

# Degree of Satisfaction of Social Studies Teachers on the Reality of the Training Program "Towards a Supportive and Comprehensive Learning Environment for Public Schools in the First Directorate of Education in Irbid in Jordan", from their Perspective

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This study aimed at identifying the degree of satisfaction of social studies teachers on the reality of the training program "Towards a supportive and comprehensive learning environment" for public schools in the first Directorate of Education in Irbid, Jordan, from their perspective. To achieve the objectives of the study, a questionnaire was built consisting of (27) paragraphs, distributed over three fields. The study sample consisted of (251) teachers from the Ministry of Education in Irbid governorates. The results showed that teacher response was high at the three fields: the content of the training courses, trainers and the training environment. The results also indicated that there were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) according to gender, scientific qualification and major. Considering these results, the researcher recommends that



theoretical and practical aspects should be integrated in training programs and they should choose the right time to conduct training courses to suit teacher social, personal and professional environment.

**Key words:** *Degree of Satisfaction, Training Program, Social Studies Teachers.*

## **Introduction**

A teacher is one of the most important components of the educational process and is at the forefront in the success of the teaching process and achieving its goals. He/she also has a significant impact on the development of students thinking skills and the modification of their behaviors. Both developed and developing countries have paid great attention to education, which has led to the emergence of the term education apprenticeship that is, dealing with education as a profession that requires its practitioners to acquire the necessary knowledge and skills.

At the beginning of the twenty-first century, we expect a new place for teachers and more attention to the social and educational responsibilities that will ensure students gain better education, especially in this era of scientific and technological challenges that requires constant preparation, learning and training to scaling up education and dealing with the surrounding conditions. In recent years many conflicts and wars resulting in a tremendous psychological and social suffering for the affected population have occurred. These social and psychological impacts may be dire in the short term, but can be detrimental to mental health and self-recovery in the long term. Education in emergencies and early rehabilitation plays a role as a factor in saving and sustaining life through protection from exploitation and harm, providing a stable future, giving hope to children and adolescents, overcoming the pain of difficult experiences by developing appropriate skills and supporting conflict resolution and peace building. (education in emergencies, UNRWA, 2012)

The most important pillars of education emergency programs are enhancing the potentials of education systems that provide education and security for the affected students, training teachers in "self-social" support elements, using participatory methods to integrate students into classroom learning, strengthening the cultural capabilities of emergency response and integrating issues of protection and cultural diversity in school



curricula, upgrading of life skills, enhancing. Tackling violence and exploitation and helping teachers to apply this in their teaching is paramount. (Inter-agency Standing Committee, 2007).

Coinciding with the influx of large numbers of Syrian refugees into Jordan following recent events in Syria, the Jordanian government has set several strategies to support the refugees and alleviate their suffering, including allowing Syrian students to attend Jordanian schools. This policy is important for providing safe and appropriate education for Syrian students and protecting them from dropping out, but it has created new challenges in schools and for teachers which can affect the quality of education provided if teachers are not trained to deal with these situations. (Queen Raina Teacher Academy, 2014)

Hence, the Ministry of Education has become interested in teacher training because training is an important part of the education process, it equips teachers with the skills, information and knowledge needed to fully carry out their teaching duties. Training also increases the efficiency and productivity of work and the teacher's performance. (Daraysa et al., 2015; Fang, Zakaria, & Shokory, 2016). Teacher training has received growing attention in the educational community, since the quality of the educational system is based on the quality of the teacher, who will implement the educational plans and achieve the educational goals whether they are cognitive or psychological objectives. (Musa, 2009). Al-Kharicha (2005) confirmed that teachers must be trained and qualified in both the theoretical and practical aspects, especially in the field of self-learning of social studies teachers.

Teachers of social Studies are the ones who mostly need continuous pre-service and in-service training, through modern advanced training programs that stem from this field's needs, keeping abreast of the continuous development of educational systems and the associated modern scientific subjects. (Shuneef, 2008). This requires the use of many skills such as precision in deduction, the use of methods that need to move and interact, and the use of modern procedures and methods in teaching, so these skills must all be available to teachers of social studies to fulfil their duty, which must be passed through a period of sufficient training that qualifies them to master these skills. (Khresha, 2005; Farhani, 2013).



UNESCO has provided a manual to train teachers and equipped them with the necessary skills and knowledge to integrate Syrian students into the educational process in Jordanian schools as part of their support to provide quality education to Syrian students, help them adapt to the school environment and rehabilitate them to accept the new reality in which they live under the training program “ Towards a supportive and comprehensive learning environment” for public schools in the Hashemite Kingdom of Jordan.

The program addresses two important areas which are:

- 1- The psycho-social support: it provides teachers with a psychosocial culture that enables them to understand the psychological and social dimensions of the Syrian refugee student and enables them to communicate in supportive ways through supportive communication skills. The teacher's psycho-social culture develops when his/her supportive communication skills are also developed. All these dimensions are affected by the teacher's understanding of the refugee community. Since the training is directed within the educational process, the Syrian refugee student must be taken into consideration in the classroom.
- 2-The classroom management: It concerns with directing the behavior of Syrian refugee students, classroom organization, and managing conflicts that may arise between students. In order to be able to do so, the teacher must link the knowledge and skills he acquired in the psycho-social culture within the classroom management skill. (Queen Rania Teacher Training Academy, 2014)

Several studies on training programs for the teaching cadres, both local and foreign studies, have been conducted. Ziadat and Bani Khaled (2011) study aimed at evaluating the effectiveness of training programs for the preparation of teachers of social studies according to the variable of practical qualification, years of experience, the number of courses, the study sample consisted of (133) teachers, an instrument of (30) paragraph was used. The study revealed that there were no statistically significant differences in the degree of evaluation of the effectiveness of the training programs for the preparation of social studies teachers in Jordan due to the impact of the qualification, the number of years of experience, and the number of courses that they have already been enrolled in.

Daraysa et al., (2015) conducted a study aimed at identifying the reality of the courses offered to science teachers in service according to the gender, academic qualifications

and years of service, the sample of the study consisted of (68) teachers, to achieve the study purposes a questionnaire consisting of (30) Paragraph was built. The results showed: The estimates of science teachers were high for the field of program content, training courses and field of trainers, while estimation of the field place and time of training and field of material and moral incentives was moderate. Further, the results showed that there were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) by gender, qualification and the major.

The study of Othman, Haleem and Myra (2006) focused on the basic needs of science teachers of the secondary level in Malta, in order that these needs be addressed in the programs of in-service training and that they become more effective. (1650) Science teachers participated in this study, who were classified by gender, the location of their school and their university major. The researchers used a questionnaire to collect the data, and they used a descriptive analysis. The results indicate that the highest need of science teachers was the need to integration between the different techniques used in teaching Science, and the need to use English language. The study also showed that there was a strong connection amongst the dimensions of science teachers needs and the school location.

Frank study (2007) aimed to determine the effectiveness of a training model for trainers in the professional development of science teachers at the primary stage in Texas. The study conducted in five primary schools following one education administration that applied this model. The result showed a close correlation between the high professional levels of teachers as a result of the high professional level of trainers. Hammad and Bahbabi (2011) identified teachers' attitudes towards the training courses provided to them during service by the Ministry of Education in the governorates of Gaza, according to the following axes: the content of the training programs, the trainers, the training environment, the time of implementation of the training programs (the gender - the educational stage, the scientific qualification ,years of service). To achieve the goals of the study, the researchers used a descriptive analytical approach. The researchers built a questionnaire for this purpose which included (46) paragraphs divided into four areas.

Teachers attitudes towards the training courses offered to them during service from the Ministry of Education and Higher Education in the Gaza governorates were positive towards the central content of the training programs, the trainers of the training programs (neutral attitudes towards the pivotal), the training environment and the time of



implementation of the training programs, there were no statistically significant differences in the attitudes of the teachers towards in-service training courses according to the variables (gender , academic qualification , years of service, Implementation of training programs) Overall, it showed a positive attitude towards the above mentioned axes.

Brush and Saye (2009) study aimed at revealing the importance of pre-service training of social studies teachers by clarifying and applying contemporary models and practices of teaching. The results indicated the effectiveness of training the social studies teachers in modern methods of teaching and integrating them with modern technology. The study also concluded that the training courses that provide a better understanding of technology enhance the educational goals within their teacher education programs.

Abdo (2006) conducted a study aimed at investigating the training needs of social studies teachers in the basic education stage in Yemen according to the variables of qualification, experience, major and gender. The sample consisted of (120) teachers. The researcher used a questionnaire which consisted of (84) questions. The results of the study indicated that:

- There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) by gender.
- There are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) according to the specialization in favor of people with general specialization.
- There are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) according to the experience in favor, since the teachers with long experience need training.

Yafei (2003) conducted a study aimed at evaluating programs to develop the professional performance of social studies teachers in the primary stage in Qatar considering their identified teaching needs. The study consisted of (94) teachers. The study tools consisted of the training program, observation card and the achievement test and the study showed that there are class differences between male teachers and female teachers in the nature of the training needs necessary for social studies teaching. The study also showed that this program raised the interest of the teachers especially in the field of use of modern technology.



### **Comment on previous studies**

*The researcher concluded from the previous studies that:*

- a) Previous studies confirmed the need to train teachers during service to improve their performance. They confirmed the need to review the training programs provided to teachers during service and to redesign the training programs to match the needs of teachers in the light of recent changes and technology in a way that suits their intellectual and scientific level Yafei (2003) Daraysa and others (2015) Hammad and Bahbabi (2011), Brush and Saye (2009).
- b) The current study has benefited from previous studies in constructing the study tool (questionnaire).
- c) This study differs from the previous studies in that this study focused on one group, social studies teachers, to highlight the specialization in training. While most of the previous studies focused on all trainees according to their different specialties and school conditions.

This study presents the perspective of the social studies teachers within the different educational stages in accordance to the training program "towards a supportive and comprehensive learning environment for the public schools" which they were subject to, and the knowledge, information, skills, values and attitudes that the program offered, so that they can interact inside and outside the classroom.

### **Study problem**

To understand the Syrian refugee student and his academic achievement level, teachers should be trained on the necessary knowledge and skills that enable him/her to form a clear idea about the educational and academic level of the Syrian refugee student using the academic and behavioral evaluation and the academic formative evaluation contained in this axis. Because the psychological and social situation of the Syrian refugee student and the ability of the teacher to know this situation and detect its dimensions, the focus of the psychological - social dimension includes providing the teacher with the knowledge and skills necessary to raise his/her ability to recognize the initial indicators that may indicate a psychological -social problem of Syrian refugee which affects his interaction with the educational environment in general and in all its dimensions.



Hence, the teacher must be knowledgeable and have the skill of supportive communication and be educated psychologically and socially. Furthermore, the teacher should be able to manage the classroom, have knowledge of the rights of children and types of abuse and effects, so that he/she is able to recognize these indicators smoothly and correctly. Accordingly, this research finds that the existing training program seeks to increase the teacher's ability to integrate Syrian refugee students in the educational process in Jordan. The previous studies also emphasized the importance of training teachers and showed the role of training programs in achieving teacher's professional development as well as keeping pace with modern and technological changes and achieving learning goals such as the study of Othman, Halim and Myra (2006) Frank (2007).

The problem of this study is that it is limited to the degree of satisfaction of the social studies teachers attending the training program "Towards a supportive and comprehensive learning environment" for public schools in the Hashemite Kingdom of Jordan from their perspective as gleaned by their responses to these two questions:

1. What is the degree of satisfaction of the social studies teachers with the training program "towards a supportive and comprehensive learning environment for public schools in the first Directorate of Education in Irbid in Jordan" from their perspective?
2. Are there any statistically significant differences between the degree of satisfaction of the social studies teachers with the training program "towards a supportive and comprehensive learning environment for the public schools in the first Directorate of Education in Irbid in Jordan" from their perspective due to gender, specialization and years of experience?

### **Study Objectives**

This study aimed to:

- Train teachers who deal with Syrian refugee students, which means that these teachers deal with students in childhood.
- Raise teacher's information base and ability to deal with the Syrian refugee student.

- Provide the teacher with the necessary knowledge and skills in the education cycle, specifically interactive learning methods.
- Develop supportive communication skills, psychosocial culture, classroom management skills to effect children's rights. In consideration of the international conventions, which are integrated into the training course and interactive learning as parts of this training, to make all these parts interrelated and enrich each other.
- Integrate Syrian refugee students into classes and into the learning process.

### **The importance of the Study**

Theoretical and practical importance of this research lies in:

#### **1) Theoretical aspect:**

- Lack of theoretical literature and previous studies - to the knowledge of researchers - that address the degree of satisfaction of social studies teachers on the reality of the training program "Towards a supportive and comprehensive learning environment for public schools).
- The need to provide theoretical literature on the reality of training programs, this researcher proposes that specialists and educational supervisors can benefit from the professional development of teachers who keep abreast of modern and technological changes and attain the goals of learning.

#### **2) Practical aspect:**

- Assisting officials in the restructuring of the program in the future as expressed by teachers, to improve the efficiency of the trainee teacher and his/her performance when dealing with Syrian refugees within the school.
- Identify the degree of satisfaction of teachers attending the training program "Towards a supportive and comprehensive learning environment" for public schools in the Hashemite Kingdom of Jordan from their perspective and from their school principal's point of view to highlight the strengths in order to support them and reveal weaknesses to avoid them in future iterations.

### **Study Terminology**

- **Social Studies teachers:** They are male and female teachers who have been applied to a supportive and comprehensive learning environment for public schools in the Hashemite Kingdom of Jordan for the academic year 2016-2017.
- **The training program:** The program that deals with two important domains: First domain Psychosocial support and the second domain of classroom management.

### Study limitation:

The study is limited to:

- a) **Conceptual Limits:** The study semantics combine with the concepts in the study terms.
- b) **Human Limitations:** All teachers who applied for the program “Towards a supportive and comprehensive learning environment” for public schools in the Hashemite Kingdom of Jordan in the first Directorate of Education of Irbid.
- c) **Spatial and temporal limitations:** The study was limited to the second semester of the academic year 2015-2016 in Irbid directorate of education in the Hashemite Kingdom of Jordan (Directorate of Education Irbid I)

### Study methodology

The researcher used a descriptive approach, which studies a phenomenon, event or issue that is currently available, from which information can be obtained to answer the research questions without the intervention of the researcher.

#### • *Study population and sample*

The study population, which is the same sample, consist of all (251) social studies teachers in the schools of Irbid directorate of education for the year 2016/2017.

**Table 1:** shows the distribution of the study sample according to the research variables.

Variables	Level	Frequency	Percentage
Gender	male	121	48.0%
	female	130	52.0%
Qualification	Bachelor	90	36.0%
	Post graduate	161	64.0%



Major	Social studies	113	45.0%
	History	124	49.0%
	Geography	14	6.0%
Total		251	100%

- ***Study tool***

After the researcher examined the theoretical literature on the subject of this study (research, studies and a number of questionnaires and references ) that are interested in studying the degree of satisfaction of teachers attending the training program “Towards a supportive and comprehensive learning environment” for public schools in the Hashemite Kingdom of Jordan from their perspective, the researcher designed a questionnaire to collect information that will answer the questions of the study. The study tool consisted of two parts. The first part includes general information about the study sample. The second includes 27 sections divided into three fields.

- ***Study instrument***

The researcher developed a questionnaire to identify the degree of satisfaction of teachers attending the training program “Towards a supportive and comprehensive learning environment” for public schools in the Hashemite Kingdom of Jordan from the perspective of social studies teachers. The researcher followed these steps in preparing it:

- Reference to relevant studies, sources and references on the reality of training courses. Such as Daraysa and others (2015), Ajiz, Alaweh and Ashkar (2010).
- Interview with officials on the coordination, organization and training of teachers.
- Preparation of a list of paragraphs considering the reality of training courses according to the Likert five-step scale.

### ***The correction of the study tool***

The five-step Likert scale was adopted to measure and determine response scores according to Table (2):

**Table 2:** response scores

Mean	Responds scores
Less than 1	few
Less than 2 and more than 1	A few
Less than 3 and more than 2	average
Less than 4 and more than 3	high
More than 4	Very high

- **Tool reliability:**

To verify the reliability of the search tool, Cronbach alpha equation was used to calculate the reliability coefficient for all fields of the study instrument, there are two fields. The reliability value was calculated based on the total score (0.98). As shown in Table (3).

**Table 3:** Cronbach alpha Internal Consistency coefficient

Fields	Internal consistency
Course content	0.95
trainers	0.94
Training environment	0.94
Total instrument	0.98

- **Study procedures:**

The researcher identified the problem of the study, its questions, its variables, reviewed the theoretical literature, including previous studies related to the subject of the study, prepared the study tool questionnaire, and checked the validity and reliability of the tool. A formal letter from the Ministry of Education was issued to collect the information and take the necessary approvals to complete the study. See Annex 4. The sample was then selected, and the questionnaire was distributed. The data was then collected and analyzed statistically to reach the results. Some suggested recommendations are made in consideration of the results of this study.

- **Study variables:**

***Firstly: Independent variables***

Gender has two categories (male, female).

Major has three categories (Social Studies, History, Geography).

Qualification has two categories (Bachelor, postgraduate studies).

***Secondly: Dependent variables:***

The degree of satisfaction of social studies teachers attending the training program “Towards a supportive and comprehensive learning environment” for public schools in the Hashemite Kingdom of Jordan from the perspective of social studies teachers.

• ***Statistical Processes:***

The researcher used the following statistical procedures:

- To answer the first question, the arithmetical averages and the standard deviations were extracted.
- To answer the second question, the analysis of the three-dimensional variance of the impact of gender, experience and scientific qualification has been extracted in the fields.

**Results and discussion of the study**

**For the first question:** What is the degree of satisfaction of the social studies teachers on the reality of the training program "Towards a supportive and comprehensive learning environment for public schools in the directorate of education in Irbid, Jordan, from their perspective?

To answer this question, the arithmetical averages and standard deviations of paragraphs were calculated according to each field according to Table (4)

**Table 4:** Mathematical averages and standard deviations of the estimates of the social studies teachers on each field of the tool.

No.	Field	mean	SD	Response degree	Rank
1	Training course	3.94	1.01	high	1
2	trainers	3.92	1.04	high	2
3	Training environment	3.87	1.05	high	3

Total	3.91	1.03	high	
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Table (4) indicates that the field (training course) ranked first with a high score, with a mathematical mean (3.94) and SD (1.01). The field of (trainers) ranked second with a high score, with an average of 3.92 and SD of 1.04. The field of training environment ranked third, with an average of 3.87 and SD of 1.03. The numerical averages and standard deviations were also extracted to measure the degree of social studies teachers on each of the fields of study as follows:

### *Training course*

**Table 5:** The mean and standard deviations of the fields of the training course.

Paragraphs	Mean	SD	Rank	Responses
Workshop objectives are related to the training material	4.20	1.081	3	Very high
The training material provided covers the needs of the trainings.	3.63	.981	7	high
The training material is related to the educational reality of teachers	4.25	1.067	1	Very high
The objectives of the training material are stated and clear to the trainees	3.57	.991	9	high
The training material links the theoretical and practical aspect.	4.12	1.183	5	Very high
The training program varies with different activities, methods and means.	3.67	.929	6	high
The training material is distinguished by linking the theoretical side to the practical side	4.24	1.043	2	Very high
The training material meets my professional needs	3.61	.942	8	high
The training material considers the complementarity of topics	4.15	1.141	4	Very high
<b>Total</b>	<b>3.936</b>	<b>1.01</b>		

Table (5) shows that the field of content of the course material was very high according to the responses of the sample members, where the paragraph "The training material is related to the educational reality of the teachers gain a very high response with the

average (4.25) and SD (1.067). The researcher attributed this to the fact that the training program presented to the teachers shows the Ministry's interest in cooperating with the Queen Rania Academy within its program, in response to the need to review the most important programs and modern materials to link them with reality and environmental conditions, commensurate with the reality of the school taking into account the psychological aspects of teaching and the application of modern methods and linking them with modern technology. This researcher also attributes value to the fact that the experts who have contributed in preparing the training materials are highly experienced and competent in the implementation of the various training programs. In addition, they have attained higher certification and undertake advanced training courses.

The paragraph "The objectives of the training material are stated and clear to the trainees" came in with the lowest score, with an average of (3.57) and SD (.991) and a high response. This result is attributed to the fact that training depends mainly on the need to present the training objectives to the trainees, because it describes what is expected to be achieved by both the trainer and trainees at the end of the training and assists them in organizing their time. It also shows the trainees the importance and the need to present the objectives to students. The current study is consistent with what was mentioned in previous studies such as Daraysa et al., (2015) and Baker, (2001) which stated that the attitudes of public teachers towards the training courses provided to them during service by the Ministry of Education and Higher Education in Gaza governorates reflect positive trend regarding the content of the training programs, and the study of Yafei(2003).

### The Trainers of the training material

**Table 6:** The Mean and the SD of the fields of trainers of the training material

Paragraphs	Mean	SD	Rank	Responses
Training program trainers have skills in managing dialogue and open democratic debate	3.79	.880	5	high
Trainers of training programs vary in effective teaching and technical methods and methods.	4.24	1.070	3	Very high
Training program trainers design training sessions integrally (objectives - content - activities)	3.71	.915	7	high
Trainers use modern techniques that enhance training results.	4.25	1.042	2	Very high
Trainers of the training programs have high skills in effective communication during training.	3.77	.890	6	high

Trainers prepare presentations in an interesting and attractive way	4.27	1.035	1	Very high
Trainers of training programs aware of the needs of trainees.	3.59	.960	9	high
The trainers will assign trainees with activities and duties after the completion of the training.	4.06	1.276	4	Very high
Trainers are evaluated by trainees.	3.61	1.050	8	high
Total	3.923	1.040		

According to the previous table, the responses of the study sample towards the field of content of the training courses were high. The paragraph "Trainers prepare presentations in an interesting and attractive way" came in at the highest level with an average of (4.27) and SD of (1.035) which is very high. This result is attributed to the knowledge and experience of the trainers, which enable them to prepare the training material in an interesting and attractive way, such that the trainers can attain the training objectives without feeling bored or tired during the training and especially that the training process requires preparation of an integrated plan of training tools and methods to enable the trainee to achieve the training objectives.

While the paragraph "Trainers of training programs aware of the needs of trainees" came in at least rank with an average of (3.59) SD (.960) with a high grade. This is attributed to the importance of realizing the needs of the trainees so that they feel the importance of training them and feel that the training objectives are associated to their needs and based on their desires which encourage them to attend the training courses and interact with them. The current study corresponds with the study of Daraysa et al., (2015) and Baker ,(2001) who confirmed that the attitudes of public teachers towards the training courses provided to them during service by the Ministry of Education and Higher Education in Gaza governorates reflect positive trends towards the trainers' domains.

### Training environment:

**Table 7:** The Means and SD of the fields of the training environment.

Paragraphs	Mean	SD	Rank	Responses
The training time is appropriate to the times of the trainees	4.02	1.301	4	Very high
Trainers of the training program devote training time to theoretical aspects at the	3.62	1.026	6	high

expense of practical aspects				
Training materials are available (cards, pens and stickers) in the training rooms.	4.25	1.104	2	Very high
The general services of trainers are available (such as rest rooms, prayer places, activity, water courses, etc.)	3.82	.901	5	high
Provide a stimulating training environment of comfortable lighting and seats ...	4.33	1.038	1	Very high
Trainers are committed to the training time.	3.40	1.103	9	high
Training time is enough to provide trainees with the required skills	3.59	.989	7	high
Time is distributed properly to the activities of the training courses.	4.22	1.031	3	Very high
The training environment is developed through the trainees' assessment results.	3.55	.992	8	high
Total	3.867	1.05		high

Table (7) indicated that the responses of the study sample towards the field of content of the training courses were high. Paragraph, "Providing a stimulating training environment" is at the highest estimate with mean of (4.33) and SD of (1.038). This is due to the collaboration between the Ministry of Education and Queen Rania Teacher Academy in providing an appropriate and stimulating environment for training such as: comfortable seats for lighting, ventilation, meals and transportation fees, as well as providing them with the appropriate environment that stimulates the trainees to attend and interact with the training program. The paragraph "Trainers are committed to the training time" has the least rank with an average of (3.40) and SD of (1.103) and came at a high degree. The training courses are held in places which are near to the trainee's place of work and the fact that the trainers go to these places to provide training encourages teachers and students to attend workshops promptly at the allocated time. There is no study that is consistent with or different from the current study.

**The second question: Are there any statistically significant differences between the degree of satisfaction of teachers attending the training program towards a supportive and comprehensive learning environment for public schools in the Hashemite Kingdom of Jordan due to gender, major and years of experience?**

To answer this question, the arithmetical averages of teachers' responses were calculated according to the variables (gender, qualification, major) as in Table (8) where there were differences in the arithmetical averages of the responses of teaching cadres.

**Table 8:** Analysis of the three-dimensional mono-variance (gender, specialty qualification)

Source of variance	SS	DF	MS	F	Statically significance
Gender	.002	1	.002	.003	.953
Qualification	.395	1	.395	.571	.451
Major	.193	1	.193	.279	.598
Error	170.681	247	.691		
Total	4005.605	251			

**According to the previous Table, it is obvious that:**

- There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) due to gender variable where the value of (.003) of significance (.953) is not statistically significant. This is because the training programs offered to both genders do not differentiate between them, they attend the same training programs and apply the same training material. The working conditions for teachers (males, females) are similar, in addition to the training material does not distinguish them, and the working conditions require the same competencies, skills and capabilities of them. The current study is in line with the study of Hammad and Bahbabi (2011), Daraysa et al., (2015), Al-Bakr (2001) and Bahbabi (2011).
- There are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) due to the variable of qualification and major. The researcher attributed this to the fact that there is no differentiation in teacher's attendance to the same training courses no matter how different their qualifications and major are. The ministry usually does not divide the work according to scientific qualification of teachers.

Finally, regardless of their major and qualifications, teachers have the desire to attend training courses as it will assist them to develop their skills acquired during their studies, in practice. It is imperative that the training courses meet their identified needs and that the training environment stimulates them to interact effectively.



This study corresponds with the study of Zeiadat, Beni Khalid (2011), Daraysa et al. (2015), Baker (2001) Hammad and Bahbabi (2011).

### **Recommendations**

1. Increase material and moral incentives, especially regarding counting the number of training hours in promotion.
2. Activate the evaluation of the training stages through formative, structural and summative evaluation.
3. Intensify such courses because they are meeting professional needs and further levels are requires for ongoing learning.

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