Developing a Teacher Training System in the Southern Governorates of Palestine to Face Crises

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Abstract: *The study aimed at presenting a proposal to develop a teacher training system in the southern governorates of Palestine to face crises. The researchers used the analytical descriptive method and the constructive method. The study's tools were a questionnaire and meetings. The study's sample consisted of (560) governmental schools' teachers in the southern governorates of Palestine representing (5%) of the study's population. The main results of the study were as the following: The evaluation of the study's sample for the reality of the development of the teacher training system in the southern governorates of Palestine from teachers' views to face crises had a large degree with relative weight (70.20%), as well as there were no statistically significant differences at (α ≤ 0.05) among the averages of the sample ratings on the reality of the development of the teacher training system in the southern governorates of Palestine from teachers' views attributed to the variables of academic qualification, years of service and the place of work. However, there were statistically significant differences at (α ≤ 0.05) among the averages of the sample ratings on the reality of the development of the teacher training system in the southern governorates of Palestine from teachers' views attributed to the variable of gender for the male teachers. Finally, the researchers recommended the following: Focusing on group learning methods and educational seminars during the activities of training programs.*
Keywords*: a teacher training system, face crises.*

I.   Introduction

The knowledge revolution and modern technology force us to keep pace with the process of change that is taking place in the world in all fields. This requires reconsidering of the learning outcomes, which are considered an essential basis for the needs of society because the traditional role of education does not meet the required purposes.

The teacher is a part of the educational system that needs continuous support and permanent development in order to perform the assigned tasks and keep pace with the life development and technological changes, as well as raise its scientific, professional and social level as the main factor of reform any educational system (Samur, 2006: 466).

Teachers' development and qualification in an effective manner are one of the most important issues that preoccupied the education officials in various societies and countries, and in-service teacher training has become a necessary requirement in order to raise the level of the teachers and help them to face the problems that may encounter them during work, and thus raise their performance efficiency in the field of their profession to achieve the required targets (Al-Mahdi, 2010: 3).

In-service training leads to providing teachers with teaching strategies and skills that help them to plan, implement and evaluate teaching processes in the classroom effectively, increase their desire to work, change their professional behavior positively and enable teachers to keep pace with the developments in their field, as well as develop their professional growth and competencies (Barakat, 2005: 240).

Training means: "The planned scientific activity that aims to develop capabilities and skills, change the behavior of individuals and provide the essential information in order to enable them to perform effectively and productively leading to achieving their personal and organizational goals in the highest possible efficiency" (Al-Qahtani, 2015: 134).

Most of the studies conducted on in-service training programs have shown that there is a positive effect of training on the educational behavior of the teacher, as in Samur's study (2006) which indicated the importance of teacher training through the school's program, and the study recommended building educational programs according to the needs of teachers, improving the inputs of faculties of education, establishing specialized centers for the development of teacher, as well as benefiting from the experiences of teachers of education faculties in this field. While Al-Ajiz & Al-Banna's study (2003) revealed the effectiveness of training courses and developed a proposal for the program of the Palestinian teacher preparation according to the vocational needs.

In light of the developments, the importance of teacher training has emerged greatly in light of the spread of the Coronavirus, where the outbreak of the Covid-19 pandemic caused the closure of all educational institutions, and the Palestinian National Authority proposed a distance education program. Furthermore, the problem of teachers' lack of experience in this field appeared where they need training in the use of the Internet and the use of some programs that serve the educational process.

Hence, the Ministry of Education must plan to increase the qualification and training of teachers on e-learning, prepare an electronic curriculum and provide tools to develop a database to deal with emergencies and crises.

1.1 Previous studies:

The researchers conducted a survey of the available studies according to the subject matter, and these studies were classified from the newest to the oldest.

Şahina's & others study (2020) aimed to analyze the graduate studies on in-service training programs for teachers between (2018 and 2000) in Turkey. **Akinci & Sahin's study (2020)** aimed to reveal some difficulties facing the field of English teacher training for the secondary stage**. Eid's study (2019)** aimed to know the effectiveness of the diploma program of educational vocational qualification for teachers of the basic stage (1-4) and its impact on the vocational development of teachers from their views. **Atuhumuze & Nzarirwehi's study (2019)** aimed to support and enhance professionalism in the teacher development through in-service teacher training in Uganda**. Dudeen's study (2018)** aimed to identify the evaluation of training programs for schools' principals from their views in the South Hebron Education Directorate. **Al-Zahrani's study (2018)** aimed to determine the educational training needs of Arabic language teachers at the secondary stage in the schools of Dammam and identify the effectiveness of the providing training programs to in-service teachers according to their needs. **Al-Bashari's study (2018)** aimed to design a proposed training program to raise the teaching competencies of first-grade teachers in the basic education stage in Al-Fula region- West Kordofan State**. Durdukoca's study (2018)** aimed to identify the opinions of teachers on the teacher training system in (Turkey). **Tuncel & Çobanoğlu's study (2018)** aimed to identify the problems of teachers as learners regarding in-service teacher training. **Comert's study (2018)** aimed to identify the contribution of in-service training to the professional development of teachers. **Shaneen's study (2017)** aimed to identify the most important training needs of the primary schools' teachers from their views. **Ibrahim's study (2015)** aimed to identify the available training programs of faculty members at the university and determine the role of these programs in developing the academic performance in light of the requirements of the knowledge society. **Draisa's study (2014)** aimed to know the reality of the providing training courses to teachers of science during the service from the views of teachers. **Al-Titi & Abu Al-Hajj's study (2013)** aimed to identify the reality of the prevailing teachers' attitudes of governmental schools in Palestine towards the providing training programs and professional growth.

1.2. Statement of the problem

Through the work of researchers in the field of teaching, they noticed many weaknesses in the system of training teachers. Hence, the problem of the study involved the following questions as follows:

1.   What is the reality of the teacher training system in the southern governorates of Palestine from the teachers' views to face crises?

2.   Are there statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings

on the evaluation of the reality of the teacher training system in the southern governorates of Palestine from the teachers' views to face crises attributed to the study's variables (Gender, Academic qualification, Years of service, the place of work)?

3.   What are the means of developing the teacher training system in the southern governorates of Palestine to face crises?

1.3. Hypotheses of the Study:

1. There are no statistically significant differences at ($a \leq 0.05$) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the gender variable (male, female).

2. There are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the academic qualification variable (Bachelor, more than Bachelor).

3. There are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the years of service variable (less than 5 years, from 5 to less than 10 years, 10 years and more).

4. There are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the place of work variable (Rafah, East of Khan Younis, West of Khan Younis, the Middle Governorate, West Gaza, East Gaza, South Gaza).

1.4. The purpose of the Study

1. Identifying the reality of the teacher training system in the southern governorates of Palestine from the teachers' views to face crises.

2. Finding out the statistically significant differences among the averages of the sample ratings on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the (Gender, Academic qualification, Years of service, the place of work).

1.5. Limitations of the study

1- **The subject limit**: Studying the reality of the teacher training system in the southern governorates of Palestine to face crises.

2- **The humane limit:** The teachers of governmental schools in the southern governorates of Palestine.

3- **The spatial limit**: Gaza Governorates.

4- **The institutional limit**: The governmental schools in the southern governorates of Palestine.

5- **The temporal limit:** The study was applied in the second semester of 2020/2021.

1.6. The significance of the study

1. This study detected the importance of teacher training and suggested means to develop the teacher training system.

2. It was agreed to modify and develop the training system in light of the teachers' comments and opinions.

3. This study may benefit some groups, including officials in the Ministry of Education and the Training Department, educational supervisors, the trainers of teachers to increase the effectiveness of training methods, teachers, researchers and students in the field of education.

II.   Methodology

2.1 Research design:

In order to achieve the objectives of the study, the researchers used the constructive approach and analytical descriptive approach which is consistent with the nature of the study, its problem and its objectives, as well as describes the phenomenon of the study, analyzes its data and indicates the relation among its components in order to increase the knowledge about the study.

2.2 Instrumentation:

The researchers used the most suitable tool for achieving the purpose of the study that is the questionnaire. The questionnaire consists of four fields containing of (53) statements. Then Likert's scale (strongly agree, agree, neutral, disagree, strongly disagree) was used to measure the respondents' answers on the questionnaire statements to equal the following degrees (5,4,3,2,1).

2.3 The questionnaire's validity:

1. The virtual validity "arbitrators' validity":

The questionnaire was presented in its initial form to a group of experts and professors that are specialized in the educational sciences in the Palestinian universities. The experts and professors' opinions were followed for deleting and editing in the light of the presented suggestions to get the final form of the questionnaire.

2. **The internal validity:**

The internal validity has done for the questionnaire statements by calculating the correlation coefficient between each statement of the questionnaire and the total degree of its related field, as in Table (1).

Table (1): The correlation coefficient between each statement of the field and the total degree of its related field

The statement		The correlation coefficient	The significance level (Sig.)
The field of training programs content			
1.	The content of the training programs is related to their objectives to face crises.	0.793**	0.000*
2.	The content is compatible with the challenges and crises of the modern era.	0.798**	0.000*
3.	The content meets the needs of the trainee's performance to face crises.	0.856**	0.000*
4.	The content takes into account the previous experiences and knowledge of trainees.	0.873**	0.000*
5.	The content is related to the requirements of actual work in the educational field.	0.856**	0.000*
6.	The content keeps pace with modern educational trends.	0.728**	0.000*
7.	The content takes into account the logical sequence of the topics.	0.656**	0.000*
8.	The content includes practical applications and exercises.	0.752**	0.000*
9.	The content meets the trainees' needs related to facing crises.	0.803**	0.000*
10.	The content is compatible with its duration.	0.727**	0.000*
The field of training needs identification			
1.	Training is organized in light of identifying training needs to face crises.	0.715**	0.000*
2.	Training needs are determined based on actual performance levels.	0.823**	0.000*
3.	Training needs are determined based on the evaluation results of previous training programs to meet the challenges.	0.852**	0.000*
4.	Training needs are determined based on the vocational discipline rate.	0.783**	0.000*
5.	Training needs are identified in light of the expected challenges and crises.	0.815**	0.000*
6.	Trainees participate in identifying their training needs.	0.876**	0.000*
7.	Schools' principals participate in determining the training needs of trainees.	0.727**	0.000*
8.	Educational supervisors participate in determining the training needs of trainees in light of crises.	0.699**	0.000*
9.	A plan is prepared to analyze the training needs to face crises.	0.776**	0.000*
10.	Training needs are classified according to topics and priorities.	0.719**	0.000*
The field of training program evaluation			
1.	The evaluation methods used in the programs are compatible with the objectives of the training programs.	0.771**	0.000*
2.	The evaluation methods used are suitable for the different levels of trainees.	0.668**	0.000*
3.	The evaluation methods include both theoretical and practical aspects.	0.845**	0.000*
4.	Various evaluation methods are employed during training to face crises.	0.855**	0.000*
5.	The training activities are evaluated continually.	0.799**	0.000*
6.	the trainees are given adequate time to apply what they have been trained in the field.	0.644**	0.000*
7.	Increasing the knowledge of the trainees on the reasons of crises appearance.	0.794**	0.000*
8.	Increasing the awareness of the trainees in crisis management requirements.	0.810**	0.000*
9.	The skills' objectives of training are evaluated with practical methods.	0.934**	0.000*
10.	The knowledge of trainees on the phases of the crisis is increased.	0.817**	0.000*
11.	The trainees' skills related to facing crises are refined.	0.861**	0.000*
12.	Providing feedback to the trainees.	0.896**	0.000*
13.	Employing scientific standards to evaluate the cognitive aspects of training.	0.902**	0.000*
The field of training impact evaluation			
1.	The impact of training is measured objectively.	0.818**	0.000
2.	The effect of training is measured at specific times.	0.792**	0.000
3.	The performance of the trainees is observed during the training to evaluate the effect of training on their behavior.	0.820**	0.000
4.	Schools' principals participate in evaluating the impact of training on learners' behaviors.	0.790**	0.000
5.	Educational supervisors participate in evaluating the impact of training on trainees' behaviors in light of contemporary challenges.	0.779**	0.000
6.	Self-evaluation is used to measure the impact of training on trainees' performance in crises.	0.806**	0.000
7.	The interviews are employed to evaluate the impact of training on the performance of trainees.	0.804**	0.000
8.	The external evaluators participate in evaluating the impact of training on the performance of trainees.	0.707**	0.000
9.	The level of performance before and after training is compared.	0.843**	0.000
10.	Excellent trainees are rewarded in training.	0.745**	0.000

*The correlation is statistically significant at ($\alpha \leq 0.05$)

Table (1) shows that all statements of the questionnaire are statistically significant with their related fields, and all correlation coefficients are statistically significant at a significance level of $0.05 \geq \alpha$. Thus, the statements of the questionnaire are valid for what they are intended to measure.

In order to confirm the stability of the questionnaire, the Cronbach Alpha coefficient was calculated at (0.982), and the Split Half Method was calculated at (0.867). This indicates that the questionnaire is consistent with the applying for the study.

2.4. The population of the study
The study's population is consisted of (11062) male and female teachers from the governmental schools in the southern governorates of Palestine in (2020- 2021).

2.5. The sample of the study:
The researchers used the comprehensive survey method to get the sample of the study which consisted of (560) from the governmental schools in the southern governorates of Palestine.

The Statistical Analysis
The data were analyzed through the Statistical Package for the Social Sciences (SPSS), the used statistical tests as the following:
1.   Pearson's Correlation Coefficient.
2.   Cronbach's Alpha test and Split Half Method.
3.   LSD Test.
4.   Scheffe' Test.
5.   One- way ANOVA.
6.   T-Test.
7.   The arithmetic mean, relative weight, standard deviation and ranking.

III.   The Results And Discussion Of The Study
The first question is: What is the reality of the teacher training system in the southern governorates of Palestine from the teachers' views to face crises? In order to answer this question, the researchers used One-Sample T-Test, the arithmetic averages, standard deviation, and relative weight and ranking, as shown in Table (2):

Table (2): The arithmetic mean, relative weight, standard deviation and the degrees of the fields

No.	The field	Statements number	Arithmetic mean	Relative weight	Standard deviation	Degree
1.	Training programs content	10	3.581	71.62	0.667	Large
2.	Training needs identification	10	3.476	69.52	0.703	Large
3.	Training program evaluation	13	3.503	70.06	0.694	Large
4.	Training impact evaluation	10	3.398	67.96	0.758	Medium
The total degree of the questionnaire		43	3.510	70.20	0.592	Large

Table (2) shows that the arithmetic mean for all questionnaire statements "fields" is (3.510), and the relative weight is 70.20 % with a large degree. This shows that there is compatibility in the questionnaire statements in general.

The researchers attributed this result to the proper selection of the human cadres in the training process and their distinguished skills and abilities in managing the training activities. Furthermore, the content of the training programs was developed carefully, so that several basics were taken into account, including the psychological basis. Also, the content of the training programs focused on the characteristics of the trainees and their years of service in the field, the logical arrangement in building the skills gradually by the trainees and following the theoretical information and several practical applications to confirm the benefits and advantages of these programs. Thus, the result agreed with Ibrahim's study (2015) which reached that the training programs developed some capabilities of faculty members. However, this result differs from the results of Eid's study (2019) and Durdukoca's study (2018) that indicated the reality of training programs evaluation is generally unsatisfactory, and the participating teachers generally have negative opinions about the teacher training system in Turkey.

The second question is: Are there statistically significant differences at ($\alpha \leq 0.05$ (among the averages of the sample ratings on the evaluation of the reality of the teacher training system in the southern governorates of Palestine from the teachers' views to face crises attributed to the study's variables (gender, academic qualification, years of service, the place of work)?

To answer this question, four hypotheses were formulated:

The first hypothesis: there are no statistically significant differences at ($\alpha \leq 0.05$) among the averages of the sample ratings on the evaluation of the reality of the teacher training system in the southern governorates of Palestine from the teachers' views to face crises attributed to the gender variable (male, female).

Table (3): the results of using the Independent Samples T Test to detect the differences among the averages responses of teachers due to gender variable.

The field	Gender	Number	Arithmetic average	Standard deviation	(T) Test	(Sig.)
Training programs content	Male	251	3.623	0.672	0.179	Not sig. at 0.05
	Female	309	3.547	0.662		
Training needs identification	Male	251	3.558	0.709	0.012	Sig. at 0.05
	Female	309	3.409	0.692		
Training program evaluation	Male	251	3.608	0.687	0.001	Sig. at 0.01
	Female	309	3.418	0.690		
Training impact evaluation	Male	251	3.509	0.751	0.002	Sig. at 0.01
	Female	309	3.307	0.752		
The total degree of questionnaire	Male	251	3.586	0.595	0.000	Sig. at 0.01
	Female	309	3.449	0.584		

*"T" value at the significance level (0.05) and a freedom degree "558" equals 1.96, and at sig. (0.01) equals (2.58)

Table (3) shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the averages of the sample ratings on the reality of the training programs content in the southern governorates of Palestine to face crises due to the gender variable. The researchers attributed this result to the proper selection of the training programs content which takes into account the training needs of the trainees, as the directorates of education choose the best educational and specialized members in the field of training. However, there are statistically significant differences at the significance level ($\alpha \leq 0.05$) among the averages of the sample ratings on the reality of (training needs identification, training programs evaluation, training impact evaluation) in the southern governorates of Palestine to face crises due to the gender variable in favor of male teachers, and the researchers attributed this result to the male teachers' satisfaction with their training system, and their competitive spirit and ambition are lower than female teachers who expect and desire a more advanced level of the training system to face the crises of school work.

The second hypothesis: There are no statistically significant differences at ($a \leq 0.05$) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the academic qualification variable (Bachelor, more than Bachelor).

Table (4): the results of using T-Test to detect the differences among the average responses of teachers due to the academic qualification variable.

The field	Academic qualification	Number	Arithmetic average	Standard deviation	(T) Test	Sig. value	(Sig.)
Training program content	Bachelor	486	3.590	0.666	0.776	0.438	Not sig. at 0.05
	more than Bachelor	74	3.525	0.674			
Training needs identification	Bachelor	486	3.489	0.691	1.161	0.246	Not sig. at 0.05
	more than Bachelor	74	3.387	0.780			
Training program evaluation	Bachelor	486	3.511	0.682	0.721	0.471	Not sig. at 0.05
	more than Bachelor	74	3.449	0.773			
Training impact evaluation	Bachelor	486	3.420	0.743	1.792	0.074	Not sig. at 0.05
	more than Bachelor	74	3.251	0.840			
The total degree of questionnaire	Bachelor	486	3.520	0.584	1.007	0.314	Not sig. at 0.05
	more than Bachelor	74	3.446	0.645			

*"T" value at the significance level (0.05) and a freedom degree "558" equals 1.96, and at sig. (0.01) equals (2.58)

Table (4) shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the averages of the sample ratings on the reality evaluation of the teacher training system in the southern governorates of Palestine to face crises attributed to the academic qualification variable, and the researchers attributed this result to the teachers' possession of the bachelor degree, which qualifies them to possess the scientific ability to judge and evaluate the effectiveness of the teacher training system with all its components, including the objectives, the training material, the methods of presenting training events, the management of training sessions, the essential equipment evaluation in the training halls and the judgment on the methods of the training impact evaluation.

The third hypothesis: There are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the years of service variable (less than 5 years, from 5 to less than 10 years, 10 years and more).

Table (5): the results of using F-Test to detect the differences among the average responses of teachers due to the years of service variable.

The field	Source of variance	Sum of squares	Degrees of freedom	Average of squares	"F" Test	Sig. value	Sig.
Training programs content	Among groups	1.031	2	0.516			Not sig. at 0.05
	Within groups	247.983	557	0.445	1.158	0.315	
	Total	249.014	559				
Training needs identification	Among groups	2.580	2	1.290			Not sig. at 0.05
	Within groups	274.214	557	0.492	2.620	0.074	
	Total	276.794	559				
Training program evaluation	Among groups	2.346	2	1.173			Not sig. at 0.05
	Within groups	267.434	557	0.480	2.444	0.088	
	Total	269.781	559				
Training impact evaluation	Among groups	4.569	2	2.285			Sig. at 0.05
	Within groups	316.729	557	0.569	4.018	0.019	
	Total	321.298	559				
The total degree of questionnaire	Among groups	1.905	2	0.952			Not sig. at 0.05
	Within groups	194.602	557	0.349	2.726	0.066	
	Total	700.601	660				

*"F" value at the significance level (0.05) and a freedom degree "2, 557" equals 3.00, and at sig. (0.01) equals 4.62

Table (5) shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the averages of the sample ratings on the reality evaluation of the teacher training system in the southern governorates of Palestine to face crises attributed to the years of service variable, and the researchers attributed this result to the agreement of the trained teachers on many common points in the training programs, such as the appropriateness of the training objectives, the quality of the training programs content, the training needs of the trainees, the level of skill and experience of the trainers, as well as the ability to evaluate the training programs objectively. However, there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the field of training impact evaluation in favor for teachers who have years of service less than 5 years, and the researchers attributed this result to the less serviced teachers who are new workers in the field and appreciate the importance of the impact of training, so they hope the training programs to continue for a longer period, and this reflects on their interaction with the training activities that take place through the training programs. The following table (6) showed the differences among the average responses of teachers for the field of training impact evaluation.

Table (6): Scheffe's test to detect the differences on the fourth field according to the variable years of service.

The field	Years of service	Less than 5 years	(5 -10) years	Arithmetic average
Training impact evaluation	Less than 5 years	-	-	3.549
	(5 -10) years	0.049	-	3.500
	More than 10 years	0.216	0.167	3.332

* Significant at (0.05)

The fourth hypothesis: There are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the place of work variable (Rafah, East of Khan Younis, West of Khan Younis, the Middle Governorate, West Gaza, East Gaza, South Gaza).

Table (7): the results of using "F" Test to detect the differences among the average responses of teachers due to the place of work variable

The field	Source of variance	Sum of squares	Degrees of freedom	Average of squares	"F" Test	Sig. value	Sig.
The total degree of questionnaire	Among groups	1.241	6	0.207	0.586	0.742	Not sig. at 0.05
	Within groups	195.266	553	0.353			

		Total	196.507	559					

*"F" value at the significance level (0.05) and a freedom degree "6, 553" equals 2.10, and at sig. (0.01) equals 2.82

Table (7) shows that the calculated (F) value is less than the tabular (F) value in all the fields of the questionnaire. Thus, this shows that there are no statistically significant differences at (a≤ 0.05) among the ratings averages of the study sample on the evaluation of the reality of the teacher training system in the southern governorates of Palestine to face crises attributed to the place of work variable (Rafah, East of Khan Younis, West of Khan Younis, the Middle Governorate, West Gaza, East Gaza, South Gaza).

The third question is: What are the means of developing the teacher training system in the southern governorates of Palestine to face crises?

To answer this question, the researchers used the constructive approach to develop the teacher training system, as following:

The first field: The training programs content:
1.   Preparing a training material that commensurate with the crises of reality and future.
2.   The training material should be commensurate with the educational content of the students' curricula.
3.   The training material should be realistic and implemented on the reality.

The second field: Training needs identification:
1.   Holding specialized courses to face crises that suit the needs of each major.
2.   Holding training courses for teachers on the use of technology and e-learning methods in all subjects.
3.   Training on computerized programs that help in the development of distance education.
4.   Developing plans to determine the actual needs of teachers to ensure their implementation.

The third field: Training program evaluation:
1.   Giving trainees enough time for training.
2.   Training should be on a quarterly and annual basis.
3.   Increasing the duration of the training course to empower teachers vocationally.
4.   Holding meetings with teachers to find out the programs that they need to be developed to meet needs.
5.   Avoiding the boring routine in the topic of courses.

The fourth field: Training impact evaluation:
1.   Following up the practical aspect of each trainee in the educational field.
2.   Benefiting from the mechanisms that used in developing and applying training programs to raise teachers' levels.
3.   Continuing to train teachers before, or during the time of the crises.
4.   Following up the training courses that implementing online and face to face.
5.   Training takes place in model schools within a distinguished and committed team.

IV.   Recommendations:

Based on the results of the study, the researchers recommend the following:

1. Building training programs in light of the philosophy of education through crises.

2. Focusing on the complementarity of content (theoretical and practical), and embodying this during training activities.

3. The assistance of specialized experts to carry out the planning process for training programs.

4. The Ministry of Education should raise the percentage of financial allocations to ensure the continuity and effectiveness of training programs.

5. The assistance of experts in the educational evaluation to judge the effectiveness of the training programs and prove the impact of training on the trainees.

6. Adopting the method of promoting and rewarding the distinguished trainers and participants in the training programs.

7. Focusing on group learning methods and educational seminars during the activities included in the training programs because of their benefits and impact on increasing the impact of learning.

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