3.121	.781
Tenth	52	The teacher creates a file for each student.	33	3.091	.805
Eleventh	55	The teacher is Knowledgeable of final evaluation methods.	33	3.030	1.075
Twelfth	54	The teacher is Knowledgeable of formative assessment methods (formative).	33	2.939	1.090
Evaluation			33	3.205	0.512

Results analysis related to question 1

What are the training needs for the teachers of the first three grades according to the standards of sustainable professional development from the point of view of school principals in Jordan?

The results of the study related to this question showed that the training needs of the teachers of the first three primary school grades from the point of view of school principals were high, whether in the four fields of study or the paragraphs within the same field, and their arrangement of needs was as follows: (evaluation strategies and tools, classroom management and human relations, teaching strategies, and planning). Perhaps the previous result reflects the awareness of school principals in terms of determining the effects of the nature of needs as well as determining the quality of those needs. It also indicates the understanding of school principals of their administrative and supervisory role in supporting the educational process, and their eagerness to have their teachers own new educational methods, as sustainable professional development for teachers is one of the objectives of the resident educational supervisor.

The role of the school principal is not only intended to monitor the teacher’s performance; rather, it aims to provide him with teaching skills and strategies that are practiced in education in planning, implementation, and evaluation. The teacher needs effective administrative supervision that directs his performance, recognizes his needs, and provides him with experience that contributes to raising the level of his professional performance; and this result may be attributed to the lack of training courses and conferences aimed at sustainable professional development for the teachers of the first three primary school grades; and this result seems consistent with most of the findings of previous studies, such as the study [6, 11, 13, 14, 15].

The results of those studies indicated that the training needs of teachers ranged between high and medium, which requires work to activate the role of training programs for teachers. The two researchers also discussed the results of each field of study individually, as follows:

Evaluation

The arithmetic averages and standard deviations of the response of school principals to the paragraphs of the field of evaluation have been calculated. It ranked first in terms of importance with an arithmetic mean of 3.205 and a standard deviation of 0.512. This is because the evaluation process needs clear and sound foundations, and its application in an elaborate manner that achieves the educational outcomes set, especially after adopting modern evaluation strategies that are carried out through evaluation according to the skills and performance of students on an ongoing basis, which caused the teachers a kind of confusion; therefore, their needs for training in this field were high, and the reason may be that the mechanism for evaluating students continuously throughout the school year was not sufficiently provided to teachers of the first three primary school grades through, but was done by self-efforts or through the specialized educational supervisor, or through short courses that may not serve its purpose. The results of this study in this field agree with the results of the study [11, 13, 14, 17].

Classroom Management

The arithmetic averages and standard deviations of the response of school principals to the paragraphs of the field of classroom management were calculated. The results of the study showed that the general assessment of the training needs of the first three primary school grade teachers from the point of view of school principals in this field was high and ranked second in terms of importance with an arithmetic mean of 3.177 and a standard deviation of .356. This may be due to the school principals' keenness to pay attention to classroom management and human relations as it is a necessary condition for effective learning to occur. This may also be attributed to the school principals' awareness of the importance of training teachers on how to deal with this age range because of its specificity in effective classroom management and control methods. The reason may be due to some teachers' belief in what modern educational theories call for the necessity of using the democratic method in class management while neglecting the application of laws and rules of behavior in the classroom, which may create chaos and lack of discipline among students. Which led to the emergence of the need for teachers of the first three primary school grades to be trained on classroom management and human relations from the point of view of school principals.

The results of this study agree with the results of the study [2, 11, 14, 16, 17]. And the two researchers believe that the agreement of the results of the current study with the results of previous studies indicates the role of classroom management in achieving an educational environment that helps achieve comprehensive educational goals.

The field of Teaching Methods

The arithmetic averages and standard deviations of the response of school principals to the field of teaching methods were calculated. The results showed that the general assessment of the training needs of teachers of the first three primary school grades from the point of view of school principals in this field was high and ranked third among where the significance is with an arithmetic mean of 3.098, a standard deviation of .561. This is maybe because using modern teaching strategies and developing students' thinking skills requires more effort and time from the teachers; which may affect the time limit for completing the curriculum, and this may be attributed to a large number of students in the classes, which makes teachers resort to using the usual methods of teaching and the inability to take into account the individual differences between students, and the reason may be the lack of training courses for the development of skills of teachers of the first three primary school grades to use modern teaching strategies, which led to the emergence of the need for the teachers of the first three primary school grades to be trained from the point of view of school principals. The results of this study agree with the results of the study [2, 6, 13, 14].

The field of planning

The arithmetic averages and standard deviations of the response of school principals to the field of planning were calculated. The results showed that the general assessment of the training needs of the first three primary school grades teachers from the point of view of school principals in this field was high and ranked fourth in terms of importance with an average Arithmetic of 3.083 and standard deviation of 0.579. This may be due to the school principals' awareness of the importance of planning for teachers. As it helps to organize and arrange their ideas and effectively invest the time allocated to the lesson, and planning helps the teachers to face the educational situation with high confidence, and to provide the best procedures that contribute to achieving the educational outcomes to the fullest, and this may be due to the lack of knowledge of the teachers in the areas of objectives which may lead to their lack of interest in formulating

the results as a secondary matter that requires a great effort, especially with a large number of teaching burdens on the teacher. The results of this study agree with the results of the study [2, 11, 14, 17].

Question 2

Are there significant differences at $\alpha \geq 0.05$ in required training needs for first three primary school grades teachers in Jordan from a principle’s viewpoint according to their experience?

To answer this question the researcher used Three Way Anova which showed the following results in Table (6).

Table 6: Differences in means

Field	Experience	Principles	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Planning	1-5 Years	16	2.847	.613	.153	1.91	3.91
	6-10 Years	11	3.091	.415	.125	2.45	3.73
	More than 10 Years	6	3.697	.205	.084	3.36	3.91
	Total	33	3.083	.579	.101	1.91	3.91
Teaching Strategies	1-5 Years	16	2.935	.690	.173	1.38	4.00
	6-10 Years	11	3.048	.263	.079	2.62	3.38
	More than 10 Years	6	3.627	.129	.053	3.43	3.76
	Total	33	3.098	.561	.098	1.38	4.00
Classroom Management and Human Relations	1-5 Years	16	3.168	.382	.096	2.62	4.00
	6-10 Years	11	3.049	.226	.068	2.77	3.38
	More than 10 Years	6	3.436	.391	.160	3.00	3.92
	Total	33	3.177	.356	.062	2.62	4.00
Evaluation Strategies and Tools	1-5 Years	16	3.083	.567	.142	2.25	4.00
	6-10 Years	11	3.364	.369	.111	3.00	4.00
	More than 10 Years	6	3.236	.581	.237	2.33	3.92
	Total	33	3.205	.512	.089	2.25	4.00
Total	1-5 Years	16	3.002	.466	.116	2.18	3.70
	6-10 Years	11	3.123	.128	.039	2.95	3.32
	More than 10 Years	6	3.515	.181	.074	3.32	3.75
	Total	33	3.136	.384	.067	2.18	3.75

While Table 6 results show differences in means, the following Anova Table 7 presents the significance of these differences.

Table 7: The significance of means differences

Field	Difference Source	Sum of Squares	df	Mean Square	F	Sig.
Planning	Between Groups	3.157	2	1.578	6.263	.005
	Within Groups	7.560	30	.252		
	Total	10.717	32			
Teaching Strategies	Between Groups	2.134	2	1.067	4.038	.028
	Within Groups	7.929	30	.264		
	Total	10.063	32			
Classroom Management and Human Relations	Between Groups	.584	2	.292	2.524	.097
	Within Groups	3.469	30	.116		
	Total	4.053	32			
Evaluation Strategies and Tools	Between Groups	.519	2	.260	.990	.383
	Within Groups	7.871	30	.262		

	Total	8.390	32			
Total	Between Groups	1.148	2	.574	4.811	.015
	Within Groups	3.581	30	.119		
	Total	4.729	32			

Anova static test in the previous table presents that there are statically significant differences at $\alpha \geq 0.05$ in principals responses on first three primary school grades teachers required training needs at each of planning, teaching strategies, and total responses, their calculated F degree were 6.263, 4.038 and 4.811 respectively, and it showed that there aren't statically significant differences at $\alpha \geq 0.05$ in principals' response at each of classroom management and human relations field and evaluation strategies and tools field responses, their calculated F degree were 2.524 and 0.990 respectively. Thus, the researcher used Lowest Significant Difference (LSD) statically test to explore for which level of experience levels the significant differences trends; as shown in Table (8).

Table 8: LSD results

Dependent Variable	(I) GR	(J) GR	Mean Difference (I-J)	Std. Error	Sig.
Planning	1-5 Years	6-10 Years	-.244-	.196	.224
		More Than 10 Years	-.850*	.240	.001
	6-10 Years	1-5 Years	.244	.196	.224
		More Than 10 Years	-.606*	.254	.024
	More Than 10 Years	1-5 Years	.850*	.240	.001
		6-10 Years	.606*	.254	.024
Teaching Strategies	1-5 Years	6-10 Years	-.113-	.201	.579
		More Than 10 Years	-.692*	.246	.009
	6-10 Years	1-5 Years	.113	.201	.579
		More Than 10 Years	-.579*	.260	.034
	More Than 10 Years	1-5 Years	.692*	.246	.009
		6-10 Years	.579*	.260	.034
Total	1-5 Years	6-10 Years	-.120-	.135	.380
		More Than 10 Years	-.512*	.165	.004
	6-10 Years	1-5 Years	.120	.135	.380
		More Than 10 Years	-.391*	.175	.033
	More Than 10 Years	1-5 Years	.512*	.165	.004
		6-10 Years	.391*	.175	.033
*. The mean difference is significant at the 0.05 level.					

It appears from the LSD results in Table (8) that all differences are for the favor of More than 10 Years in each of Planning, Teaching Methods, and total Fields.

Results analysis related to question 2

Do the training needs of the first three primary school grades teachers according to sustainable professional development standards from the point of view of school principals in Jordan differ fundamentally at the significance level $\alpha \geq 0.05$ according to the variable years of experience (1-5 years, 6-10 years, 10 or more)?

The results of the statistical test showed that there were statistically significant differences at $\alpha \geq 0.05$ for the school principals' responses to the training needs of the first three primary school grades teachers on both the planning field and teaching strategies and the total score in favor of female principals with experience (more than 10 years), and this may be due to the awareness of principals and their high experience and participation in training programs, that the teacher always needs to renew and develop the information, and it may be due to their realization that science and

knowledge and the way it is used and employed in light of scientific and technological progress require us to always keep track of everything new.

While there were no statistically significant differences at $\alpha \geq 0.05$ for the school principals' responses to the training needs of the first three primary school grade teachers on each of the fields of classroom management and human relations and the field of assessment strategies and tools, this may be due to the similarity of the principals' visions and estimates of their different experiences in the female teachers' training needs in class management, human relations, assessment strategies, and tools.

The results of this study agree with the results of the study [17], the result of which indicated that there is a statistically significant effect on the training needs of the teachers of the first three primary school grades due to years of experience.

Recommendation

1. Choosing training programs according to the actual needs of the teachers and avoiding planning them randomly.
2. Involving school principals in preparing teacher training programs.
3. Conducting more studies on other samples to accurately determine their needs and work to satisfy them.
4. Benefiting from the list of training needs included in the study tool for other educational stages.

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