

The Impact of Government School Principals' Interest in Jerash Education on Teachers' Professional Growth and Its Relationship to Job Performance

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Abstract

This study aims at identify The current study aimed to reveal the impact of the public school principals' interest in educating Jerash on teachers' professional growth and its relationship to job performance. It included (100) managers and directors The results indicated that the effect of the public school principals' interest in raising Jerash on teachers' professional growth and its relationship to job performance in the management of the educational process decreased, and it was moderate in the field of curricula and teaching methods, the field of self-duties towards the teacher, and the field of supervision and training. The results also showed that there were no statistically significant differences in the impact of public school principals' interest in Jerash education on teachers' professional growth and its relationship to job performance according to gender, educational qualification.

Keywords: professional growth, job performance.

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INTRODUCTION

The process of developing the fields of teaching and learning and raising the level of the educational process is one of the main pillars that work on the progress and development of societies. And one of the aspects of interest for students is to identify the methods that teachers follow when providing the knowledge, information and tasks required of them, so that they are commensurate with their abilities and tendencies, meet their needs, and take into account the individual differences between them.

The educational process aims to bring about desirable changes in the behavior of learners and to provide them with the desired information, skills, attitudes and values. , which helps him to make the educational process an enjoyable and interesting process, suitable for students' abilities and closely related to their lives, needs, tendencies, desires and aspirations for the future (Al-Hela, 2014).

The good educational process is the one that always and forever seeks to develop ways of storing the learned experiences, arranging and organizing them in the learner's memory, with the aim of retrieving them at the appropriate time, and benefiting from them in practical life, and this is what the educational process seeks to graduate students with abundant information and rich knowledge, They are distinguished by an organized memory, interconnected ideas, and they have various scientific skills, to use them in the service of themselves and the community that surrounds them (Darwaza, 2015).

Professional development programs should be based on two important bases, namely, the professionalism of work and the culture of workers, in order to improve the performance of the school, and the professionalism of work must have a clear impact on the culture of workers inside schools. The work profession is also affected by the culture of workers inside schools. The need for professional development programs for individuals working inside the school It became necessary due to the weakness of training programs and their inefficiency in providing individuals with the necessary skills that help improve the performance of the school, as well as their failure to satisfy their needs and their reliance on topics chosen from ancient times and did not keep pace with the developments of the times, and professional development works to support the behavior of workers within the school by deepening The professional content for them and the development of their skills until they are able to carry out the responsibilities that fall upon them, and this requires a great deal of time to develop and improve the means and methods of their training in line with the training situation (Sharaf, 2014).

THE STUDY PROBLEM:

The process of teacher preparation and professional development is no longer a secondary issue, but rather an important process dictated by the developments of life, especially during this era that is witnessing many challenges and important transformations, in order to improve the teaching profession and the quality of teachers, and it has resulted in recent changes that are sweeping the world in recent years. The latter is that all countries have begun to reconsider their educational systems in general, and the system of teacher preparation and training in particular, through programs that provide them with educational knowledge and provide them with the necessary professional skills.

The institution's interest in the basic aspects that support job adaptation, such as providing material and moral incentives, taking into account the family conditions of workers and finding a kind of balance between the career life and the social and family life of individuals, and paying attention to aspects of career development and promotion, developing workers' skills and training them, generates a significant impact in the process of retaining skilled workers, and reduces turnover. It increases the level of commitment, non-recurrence of absenteeism, and increases employee satisfaction. Jordan is in dire need of teachers who are able to bring about human development and the advancement of society, so it is necessary to review the reality of teacher preparation and training in light of extending the appropriateness of this reality, to achieve effective and purposeful adaptation for them, in order to advance the teaching profession. Based on the foregoing, the current study seeks to identify the impact of public school principals' interest in Jerash education on teachers' professional growth and its relationship to job performance.

STUDY OBJECTIVE AND QUESTIONS:

The study aims to identify the impact of the interest of public school principals in Jerash education on teachers' professional growth and its relationship to job performance. This is done by answering the following questions:

1. What is the reality of the interest of government school principals in Jerash education with the professional growth of teachers and its relationship to job performance?
- 2- Are there statistically significant differences at the level ($\alpha = 0.05$) in the reality of the interest of government school principals in Jerash education in the professional growth of teachers and its relationship to job performance due to the variables (gender, educational qualification)?

THE IMPORTANCE OF STUDY:

The importance of this study stems from the fact that it sheds light on an important topic related to education, which is the professional development and professional development of teachers. This study could open the way to conduct more future studies and research to increase interest in it and strengthen it. It works to provide Arab libraries in general and the Jordanian library in particular with clear material on professional development and job adjustment, as both (Ministry of Education) can benefit from the results of this study education, teachers, researchers, as well as school administrators.)

TERMINOLOGY OF STUDY:

For the purposes of the study, the terms of the procedural and conceptual study were defined, and they are defined as follows:

Professional development: It is an organized and deliberate process to build new educational, administrative and personal skills, obligating teachers to effectively carry out their daily responsibilities, or to restore what they have of them by renewing or developing them, or filling the deficit in them to achieve a higher purpose, which is to improve the effectiveness of teachers and thus increase the quantitative and qualitative achievement of teachers (Haddad, 2019).

It is defined procedurally: the total score obtained by the study sample members through the school principals' response on the professional development scale that was developed specifically for this study.

The researcher defines professional development as the continuous process of preparing teachers until they reach the best educational and learning experiences that help them complete their work with ease and ease.

Job adaptation: It is the situation in which the individual integrates with his job or profession, so the individual becomes interested in his job, and integrated with it, through his career ambition, and achieving complete satisfaction with it (Said, 2018).

STUDY LIMITS:

The current study was limited to government school principals in the education of Jerash District during the academic year 2021-2022.

Determinants of the study: The results of the study were determined in the light of the validity of the tool that was adopted and the degree of its stability, and the results were determined in light of the respondents' honesty and objectivity when answering the paragraphs of the tool that was used in this study.

THEORETICAL LITERATURE:

This chapter dealt with a presentation of the theoretical literature and previous studies related to the subject of the current study and it was divided into two parts: the first is the theoretical literature, and the second dealt with the previous studies related to this study and commented on them, as shown below:

PROFESSIONAL DEVELOPMENT:

Professional development is one of the important strategies that must be taken care of in order to reach the educational goals that the educational process seeks to achieve in light of scientific and technical progress. But development in the general sense is to improve the conditions of citizens and change their standard of living by improving their individual income, raising the conditions of health care and providing the best product in the field of education and education by intensifying work programs of a human, humanitarian and civil nature, and preparing development projects and investments in order to serve these citizens and subsequent generations. Within the sustainable or long-term development (Aboudahr, 2018).

Professional development contributes to the development of teachers and the identification of courses of action to be followed to improve performance, and to achieve the goals of degrading development, which may contribute to empowering teachers and keeping pace with changes in the surrounding environment, highlighting the strengths of the teacher and identifying areas for improvement, so that strengths are translated into development and weaknesses into improvement opportunities. Here, the responsibility of principals to translate this development into programs to guide and train teachers and to exercise the role of the mentor, effective guidance contributes to raising performance levels and developing errors in the short term, and school principals play the role of advisors during guidance through advice and advice to teachers in the field of the learning process (Abdullah , 2019).

DEVELOPMENT CONCEPT:

Professional development is an integrated and connected process that begins with a job description, and continues as long as the teacher is working to maintain the integrity of the professional path. The professional development process aims to prepare the human element in a way that fully meets the needs of the job and achieves its goals at the required level of performance, increase productivity and raise performance rates, that is, achieve optimal use of human energies available to the school (Torrington, Tailors, Hall, & Atkinson, 2017).

Professional development is defined as “a continuous process over years of service concerned with the diversity of individual and collective experiences that enable workers to improve their professional competence in teaching as members in the profession’s environment and to take on the changing roles resulting from change in the educational and educational context. These experiences include growth and cognitive development and research and analysis skills And management, leadership and problem-solving skills, and the features and advantages of the professional development approach are becoming clearer by comparing it with the traditional training programs currently in place to keep pace with contemporary global changes” (Shirley, 2010).

PROFESSIONAL DEVELOPMENT AIMS:

Al-Ajmi (2015) shows goals for professional development, including:

1. Activating positive participation by gaining the principle and a sense of self-confidence instead of negativity and dependence.
2. The ability to solve various problems through training and how to identify the basis of the problem and its true causes.
3. Discovering and developing the various talents, abilities and energies and considering them as a field for self-realization.
4. Building an integrated personality by possessing the experiences and capabilities that enable them to succeed in practical life
5. Training individuals to deal with different resources, whether they are material or human resources.

Accordingly, it can be said that the main aim of professional development is to develop the teacher, achieve continuous growth, raise the level of his performance, improve his direction, refine his educational skills, increase his ability to innovate, deepen professional assets by increasing his effectiveness and raise his productive efficiency, and renew his information by reviewing the latest educational and psychological theories and techniques and modern learning and the use of modern methods of teaching.

JOB ADAPTATION:

Person works within his organization among a group in which the role he plays is determined. He works through a set of internal feelings for this individual to give a clear picture of satisfaction with the work he is doing. (Flei and Abdel-Majid, 2014).

The term Job adaptation came with many components and contents, and researchers’ opinions differed on this concept, which Job adaptation differs from one individual to another within the organization. The new employee, for example, looks at job adaptation as related to the future, career progression, promotion, skill development, and job security and stability (Aswathappa, 2013).

FACTORS THAT PROMOTE JOB ADAPTATION

1. Leadership style: There is a relationship between leadership style and workers’ adaptation. The democratic leadership style leads to the development of positive feelings towards work and the institution among working individuals, as they feel that they are the center of the leader’s attention and vice versa under autocratic leadership, as this leadership style leads to crystallization Feelings of resentment and inability to adapt in the work environment.
- 2- Wages and salaries: The wage is an important way for satisfying the material and social needs of individuals and many studies have indicated the existence of a direct relationship between average incomes and job satisfaction.

PREVIOUS STUDIES:

Haddad (2019) conducted a study aimed at identifying the attitudes of English language teachers in the schools of the Directorate of Education of the BaniObaid District towards the professional development programs presented to them to achieve the objectives of the study. And its stability was applied to a sample of (110) male

and female teachers, and the results of the study showed the following: The attitudes of teachers of English language in the schools of the Directorate of Education and Education of the BaniObaid Brigade towards the professional development programs offered to them were average, as each of the field (region) came Supervising Professional Development Programs) and the domain (methods of professional development programs) with a medium direction, while both the domain (trainers of professional development programs) came with a high direction.

Al-Barnawi and Ali (2019) conducted a study aimed at identifying the professional development needs of natural science teachers in the areas of (lesson planning, lesson implementation, lesson evaluation, and teacher professionalism). The study sample consisted of (171) teachers of natural sciences in the secondary stage in Medina. As it represented (28.12%) of the study population, they were randomly selected from among government schools during the morning period. The researcher used the descriptive survey method, and the questionnaire consisted of (163) phrases distributed over four fields. The study reached a number of results, the most important of which were: that the natural science teachers' need for professional development came to a medium degree in the needs assessment scale, as the field of lesson evaluation got the priority of professional development, followed by the field of lesson planning, followed by the field of lesson implementation, and finally the teacher's professionalism.

Al-Shammari (2019) conducted a study aimed at knowing the role of the heads of Islamic education departments for the intermediate stage in the State of Kuwait in the professional development of teachers from the point of view of the heads of the departments themselves. The study sample consisted of (100) department heads, and the results showed that the role of heads of Islamic education departments for the intermediate stage in the State of Kuwait in the professional development of teachers from their point of view came to a high degree where all areas were ranked high.

Al-Sakni conducted (2018) aimed to identify the indicators of sustainable development in the professional development goals of the art education teacher, and to reveal the level of professional development for the art education teacher in the primary stage according to the indicators of sustainable development. For the directorates of general education in the province of Baghdad for the academic year (2016-2017), which numbered (1858) teachers, and the sample was chosen by stratified random method, which amounted to (58) teachers of art education in the morning period. An observation questionnaire was designed according to the dimensions of sustainable development and a group From educational evidence as tools for the study, the researcher then verified its validity and stability, and this resulted in recording a set of results, the most prominent of which was the possibility of activating the direction of sustainable development within educational situations, as well as revealing some aspects of strength and failure within these positions with their social, environmental and economic aspects, which It is practiced by teachers of art education.

Abu Zahr (Aboudahr, 2018) conducted a study that aimed to determine the relationship between total quality management in the professional development of teachers in secondary schools in Gharbia Governorate, Egypt. A paragraph that includes (3) items that measure the purpose of improvement, (4) items that measure the new philosophy, (4) items that measure continuous improvement, (9) items that measure training, (4) items that measure leadership, and (4) Paragraphs measuring sub-leadership, and the results showed that there were no differences between gender, and experiences in professional development, and it was found that there is a positive relationship between total quality management in the professional development of teachers in secondary schools in Gharbia Governorate, Egypt.

(Xu, 2016) conducted a study aimed at identifying the attitudes of teachers of Kentucky schools in the United States towards professional development programs and school performance, the study sample consisted of (1120) male and female teachers, and to achieve the goal of the study was used a questionnaire consisting of (13) items, The results of the study showed that the attitudes of Kentucky state school teachers towards professional development programs and school performance were moderate.

COMMENTING ON PREVIOUS STUDIES:

By reviewing previous studies, the following is noted:

Most of the studies that dealt with the subject of professional development emerged after the beginning of the third millennium, which indicates the importance of the topic and its finding. The researcher also benefited from previous relevant studies, through her theoretical literature, research methodology, and the results that resulted from it. The current study differs from its predecessors in It aims at the impact of the interest of government school principals in raising Jerash on teachers' professional growth and its relationship to job performance, and this is what a previous study did not address, according to the researcher's knowledge.

METHOD AND PROCEDURES:

RESEARCH METHODOLOGY:

In this study, the descriptive survey method was used, due to its relevance to the nature of the study, and the questionnaire was used as a means of collecting data from the study sample members.

STUDY COMMUNITY:

The study population consisted of government school principals in the education of Jerash, in the academic year 2022/2023, and their number was (177).

THE STUDY SAMPLE:

It consisted of principals of government schools in the education of Jerash. The sample included (52) principals and (48) principals, totaling 100. Table (1) shows the individuals of this sample by gender and educational qualification.

Table No. (1). Distribution of the study sample by gender and educational qualification

Variable	Level	Repetition	Percentage
Gender	Male	48	48%
	Female	52	52%
	Total	100	100%
Academic qualification	BA	82	82%
	Postgraduate	18	18%
	total	100	100%

STUDY TOOL:

A questionnaire was developed to identify the impact of the interest of government school principals in Jerash education on teachers' professional growth and its relationship to job performance, after reviewing the theoretical literature and referring to the studies, which consisted of four areas and (24) items.

TOOL VERACITY:

The veracity of the tool was verified by presenting it to a group of (10) arbitrators with experience and competence from professors in Jordanian universities.

TOOL STABILITY:

To verify the stability of the tool, it was distributed in its final form to an exploratory sample of the study community and outside its sample consisting of (30) principals, and after three weeks the questionnaire was applied to the same sample, according to the test-retest method. Pearson's correlation coefficient was (0.88), and the stability coefficient was calculated using the internal consistency method using Cronbach's alpha equation, and the internal consistency value was (0.85) for the resolution items, which is an acceptable value for the purposes of the current study.

STATISTICAL PROCESSING:

To answer the first question: Arithmetic means and standard deviations were extracted.

To answer the second question: t-test analysis and One Way Anova were used to extract differences.

PRESENTATION AND DISCUSSION OF THE RESULTS:

First: the results related to the first question, which states: What is the reality of the interest of government school principals in raising Jerash to teachers' professional growth and its relationship to job performance? To answer this question, the arithmetic means and standard deviations were calculated and the rank was determined.

DOMAIN: DEVELOPMENT OF THE MANAGEMENT OF THE EDUCATIONAL PROCESS.

Table No. (2): Arithmetic averages and standard deviations of the educational process management development domain, arranged in descending order

Paragraph No	Paragraphs	Arithmetic average	standard deviation	Rank	Score
5	The school provides educational needs to achieve educational goals	2.68	.82	1	Medium
4	Teachers take into account the scheduling of lessons	2.67	.81	2	Medium
1	Teachers help each other to develop class management	2.63	.80	3	Medium
2	The school administration is keen to raise the educational efficiency of the school	2.59	.80	4	low
3	The school administration seeks to develop the strengths of teachers' performance	2.57	.80	5	Low
	Total score	2.52	.58		Low

Table (2) shows that the reality of the interest of government school principals in Jerash education in the professional growth of teachers and its relationship to job performance was weak, with an arithmetic mean (2.52) and a standard deviation (.58.) The table indicates that paragraph (5) (the school meets the educational needs to achieve the goals educational), with an arithmetic mean (2.68), a standard deviation (.81) and a medium degree, as came paragraph (2) (the school administration seeks to develop the strengths in the performance of teachers.) ranked last with an arithmetic mean (1.99) and a standard deviation (.84).

DOMAIN: CURRICULUM DEVELOPMENT AND TEACHING METHODS

Table No. (3): Arithmetic averages and standard deviations for the field of curriculum development and teaching methods, arranged in descending order

Paragraph No	Paragraphs	Arithmetic average	standard deviation	Rank	Score
9	Teachers encourage linking the scientific material to the reality of the student's environment	2.65	.83	1	Medium
10	The school administration seeks to provide the necessary tools for systematic activities	2.64	.83	2	Medium
7	Teachers adopt contemporary trends in teaching methods	2.62	.83	3	Medium
8	Teachers collaborate to identify ways to address students' weaknesses	2.61	.75	4	Medium
6	Teachers have the ability to formulate educational objectives	2.60	.70	5	Medium
	Total score	3.63	.58		Medium

The results in Table (3) showed that the reality of the interest of government school principals in Jerash education in teachers' professional growth and its relationship to job performance as a whole was average with an arithmetic mean (2.63) and a standard deviation (.58), and the table showed that paragraph (9) (teachers encourage linking the scientific material It ranked first, with an arithmetic average (2.65) and a standard deviation (.65), and an average degree, while paragraph (6) (teachers have the skill of formulating educational goals) ranked last with an arithmetic average (2.60) and a standard deviation). 70) To a moderate degree.

DOMAIN: DEVELOPING SELF-ASSIGNMENTS TOWARDS THE TEACHER

Table No. (4): Arithmetic averages and standard deviations for the development of subjective duties towards the teacher, arranged in descending order

Paragraph No	Paragraphs	Arithmetic average	standard deviation	Rank	Score
14	Teachers attend educational conferences related to professional development	2.71	.66	1	medium
15	Teachers are enrolled in training courses related to professional growth	2.70	.63	2	Medium
11	Teachers discuss with officials about ways of development	2.69	.67	3	Medium
12	The school administration seeks to create a creative impact on teachers	2.68	.63	4	Medium
13	The school administration seeks to enhance the teachers' affiliation with the teaching profession	2.64	.59	5	Medium
	Total score	2.68	.50	-	Medium

The results in Table (4) showed that the reality of the interest of government school principals in Jerash education in teachers' professional growth and its relationship to job performance as a whole was medium with an arithmetic average (2.68) and a standard deviation (.50), and the table showed that Paragraph (14) which states (Teachers are keen Attending educational conferences related to professional development. It ranked first, with an arithmetic average (2.71) and a standard deviation (.66) and a medium degree, while paragraph (13) which states (the school administration seeks to enhance teachers' affiliation towards the teaching profession) ranked the last with an arithmetic average (2.64) and standard deviation (.59)), with a medium degree.

DOMAIN: SUPERVISION AND TRAINING DEVELOPMENT

Table No. (5): Arithmetic averages and standard deviations for the field of supervision and training development, arranged in descending order

Paragraph No	Paragraphs	Arithmetic averages	standard deviations	Rank	Score
21	Teachers use scientific methods in learning	2.64	.57	1	Medium
22	Teachers are keen to improve and develop achievement tests	2.62	.60	2	Medium
23	Equal opportunities are provided for teachers to attend courses and training programs	2.61	.57	3	Medium
16	Teachers are visited in their classrooms to monitor their performance	2.60	.60	4	Medium
17	The school administration encourages teachers to conduct educational research	2.61	.60	5	Medium
18	Teachers comply with the instructions of the educational supervisors	2.57	.61	6	Low
19	Teachers follow up on procedures and scientific activities in the quarterly plan	2.56	.61	7	Low
20	New teachers have special interest and are provided with the necessary educational guidance	2.55	.61	8	low
24	Feedback from training courses is measured	2.52	.61	9	Low
	Total score	2.58	.44	-	Low

The results in Table (5) showed that the reality of the government school principals' interest in Jerash's education in teachers' professional growth and its relationship to job performance as a whole was weak with an arithmetic mean (2.58) and a standard deviation (.44), and the table showed that Paragraph (21) which states (Teachers use The scientific means in learning.) ranked first, with an arithmetic mean (2.64) and a standard deviation (.57), and an average degree, while paragraph (24) which states (Feedback from training courses is measured.) ranked last with an arithmetic mean. 2.52), standard deviation (61.), and a weak degree.

SECOND, THE RESULTS OF THE SECOND QUESTION:

The results related to the second question: Are there statistically significant differences at the level ($\alpha = 0.05$) in the reality of the interest of government school principals in Jerash education in the professional growth of teachers and its relationship to job performance due to the variables (gender, educational qualification)?

To answer this question, arithmetic means and standard deviations were calculated, a binary variance analysis was conducted for the differences between the principals' estimates and the reality of the public school principals' interest in Jerash education in teachers' professional growth and its relationship to job performance according to the variable (gender, educational qualification), where the results were as follows:

-GENDER VARIABLE:

Arithmetic averages and standard deviations were calculated, and the "T" test was extracted for independent samples of the answers of the same individuals to the reality of the interest of government school principals in Jerash education in teachers' professional growth and its relationship to job performance? According to the gender variable and table (6) shows this.

Table No.(6)

Gender	Number	Arithmetic average	standard deviation	"T" value	Indication level
Male	48	1.92	.60	.072	.177
Female	52	1.97	.54		

The results in Table (6) indicate that there are no statistically significant differences at the significance level ($\alpha = 0.05$) for the reality of the interest of government school principals in Jerash education in the professional growth of teachers and its relationship to job performance, according to the gender variable. The researcher attributed the reason for the absence of significant differences A statistic is that the courses that school principals receive regarding special professional development programs for teachers are the same for both sexes, in addition to the lack of appropriate capabilities of tools and devices that help administrators to provide courses and programs for teacher development, and there are complications related to hosting any visitor to give courses according to Ministry decisions that need official books.

-ACADEMIC QUALIFICATION VARIABLE: Arithmetic averages and standard deviations were calculated, and the "t" test was extracted for independent samples of the answers of the study sample members to estimate the reality of the interest of government school principals in raising teachers' professional growth and its relationship to job performance according to the educational qualification variable, and table (7) shows that

Table No. (7): Arithmetic averages, standard deviations and the t-test of the reality of the interest of government school principals in Jerash education in the professional growth of teachers and its relationship to job performance according to the educational qualification variable

Domain	Academic qualification	Number	Arithmetic average	standard deviation	"T" value	Indication level
Management development of the educational process	BA	82	2.56	.58	1.54	.12
	Postgraduate	18	2.45	.58		
Curriculum development and teaching methods	BA	82	2.75	.57	1.74	.08
	Postgraduate	18	2.64	.59		
Developing self-assignments towards the teacher	BA	82	2.70	.52	.84	.39
	Postgraduate	18	2.65	.49		
Supervision and training development	BA	82	2.58	.42	.13	.89
	Postgraduate	18	2.57	.45		
Total score	BA	82	2.43	.52	1.31	.18
	Postgraduate	18	2.35	.49		

The results in Table (7) indicate that there are no statistically significant differences at the significance level ($\alpha = 0.05$) for estimates of the reality of public school principals' interest in Jerash education in teachers' professional growth and its relationship to job performance in the educational qualification variable.

RECOMMENDATIONS:

1. Enhancing the degree of practice of applying professional development fields with the participation of teachers in planning professional development programs.
2. Avoiding teachers' weaknesses, enhancing their performance, and correcting their ineffective paths.
3. Working to push teachers to develop themselves and develop their professional and educational experiences by expanding knowledge perceptions to be more efficient and sustainable.
4. Work to increase teachers' awareness of the importance of integrating information and communication technology into the educational process and encourage them to join training programs, courses and workshops in the core of information and communication technology and the Internet.

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