Evaluation of the Teacher Training Platform from the Point of View of School Principals, Supervisors and Heads of Departments

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ABSTRACT
This study aimed to evaluate the teacher training platform from the point of view of school principals, supervisors and department heads. And to identify the significance of the differences between the responses of the study sample in the level of effectiveness of the teacher training platform, which are attributed to the variables of demographic factors, gender and experience. The study sample consisted of (84) school principals, supervisors and heads of departments in the Directorate of Education of Theban District, and the study tool was represented by a questionnaire that consisted of (21) items. The point of view of the study sample, as the results showed that there were no significant differences attributed to the gender factor and experience in determining the effectiveness of training on the job performance of teachers, as the level of statistical significance is greater than 0.05, and therefore it is not statistically significant.The study recommended a set of recommendations, including conducting more studies on the feasibility of training courses held by the Ministry of Education through the teacher training platform.
KEYWORDS: TEACHER TRAINING PLATFORM, EVALUATION, MINISTRY OF EDUCATION
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INTRODUCTION:
The world is witnessing changes in all fields, especially in the educational field. Many countries have sought to develop educational systems with the intention of improvement and development. The Hashemite Kingdom of Jordan has paid great attention to the development and quality of its educational system. In an effort to advance towards global competition for knowledge, by setting plans and programs, and benefiting from the experiences of developed countries in the field of education and policy development to reach its aims.

The education sector is one of the developmental sectors that play a distinguished role in the advancement of societies. Education is an essential element in the community system. The teacher, the student and the curriculum are the main elements of the educational process. The teacher is the main pillar in the educational process. The more qualified and trained he is, the more he contributes to the success of this process The importance of preparing teachers has occupied a special preparation, because of the teacher's position in the educational system, and the importance of the teacher preparation process comes as a result of the changes and natural developments of society, its civilized reality, and its social and economic conditions, where it became necessary to redisadvantagesider the process of preparing teachers and qualifying them to carry out the task of education to the fullest. Face (Kandari, Al-Adwani, Al-Rashed, Al-Rashidi, 2019).

The teacher preparation process goes through two stages, the first stage during his university studies, and the second stage after graduating from the university and passing the selection tests and measurements at the Teacher Selection and Preparation Center, and after their success in the job tests, because it is not required that everyone who graduated from university education is directly fit to join the work as a teacher Therefore, he must pass the two stages of selection and preparation at the Teacher Selection and Preparation Center to finally obtain a valid license for his eligibility to work as a teacher, given his important and vital role in the success of the educational process and the achievement of its scientific and educational aims. The preparation stage for new teachers begins directly in the teacher selection and preparation center after their acceptance and preparation takes place in two ways together, namely, scientific qualification in the form of lectures, discussions, workshops and seminars, in addition to preparing the teacher for himself (Zaidan, 2017).

The Ministry of Education in Jordan seeks to develop and implement various training programs and courses in response to the requirements of the knowledge and technological revolution with the aim of preparing and qualifying teachers to contribute to the development of the educational system, which aims to prepare qualified human resources capable of keeping pace with development and a knowledge-based economy based on competition. A basic focus on creating the appropriate environment for the teacher's self-development (Ababneh, 2008).

The Ministry of Education directed the development of e-learning with its simultaneous need to provide its services to teachers remotely, by launching the idea of   creating a special electronic platform for teacher training, available to all teachers wishing to benefit from the services and courses it provides electronically. This platform provides the necessary courses to qualify and develop teachers and advance the educational process

under the direct supervision of trainers with electronic exams that qualifies the teacher to obtain a certificate for the course with the use of all possible means of interaction through this training platform (Ministry of Education, 2021).

THE STUDY PROBLEM:
Training courses are one of the most important means that help teachers develop their skills and knowledge, which is reflected in their job performance, and given the interest of the Ministry of Education and its quest to develop all the inputs of the educational process, starting with the teacher, who is one of the pillars of the education process, it has designed an electronic training platform that serves all teachers wishing to train and develop They are working on providing training courses electronically remotely. The problem of this study is determined in evaluating the effectiveness of the teacher training platform from the point of view of school principals, educational supervisors and heads of departments, and it is the first study in Jordan, according to the researcher's knowledge.

STUDY QUESTIONS:
The study attempted to answer the following questions:
 •The first question: What is the degree of evaluation of the teacher training platform from the point of view of school principals, supervisors and heads of departments?
 •The second question: Are there statistically significant differences from the point of view of the study sample according to the variable of gender and experience?

OBJECTIVES OF THE STUDY:
The current study aimed to:
 -Recognizing the effectiveness of the teacher training platform from the point of view of school principals, educational supervisors and heads of departments.
 -Identifying the differences in the effectiveness of training according to the variables (gender, experience).

THE IMPORTANCE OF STUDY:
The importance of this study stems from the importance of its topic, which is the evaluation of the electronic teacher training platform, as it tackled one of the important and recent topics that were not addressed by previous studies, which contribute to directing the attention of officials to identifying the effectiveness of the platform and its development in the future.

TERMINOLOGY OF STUDY:
 -**EVALUATION:** It is a set of criteria, definitions, guidelines, and characteristics that are used to make a judgment about strengths or weaknesses with the aim of developing and improving something. Ali& Abdullah,2016.
The researcher defines it procedurally: it is the detection of strengths, weaknesses, and development opportunities for the electronic teacher training platform.
 -**TEACHER TRAINING PLATFORM:** It is an electronic platform launched by the Ministry of Education in Jordan. This platform provides the necessary courses to qualify and develop teachers and advance the educational process under the direct supervision of trainers with electronic exams that qualifies the teacher to obtain a certificate for the course with the use of all possible means of interaction. Ministry of Education, 2022).

STUDY LIMITS AND LIMITATIONS:
OBJECTIVE LIMITS: The study was limited to the evaluation of the teacher training platform.
TEMPORAL LIMITS: This study was implemented in the second semester of the academic year (2021-2022).
SPATIAL LIMITS: This study was applied to school principals, supervisors and heads of departments in the Directorate of Education of Theban District.
The process of generalizing the results is limited to the study tool that was used in light of its veracity and reliability, and therefore it is not possible to guarantee obtaining the same results when applying another tool.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:
THEORETICAL FRAMEWORK:
The Ministry of Education has given great focus and attention to preparing teachers and rehabilitating them professionally, by developing a policy framework and strategy for preparing and employing teachers, with the aim of attracting qualified teachers to the teaching profession, developing their performance and retaining them, and improving the quality of their performance, which in turn is reflected in improving students' performance and the quality of their education,and the quality of educational institutions and the educational system with

integration (Ababneh, 2008).

The teacher is considered as the basic element in the educational process, who undertakes the process of communicating educational information and knowledge, and directing and guiding the behavior of the educated people who teach them. The teacher is considered the basis in the education process and an effective individual who represents a source of inspiration in the learning process. Professional development for the teacher is necessary, and that is to develop his abilities and capabilities to contribute to activating his educational work and for the benefit of the educational process. Many educational studies and research have been conducted that aimed to identify how This development takes place, and this affects the level of professional teacher performance, and there are two types of professional development for the teacher, namely, professional development through educational and educational institutions, which is called preparation, professional qualification and professional development during or during the teacher's service to his educational institution, that is, during the period of Service because teacher education is a two-sided process, one of which relates to preparation before entering the profession, and the other relates to training during the service, which is also the main factor on which the success of education depends in achieving its goals and achieving its goals, in addition to the role of training in bridging the gap between preparation processes in institutes Colleges of Education on the one hand, and the requirements of field practice on the other hand, due to its contribution to the development of the teacher professionally, scientifically and culturally. He uses skills that enable him to control the many situations he encounters during his work (Al-Maliki, 2019).

PREVIOUS STUDIES:

The researcher reached a set of studies that are indirectly related to her study, and they are arranged according to their relevance to the study, from the most recent to the oldest.

Al-Awfi (2022) conducted a study aimed at evaluating the effectiveness of the Madrasati platform in light of the Corona pandemic (Covid 19) from the point of view of intellectual disability teachers by identifying the advantages and disadvantages of the Madrasati platform, and the descriptive analytical approach was used, and the sample disadvantages consisted of all intellectual disability teachers of all stages The study tool was represented in the questionnaire, where the number of the study sample was (317), including (208) teachers and (109) female teachers. The results indicated positives in using the My School platform, and this dimension was achieved in a strong degree and percentage (74.5%), most notably that education through the My School platform is one of the appropriate methods in light of the Corona pandemic. Some of the disadvantages to using my school platform.

This dimension was also achieved with a strong degree and percentage (71.3%), and its most prominent results were that the platform requires additional effort and time from the teacher, and the difficulty of using the Madrasati platform in teaching some skills to students with intellectual disabilities,

The study also indicated that there are statistically significant differences between the responses of the study sample about the advantages and disadvantages of my school platform in light of the Corona pandemic from the point of view of intellectual disability teachers due to the gender variable in favor of females, the educational stage that you teach in favor of the secondary stage, and training courses on computers and techniques for those who They obtained more than three training courses, and there were no statistically significant differences between the responses of the study sample due to the variable of educational level, years of experience, and training courses on the Madrasati platform.

Al-Mandalawi conducted (2021) a study aimed at identifying the role of e-learning platforms in enhancing the academic performance of primary studies students, and identifying the obstacles to their application in the History Department, and the descriptive approach was relied on, and the sample disadvantage sited of (200) male and female students. Of (30) paragraphs equally divided into two parts, the first included the role of the Google Classroom platform in enhancing the electronic performance of the students of the preliminary studies in the history department, while the second was the obstacles to the use of electronic educational platforms (the Google Classroom platform) in the educational process, and the results revealed that the evaluation of a sample The research for the effectiveness of e-learning according to the Google Classroom platform was (high), while the obstacles to using the Google Classroom platform were (low) and there were no statistical indications in the variables of stage and gender.

Al-Falahi and Al-Assaf (2021) conducted a study aimed at identifying the degree of use of electronic educational platforms in the Kurdistan Region - Iraq from the point of view of primary school teachers ,The mixed approach was used for its relevance to the nature of the study, and the study tool was represented by a questionnaire consisting of (43) paragraphs distributed on (4) domains, namely: (educational content, educational environment, teaching aids, assessment methods, and interview, and the sample consisted of (412) male and female teachers In the Kurdistan Region - Iraq during the first semester 2020/2021 A.D. The results of the study showed that the total score, The results showed that there were statistically significant differences due to the gender variable in all fields and in the total degree of using electronic educational platforms, and the

differences were in favor of females.The results also showed that there were statistically significant differences due to the variable of experience, and they were in favor of (5-10) years in the educational content and in the degree of use as a whole, and the differences came in favor of less than (5) years in the educational environment, teaching aids, and assessment methods.

The Celik study (Celik, 2020) aimed to evaluate e-learning platforms in physical education, and to research the challenges faced by people who participate in e-learning in sports and sports education in Brazil for the academic year 2019/2020. 'Resolution tool'. It provided a critical analysis of how e-learning has affected the world of sport. Also included were (30) papers for a total of (150) participants. Captain training has been shown to be more beneficial than other domains (sports teacher, sports management, recreational driving) in online sports coaching.

An evaluation of the smart learning platform was conducted by Rao and Saha (2019), the learning platform performs many tasks including automatic identification of important terms and concepts, identification of questionable sentences, visualization of key concepts through relevant images, and a mock test to build confidence The descriptive approach was relied on, and the study sample consisted of (50) ninth-grade students, who made observations on the system through a questionnaire. Both the human expert-based and questionnaire-based assessment results show that the platform is delivering satisfactory performance.

Al-Juhani (2019) conducted a study aimed at evaluating the Edmodo electronic platform in light of ease of use criteria that include ease of learning, efficiency, ease of remembering, errors, and satisfaction, and then exploring the relationship between the number of courses taught by the student teacher through the platform and ease of use, as well as the relationship between The level of competency of the student teacher in using the computer and the ease of using the platform. The descriptive approach was used, and the measure of ease of use of the Edmodo electronic platform was applied to a sample of (46) female student teachers in the College of Education at Taibah University. The results of the study showed that the study criteria achieved high averages that ranged between (4.17) for the efficiency criterion that ranked first, and (3.57) for the criterion of errors that ranked last. The results also showed that there was no relationship between the criteria of ease of learning, efficiency, and ease of ticket; As well as between the total score of the scale and the number of courses taught through the platform. The results also showed a positive direct relationship between the error criterion and the number of courses, and a negative inverse relationship between the satisfaction criterion and the number of courses.

COMMENTING ON PREVIOUS STUDIES:
Previous studies differed in terms of the evaluation of the electronic teacher training platform from the point of view of school principals, supervisors and heads of departments, and it is the first study in Jordan according to the researcher's knowledge. In defining the study curriculum, developing study tools, and determining appropriate statistical treatments for the purposes of the study.

METHOD AND PROCEDURE:
STUDY METHODOLOGY: The descriptive analytical method was used for its suitability to achieve the objectives of the study, to describe and evaluate the teacher training platform.

THE STUDY COMMUNITY AND ITS SAMPLE:
The study includes the study community designed by the researcher, which included all school principals, supervisors and heads of departments in the Directorate of Education inTheban. The study sample's evaluation of the teacher training platform and Table (1) shows the distribution of the study sample members according to their demographic variables.

TABLE NO. (1): DISTRIBUTION OF STUDY SAMPLE MEMBERS ON DEMOGRAPHIC VARIABLES

Number	Variable	Category	The number of sample members	Percentage%
1	Gender	Male	26	31%
		Female	58	69%
		Total	84	100%
		Less than 5 years	23	27%
2	Experience	5- 10 years	32	38%
		More than 10 years	29	35%
	Total		84	100%

Shown from the table:
1. Regarding the gender variable, the number of males was 26 with a percentage (31%), while the number of females was 58 with a percentage of (69%).

2. As for the experience variable, the frequencies (less than 5 years) reached 23 with a percentage (27%), and the frequencies b (from 5-10 years) reached 32 with a percentage (38%), while the frequency (more than 10 years) was 29 percentages (35%).

STUDY TOOL:
The questionnaire was prepared in its initial form by referring to the theoretical literature, evaluation criteria and previous studies related to evaluating electronic platforms, as it was designed to achieve the purpose of the study, covering all aspects addressed by the theoretical framework and the questions on which the study was based. It was presented to a group of arbitrators with expertise and specialization in education and teacher training, including educational supervisors in the Ministry of Education, and teaching staff in the colleges of education in various Jordanian universities to solicit their views on the accuracy of the wording, the integrity of the language and clarity. Paragraphs and the appropriateness of the answer alternatives.The questionnaire in its final formconsisted of (25) paragraphs. It consists of two parts:
THE FIRST PART: includes the characteristics of the sample according to demographic information.
THE SECOND PART: it is related to the objectives of the study to identify the degree of evaluation of the study sample of the electronic teacher training platform.

SCALES USED IN DESIGNING THE QUESTIONNAIRE:
Each item was given a weight according to the five-point Likert scale, using the following expressions:Very much agree (5 points), strongly agree (4 points), agree to a moderate degree (3 points), slightly agree (2 points), agree very little (1 point).

CORRECTION OF THE STUDY TOOL:
The cut-off point or a certified criterion divided into three levels was determined in the study through three levels. The value of the difference between the highest value on the scale (3) and the lowest value on the scale (1) was calculated divided by three levels (1-5)/3 = 1.33 Then this value is added to the lowest value in the scale, which is (1) in order to determine the upper limit of the category, and to determine the importance of the category, and Table (2) shows this.

VERACITY OF THE TOOL:
To verify the internal veracity of the study tool, the researcher used the Alpha Cronbach coefficient in order to calculate the internal veracity coefficients of the study variables in order to measure the internal veracity of the paragraphs of the tool. The critical and acceptable value for the purposes of the current study, and the internal veracity coefficient is equal to (0.90), which is good because it is greater than (0.70).

STUDY RESULTS AND DISCUSSION:
The results were reached according to the research questions as follows:
First: the results related to the first question: What is the degree of evaluation of the teacher training platform from the point of view of school principals, supervisors and heads of departments?
In order to answer these questions through the following: Arithmetic averages and standard deviations were extracted from the data of the study sample, and Table (2) illustrates this:

TABLE NO. (2): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE ORDER OF THE STUDY TOOL ITEMS (EVALUATION OF THE TEACHER TRAINING PLATFORM FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS, SUPERVISORS AND HEADS OF DEPARTMENTS)

Number	Paragraphs	Arithmetic average	standard deviation	Evaluation level	RII% Significance Index	Rank
1	The teacher training platform provides the necessary courses for teacher qualification and development	3.75	1.009	high	75	3
2	The training courses offered through the teacher training platform help in the advancement of the educational process.	3.77	0.920	high	75.4	1
3	The courses offered through the teacher training platform take into account the needs of teachers.	3.70	0.990	high	74	8

Number	Paragraphs	Arithmetic average	standard deviation	Evaluation level	RII% Significance Index	Rank
4	The activities offered through the platform ensure the teacher's interaction and knowledge of the content.	3.67	0.985	high	73.4	11
5	Tests and course worksheets measure teachers' knowledge	3.71	0.977	high	74.2	7
6	Various appropriate evaluation strategies and tools are used	3.73	0.952	high	74.6	5
7	Appropriate feedback is provided to trainees on their performance level	3.65	0.925	medium	73	12
8	Training activities tailored to the needs of teachers	3.69	0.982	high	73.8	9
9	Training is provided on how to take advantage of information and communication technology resources and tools in activating the educational process	3.70	0.916	high	74	8
10	Training is provided on how to use learning resources safely	3.75	0.914	high	75	3
11	The training programs offered through the platform provide teachers with leadership, creative and behavioral skills	3.74	0.917	high	74.8	4
12	The training programs provided through the teacher training platform work to raise the level of teachers in The field of human resource management	3.72	0.954	high	74.4	6
13	The training programs offered through the teacher training platform work on providing teachers with applied skills in the field of modern teaching methods and aids.	3.72	0.922	high	74.4	6
14	The training programs available on the platform work on refining teachers' skills in building educational information systems A teacher training platform that increases specialized professional knowledge	3.76	0.878	high	75.2	2
15	Passing the training programs on the platform is documented by awarding certificates	3.75	0.857	high	75	3
16	The programs offered through the platform qualify teachers to understand the educational needs of students	3.70	0.927	high	74	8
17	The programs offered through the platform help teachers acquire problem-solving skills	3.71	0.891	high	74.2	7
18	The teacher can easily access the electronic learning and training platforms	3.71	0.891	high	74.2	7

Number	Paragraphs	Arithmetic average	standard deviation	Evaluation level	RII% Significance Index	Rank
19	Attending e-training workshops does not require teachers to have high computer skills.	3.72	0.900	high	74.4	6
20	The teacher can interact on e-learning platforms by solving activities, worksheets and tests easily.	3.69	0.849	high	73.8	9
21	The teacher can interact on e-learning platforms by solving activities, worksheets and tests easily.	3.68	0.909	high	73.6	10
	Total	3.76	0.8504	high	75.2	

It is evident from Table (2) that the arithmetic averages and standard deviations of the degree of evaluation of school principals, supervisors and heads of departments of the teacher training platform were medium and high, ranging between (3.63-3.77) and paragraph (2) was the most important and paragraph (22) the least important from the point of view of individuals The sample, therefore, the level of evaluation of school principals, educational supervisors and heads of departments in the Directorate of Education of Theban District was high. The researcher may attribute this result to the effectiveness of the teacher training platform from the point of view of school principals, educational supervisors and heads of departments. This result is consistent with the result of Al-Mandlawi's study (2021) in the degree of evaluation of the study sample for the electronic platform.

FOURTH: THE RESULTS RELATED TO THE SECOND QUESTION:
Are there significant statistically significant differences between the responses of school principals, supervisors and department heads in the evaluation level of the electronic teacher training platform due to the variables of demographic factors, gender and experience?

A - THEGENDER FACTOR.
TABLE (4): TESTING THE DIFFERENCES BETWEEN THE RESPONSES OF THE SAMPLE MEMBERS THAT ARE ATTRIBUTED TO THE GENDER FACTOR

Domains	.T. test values	Degree of freedom Df	Level of statistical indication	Average difference	standard error of the difference	trust period	
						Minimum	Maximum
Teacher training platform evaluation	-2.08	19.986	0.589	-0.35348	0.32720	-1.03604	0.32908

Through Table (4), it is clear that the level of statistical significance is greater than (0.05), therefore it is not statistically significant, that is, there are no significant statistically significant differences in the degree of evaluation of the electronic teacher training platform due to gender. This result may be attributed to the awareness of the study sample members of the different genders of the evaluation process, and the importance of the teacher training platform.

B- EXPERIENCE FACTOR.
TABLE (5): TESTING THE DIFFERENCES BETWEEN THE RESPONSES OF THE SAMPLE MEMBERS THAT ARE ATTRIBUTED TO THE EXPERIENCE FACTOR

Contrast source	Domains	Sum of squares	Degrees of Freedom	average squares	The value of "F"	Statistical Indication
Years of Experience	Teacher training platform evaluation	0.393	2	0.197	0.199	0.776
Error		71.847	81	0.741		
	Total	72.240	83			

The results of Table (5) show that there are no significant differences attributed to the experience factor in evaluating the teacher training platform due to the experience factor, as the level of statistical significance is greater than 0.05, and therefore it is not statistically significant.

RECOMMENDATIONS:

Through the results of the study, the researcher recommends the following:

- Activating the teacher training platform further by providing a set of programs and training courses that benefit teachers professionally.

 -Conducting more studies on the feasibility of training courses held by the Ministry of Education through the teacher training platform.

 -Conducting a study similar to the current study on other samples so that the Ministry of Education can identify the effectiveness of teacher training through the teacher training platform.

- A study on the obstacles to using the electronic teacher training platform from the teachers' point of view.

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