

LEVEL OF TRAINING NEEDS OF ARABIC LANGUAGE TEACHERS IN THE BASIC EDUCATION STAGE AT THE DIRECTORATE OF EDUCATION FOR AL-QWEISMEH DISTRICT FROM THEIR PERSPECTIVE

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Abstract: Investigation into the training needs of Arabic language teachers (ALTs) in the basic education stage of the Al-Qweismeh District in Jordan was carried out for the purpose of informing targeted professional development strategies. A descriptive survey research design was adopted, and a 30-item instrument validated for training needs across six core areas was developed: instructional planning, assessment, listening, reading, writing, and conversation. A stratified random sample of 100 teachers was selected from a population of 472, and data were analyzed using descriptive statistics and multivariate analysis of variance (MANOVA). Findings revealed that teachers perceived moderate-level training needs across all domains, with the highest needs in writing and conversation skills. Statistically significant differences emerged along gender lines, with male teachers indicating greater training needs than female teachers in five out of six domains. No significant differences were found along academic qualifications or teaching experience; hence the educators seem to be sharing common professional development priorities. Partial eta squared yields moderate to large effect sizes for differences along gender lines, which is educationally significant. The study calls for robust, data-driven professional development activities that squarely deal with licensing standards and essential Arabic language teaching competencies. It recommends gender-responsive and regionally adapted training policies, and emphasizes the importance of integrating these efforts within national education reform agendas. Future research should expand this analysis to other districts and explore qualitative dimensions of teacher development.

Keywords: Arabic Language Teachers, Basic Education, Professional Development, Teacher Education, Training Needs.

INTRODUCTION

In the evolving landscape of global educational reform, the teacher is increasingly recognized not only as an instructional agent but also as a transformative force in national development. The literature on human development states that teachers are at the heart of any process of development in society, with their impact felt on civilizational, economic, and social levels. Teachers are more than mere implementers of the curricula; they help shape the identity of learners, cultivate critical thinking, and impart values that are fundamental to social cohesion and innovation. It is, therefore, imperative to pay close attention to teacher training, continuous professional development, and evidence-based interventions that foster quality instruction. As Obaid (2006) says, these new systems would call for integrated in-depth preparation in pedagogy, professional issues, and behavioral training to empower teacher efficacy within the modern education system.

Equipping teachers to promote self-directed learning against the backdrop of rapid technological advancement and increasing horizons of knowledge remains one of today's main challenges. Schools alone cannot meet all the developmental needs of their students. Al-Allamat (2012) underlines the importance of retraining teachers in self-learning techniques, which entails a radical transformation from teacher education delivery that is static and mere content-oriented to one that is dynamic, responsive, and competency-based in line with current pedagogical trends and technological innovations.

This approach emphasizes the increased importance of lifelong learning as both an educational philosophy and a structural necessity. The more pertinent the need for updating skills, the more resources are dedicated towards an in-service training function that is reflective, contextualized and aligned with system-wide reforms. Hussein (1997), however, argues that for professional development to be meaningful such development would not only

hone mastery in subject content but also include transformation of attitudes, modification of behavior, and promotion of reflective practice. In turn, training becomes a bedrock of professional identity, paving the way for instructional competence, promoting educational innovation, and endorsing national reform agendas.

In effect, assessing training needs sets the stage for all other components of an effective teacher development strategy. According to Laird (1997), training needs can be discerned at either individual or group levels, with the individual level addressing already existent specific skill deficiencies, while the group level aims to target systematic professional gaps. Looking at the training needs from both perspectives provides valuable cues in the design of training interventions that will help personal developmental pathways and attain collective institutional goals. This discussion on training needs was intensified in Jordan during the National Conference on Educational Development in Amman (1987) which called for linking teacher competencies to curricular reform and institutional standards. In response, the Ministry of Education developed comprehensive planning frameworks that emphasized competency development and in-service support (Al-Wahsh, 1993).

Advanced statistical techniques, such as partial eta squared and post hoc comparisons, have become crucial in training needs assessment. These techniques allow for effect sizes to be quantified and subgroup differences to be identified so that a more detailed picture can emerge regarding where interventions might be most needed. However, Jordanian educational research is still slow to embrace such methodological rigor, particularly in studies associated with Arabic language teachers (ALTs). Notably absent are detailed classifications of ALT training needs in core linguistic domains reading, writing, speaking, and listening highlighting a critical gap in the literature.

The training of teachers should also be placed in the larger framework of competency-based education which is one of the cornerstones of Jordan's National Strategy for Human Resource Development (2016-2025). Here, he focuses on relating the teacher's performance standards to measurable outcomes in the interest of accountability and quality assurance. Therefore, in this context, licensing and certification should be linked to evidence-based training needs assessments. As Zayed (1990) and Ghanima (1998) argue, systematic training grounded in classroom realities and informed by empirical evidence is essential for cultivating high-performance educational environments.

Study Importance

This study is significant for several reasons. It centers on the Arabic language teachers in the Al-Qweismeh District, a densely populated urban area in Amman with socioeconomic diversity. The district experiences unique educational challenges with regard to disparities in student achievement, excessive teacher load, and inconsistent implementation of curricular reforms. Performance audits and inspector reports have pointed to inconsistencies in Arabic language teaching quality, thereby highlighting the need for targeted, data-driven investigation.

In addition to being more than a school subject, Arabic is a basic medium of education and vehicle of identification in Jordan. Arabic proficiency aids in a student's successful progress across all disciplines and identification plays a very important role in the country's national identity. Ensuring that ALTs are professionally equipped through needs-based training is not just a pedagogical concern it is a strategic imperative. This study contributes by identifying training needs in six core domains: instructional planning, assessment, reading, writing, listening, and speaking.

The findings are intended to inform the design of targeted, evidence-based professional development programs. These programs can be integrated into teacher licensing and evaluation systems to enhance instructional quality and support national education reform efforts.

MAIN OBJECTIVES

The study aims to:

1. Determine the most pressing training needs of Arabic language teachers in the Al-Qweismeh District, as perceived by the teachers themselves.
2. Identify whether these needs vary by demographic factors such as gender, academic qualification, and teaching experience.
3. Provide empirical evidence using advanced statistical tools (e.g., partial eta squared, MANOVA) to measure the magnitude and significance of observed differences.
4. Offer actionable recommendations for policymakers, curriculum developers, and professional development coordinators.

Study Problem and Its Questions

The primary issue this study addresses is the absence of a structured, empirically grounded understanding of Arabic language teacher training needs in a key Jordanian educational district. Although general teacher training needs have been explored in existing literature, few studies have conducted domain-specific analyses of ALTs using rigorous statistical approaches.

To bridge this gap, the study poses the following research questions:

1. What is the level of training needs for Arabic language teachers in the primary stage of the Qweismeh Education Directorate from their perspective?
2. Are there any statistically significant differences-at $\alpha \geq 0.05$ -in training needs based on gender, academic qualifications, and teaching experience?

STUDY OBJECTIVES

This research specifically aims to:

- Identify training needs across six critical domains (planning, assessment, reading, writing, listening, and speaking).
- Analyze variations in perceived needs by demographic characteristics.
- Employ rigorous statistical techniques to validate findings, including partial eta squared and MANOVA.
- Recommend data-driven interventions for professional development and policy enhancement.

Procedural Definitions

- Training Needs: Changes required in the knowledge, skills, and attitudes of Arabic language teachers to enhance their performance and address challenges within the educational process (Aliwa, 2001).
- Arabic Language Teacher: An individual officially designated by the Jordanian Ministry of Education to oversee Arabic language curricula and instruction in ministry-affiliated schools.

STUDY LIMITATIONS

This study is bounded by the following:

- Scope: Focused on Arabic language teachers in the Al-Qweismeh Education Directorate during the 2017/2018 academic year.
- Instrument: A 30-item scale measuring six domains, which may not encompass all facets of professional development.
- Generalizability: Findings are context-specific and may not apply universally across Jordan without comparative analysis.
- Statistical Assumptions: While the study utilizes MANOVA and effect size calculations, it acknowledges the need for future studies to verify statistical assumptions such as normality and homogeneity of variance.

In conclusion, this research addresses a pressing need for localized, domain-specific, and statistically rigorous assessments of Arabic language teacher training needs. Its contribution lies in both its methodological strength and its potential to inform teacher development policies in Jordan and comparable educational contexts.

LITERATURE REVIEW

Updating the Concept to Training Needs of Language Teachers

The identification and framing of teacher training needs form one of the mainstays of educational research. Historically, it has been dealt with in the field of language learning and teaching. Various researches have proved the importance of professional development for teachers to adopt better instructional practices that enhance their students' learning outcomes. Although research outputs cite teacher populations in general or the teaching of the English language, very few are directed towards Arabic language teachers (ALTs), particularly within Jordan. These are critical gaps emerging in 21st-century education, which demands linguistically, digitally, and pedagogically reconceived modern teaching roles. Thus, it is vital to address the urgent need for identifying training needs of ALTs across the six core areas of speaking, reading, writing, listening, assessment, and educational planning.

Embarking on the Training Needs for Language Teachers

Over the decades, language teacher training has remained a central concern in educational research. Most of the research studies focused on English language teachers without addressing the teaching of Arabic language. This gap poses more serious issues in the present context of rapidly changing educational paradigms such as digital competence, differentiated instructions, and learner autonomy. To meet these demands, ALTs must receive targeted training across key skill domains aligned with modern pedagogical trends.

Training Needs in Language Skills: Listening, Speaking, Reading, and Writing

A recurring theme in teacher development literature is the prioritization of core linguistic skills. Shdeifat and Arshid (2009), in their study of English language teachers in Mafraq, found that speaking and writing skills emerged as top training priorities. Although their study focused on English instruction, the pedagogical principles

regarding productive language skills are applicable to ALTs, given the shared instructional challenges in promoting language fluency and student engagement.

In the Arabic language context, more recent studies reaffirm these needs. Abu Laban (2016) identified critical gaps in classroom assessment and writing instruction among ALTs in northern Jordan, underscoring the continued relevance of targeted interventions in core language domains. These studies collectively reinforce the need to systematically categorize ALT training needs across language skills, as this study attempts.

Methodologies for Identifying Teacher Training Needs

Methodological rigor is essential in determining the scope and specificity of teacher training needs. Earlier studies often relied on descriptive statistics or informal feedback mechanisms, which lacked robust measures of statistical significance. The present study addresses this limitation by incorporating effect size metrics (e.g., partial eta squared) and multivariate analysis of variance (MANOVA) to determine the magnitude and significance of differences in perceived training needs. This methodological enhancement builds on contextual insights from studies like Al-Qatawneh (2000) and Atiya (1999), which, while informative, did not statistically compare subgroups or assess interaction effects of variables such as gender or experience.

Influence of Demographic Variables: Gender, Experience, and Qualification

A number of studies have explored the role of demographic variables in shaping teachers' professional development needs. Shdeifat and Arshid (2009) reported significant gender- and experience-based differences in language skill development needs. Male teachers exhibited higher training needs in speaking and planning, a trend echoed by the findings of this study. However, other works present contrasting results. Al-Shalabi (1995), for instance, found no statistically significant differences in training needs based on experience, while Atiya (1999) found gender neutrality in teacher development priorities.

These contradictory findings suggest a need for contextual specificity. The present study addresses this by focusing on a single district, Al-Qweismeh, where teacher demographics and classroom contexts may diverge significantly from national or international norms. Moreover, the integration of advanced statistical techniques enables a more precise exploration of whether gender, qualification, or experience substantively influence perceived training needs.

The Role of In-Service Training and Professional Development Policies

Teacher training is not merely an operational necessity but a policy imperative. Research by Ghanima (1998) and Obaid (2006) emphasized the need for continuous, context-responsive training programs. This program must be running parallel to changing teaching models and curricular reforms since some education systems have adopted provisions for lifelong learning and competency-based frameworks. In Jordan, the National Strategy for Human Resource Development (2016-2025) is highly concerned with synchronizing teacher training with new educational standards and national objectives. However, training interventions demonstrate a lack of documentation in the field on the ground-theoretical link; hence, there is a clear need for empirical data to check the impact of training programs for ALTs.

Kang (1997) emphasized the alignment of training programs with real-world teaching challenges. The current study adapts this insight by applying it to the Arabic context and highlighting how skill-specific training, when aligned with strategic licensing and evaluation frameworks, can promote both teacher efficacy and systemic educational quality.

Recent Developments and the Call for Comparative Studies

Contemporary studies have expanded the discourse by examining digital readiness and training disparities across regions. Al-Khawaldeh (2022) demonstrated, for instance, how ALTs need to be trained in the digital sphere and showed that there is still a considerable gap in e-learning and educational technology usage. With COVID-19 pushing for digital transformation in education, the findings hold strong relevance. They also emphasize the urgency of regional comparisons to assess training needs across socioeconomically diverse districts, such as Al-Qweismeh.

Walqui (1998) also stressed the importance of comparative perspectives in understanding how teacher development needs vary by region and classroom culture. These insights align with the goals of the present study, which focuses on a specific educational district while offering findings that can inform broader, scalable professional development initiatives.

Identifying Research Gaps and the Justification for This Study

The synthesis of existing literature highlights several critical gaps that the present study addresses. First, most studies on teacher training needs whether local or international lack classification frameworks for training domains, especially in Arabic language instruction. Few studies delineate training needs across the four core linguistic skills, let alone integrate them with planning and assessment.

Second, while some studies apply gender or experience variables, they often do so without using rigorous statistical models capable of identifying interaction effects or quantifying effect sizes. The current study fills this gap by integrating partial eta squared and MANOVA to reveal both the statistical and practical significance of observed differences.

Third, the contextual relevance of existing research is often limited. Much of the literature is based on English language teaching contexts, which, while pedagogically comparable, differ in curricular design, sociolinguistic function, and policy positioning. By focusing specifically on Arabic language teachers in a distinct urban district, this study contributes unique and context-specific insights that are directly relevant to national educational priorities in Jordan.

The reviewed literature affirms the importance of training needs assessment in language education but reveals significant methodological and contextual gaps, particularly concerning Arabic language teachers in Jordan. This study contributes to filling these gaps by offering a statistically rigorous, domain-specific analysis of ALT training needs. By integrating regional insights, recent empirical evidence, and national policy priorities, the research provides a timely and contextually grounded contribution to the field of teacher education.

Future research should build on this foundation by incorporating qualitative approaches to explore the underlying causes of demographic differences in perceived needs and extending the analysis to other regions to support evidence-based policy development for nationwide training programs.

METHODOLOGY

Study Design

This study employed a descriptive survey design to investigate the training needs of Arabic language teachers (ALTs) in the basic education stage in the Al-Qweismeh District. A descriptive design was deemed appropriate as it allows for the systematic collection and analysis of quantitative data reflecting participants' attitudes, perceptions, and experiences (Creswell, 2014; Cohen, Manion, & Morrison, 2018). This design is particularly suitable for studies seeking to capture large-scale trends and examine differences across demographic subgroups, which aligns with the objectives of this research.

Population and Sample

The target population comprised all ALTs in Al Qweismeh Education Directorate during the academic year 2017/2018, totaling 472 teachers. Out of this population, a sample of 100 teachers (44 males and 56 females) was drawn randomly using simple random sampling so that each member had an equal probability of being included in the sample. This method supports the generalizability of findings and minimizes selection bias. While a power analysis was not formally conducted, the sample size of 100 meets general recommendations for population studies in educational research, particularly for medium effect sizes and a significance level of $\alpha = 0.05$.

Table 1 presents the demographic distribution of the study sample based on gender, teaching experience, and educational qualification.

TABLE 1. STUDY SAMPLE DISTRIBUTION BASED ON ITS VARIABLES

NO.	Variable	Categories	NO.	Ratio%
1	Gender	Male	44	44
		Female	56	56
2	Experience	Low	19	19
		Medium	29	29
		High	52	52
3	Educational Qualification	Bachelor's	85	85
		Graduate studies	15	15
		Overall total	100	100

Instrument Development

To assess the training needs of ALTs, a 30-item instrument was developed drawing upon existing literature and validated tools used in similar contexts (Shdeifat & Arshid, 2009; Al-Qatawneh, 2000; Atiya, 1999). The scale consists of six training domains, each with five items: speaking skills, reading skills, writing skills, listening skills, assessment, and educational planning. All items used a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Validity and Reliability

Content Validity

The panel of eleven subject-matter experts judged the first version of the instrument with respect to important characteristics: clarity, relevance, and representativeness of each item. Expert feedback was used to revise item wording and ensure alignment with the intended training domains. This process established content validity by confirming that the instrument sufficiently covered the scope of teacher training needs.

Internal Consistency

Item-total correlation coefficients were calculated for each item to determine internal consistency. According to Table 2, most items have shown acceptable correlation ($r > 0.40$). A few items (e.g., items 25 and 15) have shown lower correlations (< 0.40); however, these were retained because of their conceptual importance in and contribution toward construct validity.

Table 2. Correlation Coefficients of the Training Needs Scale Items with the Total Score

Item No.	CCs	Item No.	CCs	Item No.	CCs	Item No.	CCs	Item No.	CCs
1	0.526	7	0.825	13	0.529	19	0.411	25	0.334
2	0.684	8	0.359	14	0.356	20	0.794	26	0.352
3	0.885	9	0.852	15	0.335	21	0.502	27	0.363
4	0.348	10	0.428	16	0.635	22	0.854	28	0.359
5	0.870	11	0.793	17	0.685	23	0.558	29	0.610
6	0.781	12	0.635	18	0.748	24	0.369	30	0.389

Test-Retest Reliability

An evaluation of temporal stability was conducted by administering the instrument to a pilot sample of 30 teachers (not included in the main sample) on two occasions, two weeks apart, with resultant Pearson correlation coefficients of 0.74 to 0.85 that established strong reliability over time. Cronbach's alpha for all domains was considered good, with values in the range of 0.71 to 0.89, well above 0.70 owing to an accepted standard (Nunnally & Bernstein, 1994).

Data Collection Procedures

Following institutional approvals and coordination with the Directorate of Education, the finalized questionnaire was distributed to the sampled teachers. Informed consent was obtained, and responses were collected and anonymized. The completed responses were coded and entered into SPSS version 23 for analysis.

Scoring and Interpretation

The total possible score on the scale ranges from 30 to 150, with higher scores indicating higher perceived training needs. The interpretation of scale scores was based on the following formula:

$$\text{Range} = (\text{Maximum Score} - \text{Minimum Score}) / 3 = (5 - 1) / 3 = 1.33$$

Based on this calculation, interpretive thresholds for scale scores were defined as:

- Low training need: 1.00 to 2.33
- Moderate training need: 2.34 to 3.67
- High training need: 3.68 to 5.00

These thresholds were used to categorize teachers' responses and interpret overall trends across the six domains. As shown in Table (3).

Table (3) Adjusted range of scores for the tool measuring the training needs sample study

NO.	Standard	Adjusted range followed
1	Large extent	5 - 3,68
2	Moderate extent	3,67 - 2,34
3	Low extent	2,33 - 1

Statistical Analysis

Descriptive statistics (means, standard deviations) were computed to summarize training needs by domain. To examine group differences, multivariate analysis of variance (MANOVA) was employed, allowing simultaneous testing of multiple dependent variables across demographic groups. Partial eta squared values were reported to estimate effect sizes and assess the practical significance of statistically significant findings. MANOVA was used to determine whether gender, educational qualification, or teaching experience significantly influenced perceived training needs.

Limitations Related to Statistical Assumptions

One of the methodological limitations of this study lies in the absence of formal testing for key statistical assumptions underpinning the use of parametric analyses such as ANOVA and MANOVA. Specifically, the study did not verify the normality of residuals (e.g., through the Shapiro-Wilk test or Q-Q plots), nor did it assess

homogeneity of variances using Levene's Test or the equality of covariance matrices via Box's M test for MANOVA. While the descriptive statistics and relatively balanced sample distribution offer some informal reassurance, the omission of these assumption checks limits the robustness of the inferential conclusions. Future studies should incorporate explicit diagnostic testing to confirm the appropriateness of parametric methods and to enhance the credibility of findings derived from group comparisons.

FINDINGS/RESULTS

RQ1: What is the level of training needs for Arabic language teachers at the primary stage in the Qweismeh Education Directorate from their perspective?

To address the first research question, the means, standard deviations (SD), and training needs levels across the six domains were calculated and ranked. All domains indicated moderate training needs. Table 4 presents the results.

TABLE 4. MEANS, STANDARD DEVIATIONS, AND TRAINING NEEDS LEVELS BY DOMAIN (N = 100)

Rank	Domain	Mean	SD	Percentage (%)	Level
1	Conversation Skills	3.41	1.70	68	Moderate
2	Writing Skills	3.34	1.32	66	Moderate
3	Reading Skills	3.26	1.38	64	Moderate
4	Listening Skills	3.26	1.32	64	Moderate
5	Assessment	3.19	1.43	64	Moderate
6	Educational Planning	3.12	1.21	62	Moderate
	Overall	3.27	1.36	65.5	Moderate

These findings suggest that Arabic language teachers require support across all skill areas, with the greatest need observed in communicative and writing skills. The moderate level across domains may reflect systemic gaps in ongoing professional development.

RQ2: Are there statistically significant differences in training needs based on gender, educational qualification, and teaching experience?

Gender-Based Differences

Table 5 illustrates the means and SDs of training needs across domains by gender. Male teachers consistently reported higher needs than female teachers.

TABLE 5. MEANS AND STANDARD DEVIATIONS OF TRAINING NEEDS BY GENDER (N = 100)

Domain	Male (n = 44)	Female (n = 56)	Total (n = 100)
Educational Planning	3.65 (1.14)	2.73 (1.23)	3.13 (1.27)
Assessment	3.60 (1.01)	2.91 (1.19)	3.21 (1.16)
Listening Skills	3.70 (1.16)	2.93 (1.35)	3.27 (1.32)
Writing Skills	3.82 (1.14)	3.00 (1.35)	3.36 (1.32)
Conversation Skills	3.75 (1.20)	3.16 (1.99)	3.42 (1.71)
Reading Skills	3.67 (1.18)	2.96 (1.46)	3.28 (1.38)
Overall Score	3.70 (1.08)	2.95 (1.30)	3.28 (1.26)

MANOVA results presented in Table 6 show statistically significant differences in all domains except Conversation Skills. Partial eta squared (η^2) values were used to determine effect size.

TABLE 6. MANOVA RESULTS AND EFFECT SIZES FOR GENDER DIFFERENCES

Domain	F	p	η^2	Effect Size
Educational Planning	14.65	.000	.130	Large

Assessment	9.59	.000	.089	Moderate
Listening Skills	9.20	.000	.086	Moderate
Writing Skills	10.59	.000	.098	Moderate-Large
Conversation Skills	3.02	.090	.030	Small (NS)
Reading Skills	6.88	.010	.066	Moderate
Overall Score	9.58	.000	.089	Moderate

These findings confirm that male teachers perceive greater training needs, particularly in planning and writing, suggesting gender-responsive training initiatives may be warranted.

Educational Qualification-Based Differences

Table 7 shows means and SDs by qualification level. Differences were not statistically significant (Table 8).

TABLE 7. TRAINING NEEDS BY EDUCATIONAL QUALIFICATION

Domain	Bachelor's (n = 85)	Graduate (n = 15)
Educational Planning	3.12 (1.29)	3.19 (1.22)
Assessment	3.24 (1.16)	3.07 (1.18)
Listening Skills	3.30 (1.34)	3.09 (1.22)
Writing Skills	3.37 (1.32)	3.31 (1.36)
Conversation Skills	3.47 (1.77)	3.18 (1.34)
Reading Skills	3.31 (1.38)	3.09 (1.43)
Overall Score	3.30 (1.26)	3.15 (1.26)

TABLE 8. MANOVA RESULTS FOR QUALIFICATION-BASED DIFFERENCES

Domain	F	p	η^2	Effect Size
All Domains	<1.0	>.05	<.01	None (NS)

The lack of statistical significance suggests training programs may not need to be tailored by qualification level.

Experience-Based Differences

Table 9 summarizes mean scores by experience group. Again, no significant differences were found (Table 10).

TABLE 9. TRAINING NEEDS BY EXPERIENCE GROUP

Domain	Low (n = 19)	Moderate (n = 29)	High (n = 52)
Educational Planning	3.15 (0.91)	3.28 (1.21)	3.04 (1.42)
Assessment	3.33 (0.90)	3.21 (1.22)	3.17 (1.23)
Listening Skills	3.21 (1.22)	3.32 (1.33)	3.26 (1.38)
Writing Skills	3.29 (1.05)	3.37 (1.38)	3.38 (1.40)
Conversation Skills	3.37 (1.35)	3.69 (2.36)	3.30 (1.38)
Reading Skills	3.16 (1.21)	3.34 (1.38)	3.28 (1.46)
Overall Score	3.25 (1.03)	3.37 (1.32)	3.24 (1.32)

TABLE 10. MANOVA RESULTS FOR EXPERIENCE-BASED DIFFERENCES

Domain	F	p	η^2	Effect Size
All Domains	<0.51	>.05	<.01	None (NS)

Summary of Effect Sizes

TABLE 11. SUMMARY OF EFFECT SIZES FOR STATISTICALLY SIGNIFICANT RESULTS

Domain	Gender-Based η^2	Interpretation
Educational Planning	.130	Large
Writing Skills	.098	Moderate-Large
Assessment	.089	Moderate
Listening Skills	.086	Moderate
Reading Skills	.066	Moderate
Conversation Skills	.030	Small (NS)

Effect size analysis highlights meaningful gender disparities, particularly in instructional planning and language output skills. These insights can guide the customization of teacher training programs to address demographic differences in perceived need.

DISCUSSION

Interpretation of Results

The present study aimed to identify and classify the training needs of Arabic language teachers (ALTs) in the basic education stage within the Directorate of Education in the Al-Qweismeh District. The results indicated that training needs were consistently moderate across six core domains: educational planning, assessment, listening, reading, writing, and conversation. Of these, conversation and writing skills ranked highest, suggesting that teachers feel less confident in productive language competencies. Shdeifat and Arshid (2009) mentioned in their report that teachers of English language in Jordan observed somewhat the same trends, thus indicating a widespread instructional problem across languages and systems of education.

The writing and speaking skills prioritized correspond to wider features in language pedagogy shifting towards more active engagement in a communicative classroom environment. The relevant training procedures, therefore, should emphasize communicative competence in training. Additionally, the inclusion of planning and assessment among the domains of need mirrors shifts in professional development priorities noted by Al-Khawaldeh (2022), who underscored the necessity of digital and pedagogical planning skills in Arabic language education.

Integration of Effect Sizes and Gender-Based Interpretation

A central contribution of this study lies in its statistically significant findings regarding gender-based differences in perceived training needs. Male teachers reported higher needs across all domains, with multivariate analysis confirming significance in five of the six. Notably, partial eta squared (η^2) values yielded practical insights: planning ($\eta^2 = .130$) signified a large effect, while writing ($\eta^2 = .098$), assessment ($\eta^2 = .089$), listening ($\eta^2 = .086$), and reading ($\eta^2 = .066$) represented moderate effect sizes. According to Cohen's (1988) benchmarks, these results suggest that the observed gender disparities are both statistically and educationally significant.

Contextually, such disparities may stem from differential access to resources, institutional support, or role expectations within schools. In Jordan and other MENA contexts, the gendered nature of the teaching profession including classroom assignments and societal roles may influence how male and female teachers perceive and experience professional development. Male teachers, particularly in diverse and urban environments like Al-Qweismeh, may encounter more complex classroom dynamics, which could account for their heightened training needs.

Implications for Policy and Practice

These findings support the development of professional development programs that are not only comprehensive but also gender-responsive. The elevated needs reported by male teachers necessitate differentiated strategies, such as targeted mentorship, gender-sensitive modules, and needs-based training allocation. Ministries of Education and teacher training institutions should adopt modular training structures that allow customization while ensuring equitable access.

The lack of significant variation across educational qualification and teaching experience highlights the need for universal access to training, regardless of background. This echoes findings from Atiya (1999) and Slager (1998), advocating for systemic CPD models rather than segmented approaches. Such inclusivity aligns with the lifelong learning paradigm promoted by Svatopluk (1988) and embedded in Jordan's educational strategy.

Moreover, this study advances the field by employing a validated instrument to classify training needs across the four foundational Arabic language skills listening, speaking, reading, and writing. This domain-specific approach

supports competency-based education reform and provides a replicable model for other Arabic-speaking contexts where such structures are underdeveloped.

CONCLUSION

The current research investigated training needs for Arabic language teachers (ALTs) during their basic education delivery stage under the Al-Qweismeh District. To achieve this, six significant dimensions of instruction were singled out: educational planning, assessment, listening, reading, writing, and conversation. According to findings, teachers perceive high-to-moderate levels of training needs despite the need for structured, continuous professional development programs. The areas reported as most deficient were productive and literacy skills writing, conversation, and reading indicating that these essential skills are best provided in pre-service and in-service training.

Above all, the visibility to which teachers perceive their training needs as being appreciable does not really stand between low, moderate, and high levels, thus pointing to the need for organizing professional development initiatives on an ongoing systematic basis. The study then revealed that the major reported needs cut across productive and literacy-oriented competencies namely writing, conversation, and reading indicating that these foundational skills indeed require intensive pedagogical support during pre-service or in-service training programs. A key contribution of the study is the identification of statistically significant gender-based disparities in perceived training needs. Male teachers reported higher levels of need across nearly all domains, with large effect sizes in educational planning and moderate effect sizes in writing, assessment, and reading. While statistically validated, these disparities carry important practical implications-it is likely an indication of differential access to professional support, varying instructional expectations, or, indeed, classroom challenges, especially in an urban setting such as Al-Qweismeh in Jordan. It also indicates that, with the absence of significant differences on the basis of educational qualification and teaching experience, needs for training were evenly distributed to demographic subgroups, thus justifying the establishment of universally accessible and competency-based training frameworks.

In great practical terms, this would mean creating special mentorship programs, differentiated workshop contents, or even allotting training based on research-identified needs of each gender. These findings also call for embedding core language competencies in the national standards for teacher licensing and continuing education. Whereas Education Ministry could institute a robust bridge for teacher growth and instructional gaps by changing the model of teacher licensing from an assessment-based-only mechanism to a developmental also.

In terms of the policy, the study promotes the strategic thrust to the inclusive design of in-service training programs through the areas of writing, speaking, and reading that are core to literacy, academic achievement, and lifelong learning of students. Such an approach would empower Arabic language teachers to effectively meet the pedagogical demands of curriculum reforms, evolving classroom dynamics, and 21st-century learning standards. Looking forward, future research should expand this study's geographical and methodological scope. Comparative studies across other Jordanian districts would shed light on regional disparities in training needs and inform more equitable national policy frameworks. Longitudinal research could trace the evolution of training needs over time in response to policy shifts, while qualitative or mixed-method studies could explore the underlying drivers of gender-based variation in professional development perceptions. In particular, scholars should examine the cultural, institutional, and instructional variables that shape how teachers especially across genders engage with and benefit from training opportunities.

By systematically classifying the training needs of ALTs across six instructional domains and examining the influence of demographic factors, this study offers both a replicable framework and a diagnostic model for improving the quality of Arabic language instruction. It affirms that while many training needs are broadly shared, addressing them effectively requires context-sensitive, equity-focused, and future-ready educational strategies.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are proposed to enhance the professional development of Arabic language teachers (ALTs) in the basic education stage:

1. **Develop Domain-Specific Training Programs:** Design and implement structured, intensive in-service training programs focused on the development of core language teaching competencies specifically in writing, speaking, reading, and listening. These programs should be data-driven, aligned with identified teacher needs, and delivered through practical, classroom-based demonstration lessons that emphasize applied pedagogy.
2. **Integrate Training with Teacher Licensing Requirements:** Activate and align the national teacher licensing framework with ongoing professional development, ensuring that licensing renewal is

- contingent upon participation in targeted, evidence-based training modules. This approach reinforces a culture of lifelong learning and aligns teacher performance standards with modern instructional demands.
3. Institutionalize Continuous Professional Development (CPD): Establish ongoing CPD pathways that incorporate the latest educational technologies, assessment methods, and differentiated instruction strategies. These programs should be adaptive to changing curricular frameworks and foster reflective practice among educators.
 4. Promote Regional Comparative Research: Encourage further comparative studies across diverse regions of Jordan to examine contextual variations in training needs. Such research will inform equitable resource allocation, support region-specific training models, and contribute to the broader goal of achieving fairness and quality in education across the kingdom.
 5. Strengthen Pre-Service Preparation: Review and revise pre-service teacher education curricula to better equip future Arabic language teachers with the pedagogical and assessment skills required in today's classrooms, reducing reliance on remedial in-service training.

LIMITATIONS

Despite its strengths, the study faces several limitations. The reliance on self-reported data may introduce bias due to social desirability or inaccurate self-assessment. Its cross-sectional design limits causal inferences and does not allow tracking of developmental progress over time. Additionally, while the sample was randomly drawn, the absence of post hoc testing in experience-based analyses restricts the granularity of subgroup interpretation. Furthermore, the lack of formal diagnostics for MANOVA assumptions such as multivariate normality and homogeneity of covariance, poses a constraint on the robustness of inferential statistics.

Future Research Directions

To build on these findings, future research should incorporate longitudinal designs to monitor changes in training needs over time, especially in response to policy changes or educational reforms. Qualitative and mixed-method studies would provide richer insights into the reasons behind gender disparities and contextual challenges specific to ALTs. Comparative studies across different districts or governorates would illuminate regional disparities, supporting equitable policy design. Lastly, linking student achievement metrics with teacher training needs could empirically substantiate the impact of CPD on learning outcomes.

ETHICS STATEMENTS

The research was reviewed and approved by the Ministry of Education in Jordan's Educational Research and Development Directorate, reference number 3/10/52931 on 15/10/2017. Secondly, ethical written approval was also granted by Al-Balqa Applied University, reference number 43/7/18/1821 on 12/10/2017.

Prior to data collection, verbal informed consent was obtained from every Arab language teacher who took part in the Qweismeh District. Participants were informed of the purpose of the study, the procedures, and their right to withdraw from the study at any time without penalty. Any participants refusing to provide consent were dismissed from the research, and their data were not incorporated in the analysis.

In order to ensure data protection and confidentiality, all the collected data were anonymized and personal identifiers were removed. The data provided by the participants were stored securely and utilized solely for academic research. The access to the data was restricted to the research team alone and not distributed to any other unauthorized person.

Because this research involves human subjects, it has been conducted according to ethical research standards and received approval from the Ministry of Education and Al-Balqa Applied University. All procedures were intended to ensure participants' rights, confidentiality, and protection of welfare.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the university for its support in facilitating this research. The academic environment and institutional encouragement played a significant role in enabling the completion of this study.

CONFLICT OF INTEREST

The author declares that there are no conflicts of interest related to this work.

FUNDING

This research received no financial support or funding.

GENERATIVE AI STATEMENT

As the author of this work, I confirm that no generative AI or AI-supported technologies were used in the preparation of this manuscript and I take full responsibility for the accuracy and integrity of the published work.

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