

THE REALITY OF THE DISTANCE E-TRAINING IN JERASH GOVERNORATE GOVERNMENTAL SCHOOLS FROM PERSPECTIVE OF THE FIRST THREE GRADES TEACHERS

Dr. MAYSOON SAEED MOHAMMED GHATASHA
JORDANIAN MINISTRY OF EDUCATION

Email ID: Maysoon76@yahoo.com

ABSTRACT

This study aimed to find the reality of the distance E-training in Jerash governorate government schools from perspective of the first three grades' teachers. The researcher used the descriptive analytical methodology to answer the questions of the study, by using questionnaire consisted of (32) items. The sample of study consisted of (243) teachers of the first three grades who were selected randomly. The results of the study revealed that the reality of the E-training was moderate degree at the level of the whole tool, and at all domains level were big degree, except the field (distance E-training requirements) was moderate. It also revealed that there were no Significant differences at ($\alpha = 0.05$) at the variables of the study (gender, total E-training programs in which the teacher participates under the ministry, years of educational experience). The researcher recommended several recommendations, one of the main of it: Ministry of education must develop the build of an electronic infrastructure, and allocate adequate financial budgets to apply it, and develop a guide for distance E-training programs .

KEY WORDS: THE DISTANCE E-TRAINING, FIRST THREE GRADES TEACHERS.

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INTRODUCTION

Today, the world is witnessing a tremendous development in the domain of technology, communications and information, which in turn has contributed to the rapid development and change that has affected all sectors; Where only a sector of life was excluded and included in the flow of knowledge and technical development. This prompted the countries of the world to develop their programs, especially in the educational sector, which opened wide prospects for its development and addressing its problems. Countries became interested in developing teachers and preparing them to be able to perform their roles effectively. It is presented in ways that transcend the constraints of time and place.

Given the importance of the role that the teacher plays in preparing, teaching and training students, and instilling confidence, values and principles in them; All supervisors and educational leaders who are responsible for the educational process must provide him with all the necessary experiences, skills and educational capabilities, and pay attention to the teacher and motivate him to provide a high-level educational service for students. Preparing the teacher, motivating him, increasing his experience, and providing him with all the needs of scientific and psychological support is one of the most important components of the modern educational process (Rich, 2015)

Al-Moussawi (2010) also pointed out that the countries of the world are racing today to carry out comprehensive reforms of the educational system, which include the dimensions of the educational process, and the advancement of the quality of education due to the rapid changes sweeping the world, which requires many benefits, the most important of which is the preparation and development of teachers in an appropriate manner to reflect these trends. On their educational practices, Wahba (2011) stated that one of the most important effects of the digital age on teacher professional development is the emergence of a new system for teacher training and raising the level of their professional competence. It is not limited to sending the scientific material to the beneficiaries, but goes beyond that to include all steps and procedures of management, training and follow-up of the training process.

There are many definitions of e-training, as Al-Matrafi (2005, 35) defined it as "a training method through which the trainee, regardless of his work location, can join a course or a training program simultaneously or asynchronously without the need for personal attendance at its venue or being restricted to the number of trainees or the time. This is done through modern technical averages of communication and various other averages .Al-Zanbaqi (2011, 10) defined it as "internet-based training, in which the training institution designs its own site and specific materials or programs for it, in which the trainee is trained via the computer, and he can obtain feedback." While Awad and Makhoulouf (2013, 49) define it as "the process in which an interactive environment rich in applications based on computer technology, networks and multimedia is created, which enables the trainee to achieve the objectives of the training process through his interaction with its sources".

While Al-Ansari (2020, 31) defined it as "a system that aims to provide training opportunities without committing to a specific place, and it may take place in a synchronous or asynchronous manner, and is considered an alternative or complementary to traditional training by relying on many different technical averages, and by adopting the principle of self-training or training with the assistance of the coach."

It is noted from the previous definitions of remote electronic training that it shares the use of communication and information technology from a computer and its networks and multimedia, to deliver the training message to the trainee with the least effort and time and with the greatest benefit, despite the geographical dimension, whether in a synchronous or asynchronous manner, and by adopting the principle of self-training or training with the help of the trainer or By combining it all. There are many justifications calling for the introduction of electronic training in the domain of professional development for teachers. Among these justifications are those related to the problems of traditional training, including:

- The lack of continuity of the training programs necessary to achieve professional development, with the length of time periods for the training programs that teachers join, which may reach several years (Al Kabeer, 2007)

•The lack of training programs for teachers and their distance from keeping pace with the change in goals, averages and modern methods of professional development for teachers, and even the lack of these programs to follow up on modern concepts of professional development and the applications that should accompany them (Al-Halafawi, 2011)

Al-Zanbaqi (2011) and Al-Mousawi (2010) added many justifications for electronic training, namely: the large increase in the number of trainees wishing to train, and this makes training institutions unable to provide training for these numbers, as well as the need to quickly obtain and process information, And the need for skill and proficiency in doing business and finding appropriate solutions to problems, in addition to the development in technologies and the speed of information transfer, and the need to integrate it into training processes.

Atmezi (2007) and Hassan (2009) mentioned a number of advantages that e-training enjoys from a distance, including: flexibility and ease of access to content and activities at anytime and anywhere, with the ability to choose between available and constantly increasing courses, and it provides feedback immediateness when performing assignments, exams, and exercises, with ease and speed of review, in addition to making it easy to follow up on trainees, even if they are many, and it is easy to reach thousands of the same source at the same time unlike paper sources. The possibility of training anywhere where a computer and the Internet are available. It also encourages trainees to browse the Internet to access additional information on the subject of training. It also saves time, effort and cost for trainers and trainees. From the above, it can be said that remote e-training facilitates the process of developing and qualifying the workforce in any educational institution, by making use of the techniques and averages of information and communication technology in developing its training systems in a way that allows its teachers to be qualified to keep pace with information and knowledge development on the one hand, and keep pace with the change in Occupational domain (specialization) on the other hand. In addition, e-training is also averages of lifelong learning, which enables the trainee teacher to enrich his information, and get quick feedback on his application of training tasks away from psychological and social pressures. This contributes to making e-training one of the best technologies that work to achieve training goals with high efficiency, and makes it able to provide diverse and effective training programs on an ongoing basis, which leads to an increase in the motivation of the beneficiaries of these programs to update their skills and thus improve their professional performance.

E-TRAINING REQUIREMENTS:

At this critical stage that the whole world is going through, and in light of the circumstances imposed on us by the Corona pandemic, e-training has become an urgent necessity for professional development, which is what governments seek through their projects; To develop and train teachers and keep pace with technical progress, which makes us in front of an urgent need to know and define the requirements of e-training in order for the training processes to bear fruit, and to be more efficient, effective and modern in order to achieve the desired goals. The educational literature indicates that the success of each project depends on the strength of the infrastructure. Remote e-training depends on modern communications, and all the infrastructure elements that contribute to the success of e-training must be available, the most important of which are as mentioned by Al-Dahshan (2019, 13)

FIRST: Human requirements, the most important of which are: the trainees' proficiency in dealing with computer programs and office software such as Office programs, the trainees' use of the Internet well, the trainees' proficiency in dealing with e-mail, the ability to download books and programs from the Internet, and the trainees' proficiency in dealing with computer operating systems and its occasional problems, The presence of technical work teams specialized in technical support and providing the necessary assistance to the trainees, and the existence of an incentive system for trainers and trainees.

SECOND: The requirements for the training environment, including: the presence of a continuous electricity network, the availability of computers with acceptable technical specifications, the availability of an Internet network with high connection speeds for uploading and downloading, and the availability of programs for dealing with training platforms, provided that the software copies are not of a specific date. to use.

THIRD: Academic requirements: to issue certificates to trainees from accredited educational institutions, and to obtain licenses to practice e-training from the concerned government agencies.

From here, the researcher hopes to understand the reality of the e-training system remotely in terms of teachers' attitudes towards it, the content of remote training programs, its role in professional development, and its requirements; Therefore, it is important to survey this reality; In order to identify it, and provide a set of recommendations for its development. It is worth noting that this study is an extension of previous studies in the distance electronic training system.

THE STUDY PROBLEM:

Since training is a necessity in all sectors and in various domains and domains, it is considered more necessary and important in the educational domain, and in particular in the educational sector. Especially in light of the circumstances and rapid changes that swept the world and in turn led to the interest in dealing with e-training from a distance in order to contribute to the development of the educational process.

With the continuous increase in the number of teachers of the first three grades, and the small number of supervisors of those classes, and in light of the constant need for training courses with the aim of professional development for them; The training of teachers of the first three grades has received the attention of the Ministry of Education in Jordan during the distance learning period since the start of the Corona pandemic, and we see that interest through the establishment of many e-training platforms, including the Microsoft Teams platform, and the remote teacher training platform, as well as preparing appropriate training programs for training Remotely in cooperation with the Reading and Arithmetic Initiative and (RTI)

Based on the above, and by virtue of the researcher's work as an educational supervisor for the first three grades, and her practice of remote training with the teachers of those classes during the distance learning period - the period of the Corona pandemic - and then through the Microsoft Times platform, and other electronic media. Since no evaluation study has been conducted of the reality of the distance training

programs offered to teachers of the first three grades - within the researcher's knowledge -; Therefore, the researcher decided to examine the reality of remote e-training in the government schools of Jerash Governorate from the point of view of teachers of the first three grades, and the extent to which teachers benefit from it, and to identify the strengths and weaknesses of the remote e-training system.

STUDY QUESTIONS:

The first question: What is the reality of remote e-training in the government schools of Jerash Governorate from the point of view of teachers of the first three grades?

The second question: Are there statistically significant differences at the significance level ($= 0.05$) in the estimations of the study sample members about the reality of distance electronic training from the point of view of teachers of the first three grades in Jerash Governorate Governmental Schools due to the following variables (gender, total training programs Participate in which the teacher is remotely under the umbrella of the Ministry, and the years of educational experience)?

OBJECTIVES OF THE STUDY:

The study sought to achieve the following objectives:

-Determining the reality of remote e-training in government schools in Jerash Governorate from the point of view of teachers of the first three grades in terms of: the attitudes of teachers of the first three grades towards e-training, the content of remote training programs directed to the first three grades, and the role of remote training programs in achieving professional development them, and e-training requirements.

-Revealing the estimates of teachers of the first three grades of the reality of remote electronic training in the government schools of Jerash Governorate from their point of view, in light of the variables (gender, total training programs in which the teacher participates remotely under the umbrella of the Ministry, and years of educational experience).

THE IMPORTANCE OF STUDY:

The importance of this study is that many stakeholders and decision-makers in the Ministry of Education can benefit from the results of the study in revealing the reality of remote e-training in Jerash governorate government schools, and giving them indications about the possibility of building development and modernization plans for this reality. It is hoped that this study will contribute to enriching the theoretical literature on the subject of distance electronic training. It is hoped that researchers and those interested in e-training will benefit from the results of this study. By using the study to conduct similar comparative studies based on its results and recommendations for other disciplines and directorates.

TERMINOLOGY OF STUDY:

The study included the following terms:

Remote E-Training: Abu Al-Nasr (2017, 59) defined Distance Training as "electronic training based on delivering the training message to the trainee through the use of a computer, its networks, and its various averages of sound, image, graphics, search mechanisms and remote electronic libraries".

The researcher defined it procedurally as: a training method that aims to provide training programs for teachers of the first three grades by creating an interactive environment rich in applications based on computer technology, networks and multimedia that enable the trainee to achieve the objectives of the training process, through his interaction with their sources, in a synchronous or non-concurrent manner Simultaneously, and by adopting the principle of self-training or training with the help of a trainer, or a combination of both.

The reality of remote electronic training: the researcher defined it procedurally as: A quantitative description of the reality of remote electronic training from the point of view of teachers of the first three grades in the Directorate of Education in Jerash in terms of: (the attitudes of teachers of the first three grades towards electronic training, and the content of distance training programs directed to the classes The first three, the role of distance training programs in achieving professional development for teachers of the first three grades, and the requirements for remote e-training). In this study, it was measured by the total score scored by the respondents on the tool prepared by the researcher for this purpose.

Teachers of the first three grades: They average the teachers of the first three grades of the basic education stage - which lasts for three years, and extends from the first basic grade to the third basic grade - who have been appointed by the Ministry of Education to teach the various subjects of these grades, with the exception of the language subject. English" (Ministry of Education, 2019, 11).

It is procedurally defined as: teachers of the first three grades who were trained in the training programs directed to them, using applications based on computer technology, networks and multimedia, whether in a synchronous or asynchronous manner, in government schools affiliated to the Directorate of Education in Jerash Governorate.

THE LIMITS OF THE STUDY:

The study included the following limits:

1. Objective limits: the reality of remote e-training from the point of view of teachers of the first three grades in Jerash government schools in terms of: (teachers' attitudes towards e-training, the content of remote training programs, the role of distance training programs in achieving professional development for teachers, and the requirements remote e-training)
2. Human limits: teachers of the first three grades in the government schools of Jerash Governorate.
3. Spatial limits: The study was limited in its domain aspect to government schools affiliated to the Directorate of Education in Jerash Governorate.
4. Temporal limits: The study was implemented at the beginning of the first semester of the academic year 2022/2023

PREVIOUS STUDIES:

Many previous studies related to the reality of remote e-training have been conducted, and the following is a presentation of some of them according to their historical sequence from newest to oldest:

Al-Mufaiz (2022) conducted a study aimed at identifying the challenges of the summer distance training programs in the years 1441-1442 of the Educational Center for Professional Development and Professional Development at King Saud University, and ways to develop them from the trainers' point of view. To achieve the objectives of the study, the descriptive survey method was used through a questionnaire that was applied to (31) faculty members and the like. The results of the study showed that the distance summer training programs of the Educational Center for Professional Development face challenges to a medium degree from the trainers' point of view, foremost of which is the dimension of challenges related to the trainee and to a medium degree, then the dimension of the training program challenges, while the challenges of the training management dimension came in the last rank with a degree weak. The study also showed the trainers' high support for ways to develop the summer training programs of the Educational Center, foremost of which is the development of a mechanism to motivate trainers and trainees, and the development of an organizational guide for remote training programs.

Al-Hamoud (2021) conducted a study aimed at identifying the reality of teacher training using one of the virtual platforms "My School's Electronic Platform" from their point of view. To achieve the study's objectives, the descriptive survey method was used through a questionnaire. The study sample consisted of (867) male and female teachers in the Kingdom of Saudi Arabia. The results of the study showed that most of the responses of the sample members were neutral towards the reality of planning, implementing and evaluating teacher training remotely using this platform. It also showed that there were no statistically significant differences between the average estimates of the sample members on the tool domains due to the difference in gender and qualification variables.

The Alqoot study (Alqoot, 2021) also aimed to identify the state of professional development for the performance of faculty members in the domain of dealing with distance education platforms during the Corona pandemic period.) of the total community. The results of the research showed the level of professional development of faculty members in dealing with distance learning platforms. It was also found that there were no statistically significant differences in the reality of professional development for the performance of faculty members in the domain of dealing with distance education platforms during the period of the Corona pandemic, according to the two variables (academic rank, number of students), and the study presented a proposed framework for developing performance in light of distance learning.

Al-Rammana, Al-Darisa and Al-Saadi (2021) conducted a study aimed at examining the reality of distance training in the United Arab Emirates from the teachers' point of view. The study sample consisted of (288) male and female teachers who were chosen randomly. The results of the study showed that the estimations of the sample members were high on the scale of the reality of distance training on its three domains, which are their attitudes towards trainers, the content of training programs, and the training environment, as well as on all items of the three domains. The study also showed that there were no statistically significant differences between the average estimates of the sample members on the tool domains due to the difference in the variables of gender, educational qualification and experience.

Al-Issa and Al-Omran (2021) conducted a study aimed at identifying the requirements, justifications and obstacles of electronic training from the point of view of female and male trainers at the Deanship of Skills Development at King Saud University. 384) Trainee. The results of the study showed that the most important requirements for electronic training are the proficiency in operating the computer and its accessories, and the presence of a team that provides technical support when needed, and that its most prominent justification is the necessity of keeping pace with knowledge development and technical progress and preparing individuals to deal with it. As for the obstacles, the administrative and financial obstacles ranked first in terms of The view of the trainees. The study also showed that there were no statistically significant differences between the average estimates of the sample members on the domain of requirements for the trainer, as well as the obstacles that may face the use of electronic training, while there are statistically significant differences on the requirements of the training environment, depending on whether she is a trainee or a trainer, in favor of the female trainees.

Wasserman & Migdal's study (Wasserman & Migdal, 2019) also aimed to compare trends between teachers enrolled in online training programs and traditional programs. The quantitative approach was used, by applying the study's questionnaire to (495) teachers. The results of the study showed four factors that affect teachers' attitudes: effectiveness and application, environment, tasks, and information and communication technology. The study showed significant statistical differences in trends and environment factors towards information and communication technology between online and traditional training, in favor of online training.

Al-Ghamdi's study (2017) also aimed to identify the effectiveness of web-based electronic training in developing the skills of preparing electronic tests for secondary school teachers in the city of Jeddah, using the quasi-experimental approach on a sample consisting of (40) female secondary school teachers in the city of Jeddah who were divided. It was randomly assigned to two groups, the first is experimental (20) teachers using web-based electronic training, and the second control group (20) teachers using traditional training. The results of the study showed that there were statistically significant differences between the average scores of the control group and the experimental group in the post application in favor of the experimental group.

Al-Juhani (2016) conducted a study aimed at identifying the role of distance electronic training in achieving professional development for faculty members at the College of Education at King Saud University, and presenting a proposed vision to deepen this role. of (120) faculty members, and the results showed that most of the study sample members feel happy about the faculty member who responds to all that is new in the domain of education and training technology, i.e. they agree on the axis of faculty members' attitudes towards the use of electronic training with a neutral degree, also their approval of The second axis relates to its role in achieving professional development, and that distance training is a system that helps trainees to master modern strategies in training and education.

Al-Attar (2015) conducted a study aimed at identifying the obstacles to the application of e-training during the service in UNRWA schools in the Gaza governorates and the methods of confronting them. educationally, and (400) teachers, and the results showed that there are obstacles to the application of electronic training to a large extent, and these obstacles were represented in seven domains: administrative, technical, cultural, human, financial, material, and educational. It also showed that there were statistically significant differences about the degree of

obstacles in general due to the variables of years of experience in favor of the group less than five years, and to the variable of the nature of the profession in favor of the teacher and educational specialist.

Saadi&Mirzayi, &Movahedi, 2013) conducted a study aimed at identifying the obstacles to developing web-based training in global agricultural education. The descriptive analytical method was used, by applying the study's questionnaire to (424) faculty members at Sina Abu Ali University in Iran. The results of the study showed that the most important obstacles to developing web-based training in global agricultural education are the lack of executive managers, lack of incentives, infrastructure barriers, and restrictions on software and hardware.

The study of Ramayah, Ahmad and Hong, & Ahmad, & Hong, 2012)) aimed to identify the factors that affect the effectiveness of e-training in multinational companies in Malaysia. The study sample consisted of (163) workers with experience in electronic training in various factories in Malaysia, and to achieve the objectives of the study, the descriptive analytical method was used. The results of the study showed that there was no relationship between self-efficacy using the computer and trainees' satisfaction, and that there was a positive relationship between giving incentives during e-training and trainee satisfaction, and that the presence of a well-designed and easy-to-use e-training system is an important factor in increasing the intention to continue e-training.

COMMENTING ON PREVIOUS STUDIES AND THE LOCATION OF THE CURRENT STUDY, INCLUDING:

It is noted from the review of previous studies that they examined various topics about the reality, justifications, requirements and obstacles of distance e-training. It is also noted that all these studies used the quantitative descriptive approach using the questionnaire, while the study of Al-Ghamdi (2017) followed the quasi-experimental approach using two control and experimental groups. These studies have benefited from increasing the researcher's awareness of the subject of the study, developing a data collection tool, and comparing their results with those of those studies. However, what distinguishes this study from previous studies in its research environment is that it is the first study - according to the researcher's knowledge - that dealt with the research on the reality of remote electronic training from the point of view of teachers of the first three grades in Jerash Governorate Governmental Schools in terms of: (attitudes of classroom teachers The first three are towards e-training, the content of remote training programs directed at the first three grades, the role of distance training programs in achieving professional development for teachers of the first three grades, and the requirements for remote e-training.

METHOD AND PROCEDURE

In this part, the researcher presents the method and procedures that she used to achieve the objectives of the study, as follows:

STUDY METHOD, COMMUNITY AND SAMPLE

The study followed the descriptive analytical approach; This is due to its suitability to achieve the objectives of the study. The study population consisted of all the teachers of the first three grades in government schools in Jerash Education Directorate from the academic year 2022/2023, and their number was (514) male and female teachers (Educational Planning Department in the Directorate of Education in Jerash, 2022). The study sample was chosen randomly from the teachers of the first three grades who participated in the electronic training programs remotely, and it consisted of (243) male and female teachers from schools that include the first three grades, and Table (1) shows the distribution of the study sample members according to gender variables, The total of the training programs in which the remote teacher participates, and the years of educational experience.

TABLE NO. (1): DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO ITS VARIABLES

Variable	Levels of Variable	Frequency	Percentage
Gender	Male	85	35.00
	Female	158	65.00
	Total	243	100.00
Total training programs in which the teacher participates from a distance under the the Ministry	Only one program	60	25.00
	Less than 5 programs	66	27.00
	(5) or more programs	117	48.00
	Total	243	100.00
Years of educational experience	Less than 10 years	78	32.00
	More than 10 years	165	68.00
	TOTAL	243	100.00

STUDY TOOL:

To achieve the objectives of the study, the researcher used the e-training reality scale. This scale was built by reviewing the educational literature and some previous relevant studies. Where the questionnaire in its initial form consisted of (40) items. The five-point Likert scale was used to answer its paragraphs as follows: (very large and take 5 degrees, large and take 4 degrees, medium and take 3 degrees, few and take two degrees, very few and take one degree).

AUTHENTICITY OF THE TOOL:

a. Content Validity: To verify the validity of the content of the tool, it was presented in its initial form to a group of expert arbitrators specialized in educational supervision, performance development and electronic training. Their number reached (8) arbitrators. With the aim of expressing their opinions on the paragraphs of the questionnaire, in terms of its structure, language integrity, clarity, and any other modifications and suggestions they deem appropriate, and based on their opinions, the necessary content of the tool was modified. , are: the domain of teachers' attitudes of the first three grades towards e-training, which has (5) paragraphs, and the content domain of remote training programs directed to the first three grades, which has (7) items, and the role of remote training programs in achieving professional

development for teachers of the first three grades, which has (7) Paragraphs, and requirements for distance e-training, which has (13) paragraphs.

b. Construction validity: To verify the validity of the tool's construction, it was applied to a pilot sample consisting of (30) male and female teachers for the first three grades who work in the government schools of the Directorate of Education in Jerash Governorate from the study community and outside its sample, in order to calculate the values of Pearson correlation coefficients for the relationship of items with the tool and the domain which were included under it, as in Table (2).

TABLE NO. (2): PEARSON CORRELATION COEFFICIENTS FOR THE RELATIONSHIP OF PARAGRAPHS WITH THE RESOLUTION AND ITS DEPENDENT DOMAINS

Domain	link with:			link with:		
	Paragraph No	Domain	Tool	Paragraph No	Domain	Tool
Attitudes of teachers of the first three grades towards electronic training	1	0.81	0.57	4	0.85	0.66
	2	0.67	0.54	5	0.78	0.66
	3	0.84	0.66			
The content of the distance training programs directed to the first three grades	6	0.80	0.64	10	0.83	0.72
	7	0.82	0.71	11	0.83	0.66
	8	0.84	0.74	12	0.82	0.67
	9	0.74	0.61			
The role of distance training programs in achieving professional development for teachers of the first three grades	13	0.78	0.67	17	0.83	0.76
	14	0.84	0.73	18	0.81	0.74
	15	0.83	0.67	19	0.80	0.71
	16	0.81	0.70			
	20	0.67	0.67	27	0.63	0.57
	21	0.66	0.67	28	0.35	0.26
Distance e-training requirements	22	0.67	0.69	29	0.73	0.66
	23	0.76	0.69	30	0.78	0.64
	24	0.76	0.68	31	0.66	0.60
	25	0.73	0.66	32	0.73	0.67
	26	0.68	0.65			

The results in Table (2) indicate that the values of the correlation coefficients of the paragraphs of the domain of attitudes of teachers of the first three grades towards electronic training in its domain ranged from (0.67) to (0.85), and with the tool ranged from (0.54) to (0.66), and that the values of the correlation coefficients of the items of the content domain The distance training programs in their domain ranged from (0.74) to (0.84), and with the tool it ranged from (0.61) to (0.74), and that the values of the correlation coefficients of the paragraphs of the domain of the role of distance training programs in achieving professional development for teachers of the first three grades in its domain ranged from (78.0) to (84.0), and with the tool it ranged from (0.67) to (0.76). And the values of the correlation coefficients of the relationship of the paragraphs of the domain of e-training requirements with its domain ranged from (35.0) to (78.0), and with the tool ranged from (0.26) to (0.69). It is noted from these values that they were not less than (0.20), which indicates the quality of building the paragraphs of the tool (Awda, 2010, 285)

TOOL STABILITY:

For purposes of checking the stability of the internal consistency of the instrument; Cronbach's α equation was used based on the data of the first application of the pilot sample. For purposes of verifying the stability of its return; It was re-applied to the aforementioned exploratory sample by the test method and returned it with an interval of two weeks between the first and second applications, where the Pearson correlation coefficient was used for the relationship of the first application with the second application, as in Table (3).

TABLE NO. (3): VALUES OF THE INTERNAL CONSISTENCY AND REPEATABILITY COEFFICIENTS FOR THE TOOL

Tool domains	Number of paragraphs	Consistency of internal consistency	Replay stability
Attitudes of teachers of the first three grades towards distance e-training	5	0.81	0.77
The content of the distance training programs directed to the first three grades	7	0.82	0.79
The role of distance training programs in achieving professional development for teachers of the first three grades	7	0.80	0.77
Distance e-training requirements	13	0.86	0.82

It is noted from the results in Table (3) that the value of the internal consistency of the tool's domains ranged from (0.80) to (0.86), while the value of the repeatability of its domains ranged from (0.77) to (0.82), and these values are appropriate for the purposes of this study.

STANDARD CORRECTION TOOL OF THE STUDY:

The statistical model with relative staging was adopted; With the aim of making judgments on the arithmetic averages of the questionnaire and the domains to which it belongs, and the paragraphs that follow the domains, by dividing the range of numbers (1-5) into three categories to obtain the extent of each level, i.e. (1.33 = 3/1-5), and accordingly the levels are on As follows: (high score: from 3.67 or more, medium score: from 2.34- less than 3.67, low score: less than 2.34

STUDY VARIABLES:

The study included the following variables:

First: The main variable: the perceptions of teachers of the first three grades of the reality of distance electronic training in Jerash governorate government schools.

Second: Intermediate (secondary) independent variables

- Gender, which has two categories (male and female)

-Total training programs in which the teacher participates remotely under the umbrella of the Ministry, and it has three categories (one program only, (2) - less than (5) programs, (5) programs and more)

-Years of educational experience, and it has two categories (less than (10) years, 10 years and more)

STATISTICAL METHODS AND TREATMENTS:

To achieve the objectives of the study, the Statistical Package for Social Sciences (SPSS) program was used in order to process the data and reach the results, as follows:

-To check the stability of the resolution, Cronbach's α equation was used.

-To answer the first question, arithmetic averages and standard deviations were calculated.

-To answer the second question, use a three-way analysis of variance (without interaction)

PRESENTATION AND INTERPRETATION OF RESULTS:

First: The results related to the first question, which states: "What is the reality of remote electronic training in Jerash Governorate government schools from the point of view of teachers of the first three grades?" To answer this question, the arithmetic averages and standard deviations of the responses of the sample members to the tool and its domains were calculated, taking into account the order of the domains in descending order according to their total arithmetic average, as in Table (4)

TABLE NO. (4): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, RANK, AND DEGREE OF RESPONSES OF THE SAMPLE MEMBERS TO THE REALITY OF DISTANCE ELECTRONIC TRAINING IN JERASH GOVERNMENT SCHOOLS

Rank	Domains	Arithmetic averages	Standard deviation	Approval degree
1	Attitudes of teachers of the first three grades towards distance e-training	3.77	0.81	Large
2	The content of the distance training programs directed to the first three grades	3.70	0.75	Large
3	The role of distance training programs in achieving professional development for teachers of the first three grades	3.67	0.79	Large
4	Distance e-training requirements	3.52	0.63	Medium
	Total	3.66	0.56	Medium

It is noted from Table (4) that the total score for the reality of remote electronic training was average, with an arithmetic average (3.66), and a standard deviation (.560), and the domains came according to the following order: Attitudes of the first three grades teachers towards distance electronic training in the first place , with an arithmetic average (3.77), a standard deviation (0.81) and a significant degree of approval, followed by the domain of the content of distance training programs in the second place, with an arithmetic average (3.70), a standard deviation (0.75), and with a degree of great agreement, followed by the domain of the role of distance training programs in achieving the professional development of the teachers of the first three grades in the third place, with an arithmetic average (3.67), a standard deviation (0.79) and a degree of great agreement, and finally the domain of distance e-training requirements with an arithmetic average (3.52), a standard deviation (0.63), and a medium agreement. This result is due to the fact that the transition to remote electronic training came suddenly without any prior plans, but rather was moved to it in response to the conditions imposed by the Corona pandemic and the repercussions it caused that required maintaining social distancing as much as possible, so the Ministry of Education was not prepared as necessary to provide the requirements for this training style. Among the studies that agreed with the results of this study, Al-Hamoud study (2021), the results of which showed that most of the responses of the sample members were neutral towards the reality of planning, implementing and evaluating teacher training remotely using the "My School" electronic platform, while its results partly differed with the study of Al-Rammaneh, Al-Darisa and Al-Saadi (2021).), whose results showed that the sample members' estimates were high on the scale of the reality of distance training on its three domains, which are their attitudes towards trainers, the content of training programs, and the training environment.

The arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the paragraphs of each domain separately, as follows:

THE FIRST DOMAIN: the attitudes of teachers of the first three grades towards distance electronic training

The arithmetic averages and standard deviations of the study sample estimates for the domain and paragraphs of this domain were calculated, taking into account their descending order according to their total arithmetic average, and as in Table (5)

TABLE NO. (5): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, RANK, AND DEGREE OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TO THE PARAGRAPHS OF THE DOMAIN OF ATTITUDES OF TEACHERS OF THE FIRST THREE GRADES TOWARDS DISTANCE ELECTRONIC TRAINING

Rank	Paragraph No	Paragraphs	Arithmetic averages	Standard deviation	Approval degree
1	1	Distance e-training helps me in self-professional development without the need to be restricted to place or time.	4.00	0.86	Large
2	2	I prefer distance e-training over traditional training.	3.76	0.86	Large
3	5	I feel great pleasure when attending remote training programs.	3.73	0.83	Large
4	4	I advise my fellow teachers of the first three grades to join the distance training programs held by the Ministry of Education.	3.71	0.76	Large
5	3	Distance e-learning stimulates my motivation towards self-development.	3.67	0.95	Large
		Total	3.77	0.81	Large

It is noted from Table (5) that the arithmetic averages of the paragraphs of this domain ranged between (3.67-4.00), and that the total score of the domain came to a large degree, with an arithmetic average (3.77), and a standard deviation (0.81). It is also noted from the results that the estimates of the study sample members were classified according to their arithmetic averages within one degree only; And it is great for all paragraphs of the domain, where the highest estimate for paragraph (1) which states "Distance e-training helps me in self-professional development without the need to be restricted to place or time)" came in the first place, as its average value was (4.00), with a deviation Standard (0.86), high degree of approval. And the lowest estimate was for Paragraph (3), which states, "Distance e-training raises my motivation towards self-development." Its average value was 3.67, with a standard deviation of 0.95, and a large agreement. This result may be attributed to the awareness of the teachers of the first three grades of the justifications for e-training and its role in achieving professional development without the trouble of going to training halls far from them. Thus saving time, effort and cost on them. This result is consistent with Al-Juhani's study (2016), the results of which showed that most members of the study sample feel happy about the faculty member who responds to everything new in the world of training and advises them to participate in distance electronic training programs, and with the study of Wasserman and Miqdal, (2019) Wasserman &Migdal), whose results showed that there are significant differences in trends and environment factors towards ICT between online and traditional training, in favor of online training.

THE SECOND DOMAIN: the content of the distance training programs for the first three grades

The arithmetic averages and standard deviations of the study sample estimates for the domain and paragraphs of this domain were calculated, taking into account their descending order according to their total arithmetic average, as in Table (6)

TABLE (6): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, RANK AND DEGREE OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TO THE CONTENT OF THE DISTANCE TRAINING PROGRAMS FOR THE FIRST THREE GRADES

Rank	Paragraph No	Paragraphs	Arithmetic averages	Standard deviation	Approval degree
1	2	It is easy for me to deal with the content of the training programs remotely.	3.89	0.83	Large
2	3	The content of remote programs is sequentially, organized and integrated.	3.78	0.81	Large
3	1	The objectives of the distance training programs are clear.	3.70	0.79	Large
4	5	The content considers diversity in distance training activities and methods.	3.69	0.93	Large
5	7	The content takes into account the pre- and post-evaluation of the trainees.	3.64	0.88	Medium
5	4	The remote content harmonizes between theory and practice.	3.64	0.92	Medium
6	6	Remote content caters to my general and private professional needs.	3.61	0.85	Medium
		Total	3.70	0.75	Large

It is noted from Table (6) that the arithmetic averages of the paragraphs of this domain ranged between (3.61-3.89), and that the total score for this domain was large, with an arithmetic average (3.70), and a standard deviation (.750), and the researcher attributes this result to the development of the content. The remote training prepared by the Reading and Arithmetic Initiative (RTI), under the umbrella of the Ministry, is easy to deal with and the diversity of its activities and training methods. This result is in agreement with the results of the study of Al-Rammneh, Al-Darisa and Al-Saadi (2021), which showed that the estimations of the sample members were high on the distance training reality scale in the domain of training program content.

It is also noted from the results that the estimates of the study sample members were classified according to their arithmetic averages within two degrees; One of them is large for paragraphs (2, 3, 1, 5), and the other is medium for paragraphs (7, 4, 6) respectively, where the highest estimate for paragraph (2) which states "It is easy for me to deal with the content of training programs remotely) ranked The first, as its arithmetic average value was (3.89), standard deviation (0.83), and it was the lowest estimate for paragraph (6) which states "The remote

content meets my public and private professional needs”, as its arithmetic average value was (3.61), and with a deviation This result may be explained in the light of the content creators' lack of interest in electronic communication with teachers in order to identify training needs.

THE THIRD DOMAIN: the role of distance training programs in achieving professional development for teachers of the first three grades The arithmetic averages and standard deviations of the study sample estimates for the domain and paragraphs of this domain were calculated, taking into account their descending order according to their total arithmetic average, as in Table (7)

TABLE (7): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, RANK AND DEGREE OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TO THE PARAGRAPHS OF THE DOMAIN OF THE ROLE OF DISTANCE TRAINING PROGRAMS IN ACHIEVING PROFESSIONAL DEVELOPMENT FOR TEACHERS OF THE FIRST THREE GRADES

Rank	Paragraph No	Paragraphs	Arithmetic averages	Standard deviation	Approval degree
1	2	Distance e-training helps me increase my efficiency in using modern communication techniques.	3.73	0.85	Large
1	5	Distance e-training helps me open up new horizons for career development according to the ranks system.	3.73	0.88	Large
2	1	It helps me in continuous professional self-development.	3.72	0.86	Large
3	4	It helps me improve my efficiency in my training needs in the field of specialization.	3.67	0.91	Large
4	3	It helps me improve my efficiency in my general training needs (pedagogy).	3.66	0.84	Medium
5	7	Remote training provides me with a more exciting and motivating environment.	3.62	0.90	Medium
6	6	It helps me form an interactive relationship with the coach.	3.57	0.88	Medium
Total			3.67	0.79	Large

It is noted from Table (7) that the arithmetic averages of the paragraphs of this field ranged between (3.57-3.73), and that the total score for this field was large, with an arithmetic average (3.67), and a standard deviation (0.79), and this result may be attributed to the awareness of most classroom teachers The first three of the importance of distance training programs and their effective role in achieving professional development for them; Due to its advantages, most notably the shortening of time, effort and cost. This result is consistent with Al-Juhani study (2016), the results of which showed that most members of the study sample of faculty members agree on the importance of distance electronic training in achieving professional development, and Al-Ghamdi study (2017), which showed that there are statistically significant differences between the average scores of the control group. And the experimental group in the remote application in favor of the experimental group in the effectiveness of web-based electronic training in developing the skills of preparing electronic tests for secondary school teachers in Jeddah, and the study of food (Alqoot, 2021), which showed the level of professional development of faculty members in dealing with distance learning platforms.

It is also noted from the results that the estimates of the study sample members were classified according to their arithmetic averages within two degrees; One of them is great for paragraphs (2, 5, 1, 4), and the other is medium for paragraphs (3, 7, 6) respectively, where the highest rating came for paragraphs (2, 5) and their text, respectively, is as follows: “E-training helps me increase my efficiency in using technology Modern communication”, and "e-training helps me open new horizons for career development according to the ranks system." They came in the first place, with an arithmetic average value of (3.73), with a great degree of approval, due to the classroom teachers' keenness to increase their efficiency in using modern communication techniques, and career development according to the ranks system. And the lowest estimate was for Paragraph (6), which states, “Electronic training helps me to form an interactive relationship between me and the trainer,” as its average value was 3.57, with a standard deviation (0.88), and a medium degree of approval. This result may be explained in light of the interest of some teachers in communicating with trainers directly, due to their lack of experience in dealing with the remote e-training system, in addition to the lack of e-training for the effectiveness of social skills compared to traditional training.

FOURTH DOMAIN: REMOTE E-TRAINING REQUIREMENTS:

The arithmetic averages and standard deviations of the study sample estimates for the domain and paragraphs of this domain were calculated, taking into account their descending order according to their total arithmetic average, as in Table (8)

TABLE (8): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, RANK AND DEGREE OF THE RESPONSES OF THE STUDY SAMPLE MEMBERS TO THE ITEMS IN THE FIELD OF DISTANCE E-TRAINING REQUIREMENTS

Rank	Paragraph No	Paragraphs	Arithmetic average	Standard deviation	Approval degree
1	10	The remote training system takes into account the coordination of appropriate times for holding training programs for teachers.	3.66	0.86	medium
2	6	I have the skill to use technology.	3.65	0.93	Medium
3	12	The remote training system gives me feedback based on my responses to training tasks.	3.64	0.88	Medium
4	11	The trainers possess various training skills and methods that motivate the participants to interact in the training remotely	3.60	0.80	Medium
5	5	I have the necessary tools to implement e-training from a distance (a computer with suitable specifications, and an internet with a suitable speed).	3.58	0.80	Medium
6	4	Appropriate training resources are available for the subject of e-training.	3.57	0.88	Medium
7	9	The remote training system takes into account privacy and security settings in the virtual halls.	3.56	0.84	Medium
8	7	Technical support services are available during the distance training period.	3.53	0.83	Medium
9	8	The distance training system takes into account the identification of the training needs of teachers.	3.50	0.79	Medium
10	2	Provides comprehensive integrated platforms for the continuation of the e-training process remotely for the various elements of the educational system.	3.84	0.84	Medium
11	13	Regulatory instructions and regulations for remote training are available.	3.44	0.96	Medium
12	3	There is a special unit for e-training in the Directorate of Education.	3.33	0.78	Medium
12	1	The appropriate infrastructure is available in each of the (Directorate of Education and Schools) to implement e-training from a distance.	3.33	0.79	Medium
Total			3.52	0.63	Medium

It is noted from Table (8) that the arithmetic average of the paragraphs of this field ranged between (3.33 -3.66), and that the total score for this field was average, with an arithmetic average (3.52), and a standard deviation (0.63), and this result may be attributed to the awareness of most classroom teachers. The first three are that remote e-training requires an appropriate infrastructure for its success, from providing connectivity to the Internet and the availability of modern software and computers in schools, education directorates, teachers and educational supervisors alike. This constitutes the biggest challenge for the Ministry and schools due to the sudden and rapid transformation without any plans. Advance and deliberates, in addition to the need to provide guidelines explaining the mechanisms of remote training comprehensively, as a training method that must be applied with teachers. This result is consistent with the Al-Hamoud study (2021), the results of which showed that most of the responses of the sample members were neutral towards the reality of planning, implementing and evaluating teacher training remotely using the distance training platform, and the Al-Mufaiz study (2022), whose results showed that there are challenges for remote training in the field of management Training, and the study of Saadi&Mirzayi, &Movahedi, 2013), whose results showed that the most important obstacles to developing web-based training are the presence of infrastructure barriers. And it differs with the result of the study of Al-Rammneh, Al-Darisa and Al-Saadi (2021), whose results showed that the estimates of the sample members were high on the scale of the reality of distance training in the field of training environment.

It is also noted from the results that the estimates of the study sample members were classified according to their arithmetic averages within one degree only; It is average for all paragraphs of the field, where the highest estimate was for paragraph (10), which states, "The distance training system takes into account the coordination of appropriate times for holding training programs for teachers." It came in the first place, as its average value was (3.66), with a medium approval degree, due to its distinguished features, the most prominent of which is that it takes place at the appropriate time, time and place for the teachers' restaurant. The lowest estimate was for paragraphs (1,3), respectively, which stipulate that "a unit for e-training is available in the Directorate of Education" and "there is appropriate infrastructure in both the Directorate of Education and schools to implement e-training from a distance" when the arithmetic average value of them reached (3.33), and with a medium degree of approval.

Second: the results related to the second question of the study, which states: "Are there statistically significant differences at the significance level (= 0.05) in the estimations of the study sample members about the reality of distance electronic training from the point of view of teachers of the first three grades in Jerash Governorate government schools that are attributable to For the following variables (gender, total training programs in which the remote teacher participates under the Ministry's umbrella, and years of educational experience)? In order to

answer this question, the arithmetic averages and standard deviations of the study sample's estimates of the reality of remote electronic training were calculated according to the study variables as in Table (9).

TABLE (9): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE STUDY SAMPLE'S ESTIMATES OF THE REALITY OF DISTANCE ELECTRONIC TRAINING ACCORDING TO THE STUDY VARIABLES

variable	levels variable	statistician	The realities of distance e-training			
			Teachers' attitudes towards e-training	Distance Training Program Content	The role of distance training programs in achieving professional development	Distance e-training requirements
Gender	Male	Arithmetic average	3.74	3.64	3.62	3.60
		standard deviation	0.74	0.79	0.78	0.67
	Female	Arithmetic average	3.80	3.76	3.72	3.44
		standard deviation	0.85	0.79	0.74	0.60
Total training programs in which the remote teacher participates	One program	Arithmetic average	3.58	3.51	3.53	3.53
		standard deviation	0.78	0.79	0.72	0.64
	Less than 5 programs	Arithmetic average	3.74	3.82	3.72	3.53
		standard deviation	0.76	0.75	0.75	0.64
	More than 5 programs	Arithmetic average	3.86	3.78	3.77	3.52
		standard deviation	0.85	0.79	0.77	0.63
Years of educational experience	Less than 10 years	Arithmetic average	3.86	3.84	3.79	3.60
		standard deviation	0.82	0.87	0.76	0.67
	More than 10 years	Arithmetic average	3.70	3.59	3.56	3.46
		standard deviation	0.80	0.73	0.74	0.61

It is noticed from Table (9) that there are apparent differences between the computational circles to determine the reality of remote electronic training from the teachers' point of view of the first three grades and their domains according to the different levels of the study variables. In order to verify the essentiality of these apparent differences, a triple variance analysis of the reality of distance e-training and its domains was conducted according to the study variables, as shown in Table (10)

TABLE (10): RESULTS OF THE TRIPLE VARIANCE ANALYSIS (WITHOUT INTERACTION) OF THE REALITY OF REMOTE ELECTRONIC TRAINING ACCORDING TO THE VARIABLES (GENDER, TOTAL TRAINING PROGRAMS IN WHICH THE REMOTE TEACHER PARTICIPATES, AND YEARS OF EDUCATIONAL EXPERIENCE)

Contrast source	sum of squares	Degrees of Freedom	average squares	F . value	Statistical Indication
Gender	0.086	1	0.086	0.271	0.603
Total training programs in which the remote teacher participates	0.500	2	0.250	0.792	0.454
Years of educational experience	0.816	1	0.816	2.583	0.109
Error	75.190	238	0.316		
Total	76.852	242			

It is clear from the results of Table (10) that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the computational circles of the reality of distance electronic training from the teachers' point of view of the first three grades and their domains attributed to the variables (gender, total training programs in which the teacher participates about dimension, and years of educational experience). This result may be attributed to the fact that both genders of the first three grades teachers, regardless of their years of educational experience, and the total remote training programs in which they participated, have similar perceptions of the reality of remote e-training in Jerash government schools, and the reality of remote e-training It has become clear to all teachers, regardless of their demographic characteristics, that a training system is a necessity to keep pace with knowledge development, technical progress, and prepare individuals to

deal with it, but it suffers from challenges, most notably the lack of prior preparation and the absence of plans, strategies, skills, and the necessary infrastructure. This result agreed with Al-Hamoud study (2021), the results of which showed that there were no statistically significant differences between the average estimates of the sample members on the domains of the teacher training reality tool using one of the hypothetical platforms due to the differences in the variables of gender, qualification, and the study of Al-Rammanah, Al-Darisa and Al-Saadi (2021), which showed no There are statistically significant differences between the average estimates of the sample members on the domains of the e-training reality tool due to the difference in the variables of gender, academic qualification and experience. While this result partly differs with the study of Al-Issa and Al-Omran (2021), the results of which showed that there are statistically significant differences about the requirements of the training environment, depending on whether they are a trainee or a trainer, in favor of the female trainees.

RECOMMENDATIONS:

During the study results, the researcher recommends the following:

- The Ministry of Education will develop the electronic infrastructure in each of the education directorates and schools.
- Allocate a budget for e-training.
- Creating an organizational guide for remote training programs (including: the duration, provisions related to systems for calculating hours for the purposes of ranks, incentives, etc., and the remote training mechanism)
- Establishing a mechanism for continuous communication with teachers in order to identify the training need, and motivate them towards self-development from a distance.
- Establishing a special unit for e-training in the education directorates.

STUDY PROPOSALS: Inviting researchers in the educational field to conduct an evaluation study of the experience of the remote teacher training platform in Jordan, and to develop a proposed vision for the development of the platform's practices in remote training.

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