



# The Training Needs of the Teachers of Social Studies in the Basic Stage in the Schools of Al-Mazar Al-Janoubi District

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**Abstract:** This study aimed at identifying the training needs of the teachers of social studies in the basic stage in the schools of Al-Mazar Al-Janoubi District during the academic year 2018-2019. In order to achieve the study objectives, the quasi approach was used. The study population consisted of 109 male and female teachers from which a sample of 44 male and female teachers were selected. The researcher developed a test that consisted of 30 items in order to identify the needs of the teachers of social studies of the basic stage in the domains of (planning and setting objectives, implementation, evaluation), where the emergent targeted topics for training and learning were determined as a training need; the study instrument's validity and reliability were verified. The results revealed that there are training needs in the domains of planning, implementation, and evaluation. Based on the results, the study recommended the necessity of conducting training courses for the three domains of planning, implementation, and evaluation due to their considerable educational importance for both teachers and students.

**Keywords:** Training needs, social studies teachers, planning, evaluation, implementation

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## INTRODUCTION

Teachers are considered the basic pillar of the educational process; they are the real base and the effective element that perform the various educational roles and tasks that make the educational process more effective and vital. Teachers are the direct interacting party with students; therefore, they should be selected, prepared, and trained well in order to direct the educational process towards the safe side and contribute to achieving its objectives that are represented by preparing the new generations for life and solving the problems that they may face (Al-khresheh, 2021). Svatopluk (2001) suggested that teachers are responsible for transferring knowledge, but they also have the role of providing students with experiences and the way of using them in life. In order to be able to perform their various tasks, teachers need appropriate preparation and qualification (Thacker, 2017). Therefore, training is considered a continuous process that should cope with the continuous advancement and developments of the era (Niamhom, 2020). The educational process will be equipped with all creativity means. The responsibilities of teachers are focused on using the various planning, teaching, and evaluation strategies (Yahya, Ismail, Salleh, & Abdullah, 2015). Furthermore, the training needs constitute a complete set of information, skills, attitudes, and behavioral and technical abilities (Tews & Noe, 2019) that should be developed among trainees either due to certain hypotheses and development or to cope with required developmental changes. Therefore, determining the training needs in the right way is the first and basic step of another interrelated step that constitutes the educational process (Aqil, 2004).

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The importance of training needs is more urgent in the developing countries, including the Arab countries, in order to be able to satisfy the need for preparing the required trained labor force on the one hand and cope with the increased advancement in the domains of social and economic development on the other hand (Sayid & Al-Jamal, 2012).

The training process mainly targets the teacher in terms of changing and developing his attitudes, information, and behavior in order to satisfy his needs in all the domains and cope with the effects of development in all life domains, especially in the light of cognitive development and increased progress in the educational thoughts that imposed new roles on teachers (Kirkpatrick, Akers, & Rivera, 2019; Petrakis, Robinson, Myers, Kroes, & O'Connor, 2018). Indeed, educational studies demonstrated that specialized training guides teachers towards the right cognitive and scientific methods of the subject; training improves the quality of learning and provides teachers with more innovation in selecting suitable teaching strategies (Laird, 2010). In order to achieve more success in training teachers, it should take teachers' opinions about the training domains that they need into consideration. In this case, training becomes a real one since it matches their needs, which is reflected in the process of determining objectives and planning the appropriate design for training. Al-Sakarneh (2011) confirmed the importance of determining the training needs in terms of preparing the right basis for the successful training process, where it is considered as a manifestation of right planning as well as administrative and organizational development of work; this refers to accurate training objectives in case it was employed well and directed focus towards the optimal performance. Training needs have several objectives related to the impact on addressing knowledge and information, which are manifested by acquiring the new information, facts, and concepts relating to the employee's behavior to cope with the new developments. Training also aims to develop skills, including performance skills that affect the teacher's performance level, and modify some insufficient previous skills to achieve the targeted performance (Shawer, 2017).

Hussein, 2006 confirmed that training is a process that is characterized by integration and sustainability. He suggested that training aims to provide employees with high efficiency that helps them in performing tasks successfully since the inability to prepare teachers and satisfy their needs in the light of cognitive abundance and increased change required the necessity of reconsidering the programs of training teachers and preparing them in terms of objectives, content, teaching methods and evaluation methods. This context confirmed the importance of the training needs to be determined by Yaghi (2003) under three entrances of training needs, which include: (Organization - Approach) that focuses on the objectives and types of training; (Operation - Approach) which is more interested in the type of information and the skills provided to trainees, and (Man - Approach) which includes the required innovative, professional, social, human and perceptual skills for trainees in institutions.

Jordan realized the important facts from the recommendations of the national conference of educational development that was held in Amman in 2015, which stressed the necessity of promoting the technical and administrative performance of teachers and managers in order to be able to achieve the targeted educational objectives. Therefore, the Jordanian educational system was mainly interested in setting training programs and determining the training needs. That was obvious in the Ministry of Education's efforts that aimed to promote the level of teachers' performance by developing training plans for this purpose.

The most important competencies of teachers are: planning for learning competencies, the competencies of the cognitive structure of the educational subject during the teaching process, competencies of selecting, organizing, and implementing examples, and evaluation competencies (Mar'i, 2003). Training needs are important within the educational systems since they help increase teachers' effectiveness (Janssen et al., 2019; Sawyer et al., 2017), particularly the teachers of social studies, promote the quality of teaching and develop the required competencies among teachers, and insert new teaching methods. Therefore, the training programs help teachers to take responsibility and reach a high level of competency in performing their work (Al-Rashidi, 2013).

Teachers should be given more interest since they are the most important input elements of the educational process; they determine the quality of the future of the new generations and the nation's life. However, several notices were suggested about the decline of teachers' prestige in the Arabic environment, where it does not match teachers' role in achieving development and prosperity. This case entails reconsidering teachers' position by preparing, training, guiding, and developing their profession and giving them their rights, given their importance and role in reforming education.

Since the success of training in terms of planning, implementation, and follow up depends on the accuracy in determining the training needs that are considered as the first step to determine what the teacher needs to reach the targeted performance and face problems as well as setting the objectives for developing work methods and improving the current performance of teachers. Accordingly, the current study aimed to investigate the training needs among

social studies teachers and develop a remedial plan for that.

### ***Problem Statement***

Coping with the current time and its technical and cognitive developments requires prioritizing reforming and developing the educational system; reform should start with the teacher who is the first and directly responsible for implementing the curriculum, transferring knowledge, teaching skills, and motivating innovation (Li, Garza, Keicher, & Popov, 2019). Therefore, focusing on preparing the teacher and training him requires training programs and plans that depend on the actual needs of the teacher, and this was confirmed by some previous studies, such as Johari (2018). Training is beneficial for dealing with weakness and eliminating embarrassment that teachers may face after graduating from university and helping them in linking theoretical knowledge with an application which is, in turn, positively reflected on the teacher's skills and knowledge (Qotami, 2015). Hence, the study problem is represented by the training needs of the teachers of social studies in the schools of Al-Mazar Al-Janoubi District during the academic year (2018-2019) in terms of planning, implementation skills, and evaluation. The study is also based on the recommendations of the National Conference for Educational Development, which was held in Amman in 2015, where the conference emphasized the necessity of paying more attention to raising the level of teachers' performance technically and administratively in order to enable them to achieve the targeted educational objectives. Also, there was a focus on the reality of using convey methods by the teachers of social studies, the nature of the subject of social studies that is manifested in the form of texts, and the lack of preparation for the training sides related to classroom situations during the university study period.

Therefore, the needs of social studies' teachers to training programs have been identified that help them in the actual implementation of what they had already learned of knowledge and skills during the university period, since training during service in the educational domain develops the performance skills of teachers and takes into consideration the concept of education as a continuous process of constant coping with the latest developments in the domain of teaching (Bates & Watson, 2008).

### ***Reserach Questions***

The following two questions are derived from the study problem:

1. What are the training needs of the teachers of social studies in the schools of Al-Mazar Al-Janoubi District?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) concerning the teachers' training needs of social studies variables attributed to (gender, experience)?

### ***Research Objectives***

The study aimed to:

1. Identify the training needs of the teachers of social studies in teaching the academic subjects due to their impact on helping students acquire scientific knowledge in a time characterized by the cognitive explosion.
2. Overcome some temporary educational problems that face educational institutions in planning, citing educational objectives, implementation, and evaluation.
3. Order the training needs in the light of all the affairs related to teachers in the main domains of the study, including planning, implementation, and evaluation.
4. Urge the developers of training programs to develop training programs for teachers to promote the level of teachers' efficacy in the study domains.

### ***Significance of the Study***

The study importance lies in:

1. Identifying the most important training needs of the teachers of social studies in the schools of Al-Mazar Al-Janoubi District.
2. Determining the most important training needs of the teachers of social studies according to the variables of gender and experience.

3. Providing those in charge of training and designing training programs with knowledge about the teachers of social studies to employ it in the educational reality in Jordan.
4. Contributing to raising the level of new responsibilities of the teachers of social studies in the light of the scientific developments and time variables.

### ***Procedural Definitions***

**The teacher of social studies:** It refers to the teacher who teaches the subjects of National and social education (History, Geography, National Education) in the Hashemite Kingdom of Jordan in the District of Al-Mazar Al-Janoubi.

**Training needs:** They are the required knowledge and skills that male and female social studies teachers should have. They represent a set of changes that should be made for teachers. They are related to their skills, information, experiences, and current job status. In this study, the training needs are limited to the answers provided by male and female social studies teachers for each item of the test developed for this purpose (Al-Khashab & Sa'id, 2009).

**The basic upper stage:** It is the stage that includes the students from the fourth grade up to the tenth grade in the schools of the Hashemite Kingdom of Jordan.

### **LITERATURE REVIEW**

There are a plethora of studies that have been conducted on the training needs of teachers of social studies. Al-Shari (2018) conducted a study which aimed at identifying the training needs among the new teachers from the perspective of the managers of basic schools in the directorate of education in Irbid. The study used the descriptive analytical approach. The questionnaire was used to collect data; it consisted of 44 items and was applied to 80 school managers. The results revealed that the degree of the training needs of the new teachers was medium concerning all the domains of training needs. The results also revealed no statistically significant differences attributed to the variables of gender, educational qualification, and experience. In the light of the results, the study recommended developing training programs for the new teachers to include all the training needs related to planning for teaching, classroom evaluation, and classroom management.

Amawi (2018) conducted a study aimed at detecting the degree of training needs among the teachers of social studies in the light of the basics of epistemology in the District of Al-Mazar Al-Shamali in the Hashemite Kingdom of Jordan. In order to achieve the study objectives, a 38-item questionnaire was developed and included five domains (learning and teaching skills, upper-thinking skills, technological skills, life skills, and professional skills). After verifying its validity and reliability, the questionnaire was applied to a sample of 43 male and female teachers in the District of Al-Mazar Al-Shamali. The results revealed that the degree of training needs of those teachers was medium in all the domains. The results also revealed no statistically significant differences attributed to the variables of gender, experience, and educational qualification. The study recommended the necessity of planning the training needs in light of the actual needs of Social Education teachers.

Uyar and Karakus (2017) conducted a study that aimed to identify in-service training needs among the social studies teachers regarding planning implementation and assessment processes. The study sample consisted of 8 social studies teachers. The interview method was used in data collection. The results revealed that the teachers of social studies have training needs related to basic features of project-based learning and context-based practices. The results also revealed that teachers should improve their skills and knowledge related to the characteristics of students and curriculum and use objective assessment tools. The study recommended the necessity of conducting further studies that include a larger sample and the necessity of developing objective assessment tools.

Al-Ali (2016) conducted a study aimed at identifying the training needs of the teachers of gifted students in the Hashemite Kingdom of Jordan and the relationship of that with the variables of teacher's gender, educational qualification, and teaching experience. The study population consisted of all the teachers of gifted students in King Abdullah II for excellence, with a total of 324 male and female teachers. The study sample consisted of 106 male and female teachers of gifted students who were selected in a simple random way during the academic year (2013 - 2014). A 67-item questionnaire was developed to collect data and assess the training needs of the teachers of gifted students; it included three dimensions: planning for teaching, teaching and classroom management, and evaluation). The researcher used means, standard deviations, one-way ANOVA, and post comparisons with Scheffe's test to analyze the study data. The results revealed that the degree of training needs of the teachers of gifted students was medium. The dimension of the evaluation was in the first place, followed by teaching and classroom management, and finally,

the dimension of planning for teaching. The results showed no statistically significant differences attributed to the variables of gender and teaching experience concerning the training needs of the three dimensions. As for the extent of variation of the training needs required by the teachers of the gifted students, the results revealed statistically significant differences attributed to the variable of educational qualification in favor of those holding the bachelor's degree. The study recommended the necessity of holding training courses based on the needs of the gifted students, especially in the domains of evaluation, teaching and classroom management, and planning.

**Awareeb and Bou Hafis (2016)** conducted a study that aimed at identifying the training needs related to the key teaching competencies among the teachers of the basic stage in Algeria from their perspective. The study used the descriptive approach by applying a 25-item questionnaire distributed to planning, implementation, and evaluation domains. The study sample consisted of 230 teachers in the basic schools in Algeria. The study concluded that the training needs required for teachers are highly concerned with teaching competencies. The results revealed that teachers need training in all the domains: planning for teaching, implementation for teaching, and classroom evaluation. The results also revealed no statistically significant differences in the sample individuals' needs for training attributed to the level of educational qualification and specialty. The study recommended the necessity of planning the training programs based on the actual needs of the teachers of social studies.

**Almarshad (2017)** conducted a field study aimed at identifying the professional training needs among the teachers of social studies in the medium stage in the light of the new directions of teaching in the kingdom of Saudi Arabia. The study used an analytical approach. In order to achieve the study objectives, a questionnaire was developed and consisted of 88 items, which included the following six domains (systematic planning for teaching, using the new educational strategies, using technology in teaching, using the innovative educational activities in teaching, using the skills of classroom management, and using evaluation methods according to the new theories. The study sample consisted of 120 male and female teachers of social studies in the middle stage, distributed to the schools of the Al-Jouf area. The results revealed that the social studies teachers require all the training needs in the six domains mentioned in the study. The study recommended the necessity of holding training courses that consider the new attitudes and developments in teaching for all the male and female teachers of social studies.

**Abu Sneineh (2013)** conducted a study which aimed at detecting the training needs of the teachers of social studies concerning the skills of using the original resources in teaching history for the students of the basic upper stage in the UNRWA schools in Jordan. In order to achieve the study objectives, a 44-item questionnaire was developed and included 7 domains. The study sample consisted of 103 male and female teachers of social studies for the basic upper stage in the schools of UNRWA in Jordan. The study results showed that the teachers of social studies have certain needs in the domain of the skills related to revealing the historical reality, the skills of uncovering the relationship between cause and effect, the skills of classifying the historical events temporally and spatially, and the skills of saying judgments and making decisions. The results revealed statistically significant differences attributed to the teacher's specialty in favor of the specialty of history. The study recommended the necessity of delegating the task of teaching history to only the teachers of history and encouraging the teachers of social studies. They hold a bachelor's degree to study high diploma.

**Al-Rawdiyah (2011)** conducted a study that aimed at investigating the curricular knowledge among the teachers of social studies for the basic upper stage in Jordan and the impact of the variables of gender, specialty, educational qualification, and experience on the level of knowledge. The study sample consisted of 139 male and female teachers of social studies in directorates of education in the Al-Karak governorate. They were chosen using the random stratified sampling, where the study sample constituted about 50% of the study population. The researcher applied a cognitive test that consisted of 57 multiple-choice items. The results revealed a low level of curricular knowledge among the social studies teachers for the basic upper stage, where the targeted knowledge was significantly lower than the educationally accepted level with about 80%. The results revealed statistically significant differences in the level of teachers' knowledge attributed to the variable of gender in favor of the females.

**Al-Rai (2010)** conducted a study that aimed at identifying the perspectives of educational specialists and teachers concerning the educational bases of professional growth among the teachers of social studies and the teaching competencies related to that. The study used the descriptive analytical approach using interviewing and questionnaires to determine the teaching competencies in terms of their correlation with the teachers of social studies and the stage of professional development during which competencies are achieved. About 50 educationalists and teachers participated in the personal interviews, while 56 educationalists and 253 male and female teachers of social studies in the Balqa

governorate participated in the questionnaire. The results revealed that the professional growth among the teachers of social studies encountered several problems, including the inadequate timing for implementing the events of training, the lack of motivation in the light of the multiple roles played by teachers as well as the gap between in-service training and the programs of preparing teachers pre-service.

Al-So'oub and Mahmoud (2006) conducted a study which aimed at developing a training program to develop the competencies of teaching National Education and measuring its impact on the practice of social studies teachers for those skills in the basic stage in Jordan. The study population consisted of all the social studies teachers for the basic stage in the directorates of education in Al-Karak and Al-Mazar Al-Janoubi, with 193 male and female teachers. The study sample consisted of (50) male and female teachers. The researcher developed two questionnaires; the first one is a notice card that consisted of 40 competencies of teaching National education, and the second one was a training program that consisted of two main axes about the competencies of teaching National Education, where each axis included 10 competencies that teachers did not practice during the pre-observation. The results revealed statistically significant differences at ( $\alpha \leq 0.05$ ) regarding the degree to which the teachers of social studies of the basic stage in Jordan practice the competencies of teaching National Education in favor of the females.

### ***Commenting on the Previous Studies***

1. All the previous studies depended on determining the training needs of the teachers of the basic stage that requires developing educational programs for the teachers of that educational stage. There is a necessity of involving teachers in the processes of planning and evaluation as suggested by Al-Shari (2018), Al-Ali (2016), and Almarshad (2017).
2. The results of this study agreed with Al-Rawdiyah (2011) and Al-So'oub and Mahmoud (2006) regarding the variable of gender in favor of females.
3. As for the studies that did not reveal statistically significant differences attributed to the variables of gender and experience, the results agreed with Amawi (2018) and (Al-Shari, 2018).
4. The instruments used in most previous studies were questionnaires, observations, and interviews, while this study used the test to identify the training needs of the teachers of social studies.

## **RESEARCH METHODOLOGY**

### ***Population and Sample***

The study population consisted of all the social studies teachers for the basic stage in the private and public schools in the Directorate of Al-Mazar Al-Janoubi during the academic year (2018- 2019) with a total of 109 male and female teachers. The study sample consisted of 44 male and female teachers to whom a test that consisted of 30 items was applied.

### ***The Study Variables***

The study included the following dependent and independent variables:

1. The independent variables:
  - The teacher's experience in teaching
    - less than ten years
    - more than ten years
  - Gender: males, females.
2. The dependent variables: The training needs of the teachers of social studies.

### ***Research Instruments***

**The test:** In order to achieve the study objectives, a test was developed to detect the needs of the teachers of social studies for the basic stage in the domains of (planning and citing objectives, implementation, evaluation), where the emergent targeted topics for training and learning were determined as a training need.

After reviewing the relevant theoretical literature and previous studies, such as (Al-Ali, 2016), (Al-Khateeb, 2013) and (Al-Khashab & Sa'id, 2009) the test was developed and consisted of two parts: the first part included personal information (gender, educational qualification, years of experience), and the second part which included the study domains related to the training needs (planning and citing objectives, implementation, evaluation).

**The validity of the test:** The researcher verified the validity of the test based on the validity of arbitrators, where the test was distributed, in its primary image, to several specialized arbitrators in the specialties of curricula and teaching methods as well as measurement and evaluation in the Jordanian Universities, with a total of 8 arbitrators. The arbitrators were asked to judge the validity of the test items in terms of content, paraphrasing, and any other notices; accordingly, 10 out of 40 items were deleted so that the final version of the test consisted of 30 items. An agreement of 80% between arbitrators was taken as a criterion for maintaining the item, while less percentage was taken to delete or modify items. This procedure is good evidence for the validity of the attainment test.

**The reliability of the test:** In order to verify the test reliability, the researcher used (Test-Retest) by applying the test to a sample that consisted of 30 individuals from the study population and outside its sample, where the test was applied two weeks after the application of the first test on the same sample. The test reliability was verified by calculating the Pearson correlation coefficient between the two applications. The researcher also calculated the Cronbach Alpha formula to verify the reliability of the attainment test. Table 1 shows the results.

Table 1 *The reliability of the attainment test*

The scale	Dimensions	Correlation Coefficient	
		Cronbach Alpha	Test-Retest
	Total	0.90	0.93

Table 1 showed that the reliability coefficient according to (Test-Retest) was (0.93), and according to Cronbach Alpha (0.90). These values are considered acceptable for such tests in humanitarian studies, indicating that the test has a suitable reliability degree.

### ***Procedure***

The researcher used the following procedures:

1. Determining the study problem, questions, variables, and statistical method.
2. Developing a 30-item test after reviewing the literature and previous studies.
3. The test was distributed to the study sample of (109) social studies teachers in the basic stage in public and private schools of Al-Mazar Al-Janoubi District. The test consisted of two parts: the first part included the personal data, and the second part included the three domains of the test; planning, implementation, and evaluation.
4. Collecting the test after receiving the responses of the study sample individuals and inserting them into the computer.
5. Performing suitable statistical analyses, finding out the results, interpreting them, and discussing them.
6. Citing recommendations.

### ***Statistical processing***

1. The means and standard deviations were calculated concerning the achievement of the study sample individuals in the test of training needs for the teachers of social studies at the level of each domain and the total domain to answer the first question.
2. The means and standard deviations were calculated concerning the achievement in the test of training needs according to the variables of (gender, experience) in order to answer the second question and identify whether there are statistically significant differences concerning the training needs of the teachers of social studies in the schools of Al-Mazar Al-Janoubi District attributed to the variables of (gender; males and females) and (experience; less than ten years, and more than ten years). Two-way-Anova was also calculated.

## RESULTS AND DISCUSSION

Here is a display ad discussion for the study results according to the study questions:

### *Result of Question 1*

Question 1: What are the training needs of the teachers of social studies in the schools of Al-Mazar Al-Janoubi District?

In order to answer this question, means and standard deviations were calculated concerning the performance of the study sample individuals in the test of training needs for the teachers of social studies at the level of each domain. Here is a detailed display for the level of each domain:

**The domain of planning:** The results of the domain of planning are illustrated in Table 2.

Table 2 *The Test Results for the Needs of the Teachers of social studies for Planning*

Item No.	Item's objective	Mean	SD	Classification
Q1	The teacher's definition of the therapeutic activity	.522	.505	Need
Q2	The teacher's definition of the enrichment activity	.431	.501	Need
Q3	The teacher mentions the objectives of the activity	.681	.471	No need
Q4	The teacher classifies the skilled objectives	.613	.492	NO need
Q5	The teacher distinguishes the emotional objectives	.404	.493	Need
Q6	The teacher distinguishes the cognitive objectives (Bloom's Taxonomy)	.771	.505	No need
Q7	The teacher's definition of vertical integration	.312	.501	Need
Q8	The teacher's definition of horizontal integration	.459	.497	Need
Q9	Distinguishing Bloom's meta-cognitive levels	.431	.501	Need
Q10	Citing the behavioral objective	.500	.505	Need
Total		.49	.200	Need

Table 2 showed that the mean scores for the individuals of the study sample in the domain of planning were (49%), with a standard deviation of (20%), which is considered as a training need in the light of the educationally accepted criterion estimated by the mark (60%) at the level of each item in the domain. The results of Table 2 revealed that the items (3, 4, 6) surpassed the required performance level, and thus they are not considered as a training need. In contrast, the items (1, 2, 5, 7, 8, 9, 10) revealed a lower performance level, thus being considered a training need.

The researcher attributed this result to a decline in the role of educational supervision in training. It was mainly focused on the new teachers and the technological domain (INTEL - ICDL) to achieve more professional promotion at the expense of the actual needs of teachers. Furthermore, the educational supervisor is currently less effective than his previous role, and the teacher is planning to raise the level of achievement, resulting in more negligence for the other domains in which students may be distinctive inside schools. Also, there are fewer supervisory field visits to schools to attend classroom situations, considering the school manager as the resident supervisor and the other responsibilities taken by managers.

**The domain of implementation:** The results of the domain of implementation are illustrated in Table 3.



Table 3 *The Test Results for the Needs of the Teachers of Social Studies for Implementation*

Item number	Item's Objective	Mean	SD	Classification
Q11	Defining the comparative thinking	.500	.405	Need
Q12	Defining inquiry	.477	.505	Need
Q13	The teacher's knowledge of teaching procedures	.613	.488	No need
Q14	The method of cooperative learning	.636	.493	No need
Q15	The teacher masters learning objectives through activities	.558	.486	Need
Q16	The teacher distinguishes creative thinking skills	.681	.504	No need
Q17	Choosing the appropriate method for the lesson	.681	.471	No need
Q18	Defining the individual differences among students	.613	.492	No need
Q19	Demonstrating the impact of motivation on learning	.568	.501	Need
Q20	Listing the disadvantages of the introducing method	.727	.450	No need
Total		.600	.227	No need

Table 3 showed that the mean scores for the individuals of the study sample in the domain of implementation were (60%), with a standard deviation of (227%), which is not considered as a training need in the light of the educationally accepted criterion estimated by the mark (60%) at the level of each item in the domain. The results of Table 3 revealed that the items (13, 14, 16, 17, 18, 20) surpassed the required performance level, and thus they are not considered a training need. In contrast, the items (11, 12, 15, 19) revealed a lower performance level and thus considered a training need. The researcher attributed this result to the nature of responsibilities taken by managers related to the students' problems, the lack of teachers, attending meetings and celebrations, and the inability to attend classroom situations to identify the educational procedures. Accordingly, managers pay more attention to the training programs that are more concerned with teaching and classroom management without considering the suitability of those strategies to the students, which was, in turn, reflected in the weak planning that shed more light on the training needs of implementation and the procedures of classroom management.

**The domain of evaluation:** The results of the domain of evaluation are illustrated in Table 4.

Table 4 *The Test Results for the Needs of the Teachers of Social Studies for Evaluation*

Item number	Item's Objective	Mean	SD	Classification
Q21	The teacher's knowledge of his developing roles in the evaluation	.431	.501	Need
Q22	Defining the record of learning progression description	.386	.500	Need
Q23	Defining the narrative record	.409	.492	Need
Q24	Employing evaluation in the educational process	.522	.497	Need
Q25	Preparing a table for test specification	.431	.501	Need
Q26	Classifying the questions' items according to Bloom's levels	.477	.505	Need
Q27	Distinguishing the objectives of the evaluative activity	.386	.443	Need
Q28	Defining the evaluation method based on an observation list	.431	.442	Need
Q29	Evaluation based on the verbal estimation scale	.477	.504	Need
Q30	Distinguishing between the following types of validity: content, criterion, concurrent, predictive	.522	.505	Need
Total		.447	.237	Need

Table 4 showed that the mean scores for the individuals of the study sample in the domain of implementation were (447%), with a standard deviation of (237%), which is considered as a training need in the light of the educationally accepted criterion estimated by the mark (60%) at the level of each item in the domain. The results of Table 4 revealed

that all the items revealed a lower performance level and thus are considered a training need. The researcher attributed this result to the teachers' lack of activation for the new evaluation methods, the lack of self-motivation among teachers towards professional growth, and the routine evaluation style. Also, managers and educational supervisors do not pursue the actual evaluation processes; the distinguished students have approximate levels and need a distinctive teacher to identify the real performance of the student.

### **Result of Question 2**

Question 2: Are there statistically significant differences at ( $\alpha \leq 0.05$ ) concerning the training needs of the teachers of social studies attributed to the variables of (gender; males and females) and (experience; less than ten years, and more than ten years)?

In order to answer the question, the researcher used the means and standard deviations to calculate the level of performance in the test of training needs according to the variables of (gender, experience). Table 5 shows the results.

Table 5 Means and Standard Deviations for the Study Variables

Variable	Variable categories	Mean	SD
Gender	Male	.402	.112
	Female	.634	.133
Experience	Less than 10 years	.490	.191
	More than 10 years	.533	.148

The results of Table 5 revealed that there are apparent differences between the mean scores for the performance of the study sample individuals according to the variables of (gender, experience). In order to verify whether there are statistically significant differences, two-way ANOVA was conducted, and Table 6 shows the results.

Table 6 ANOVA Results

Source of variance	Total squares	Degrees of freedom	Mean squares	F-value	Sig. level
Gender	.613	1	.613	41.579	.000
Experience	.029	1	.029	1.974	.168
Gender*experience	.014	1	.014	.955	.334
Error	.589	40	.015		
Total	12.833	43			

The results in a Table 6 revealed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the performance level of the teachers of social studies concerning their training needs according to the variable of (gender) in favor of the female teachers. The results also revealed no statistically significant differences at ( $\alpha \leq 0.05$ ) in the performance level of the teachers of social studies concerning their training needs according to the variables of (experience and the interaction between experience and gender).

This result could be attributed to the female teachers' activation for their role in the educational process as well as their commitment to the educational rules and regulations. The female school managers pursue of the female teachers inside the school concerning all the study domains related to annual plans and worksheets that take into consideration the individual differences among the students and solve the problems that may take place during the studying period as compared to the male teachers who are rarely committed to the rules. Furthermore, female students obtain better scores in the certificate of the secondary stage and school tests than male students.

### **Recommendations**

- Helping the social studies teachers develop training programs during their in-service period, where the training programs include the training needs relating to planning, implementation, and evaluation.

- Encouraging the teachers of social studies and promoting their participation in designing and implementing the training programs.
- Holding specialized training courses in the teaching methods used in each domain and implementing them in the classroom.
- Pursuing the educational effect of training the teachers of social studies inside the classroom on the students' performance.
- The necessity of making a follow-up for the results of the continuous studies in order to determine the training needs of the teachers of social studies in order to constitute a starting point for developing the current programs of preparing teachers or generating new training programs during the in-service period according to the developed curricula.
- The necessity of developing the programs based on the needs of the teachers of social studies, especially in evaluation, teaching, classroom management and planning for teaching.

## CONCLUSION AND IMPLICATIONS

The results revealed that there are training needs in the domains of planning, implementation, and evaluation. The researcher attributed this result to the decline in the role of the educational supervisor in training, where it is mainly limited to new teachers, focuses on the technological side, and does not activate the new evaluation methods, in addition to the low self-motivation among teachers concerning the professional development, and using the routine style in evaluation. Furthermore, school managers do not pursue, and educational supervisors do not pursue the actual evaluation processes; the levels of distinguished students are approximate and require qualified and trained teachers to identify students' actual performance.

Moreover, school management focuses on the training needs that are mainly concerned with the topics of teaching and classroom management without considering the suitability of those strategies to the students, in addition to the low planning level that manifested a training need regarding the processes of implementation and the procedures of classroom management.

## LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The study was limited to the social studies teachers in the schools of Al-Mazar Al-Janoubi District during the second semester (2018 - 2019). The study instrument was limited to a test developed by the researcher and consisted of 30 items arbitrate by several specialists.

Suspending in-presence education between students and teachers due to the corona pandemic in some communities requires effective planning to incorporate technology within education according to the training needs of teachers. In order to achieve this objective, training courses and workshops should be held for teachers to achieve the qualitative dimension of training about the attainment of educational objectives and coping with the requirements of the technological revolution. All these efforts aim to construct the smart school that satisfies all the needs and promotes the different types of intelligence, which, in turn, contributes to facing the future challenges of education and achieves the concept of sustainable education in self-management among teachers and learners.

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