
The Level of Teachers' Training Programs in Qasabt Irbid, Between Local Experiences and Contemporary Trends from Their Point of View

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ABSTRACT

The study aimed to investigate the level of teachers' training programs in Qasabt Irbid from their point of view, besides, to identify the differences among the participants' responses regarding the level of teachers' training programs in light of gender, experience, and educational variable. The sample of the study consisted of (227) teachers working at the public schools of Qasabt Irbid who were selected randomly. To achieve the study objectives, a survey descriptive analytical design was used. The study results showed that the level of teachers training programs in Qasabt Irbid from their point of view was moderate and that there are statistically significant differences in the responses of the participants about the level of teachers training programs attributed to the variable of the educational level, in favor of postgraduate and the variable experience in favor of the category (1-5) years, while there is no statistically significant difference attributable to gender variable. Considering the results, some recommendations were provided.

Keywords: Teachers Training Programs, Local Experiences, Contemporary Trends, Qasabt Irbid.

Introduction:

The education process has received increasing attention due to the changes witnessed today in various fields, including the educational field, which is based on the teacher, who is the essence of this process and who plays an influential role in achieving the desired educational goals. This necessitates a focus on teacher preparation programs and efforts to develop them in light of current trends to meet the challenges of the times and adapt to them in a way that benefits the teaching and learning process. Given that the teacher is one of the most influential inputs to the educational process and that the desired quality of the educational system is dependent on him, it is critical to work on developing teachers' preparation programs that are in line with

the renewed and constant changes and challenges. This in turn contributes to improving the outputs of the educational system by focusing on the scientific, academic, professional, educational, and cultural aspects (Ben Huiml & Al-Anadi, 2015). According to Rahman, Jumani, Akhter, Chisthi, and Ajmal (2011), a teacher's inability to keep up with rapid scientific and educational developments will lead to a decline in his teaching abilities. Given that the teacher is the most significant factor in the implementation of all educational reforms, academic and knowledge qualifications, level of competence, teaching skills, and teacher commitment all have a significant impact on the teaching process. Hence, to promote the teachers' competencies, teacher preparation programs must be developed and expanded to respond to rapidly emerging needs and

changes. Because learning is a dynamic process and knowledge is not static, the teaching process must be strengthened to go beyond traditional methods based solely on theoretical curriculum to research-based as well. And, because learning is a continuous process, efforts to develop and improve teachers' teaching skills and knowledge are constantly required all over the world, as it is one of the basic requirements of the educational field at all stages. Therefore, a variety of teacher education programs that promote professional development and assist teachers in learning and improving their performance should be available (Boudersa, 2016).

Boujelal (2017), sees that teacher preparation is based on qualifying him in various knowledge, concepts, and experiences provided to them, which aims to modify their behavior and achieve the desired educational goals comprehensively and integrally. Teacher preparation programs are the means which assist teachers to acquire the basics knowledge concerning pedagogy as well as exposes them to a set of practical experiences that contributes to improving the quality of education and improving the teaching and learning process (Feuer, Floden, Chudowsky & Ahn, 2013). Thus, there is an urgent need for well-planned programs that consider teachers' needs for professional development and improving their level of performance, because their performance affects students' learning and school achievement. Teacher education programs are an effective means to increase learning opportunities and help teachers enhance their professional development according to their needs, expectations, and interests, thus professionalizing the teaching process and engaging more teachers in professional development activities (Widodo, 2004).

Shouq and Mahmoud (2001) define teacher preparation programs as competency-based systems that determine the competencies that teachers must acquire, and the criteria used to assess the extent of their acquisition of these competencies. These programs (Rahman, Jumani, Akhter, Chisthi & Ajmal, 2011) are designed to enhance the knowledge, skills, and professional attitudes of teachers to be able to improve students' learning. And they are associated with various aspects of education and lead to diversity in educational practices at all levels. These programs also influence the teacher's level of knowledge, their attitudes and beliefs, and their teaching practices on one hand, and their school-wide practices, and students' achievement level on the other hand.

Teacher education programs are planned, and organized processes based on educational theories. Specialized educational institutions endeavor to implement them to provide teachers with theoretical and practical experiences to enhance their educational competencies that contribute to raising the level of their performance in the teaching profession (Zghyer, 2020). While (Song & Coppersmith, 2020) defines it as a group of programs that intend to prepare teachers to be able to perform their functional roles in teaching students and make learning experiences better.

The importance of teacher preparation programs lies in providing teachers with modern methods used in the educational process, qualify them to adapt to the changes taking place in societies today, and benefit from the experiences of specialists around the world and the results of their research, especially, the ones related to the development of teaching strategies and research skills. Its importance is also represented in identifying new teacher

preparation programs that focus on the teacher and the learner as well as the educational institutions and selecting the best ones according to the available capabilities and commensurate with the students. Besides, there is a need for modern teaching approaches and directions that consider the nature of the teacher and the learner, especially in light of the emergence of modern standards that should be provided to teachers to get acquainted with and use effectively (Boujelal, 2017).

Ahmed (2000) points out that, given that traditional teacher preparation programs focus on knowledge and theoretical experiences only and consider them sufficient to enable teachers to practice their educational role that is based on providing students with the knowledge and information included in the curriculum, modern trends have necessitated the institutions which provide teachers' training to strive towards evaluating its programs considering the educational developments and changes taking place in society, to improve and develop these programs in both their theoretical and practical aspects. In the same context, (Al-Khaibri, 2016) stated that there are deficiencies in teacher preparation programs and in the training method, which calls for efforts to develop these programs according to a set of diverse organizational mechanisms that lead to preparing well-qualified teachers, as this will be reflected on their performance and lead to serve their community. It is thus imperative to consider what developed countries have in terms of teacher preparation systems to benefit from in developing preparation programs in Arab countries, including Jordan, considering local experiences, and current trends. Unfortunately, traditional teacher preparation programs continue to train teachers using outdated methods, necessitating a continuous and frequent

evaluation of these programs in light of educational development requirements, beginning with the inputs, processes and ending with the outputs. (Al-Saba, Hassan and Abdo, 2010).

Several studies have addressed the topic of teacher preparation programs such as the study of Daradkeh (2011), who carried out a study in Jordan to determine the level of teacher preparation programs from the point of view of faculty members. The study sample consisted of (532) faculty members. To achieve the objective of the study, a questionnaire was used. The results revealed that there are statistically significant differences in the participants' responses regarding the level of teacher preparation programs in Jordanian universities attributed to the variable of specialization, in favor of scientific specializations, and the source of scientific qualification, in favor of foreign university graduates, and the type of university, in favor of public universities, while there are no differences attributable to the variable of gender, name of the university, number of years of experience, and academic rank.

In Palestine, Al-Hissi's (2012) study aimed at identifying the reality of teacher preparation in the Faculties of Education in the universities of the Gaza Strip in light of the comprehensive quality standards. The sample of the study consisted of (546) male and female students from the fourth year of the Faculties of Education at Al-Azhar University, the Islamic University, and Al-Aqsa University, who were chosen by the random stratified method, in addition to (50) faculty members were chosen randomly. To achieve the study objectives, a questionnaire was used. The results of the study revealed that the level of availability of comprehensive quality standards for the reality of teacher preparation in the Faculties

of Education from the viewpoint of students and faculty members was average. The results showed that there are no statistically significant differences in the level of availability of comprehensive quality standards for the reality of teacher preparation in the Faculties of Education between student and faculty members' estimations.

Nawafleh and Najadat (2014) conducted a study in Jordan aimed at evaluating the effectiveness of the program of preparing basic education teachers at Yarmouk University considering the national standards for teacher professional development from the students' point of view. The sample of the study consisted of (279) male and female students from early child majors and classroom teachers. To achieve the objectives of the study, a questionnaire was used. The results of the study revealed that the effectiveness of the program of preparing basic education teachers at Yarmouk University considering national standards was moderate from the students' point of view and that there were no statistically significant differences in the level of effectiveness of the program of preparing basic education teachers at Yarmouk University considering the national standards for the professional development of teachers attributed to the variable of major.

In China, Lu, Loyalka, Shi, Chang, Liu & Rozelle (2017) investigated the impact of the teacher preparation program on the academic achievement of students in rural areas. The sample of the study consisted of (84) male and female teachers, who were distributed into two groups. The experimental group consisted of (34) teachers who underwent teacher preparation programs, and the control group consisted of (50) teachers who were not subject to

teacher preparation programs, and (3066) school students. To achieve the objectives of the study, the questionnaire approach was used. The results of the findings affirmed the impact of teacher preparation programs on students' academic achievement. The results indicated that there is a positive impact of teacher preparation programs on the level of teachers' knowledge of teaching methods, although there is no significant impact on their teaching practices in the classroom.

Al-Ani, Ahmed, and Al-Abri (2018) conducted a study in Oman aimed at identifying the degree to which international accreditation standards (CAEP) were achieved in teacher preparation programs at Sultan Qaboos University. The sample of the study consisted of (41) faculty members, of whom (6) were faculty members in charge of managing the accreditation process in the college. To achieve the objectives of the study, the questionnaire and the interview were used. The results showed that the degree of achieving international accreditation standards (CAEP) in teacher preparation programs at the College of Education was high and that there were no statistically significant differences in the degree to which international accreditation standards (CAEP) were achieved in teacher preparation programs due to the variable of gender and academic rank. The results also showed that the highest achievement score for the five criteria indicators was in favor of the Partnerships and Field Practices criterion, and concerning the cognitive and educational content criterion, the results showed a gap in some indicators within this criterion related to some skills that the candidates still lack, such as problem-solving skills and the critical thinking skills, communication skill, and tools for designing tools for evaluating students' performance in school. The results of the study showed that the required level about the criteria for

recruiting and selecting candidates was not achieved in light of the received indicators.

In Jordan, Zghyer(2020) conducted a study to identify the reality of teacher preparation programs in the Faculties of Educational Sciences. The study sample consisted of (8) faculty members in the Faculties of Educational Sciences at Yarmouk University and the University of Jordan. To achieve the objectives of the study, the semi-open interview was used. The results showed that there are gaps in teacher preparation programs, represented by the low level of inputs in the Faculties of Education, which negatively affects their practical achievement and the level of their performance as teachers later, and that the philosophy of teacher preparation colleges allowed students to study despite their low grades in the first semester. The weakness of applied courses in preparing the teacher, as the Faculties of Education focus on the theoretical side at the expense of the applied side. Furthermore, teaching methods are based on the lecturing style, while workshops and mini teaching receive no attention. The results revealed that the most prominent features of teacher preparation programs that are hoped to be reached are the admission of students to the department after passing an acceptance test that includes literacy and numeracy skills, and a specific mark that the student must obtain to continue in the college. And include adequate training hours. Regarding the role of faculty members in improving the program, the participants suggested analyzing the competencies necessary for the teaching profession, reviewing the educational curricula in the student's specialization, and employing strategies that simulate what the student-teacher will practice in teaching.

The study problem

The teacher is one of the most essential pillars of the educational process because of his role as a provider of learning experiences to students at various school levels. Given the importance of the teacher's role, it was necessary to pay special attention to teacher training programs, as they are an effective tool in qualifying teachers who can provide effective learning experiences to students. Jordanian universities and teacher education institutes have realized since the independence of Jordan in the year 1946 the importance of providing teacher preparation programs that are in line with the philosophy of the Jordanian educational system, the experiences of different countries, and the different learning and teaching theories to raising the quality of these programs to keep abreast of the latest developments in the educational field. Given that the researchers are professors in education colleges in Jordanian universities and abroad, they have observed that teacher preparation programs still lack some aspects of effective teacher preparation, as the study plans do not adequately address various contemporary trends such as using technology and moving to the concept of e-learning as the future means of learning and teaching. Specifically, the problem of the study is represented by trying to answer the following questions:

- What is the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their point of view?
- Are there differences in the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their point of view?

The significance of the study

While the practical importance is represented by working on directing the attention of workers in the Ministry of Education and those responsible for training programs towards how to work on developing teacher preparation programs under local experiences and contemporary trends, which will lead to achieving positive repercussions on the educational field, and it will direct researchers and learners to work on Research in this field.

Definition of the study concepts

Teacher preparation programs are a planned and organized process based on educational theories which are implemented by specialized educational institutions to provide teachers with a set of theoretical and practical experiences that lead to raising

their educational competencies and professional performance (Zghyer, 2020: 709).

The study approach:

The current study applied the descriptive survey approach to achieve the objectives of the current study.

Population and sample

The study population consisted of all teachers working in Qasabt Irbid during the second semester of the academic year 2020/2021. The study sample consisted of (227) male and female teachers working in public schools in Qasabt Irbid during the second semester of the academic year 2020/2021, who was chosen randomly as shown in Table (1).

Table (1): Frequencies and percentages based on the study variables.

Variables	Categories	Frequencies	Ratio
Gender	Male	102	44.9
	Female	125	55.1
Academic level	Bachelor	159	70.0
	Postgraduate	68	30.0
Experience	1-5 Yrs.	65	28.6
	6-10 Yrs.	79	34.8
	11 yrs. and above	83	36.6
Total		217	100%

Instrument:

The researchers developed a questionnaire to measure the level of teacher preparation programs by referring to Daradkeh's(2011) and they modified it to be in line with the objectives of the current study.

pedagogy and educational administration in Jordanian universities and some universities outside Jordan. They were asked to review its content as well as the relevance of its paragraphs to the field to which they belong. The arbitrators' approval reached (80%) on the items of the questionnaire. The final form of the questionnaire consisted of (24) items distributed into (4) domains which are the goals of the program comprise (5) statements, Study plans (9) items, Books, and references (5) statements, and the teaching methods (5) statements.

Instrument validity

A. Face validity: The researchers confirmed the validity of the questionnaire's content by presenting it to (5) specialized faculty members in

B. Construct validity

The construct validity was checked by applying the questionnaire to a sample of (25) teachers from public schools in the Directorate of Education in Irbid in Jordan from outside the study sample, then the

correlation coefficients were calculated between the score on the items and the overall score on the scale that it belongs. All the correlation coefficients were statistically significant at the level of significance ($\alpha=0.05$) as shown in Table (2).

Table (2): the correlation coefficients between the items of the tool and the domain to which the items belong.

Program goals			Study plans			Books & references			Teaching methods		
Item	Correlation	Sig	Item	Correlation	Sig	Item	Correlation	Sig	Item	Correlation	Sig
1	.702**	.000	6	.643**	.001	15	.637**	.000	20	.634**	.000
2	.639**	.000	7	.666**	.000	16	.684**	.000	21	.852**	.000
3	.675**	.000	8	.716**	.000	17	.651**	.000	22	.763**	.000
4	.613**	.000	9	.822**	.000	18	.675**	.000	23	.622**	.000
5	.649**	.000	10	.514**	.009	19	.634**	.000	24	.556**	.004
	.643**	.000	11	.747**	.000						
	.582**	.002	12	.672**	.000						
			12	.830**	.000						
			14	.667**	.000						

Instrument reliability:

The reliability was verified by using these two methods:

1. The Test-retest method, by applying the scale to a sample of (25) male and female teachers from public schools in the Qasabt Irbid in Jordan, and from outside the study sample. The measure was re-applied to the same group after two weeks. Also, the Pearson Correlation

coefficient was calculated between the scores of the two applications to determine the reliability coefficient. It reached (0.90), which is a high coefficient indicating that the scale has a high and acceptable reliability coefficient.

2. Measuring the internal consistency using the Cronbach Alpha. It was calculated through the scores of the pilot sample on the first application, and the overall internal consistency coefficient was (0.88), which is a

high coefficient indicating that the scale has a high and acceptable

reliability coefficient as indicated in Table (3).

Table (3): Cronbach reliability coefficient, alpha, Test-retest, and the overall score of the tool

Domains	Test-retest coefficient	A reliability coefficient of internal consistency
	Pearson Correlation	Cronbach's Alpha
Program goals	0.88	0.84
Study plans	0.83	0.82
Books & references	0.85	0.81
Teaching methods	0.87	0.85
Overall reliability	0.90	0.88

Statistical criterion

The five-point Likert scale was utilized to correct the questionnaire, by giving each item one score out of five scores (very highly agree, highly agree, moderately agree, slightly agree, and very little agree), which is represented numerically (5, 4, 3, 2, 1) respectively, and the following scale was adopted to analyze the results:

(1.00-2.33 =low), (2.34-3.67 =medium) and (3.68-5.00= high),

And so on, the questionnaire was calculated using the following equation:

The upper limit of the scale (5) - the lower limit of the scale (1) / Number of required classes (3)

Table (4): The means and standard deviations of the level dimensions of study measure

Rank	NO.	Domain	Mean	SD	Level
1	2	Training plan	3.58	.259	medium
2	1	Program goals	3.54	.438	medium
3	4	Teachng methods	3.43	.452	medium
4	3	Books&rreferenc es	3.40	.463	medium

$5 - 1 = 4 / 3 = 1.33$, then (1.33) is added to the end of each category.

And then (1.33) is added to the end of each category.

Results

The results of the first question:What is the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their point of view?To address this question, the means, and standard deviations of the level of teacher preparation programs in Qasabt Irbid were computed between local experiences and contemporary trends from their point of view as illustrated in Table (4).

Rank	NO.	Domain	Mean	SD	Level
		Total	3.50	.238	medium

The results in Table (4) show that the level of teacher training programs in Qasabt Irbid from their perspective is medium, with the overall mean of (3.50) and a standard deviation(0.238), and the means of the dimensions (3.40-3.58) and with medium level. The domain of study plans ranked first with the highest mean of (3.58), a standard deviation (0.259), and a medium level, while books and references came in the last rank with a mean (3.40) a standard deviation (0.463), and a medium level. The means and

standard deviations of the participants' estimates were calculated on the items of each domain, and they were as follows:

The first domain: Program goals: The means and standard deviations were calculated for the domain of program goals within the questionnaire for teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends as shown in Table (5).

Table (5): The means and standard deviations for the items of the program goals, arranged in descending order according to the means.

Rank	NO.	Items	Mean	SD	Level
1	4	The program goals are in line with local experiences and contemporary trends in teacher preparation	3.93	.616	high
2	3	The program goals include various local experiences and contemporary trends in various aspects of academic, professional, and cultural teacher preparation	3.61	.887	Medium
3	5	The program goals considered the local experiences and contemporary trends of the various roles expected from the teacher	3.48	.884	Medium
4	8	The program goals are based on local experiences and contemporary trends	3.40	.730	Medium
5	2	The program goals are aligned with local experiences and contemporary trends	3.31	.932	Medium
The total degree of the program goals domain			3.54	.438	Medium

Table (5) shows that the level of teacher preparation programs in the field of "program goals" in Qasabt Irbid between local experiences and contemporary trends from their point of view is medium. Where the mean of the total score (3.54) with a standard deviation (0.438). The means of the items ranged from (3.31 - 3.9), and with (medium-high) level. Item (4) which reads: "The program goals are in line with local experiences and contemporary trends in

teacher preparation" ranked first with the highest mean in the field, reaching (3.93) with a standard deviation (0.616) and a high level. While Item (2) states: "The program goals are aligned with local experiences and contemporary trends," with a mean(3.31) with a standard deviation (0.932) and a medium level.

The second domain: Study plans

The means and standard deviations were computed for the area of study plans, which

is a part of the questionnaire regarding teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends as illustrated in Table (6).

Table (6): The means and standard deviations for the Items of the study plans field of the scale arranged in descending order according to the means.

Rank	NO.	Items	Means	SD	Level
1	9	The number of educational preparation courses is appropriate for preparing a qualified teacher	3.73	.794	High
2	7	The program's study plans for specialization preparation, general and educational preparation for local experiences, and current trends are all equally presented.	3.70	.476	High
3	14	The number of specialization courses is suitable for preparing a qualified teacher	3.66	.802	Medium
4	12	The length of university study is sufficient to fulfill the graduation requirements	3.63	.682	Medium
5	6	The study plans are in line with local experiences and modern contemporary trends provided for teacher preparation	3.59	.712	Medium
6	13	The number of general preparation courses is suitable for preparing a qualified teacher	3.54	.589	Medium
7	8	The study plans are in line with those of other institutions for teacher preparation	3.50	.668	Medium
8	10	The study plans include courses that the future teacher does not need	3.45	.524	Medium
9	11	The overlap between the decisions of the program's study plans exceeds the limits of acceptable interference.	3.41	.583	Medium
The total score of study plans			3.58	.259	Medium

Table (6) demonstrates a medium level of teacher preparation programs in the domain of "study plans." The overall mean of the study plans was (3.58) with a standard

deviation (0.259) and a medium level. The means of the Items in this domain ranged between (3.41-3.73), with a (medium-high) degree. As illustrated in the table above,

Item (9), stating “The number of educational preparation courses is appropriate for preparing a qualified teacher,” obtained the first rank and the highest mean (3.73) with a standard deviation (0.794) and a high level. However, Item (11) which reads: “The overlap between the decisions of the program's study plans exceeds the limits of acceptable interference.,” obtained the last rank with a mean of (3.41) a standard deviation (0.583), and a medium estimation level.

The third domain: Books & references

The means and standard deviations were calculated for the area of books and references of the scale “teacher preparation programs in the governorate of Irbid between local experiences and contemporary trends.” As shown in Table (7).

Table (7): The means and standard deviations of the book and reference domain arranged in descending order according to the means.

Rank	NO.	Items	Mean	SD	Level
1	17	The content presented is commensurate with the capabilities of the participants in the teacher preparation program	3.79	.850	High
2	15	Traditional methods are used in the preparation process	3.77	.724	high
3	16	The preparation program includes multiple methods and activities that keep pace with local experiences and contemporary trends	3.34	.576	medium
4	19	Participants in the teacher education program have various books and references used in the program	3.07	.747	medium
5	18	The content of the scheduled books keeps pace with scientific development	3.03	.982	medium
The total score of the domain Books& references			3.40	.463	medium

Table (7) shows that the level of teacher preparation programs in the field of “books and references” in QasabtIrbid between local experiences and contemporary trends, from their point of view, was medium, where the mean of the total score was (3.40) with a standard deviation (0.463). While the means of the items in this domain ranged from (3.03--3.79), and with a level ranged between (medium and high). Item (17), which reads: “The content presented is commensurate with the capabilities of the participants in the teacher preparation program” ranked first with the highest mean, reaching (3.79) with a standard deviation

(0.850) and a high level of estimation, while Item (18) reads: “The content of the scheduled books keeps pace with scientific development,” obtain a mean of (3.03) a standard deviation (0.982) and a medium level.

The fourth domain: Teaching methods

The means and standard deviations were calculated for the area of teaching methods within the measure “teacher preparation programs in Qasabt Irbid governorate

between local experiences and contemporary trends,” as shown in Table (8).

Table (8): The means and standard deviations of the domain “teaching methods,” arranged in descending order according to the means.

Rank	NO.	Items	Mean	SD	Level
1	21	Participants are encouraged to self-learning	3.66	.773	Medium
2	22	Participants are given the opportunity to discuss their problems	3.65	.684	Medium
3	23	Various teaching methods are used depending on the educational situation	3.44	.734	Medium
4	20	The views of those involved in teacher education programs are respected	3.24	.998	Medium
5	24	The methods of preparing the participants are varied	3.18	.744	Medium
The total score of the teaching methods domain			3.43	.452	Medium

Table (8) shows that the level of teacher preparation programs in the area of “teaching methods” in Qasabt Irbid between local experiences and contemporary trends from their point of view was medium, where the mean of the total score was (3.43) with a standard deviation (0.452). However, the means of the items in this domain ranged between (3.18-3.66), and the level of the means came with a medium degree. According to the data in this Table (), Item (21), reads " Participants are encouraged to self-learning " obtained the first rank, with the highest arithmetic mean reaching (3.66) with a standard deviation (0.773) and medium level. While Item (24) states: “The methods of preparing the participants are varied,” with a mean of (3.18) a standard deviation (0.744), and medium level.

The results of the second question: Are there differences in the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their point of view?

To answer this question, the significant differences were calculated utilizing arithmetic means and standard deviations of the level of teacher preparation programs in Irbid between local experiences and contemporary trends from their viewpoint according to the variables of gender, experience, and educational level as presented in Table (9).

Table (9): The means and standard deviations of the level of teacher education programs in Qasabt Irbid between local experiences and contemporary trends from their point of view

Variable	Level	SD	Program goals	Study plans	Books& references	Teaching methods	Overall score
Gender	Male	Mean	3.62	3.57	3.47	3.49	3.54

Variable	Level	SD	Program goals	Study plans	Books& references	Teaching methods	Overall score
		N	102	102	102	102	102
		SD	.434	.281	.459	.466	.233
		Mean	3.48	3.59	3.34	3.38	3.47
	Female	N	125	125	125	125	125
		SD	.432	.240	.461	.437	.238
		Mean	3.80	3.68	3.65	3.63	3.69
	1-5 yrs.	N	65	65	65	65	65
		SD	.478	.269	.441	.427	.191
		Mean	3.46	3.55	3.30	3.34	3.44
Experience	6- 10 yrs.	N	79	79	79	79	79
		SD	.392	.219	.417	.433	.217
		Mean	3.43	3.52	3.29	3.37	3.42
	11 yrs & above	N	83	83	83	83	83
		SD	.359	.266	.453	.448	.211
	Bachelor	Mean	3.46	3.55	3.33	3.36	3.44
		N	159	159	159	159	159
		SD	.408	.254	.436	.440	.218
Academic level		Mean	3.74	3.65	3.56	3.61	3.64
	Postgraduate	N	68	68	68	68	68
		SD	.441	.261	.485	.436	.226

The results in Table (9) indicate significant differences in the level of teacher education programs in Qasabt Irbid between local experiences and contemporary trends from their viewpoint on the overall score and all dimensions attributed to the differences between the variables of gender,

experience, and educational level. To demonstrate the significance of statistical differences between the arithmetic means, the Three-Way MANOVA was used on the dimensions and the overall score as shown in Table (10).

Table (10): Three-Way MANOVA for the differences in the level of teacher education programs in Qasabt Irbid between local experiences and contemporary trends from their point of view.

Source of varaince	Domains	SS	DF	MS	F-value	Sig
Gender	Program goals	.284	1	.284	1.849	.175
Wilks' Lambda	Study plans	.139	1	.139	2.240	.136
V: 0.276	Books& references	.132	1	.132	.699	.404
α: .277	Teaching methods	.128	1	.128	.715	.399
Hotelling's Trace	Overall degree	.015	1	.015	.374	.541
V: 0.024						
α: .277						
Experience	Program goals	3.562	2	1.781	11.612	.000
Wilks' Lambda	Study plans	.745	2	.372	6.014	.003
V: 0.801	Books& references	3.099	2	1.549	8.233	.000
α: .000	Teaching methods	1.863	2	.932	5.221	.006
Hotelling's Trace						

Source of variance	Domains	SS	DF	MS	F-value	Sig
V: 0.244 α : .000	Overall degree	1.724	2	.862	21.948	.000
Academic level	Program goals	1.452	1	1.452	9.467	.002
Wilks' Lambda	Study plans	.157	1	.157	2.538	.113
V: 0.910 α : .001	Books& references	1.057	1	1.057	5.618	.019
Hotelling's Trace	Teaching methods	1.533	1	1.533	8.591	.004
V: 0.098 α : .001	Overall degree	.760	1	.760	19.354	.000
Error	Program goals	32.975	215	.153		
	Study plans	13.313	215	.062		
	Books& references	40.462	215	.188		
	Teaching methods	38.360	215	.178		
	Overall degree	8.444	215	.039		
Adjusted error	Program goals	43.261	226			
	Study plans	15.176	226			
	Books& references	48.479	226			
	Teaching methods	46.252	226			
	Overall degree	12.775	226			

Table (10) shows that:

- There are no statistically significant differences ($\alpha = 0.05$) attributed to the impact of gender on the overall score and all dimensions of the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their viewpoint, where the statistical significance according to the gender variable (0.541), which is higher than the level of Significance ($\alpha = 0.05$), this indicates that there are no statistical differences in teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends, from their point of view, attributable to gender.
- There are statistically significant differences ($\alpha = 0.05$) attributed to

- the impact of the academic level on the overall score and all dimensions of the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their perspective, where the statistical significance according to the academic level variable (0.000), which is the highest than the level of significance ($\alpha = 0.05$), indicating statistical differences in teacher education programs in Qasabt Irbid between local experiences and contemporary trends from their point of view due to the academic level, and the differences were in favor of "postgraduate" because it records a higher mean the holder of the Bachelor's degree.
- There are statistically significant differences ($\alpha = 0.05$) attributable to

the impact of experience on the overall score and all dimensions of the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their viewpoint, the statistical significance according to the experience variable (0.000), which is less than the level of Significance ($\alpha = 0.05$), which indicates statistical differences in teacher education programs in Qasabt Irbid between local experiences and contemporary trends

attributed to years of experience. To determine the trend of the statistical differences of the overall score and sub-fields according to the variable of experience, the Scheffe test was applied as illustrated in Table (11).

Table (11): Scheffe test results for statistical differences in the overall score and sub-domains of the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their point of view.

Variable	Domain	Category	Mean	1-5 yrs,	6-10 yrs.	11yrs.& above	
Experience	Program goals	1-5 yrs.	3.80				
		6-10 yrs.	3.46	.35*			
		11 yrs & above	3.43	.38*	.03		
	Study plans	1-5 yrs.	3.68				
		6-10 yrs.	3.55	.13*			
		11 yrs& above	3.52	.16*	.03		
	Books& references	1-5 yrs.	3.65				
		6-10 yrs.	3.30	.34*			
		11 yrs& above	3.29	.35*	.01		
	Teaching methods	1-5 yrs.	3.63				
		6-10 yrs.	3.34	.29*			
		11 yrs& above	3.37	.36*	.03		
Overall degree	1-5 yrs.	3.69					
	6-10 yrs.	3.44	.25*				
	11 yrs& above	.217	.27*	.01			

Table (11) shows that there are statistically significant differences ($\alpha = 0.05$) attributed to the impact of experience on the overall score and sub-domains of the level of teacher education programs Qasabt Irbid between local experiences and contemporary trends from their viewpoint attributed to experience, and the differences are in favor

of the category (1-5) years, compared to (6-10 years), and (11 years and above).

Discussion of results

The first question: What is the level of teacher preparation programs in Qasabt Irbid between local experiences and

contemporary trends from their point of view?

The findings showed that the level of teacher training programs in the Qasabt Irbid, from their viewpoint, was medium. This result can be interpreted by the fact that designing and building high-quality teacher preparation programs requires a lot of material and human resources. Because of Jordanian universities' economic problems, and because teacher education programs require a lot of planning, universities are still unable to upgrade these programs to maintain abreast with contemporary trends in teaching and learning processes. This result can also be explained by the fact that the teachers participating in the current study may be far from the reality of teacher preparation programs at present. Given the current emergency, they are not receiving training for a long time, thus, they may not make fair judgments about the quality of these programs.

Regarding the field of study plans, it ranked first. This result can be justified by the fact that study plans are always based on advanced international experiences in preparing teachers and on modern theories in education and learning provided by countries that have a long experience in the educational field. Jordanian universities strive as much as possible to avail of the experiences of those countries when designing study plans for teacher preparation programs.

As for, the domain of program goals, it came in the second rank which can be explained by the fact that the goals of teacher education programs stem from the philosophy of the Jordanian educational system and are built-in light of what teacher education programs are striving to achieve. Given that the teaching profession is a

global profession, which means that the various experiences of countries are based on preparing an experienced teacher capable of preparing future generations to be effective members of society. It also indicates that the goals of teacher education programs are stemmed mainly from scientific theories that are based on evidence with some differences resulting from the divergence of cultures. The field of teaching methods ranked third, and this can be explained by the fact that teaching methods are one of the most important elements of teacher preparation programs as a tool for delivering learning content. However, the capabilities of some systems vary to implement what is recommended through contemporary trends in teacher preparation, as some countries do not have those financial resources that make them able to apply modern teaching methods in the teaching and learning process, and this is reflected in the perceptions of the teachers involved in the current study. As for the domain of books and references, it ranked last. This result can be attributed to the fact that teacher education programs are still not able to effectively employ modern books and resources because they need a solid infrastructure such as providing and subscribing to databases, which in turn requires the provision of a lot of material resources.

This finding is consistent with the results of the study of Daradkeh(2011), which indicated that the level of teacher preparation programs from the viewpoint of the faculty members was moderate. It also coincides with the results of the study of Nawafleh and Najadat (2014), which showed that the effectiveness of the program of preparing primary education teachers at Yarmouk University considering the national standards was moderate from the students' point of view.

The discussion of the second question: Are there differences in the level of teacher preparation programs in Qasabt Irbid between local experiences and contemporary trends from their point of view? The results of the study showed that there are differences in the participants' responses regarding the level of teacher preparation programs attributable to the academic level variable, in favor of postgraduate studies. This result can be explained by the fact that holders of postgraduate degrees have gone through long professional experiences as they practice teaching for a long time, and they obtain varied experiences that made them more able to make more objective judgments about teacher education programs and their compatibility with contemporary trends. The findings also revealed some differences in the participants' responses attributed to the experience variable, in favor of less experience that ranges between (1-5 years). This result can be interpreted by the fact that this category of teachers is still more involved in teacher education programs, which indicates that they are more able to associate the university experiences they have gone through in teacher preparation programs with their professional experiences at present and the difficulties they faced in fieldwork as teachers. The study did not find differences in the participants' responses attributed to the gender variable, which can be explained by the fact that the experiences of male and female teachers in teacher preparation programs do not differ at all in terms of the content of the program, its goals, or the method of presentation in the university which means that their experiences are largely identical.

Recommendations:

Considering the results of the study, the researchers recommended the following:

Inviting Jordanian universities, especially the colleges of education, to design teacher training programs considering contemporary trends and local experiences.

Conducting more studies that address the level of teacher training programs in light of local experiences and contemporary trends from the point of view of principals and supervisors and relating them to other variables such as job performance and the level of satisfaction with the professional life of teachers.

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