Primary School Teachers' Attitudes Towards The Training Program For The Sustainable Educational Development Theory Proposed In Developing Electronic Professional Competencies

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Abstract

The research conducts the primary school teachers' attitudes towards the training program for the theory of the proposed sustainable educational development in the development of professional electronic competencies. The sample of the research consisted of 286 teachers accounted for (% 71) 123males and (163) females, who are studying at the primary schools in Rifai at the Directorate of Education in Dhi Qar province, who were chosen purposely, The researchers have adopted the descriptive approach, to achieve the aims of the study, the researchers prepared a scale measure of trends consisted of, (30) items. The validity and reliability of the scale was verified, and the statistical analysis package SPSS was approved to extract the results.

The results showed:

1. The attitudes of primary school teachers' towards the training program for the theory of sustainable educational development proposed in developing electronic professional competencies from the teachers 'point of view came in a high degree.
2. "There are statistically significant differences at the level of significance) α = 0.05on the trends of primary school teachers towards the training program for the theory of sustainable educational development proposed in the development of electronic professional competencies according to the difference of sex in favor of females.
3. The absence of statistically significant differences at the level of significance α = 0.05 In the attitudes of primary school teachers towards the training program for the proposed sustainable educational development theory in developing electronic professional competencies according to an experience variable.

The research recommended the following:

-   Making an encouragement reward or an effort appraisal letter to teachers who attend training programs.
-   Conducting an annual competition for the ideal teacher to participate in training programs, in order to help them in continuous giving and create a spirit of competition among them.

Keywords attitude ,teachers, training program, theory, development, sustainable, competencies ,electronic.

The Background Of The Study And Its Problem

The Problem of the Study:

The global changes in real life as a result of the spread of the Covid 19 pandemic, known as Corona, worked to stop all educational situations, and education has become at a very dangerous juncture had it not been for the great scientific development in the technical and technological side and the progress of electronic education on one side that led to the cessation of physical attendance and reliance on direct education and indirect through educational platforms in order to access information, knowledge and learning experiences to learners and try to complete the educational curriculum to a certain level may be below the level of ambition, but the reality was imposed on everyone so it should know the primary teachers ' attitudes towards the proposed sustainable educational development theory in the development of professional competencies electronic

It is necessary to know the trends that teachers have towards e-learning and what are their attitudes towards the training programs provided to them and the amount of interaction resulting from the eagerness to attend such programs that work to increase knowledge and information and identify the reasons and obstacles that prevent them, whether they are material or moral, in order to be able to provide the useful and useful for them.

In light of the above and based on the importance and review of many scientific studies and research conducted in Iraq, these experiments are based, such as: Al-Saadi study (2017), Al-Fatlawi study (2018), and Al-Saadi study (2019). sustainable education required, all born with the researcher idea of conducting current research, through the educational experience for a period of ten years teachers moving between education schools and work for a period of four years supervisor in the Directorate General of Education , Dhi Qar, and direct observation that shows that sustainable educational development did not employ enough in the educational process, both in the educational curriculum, or by the teacher in the classroom, and there is still a lack of awareness among teachers, sustainable educational development and educational applications, strategies and how to use them on the one hand, and not included in the curriculum and its existence is something an example.

Since Ledra Q data of the data c Groans minority and rare in the Iraq-in the limits of the Bages -where j between   this a the search of ever   shown the   data c uh teachers towards and the interaction   with a b the love   and the desire and the rush   to attend and motivate the others   to   participate towards   overcoming the r difficulties   and the problems for the development of the performance of education.

Which Q bug see the researcher that Dara Q data of the data c uh some have not received to the attention of enough   by the researchers,   and the spite   of the interest of many of the researchers Bmra c Ah the literature of education   in   the development of professional competencies electronic in General, and h o b –hdod aware of the researcher-not to c d Ledra Q data shows the data C groans towards sustainable educational development theory , the t r de the search   of the bet the Z the detection   of data c groans teachers   in the language of the Arab towards   the development of professional competencies of electronic and from c Hee looked the teachers nose Q are.

   Therefore ,the present study consider as a real attempt to learn the attitudes of teachers of the Arabic language throw the answers to these   questions:
 -What are the attitudes of primary school teachers towards the proposed training program for the theory of sustainable educational development in enhancing electronic professional competencies according to the sex (male &famele?
  According to this question there are two other questions which are:
   .1Are there different attitudes primary school teachers towards the training program for the proposed theory of sustainable educational development in enhancing the professional competence according to the sex (male &female),?
 .2-Is there any different of the attitudes of teachers ' attitudes towards the training program for the theory of the proposed sustainable educational development in enhancing of professional competencies electronic according to the years of the expertise (5 years or less 10- 6 , years 11 years old   above?(

The Important of the study

The research has its important from :

1.   Search results may contribute to the restoration of the consideration for the development of professional competencee the Introduction to raise the performance of the tutorial.
 2-Provied a new kind to enhance the performance of the tutorial that serve the tendencies and trends toward positive teaching.

2. Make the process of education comprise o m b of the vitality and the activity of the vinegar of the preparation of the teachers capable of dealing with the technical skills and the developments of the world.
3. The results of the study may benefit the members of the Commission to know their attitudes to develop it more effectively serve the educational field.

Aims of the Study:

The study aims to :

1. Knowing teachers ' attitudes of primary school towards the training program for the theory of the proposed sustainable educational development in enhancing professional competencies electronic from the points of view of the teachers themselves.
2. Find out the differences between the primary school teachers ' attitudes towards the training program for the theory of the proposed sustainable educational development in enhancing the professional competencies electronic due to the variable of the sex?
3. The detection of primary school teachers ' attitudes towards the training program for the theory of the proposed sustainable educational development in enhancing the professional competencies electronic from the points of view of the teachers themselves due to the variable of tutorial .

Limits of the study
 The current study limited to :
The objective limits: knowing the teacher's attitudes towards the primary stage of the training program for the proposed theory of sustainable educational development in the development of professional competence electronic.
The limits of the place :confined in the primary schools in Thi Qar city ..
Temporal limits: the present study applied in the second term in the acadimic year (2020-2021).
The limits of human : applied on the teachers of Arabic language of the Arab and her teachers in the education of the Rifai.

The operational definitions :

The attitude :it :is a number of opinions, perceptions, beliefs ,and feelings ,and the responses of teachers of Arabic language toward the use of modern teaching techniques, depending on the scale of the trend prepared to measure the content of emotional for those responses are negative both types and positive used in this study) Tamimi 2014: 14.

The operational Definition it :is a group of the visions and the ideas and perespections which orientated the teacher of Arabic language for for a negative or positive response towards sustainable educational development theory and through which the development professional competencies electronic,and measured by scale which the researcher made it by himself for this study..

 the teacher of Arabic language :He is the teacher officially appointed by the Ministry of Education as a teacher or university teacher and who has completed university studies or from the Teachers Training Institute who have a diploma or a bachelor's degree in the specialization of language and literature (the Arabic and Arabic ones). :

The proposed sustainable educational development theory :It is the educational procedures and practices that the learner performs in preserving the environment in which he lives in order to use the available resources in a satisfactory and correct manner according to humane controls to take care of individuals and preserve their rights in a manner that guarantees the rights of future generations to live and prosper.

The training program : Zayer et al. (2013): An integrated system that includes knowledge content, and contains processes, knowledge, skills, activities, and structured instructional strategies directed

towards preparing the trainees cognitively, skillfully, and intellectually, and developing them in order to improve their level and capabilities (Zayer et al.(21 : 2013 ,.

Definition of procedural :is a collection of experiences, skills ,and training materials prepared in accordance with the educational theory of sustainable development of teachers in the professional competencies of E .eGovernment which will enable them to perform their duties assigned to them in the best in the practice of educational work, in the light of the program prepared by the researcher for the purpose of achieving the target set in the training program.

Electronic professional competencies :It is the set of capabilities that teachers should possess in terms of knowledge, skills, concepts and trends, and practice them during their classroom teaching process, which enables them to perform the tasks assigned to them to the fullest, in the fastest time and with the least effort) Al-Tamimi and Al-Mallah, 2019: 274.(

operational definition: It is the teacher's ability to employ devices and modern educational technologies at a high level, to achieve the objectives of education at this stage, and it is measured by the degree he obtains in the electronic professional competency scale, the tool that the researcher has prepared.

Chapter two
The literature review and the theoretical background
This chapter includes the theoretical literature and previous studies, and arranging them according to .their chronology

 The first part: the theoretical aspect:

 Teachers attitudes in the language of the Arab
Attitudes are defined as "a mental tendency toward individuals, objects, and events." Attitudes consist of three components: the cognitive component, which includes the individual's beliefs, thoughts, or perceptions and information on the subject, and the behavioral component, which refers to the individual's willingness to perform certain actions and responses that are consistent with his feelings and emotions, Khtaabh, 2005: 25)

: The teacher is the basis for the success of the educational sciences and its main pillar in its various stages, so the best academic curricula, books, decisions, and school activities may not achieve a goal. etc. from other professions. If he has a tendency towards his profession, he will actively contribute to obtaining these outcomes and be creative in his profession (Al-Rakabi and Muhammad, 2018: 229).

The Arabic language teachers trends should be positive, leading to increased motivation of the teacher towards teaching the material and address the problems in the classroom situation and to reach successful solutions through interaction with teachers of others in the same jurisdiction and benefit from their practical reality on the ground, which generates upgrading sauced profession And increase performance and raise the morale among them through positive interaction (Al-Tamimi, 2021: 719).

The purpose of training teachers professionally:

 It indicates an olive (2006) to the end of the training of teachers is to achieve the standards and requirements of the profession of education from through:

1. Develop the skills of teachers in the application and design attitudes of educational and knowledge of content and the application of technology to reach a level appropriate.
2. Providing teachers with   methods that   enable them to effectively perform the educational situation ,follow   up and evaluate the desired learning results, and achieve the job requirements and goals.
3. Enable teachers to participate in the development of professional ,and cooperation with their colleagues at work ,and address citizen weaknesses in attitudes educational.

The researcher finds the purpose of the training is to modify behavior, or change the level of performance for the better .In terms of speed, accuracy, and quality, so that the trainee can know his level appropriately, and be able to know his level of satisfaction and acceptance of his performance, in terms of what he can implement, and what he can do ,in order to work on developing it according to his skills ,abilities ,and knowledge of the information that he He owns it in proportion to his tendencies and directions to achieve the required performance.

The method and the   procedures:
This part dealt with a detailed presentation of the research community, its sample, its tools, methods of verifying its reliability, validity, and procedures, which were used in extracting the results.
Research Methodology:
The descriptive approach was used, which is based on collecting data and answering its questions, as a scale was used to measure the attitudes of primary school teachers towards the training program for the proposed sustainable educational development theory in developing electronic professional competencies from the viewpoint of the teachers themselves.
Research Population
The research community is made up of Arabic language teachers and its teachers in public schools - the Al-Rifai Education Department - affiliated to the Dhi Qar Education Directorate. The number is (400) teachers and teachers for the second semester of Statistics (2020-2021) According to the statistics of the Al-Rafi Education Directorate.
Research Sample:
The research sample consisted of (286) male and female teachers who study Arabic, with a percentage of (71.5%) from the original research community, they were chosen by the intentional method. Table (1) shows the distribution of frequencies and percentages of individuals Sample of the research.

THE N O PRIC THE M I OA OF	THE REPE AT	THE M O LE VEL	PAIN T IS
% 43	123	Male	**THE C N O**
57 %	163	Female	
100%	**286**	**The m c Mua**	
% 9	26	Less than 5 o years	**THE EXPERIENCE OF KNOWIN G S .YEH**
% 30	85	10-5o n o n	
% 61	175	More than 10 x Nin	
100%	**286**	**The m c Mua**	

Instrument of the Study
To achieve the objectives of the research and answer its questions, the researcher prepared a scale of trends for data collection according to the research problem, its objectives, and its questions, based on the following steps in preparing it:
1. . 1. Access to educational literature and previous studies.
2. 2. Conducting personal interviews with a number of specialists in the educational field and asking them about the design of the best and most appropriate scale for the research topic.
3. . The Attitude Scale consisted of two parts: the first: the demographic information of the research sample, and the second: the scale that expresses teachers' attitudes towards the training program for the proposed sustainable educational development theory in the development of electronic professional competencies, and the scale consisted of (30) in its first form.

The Validity
To verify the authenticity of the tool, the following steps were followed:

1. . 1. Presenting the scale consisting of (30) items to a group of arbitrators from faculty members in the specialization of Arabic language teaching methods, educational technology, psychology, measurement and evaluation.
2. . 2. The researcher asked the arbitrators to express their opinion about the affiliation of the paragraphs of the scale to measure the attribute to be measured, and to judge it from modification, deletion or addition, and after what resulted in the process , the arbitration clause and the clauses 30.

The Stability

In order to achieve the scale's stability, (Test-Retest) was applied and the test was prepared on a pilot sample (25) individuals. The stability coefficient reached (0.87), which is a statistically significant value, and Cronbach's alpha rate was applied and it reached (0.82) which is an acceptable and high value for the purposes of the application And Table No. 2. It is used for application purposes

Table (2) Stability coefficient and Pearson correlation

The value...	
30	Number of paragraphs
2 0.8	Cronbach the Fa
7 * 0.8	Bear 's correlation coefficient o Wen

Statistically significant at the level of significance (= α 0.05).

Procedures implementation tool of the search:

After the Attitude Scale was finally adopted, and to achieve the research objectives, the following steps were adopted:

1- Reviewing the theoretical literature and previous studies, then preparing the scale. The scale was presented to a number of arbitrators to verify its validity, and then it consisted in its final form of (30) items.

2- Obtaining a mission facilitation letter from the Al-Rifa'i Education Directorate to the relevant authorities regarding facilitating the researcher's task

3- The researcher distributed a scale of attitudes to the research sample consisting of (286) male and female teachers of the Arabic language in the primary stage of Al-Rifai District and its related areas.

4- The researcher collected the responses of teachers and checked them to verify their validity for statistical analysis, and classified them according to their variables. After completion, it was entered into the computer, and I used the statistical analysis package (spss) to extract the results.-

Statistical Treatments:

The following statistical methods were used

: 1 - Pearson correlation coefficient (stabilization factor) to calculate the invariance of the application.

2- The internal consistency coefficient (Kronbach Alpha) to verify the stability of the search tool.

3-. Arithmetic means and standard deviations

The results

The chapter included a presentation of the results, which are as follows:

Dr .C of The data c uh	The deviat ion of the stan dard	The MTW o i the h o Abe	The paragraph	The num ber	The r ank
High	0.2 5	2.90	I find that my participation in the training program made me more creative in delivering the online lesson.	30	1
High	0.3 0	2.8 8	The training program gave me the ability to use innovative methods in teaching Arabic in a flexible manner.	4	2
High	0.3 1	2.8 7	I feel satisfied and happy to participate in the training program.	1	3
High	0.3 2	2.8 6	I find that this training program greatly improves my abilities.	2	4
High	0.3 4	2.8 6	I feel that my participation in the training program increases my confidence in using e learning.	14	4
High	0.3 1	2.8 5	I find that participating in the training program makes me a useless element in society.	5	5
High	0.3 4	2.84	Participation in training programs helps me to keep abreast of scientific developments and technologies in teaching Arabic.	8	6
High	0.3 3	2.8 2	I feel that sustainable educational development is necessary to train educators on it.	6	7
High	0. 32	2.8 1	I feel that my participation in the training programs makes me unable to make education attractive and compelling for students.	7	8
High	0.4 0	2.7 7	I find that my creativity progresses when I participate in the training program to develop electronic professional competencies.	7 1	9
High	0. 3 3	2.7 7	My participation in the training program helps me demonstrate my creativity in teaching Arabic.	9	9

High	0. 32	2.7 5	I feel that the training programs do not increase my culture in all fields, especially education.	10	10
High	0. 31	2.7 4	My participation in the training program helps me to know the individual differences between students.	11	11
High	0. 3 6	2.71	I find that the content of the training program is incomplete because it does not include all forms of knowledge such as: facts, concepts, principles.	12	12
High	0. 31	2. 69	My participation in training programs helps me solve many problems of teaching Arabic through e learning.	13	13
High	0. 36	2. 68	I feel that my spirits are low for not being able to develop electronic professional competencies.	19	14
High	0. 34	2. 67	I find that the title of the training program does not align with his goals.	15th	15th
High	0.35	2.66	I feel bored when I participate in the training program to develop professional e-competencies.	6 1	16
High	0.36	2.66	I find that the training program makes the teacher able to relate the lesson to the students' lives and reality.	22	16
High	0.34	2.65	I feel that it is not my duty to develop electronic professional competencies.	18	17
High	0.2 9	2.64	I feel that my participation in the training program made me unable to properly evaluate students through e learning.	21	18
High	0.3 7	2.63	I feel that participating in training programs does not increase my effectiveness in education.	3	19
High	0.3 5	2. 62	I feel that participating in the training program helped me to save effort and time	26	20

			while delivering the online lesson.		
High	0.34	2. 61	I think that the level of organization of the training program is not good and does not serve the educational process.	29	21
High	0.3 3	2.60	I am keen to participate in the training programs in order to compete with my colleagues in teaching Arabic.	23	22
High	0.3 6	2. 59	I feel that the content of the training program is inappropriate.	24	23
High	0.33	2.59	In my opinion, the content of the training program is outdated and not out-of-date.	25	23
High	0.34	2.58	I find that my participation in the training program made me able to plan well for the e-lesson.	28	24
High	0.3 1	2.57	I believe that the content of the training program does not improve e-professional competencies.	27	25
High	0.3 4	2. 55	I find that the training program does not contain various activities and practical exercises.	20	26
M Rtfh	33 .0	81 . 2	**Scale Q.**		

1 It appears from Table (3) that the arithmetic means of the responses of the research individuals to the items of the scale of attitudes of primary school teachers towards the proposed training program for the theory of sustainable educational development in the development of electronic professional competencies ranged between (2.90-2.55) by a high degree of (30-50°C).) "I find that my participation in the training program made me more creative in presenting the electronic lesson", while the below paragraph (20) was "I find that the training program does not contain various activities and practical exercises", and the arithmetic mean of the scale as a whole was (0.34) by a degree of degrees.

The researcher may attribute this result to the fact that teachers' participation in the training program made them more creative in presenting the electronic lesson. This is due to the change in the role of teachers in the recent period. As a result of the spread of the Corona pandemic, as the teacher began to pay great attention to the use of modern techniques and technology, and his great use of modern techniques, which reflected its impact on the educational process

The researcher may attribute this result to the awareness of male and female teachers about the effective role played by the training program because it should contain various activities and practical exercises because they are keen on its effectiveness. Practical activities and exercises.

The results of the second question: Do primary school teachers differ towards the training program for the proposed sustainable educational development theory in developing electronic professional competencies according to gender (teacher, teacher)?

A question has been answered - the use of independent samples (T) test on the trends scale as a whole according to the variable of sex, the tables (4) indicate this.

THE DEL THE OF THE AHH P AIAH	T	THE H RUFF M P J LARRY	M T AND O I H O ABE	THE C N O
0.0 3	2.47	0.33	2.42	**MALE**
		0.36	2.48	**FEMALE**

 Table (4) shows the existence of statistically significant differences at the level of significance) α = 0.05)In the attitudes of Arabic language teachers of primary school teachers towards the training program for the proposed sustainable educational development theory in the development of electronic professional competencies by   gender ,if the degree reached) (T) (2.47The   value   of   (0.03) ,a degree acceptable   and significance   statistically the females   in   favor   of b s the Meh arithmetic average (2 .48 (and that the arithmetic mean score for males is.(2.42)

The researcher may attribute this result to the teachers being more eager to attend the training program than the teachers and their constant keenness to develop and use everything that is new and innovative, and as a result of their communication with supervisors, the supervisors' participation is more effective.

Perhaps the reason that the female teachers more commitment to implement the instructions and the application of the system to attend , and result in the female Etjneben a lot of things and find n that the best attendance to avoid accountability and admonitions so find them more effective in full attendance and commitment

The results The third question: Do primary school teachers' attitudes towards the proposed sustainable educational development theory training program in developing electronic professional competencies differ according to the different years of experience (5 years or less, 6-10 years old)?

.The question was answered by using the application of one-way analysis of variance (ANOVA) on the attitude scale for the variable of experience, and the tables (5) show Results of ANOVA

THE DEL THE OF THE A HH P DONC J OF	F	THE SAID H RUFF OF THE M P J LARRY	THE M T AND O I THE H O AUGUST J	THE X B RH
0.59	0.30	0.20	2.45	**5 YEARS AND LESS**
		0.22	2.49	**6-10 YEARS**
		0.19	2.41	**11 YEARS AND OVER**

The table shows (5) that there are no differences statistically significance at the significance level (α = 0.05) in the Arabic language teachers' attitudes towards the training courses offered to raise educational performance depending on the experience, as extracted degree (F) (0.30) which is not statistically significant.

The researcher may explain the result to the fact that teachers have different years of experience, but they are fully aware of the environment and the social reality of the training programs, and they are fully convinced that the training programs make a qualitative leap in information, experiences and better educational performance, and that they develop lessons in a better way.

Perhaps the reason is that everyone views the training programs that are held in the same way, as they are all equal and there is no difference in the years of experience between them as a result of their knowledge of the training courses that are held and the topics are at the same level or are limited to the performance of specific individuals always.

Conclusions

In light of the results reached by the researcher by applying the study tool, the following was concluded:

1. 1. The primary school teachers' attitudes towards the training program for the proposed sustainable educational development theory in developing electronic professional competencies from the teachers' point of view came to a high degree.

2. 2. "There are statistically significant differences at the significance level ($\alpha = 0.05$) in the primary school teachers' attitudes towards the proposed training program for the theory of sustainable educational development proposed in the development of electronic professional competencies according to the gender difference for the benefit of females.

3. 3. There is no statistically significant differences at the level of significance ($\alpha = 0.05$) in the attitudes of primary school teachers towards the training program for the proposed sustainable educational development theory in developing electronic professional competencies according to a variable of experience.

Recommendations

according to the results, the research recommends the following:

1. 1. Make an encouragement reward or an effort appraisal letter to the teachers who attend the training programs.

2. 2. An annual competition for the ideal teacher to participate in training programs, in order to help them in continuous giving and to create a spirit of competition among them.

The suggestions:

In light of the results, the researcher suggests the following :

1. 1. Conducting a field study on the effectiveness of training programs in enhancing information and experiences in Arabic language lessons.
2. 2. Conducting a study of the training needs of Arabic language teachers in order to increase the effectiveness of the e-lesson.

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