

The Necessary Needs of Teachers to Activate Their Role in the Educational Process in Jordanian Schools from Their Point of View

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Keywords:

Educational process,
Jordanian schools,
Teachers' needs.

Abstract. The study sought to identify the needs of teachers to activate their roles in the educational process in Jordanian schools from their point of view. In this study, the researchers used the qualitative method because of its suitability for the purposes and objectives of the study, by conducting interviews with teachers in Jordan in the northern, central and southern regions, in the light of which a set of main traits and sub-traits were extracted. The results of the study showed that the needs of teachers to activate the educational process from their point of view were clarified through a set of main attributes, which amounted to five attributes, namely: the reality of teachers in Jordanian schools, the needs of teachers from their point of view, the challenges facing teachers from their point of view, proposals to meet the needs of teachers, and the responsible authorities, as well as a set of sub-attributes, which amounted to 23 sub- attributes. The study indicates that the needs of teachers working in Jordanian schools are summarized in a set of demands that can be met by the concerned authorities, within the proposals put forward for consideration in an attempt to meet them and move the wheel of education forward.

1. INTRODUCTION

Paying attention to the educational process and subjecting it to an ambitious and qualitative vision and mission has become the only way to elevate societies and advance countries and their uniqueness in achieving global leadership and excellence, and this imposes on decision-makers to give education the attention it deserves, as caring for education ensures the realization of success stories in all other areas of life, while neglecting education simply refers to neglecting the future and its prosperity.

Education contributes to serving societies and advancing civilization, which gives educational institutions an effective place to prepare learners well to be able to face the challenges that seek to advance the state and invest in education effectively (Khafaji, 2024), and education is a complex process in which teachers must participate cognitively and emotionally, by improving the pillars of the educational process to meet the needs of teachers first, and graduate generations with a positive impact on the development of education, as Jan (2017) emphasized that teachers need to keep up with the professional and technical development of a generation of technologically and digitally creative students derived from their understanding and culture.

Boyd et al. (2013) noted that aspects of teacher preparation are not fully understood, as some programs may be complex, and researchers believe this is due to a lack of knowledge of what teachers need in order to be effective from their perspective.

Since the role of the teacher has changed, educational institutions have focused on teacher training in training colleges affiliated with colleges of education. Kaplan (2024) focused on the need for technological integration among teachers and the need to involve the teacher in making international teacher policies, as the roles of the teacher in this era have become more complex, so that he must be open and flexible to everything new to reach creativity and innovation (Omaira, 2007). As his role has become multidimensional, from managing educational classes and has knowledge of electronic tools and activating educational technology. (Gore & Begum, 2012), where his role has become multidimensional from managing educational classes, knowing electronic tools and activating educational technology in dealing with educational issues (Gore & Begum, 2012), to providing the individual with knowledge, skills and qualities to maintain the health of students to live healthy, safe and responsible (Tawalbeh, 2022).

Balkai and Farahahah (2021) indicated that the teacher is the first contact and the most influential on the behavior of learners. Darling et al. (2013) indicated that the teacher is the most important element in the education system, so it is necessary to create high-quality teachers to meet global educational requirements, so the state must raise his level, develop him and motivate him to achieve his noble mission (Al-Shahoud, 2009). Kaur (2020) indicated that the teacher is the creator of knowledge, the role model, facilitator and evaluator, and therefore it is necessary to empower him positively in society, so Buasila and Saifour (2022) emphasized the need to know the real needs of teachers and the extent to which they achieve educational goals. The researchers believe that the role of the teacher in the current era has changed, in line with the new roles in the field of work, and therefore he must develop his skills and expertise.

A number of studies and research related to the topic of the study have been conducted, including the study of Bin Government and Iblish (2023), which aimed to identify the degree of availability of material and professional rights among teachers of basic and secondary education in the city of Zliten in Libya, where the descriptive analytical method was used and a questionnaire was designed and distributed to the study sample of (1392) male and female teachers. The study reached a set of results, the most prominent of which is that incentives and material rewards are not provided to develop the teacher's motivation and love for his profession and belonging to it, and it indicated that the teacher is not qualified to enable him to perform his educational mission, and the school does not work to meet the training needs of male and female teachers to raise There are no statistically significant differences between the attitudes of male and female teachers in the degree of availability of teachers' material and professional

rights from their point of view due to the variables of gender, educational qualification, and years of experience, and the degree of availability of teachers' material rights for the basic and secondary education stages in Zliten city was moderate, and the degree of availability of teachers' professional rights for the basic and secondary education stages in Zliten city was weak,

and the overall average degree of availability of material and professional rights for teachers of basic and secondary education came weakly, and the overall average degree of availability of material and professional rights for basic and secondary education teachers was weak.

The study also aimed to identify the specific training needs from the point of view of the teachers themselves, where the electronic questionnaire was used, and the method used was the descriptive method in order to achieve the objectives of the study, and the study reached several results, including

that the overall degree of training needs was a moderate degree of need, most notably the fourth industrial revolution and the future of education, the fourth industrial revolution and the future of education. Then, the learning preparation level was at an arithmetic level of (2.79-2.78) for experienced teachers, respectively, and the average level of need for new teachers, both male and female, was the most important of which were learning and teaching strategies, followed by thinking skills, with an arithmetic mean of (3.06-3.05) respectively. The study also revealed statistically significant differences at the significance level of (0.05) or less in the study sample's attitudes regarding the general training needs of experienced teachers, both male and female, according to different criteria (experience, gender, and directorate location). The results indicated that there were differences attributable to the directorate's location, while emphasizing the need to train new and experienced teachers on the topics revealed. Ayesh (2014) aimed to reveal the educational needs of novice teachers in schools affiliated with the Jordanian Ministry of Education and schools affiliated with the Relief Agency in Jordan from their point of view. The analytical survey method was used based on a questionnaire consisting of three paragraphs distributed over three areas that were applied to a sample of (200) male and female teachers with no more than three years of experience. The results indicated that the degree of novice teachers' assessment of their training needs was average. It also showed that there were no statistically significant differences attributable to the gender variable in the degree of novice teachers' assessment of their training needs in the field of planning and implementation, and the presence of differences in the field of evaluation in favor of female teachers. The results also showed that there were differences in the response of sample members in the field of evaluation in favor of workers in schools affiliated with the Relief Agency.

Al-Momani (2014) also aimed to investigate the counseling needs of students of the classroom teacher specialization at Jerash University from their point of view, where the study sample was (112) male and female students, and the counseling needs scale was built as a final version of (39) paragraphs distributed over four areas (political, psychological, family and social), and showed that there were no statistically significant differences in the areas of performance due to the variable gender, and the academic year.

This study is similar to the study of Ayesh (2014) in that it addresses the needs of teachers in schools affiliated with the Ministry of Education and UNRWA schools from their point of view, but differs from it in that it addresses the needs of teachers in all aspects, not only training, and its use of the qualitative method by conducting interviews with teachers and listening to their opinions in assessing their own needs, and differs from the study of Al-Momani (2014) in that it addresses the needs of teachers from all aspects, not just training, and uses the qualitative method by conducting interviews with teachers and listening to their opinions in assessing their needs themselves.

Education has witnessed a wide development and great interest, and because education has taken center stage in the field of innovation, this study sheds light on the importance of education and how to activate and develop it through effective teachers, by referring to the statistics related to the ranking of countries with the best-performing educational systems in the world for the year 2024, Jordan ranked eighty-eighth in the world, while some countries topped the top ranks of the global ranking (Wilson, 2024). so this study needed to highlight the importance of education and how to activate and develop it through effective teachers.

Therefore, the Ministry of Education needed to research and work on developing and activating education, especially since there are educational calls that call for reflection on the reasons for the decline of education in Jordan, compared to neighboring countries, and the assertions of those voices that show that the old education in Jordan was more distinguished than it is now, and when the role of

the teacher is magnified there, we ensure the activation and continuation of the educational process, as he is responsible for teaching and educating a huge army of students, which leads us to ask the

following question: What are the most important needs of teachers to activate their roles in the educational process in Jordanian schools from their point of view?

1.1. Scientific Significance

This study seeks to highlight the roles of teachers and their effectiveness in practicing teaching in an optimal manner that keeps pace with modernity, development, and creativity, while preserving the cultural structure and authenticity of the country. It also seeks to identify and implement appropriate alternatives for improvement or change, by identifying teachers' needs and requirements to ensure the success of the educational process. The importance of the study also stems from the researchers' perception of the paucity of scientific studies examining teachers' needs, from their perspective, to develop and activate education in Jordan.

1.2. Research Objectives

To identify the needs of teachers necessary to activate their roles in the educational process in Jordanian schools, from their perspective.

1.3. Research Questions

Main Question: "What are the most important needs for teachers to activate their roles in the educational process in Jordanian schools, from their perspective?"

This question led to a set of sub-questions presented to the participants, as follows:

- 1- How would you evaluate the reality of teachers in public, private, and international organization schools in Jordan?
- 2- In your opinion, what are the challenges and obstacles teachers face in their educational performance?
- 3- In your opinion, what is the role of the teacher in curriculum development and their active participation in decision-making related to teachers in particular and the educational process in general?
- 4- In your opinion, what are your needs as a teacher that can help advance the educational process?
- 5- In your opinion, if teachers' needs are adequately met, will Jordan's global standing in education rise, and how?

6- In your opinion, what are the most important proposals that can be considered to meet teachers' needs and requirements, helping advance education and contribute to making Jordanian education world-class?

7- In your opinion, is it possible to meet teachers' needs and requirements given the current educational capabilities and policies?

8- In your opinion, who are the entities responsible for optimally meeting teachers' needs?

2. METHODOLOGY OF THE STUDY

The researchers used the qualitative method to suit the purposes and objectives of the study by conducting interviews with teachers in Jordan in the northern, central, and southern regions, in the light of which a set of main characteristics and sub-characteristics was extracted.

2.1. Study Population

The study population consisted of all Jordanian teachers in public and private schools and teachers in international organisations from different disciplines in the North, Central and South regions, and the 15 participants were selected from teachers in public and private schools and schools affiliated with international organisations from the North, Central and South regions, within the academic year 2024-2025.

2.2. Interview Tool

The researchers used the interview. An interview question card was prepared, consisting of (8) questions, after being presented to the referees. The interviews also included teachers from public and private schools and schools affiliated with international organizations. The goal was to identify teachers' needs to activate their roles in the educational process in Jordanian schools, from their perspectives.

3. THE RESULTS OF THE STUDY

Findings related to the study question 'What are the most important needs of teachers to activate their roles in the educational process in Jordanian schools from their point of view?'

To answer this question, the researchers conducted semi-structured interviews with participants who are teachers of public, private, and international organisation schools distributed in the North, Central, and South regions.

By answering the interview questions, which revealed the most important needs of teachers to activate their roles in the educational process in Jordanian schools from their point of view, the responses were classified into main attributes and several sub-attributes, and in light of the process of analysing the responses of the individuals participating in the study, the results of the data analysis showed the following:

First: Main Attributes and Sub-Attributes

The first main characteristic: the reality of teachers in Jordanian schools. Fifteen participants (100%) referred to this attribute, where they explained the recruitment mechanism in schools in Jordan, whether governmental, private, or affiliated with international organisations, and this attribute was crystallised into a set of sub-attributes, namely:

First Sub-Feature: Recruitment Mechanism

Fourteen participants, representing 93%, pointed to this feature. They explained that the recruitment mechanism in schools is either through appointment, as is the case in government schools, or through work for a specific period of time, as is the case with some international organizations and private schools. The following are some quotes from some participants:

"Recruitment in organizations is through a rigorous written exam, and after a while, we are called to work if things are going well."

"The basic competitive exam is the name. The names are released years after graduation, and the pressure of studying begins, and it's up to you to decide."

Second Sub-Feature: Teachers' Rights

Thirteen participants, representing 87%, pointed to this feature. They indicated that there is a significant lack of access to their rights, as teachers' income fluctuates depending on their affiliation. It was found that some international organizations provide the highest income to full-time teachers and the average income to substitute teachers, as is the case with the International Relief Organization, while guaranteeing high bonuses despite not committing to providing them with a retirement salary after service. The government school teachers who were appointed reported an average income, with guaranteed post-service salaries and a financial bonus. Meanwhile, supplemental teachers in these schools, as well as teachers in some schools affiliated with international organizations, receive the minimum wage. Private sector teachers' wages vary significantly depending on the school's location in the north, south, or center, and on the school's level and ranking, both locally and internationally. The following are some quotes from some participants:

"The salary we agreed upon in the private school is the same as what we received. We are committed to it 100% by contract, and therefore my commitment will increase."

"Even if I thought about continuing my studies and developing myself, all of this doesn't include financial increases. Where are my rights as a creative teacher?"

Third Sub-Feature: Teacher Status

Twelve participants (80%) indicated this trait. They highlighted the lack of teacher status, as is the case in some public and private schools. They called for the imposition of laws that would give teachers more authority and thus increase their educational and pedagogical contributions. The following is a presentation of some of the participants' statements:

"The teacher's status is now being reduced to laws against teachers and students."

"The most important thing is to value the teacher. Even bullying is now directed at teachers by students. Pressure comes from schools, even parents, who are all about pampering their children."

Fourth Sub-Feature: Teacher Educational Competence

Eleven participants (73%) indicated this trait. They indicated that academic preparation at university is insufficient and requires teacher training courses. They noted that some courses may be free, as is the case in some public schools and some

international organizations, while some private schools require teachers to take financially burdensome courses. The following is a presentation of some of the statements quoted from some participants:

"The teacher must be digital and have strategies according to their abilities." Available capabilities: For example, we focus on electronic games in education.

"The Relief Schools offer useful courses with a teaching qualification diploma, the goal of which is to establish and mentor teachers with specialized staff."

The second main feature: the needs of teachers from their point of view

Fourteen participants (93%) referred to this attribute, where they indicated some points that clarify the most important and necessary needs to activate their roles in the educational process, as this attribute was crystallized into a set of sub-attributes as follows:

The first sub-Feature: Material needs

Thirteen participants (87%) referred to this attribute, where they referred to the importance of raising teachers' income, as they indicated that their income is below the normal limit to meet the basic needs of their families, although this figure varies between private school teachers to government teachers to international organisations, and these quotes include the following:

'The Lord of the Worlds said that money and children are the adornment of this worldly life, we ask for our income to be equal to the higher income of other jobs.'

'Most private schools are a kind of negotiation between the employer and the teacher and you and your skills.'

Second sub-Feature: Psychological needs

Twelve of the participants (80%) referred to this attribute, where they indicated the most important psychological needs that they lack, such as a sense of job security or stability in the workplace, in addition to their need for psychological support due to the material, practical and job pressures they are exposed to from all sides, and the statements that reflect this:

'Every day increases the psychological pressure on teachers, makes students nervous, hurts both sides, the teacher and the student, may God comfort the heart of every teacher.'

'If we fulfil the material, psychological and moral needs of the teacher, we will be in the top positions in education.'

Third Sub-Feature: Educational needs

Eleven respondents (73%) referred to this attribute, indicating that they need to support their children and include them with some kind of discount or support in higher education, similar to some jobs that give a seat to their children and cover the full tuition fees, which removes a great burden on the teacher's shoulders:

'The honour is very important, public schools can give them a seat at a negligible percentage, but private schools do not have any seat'

'My private school can give me a 50% discount for my children as a kind of educational benefit'

Fourth sub-Feature: Health needs

Ten of the participants (66%) referred to this attribute, indicating their need for excellent health insurance that includes them in all hospitals, in addition to their need to activate and approve sick leave and not resort to termination of services for teachers affiliated to it, and the following is a presentation of some quotes from some of the participants:

'The organisation we used to work for has no sick leave, we are quickly deducted'

'Some schools affiliated with organisations do not have health insurance, while the fixed teacher has insurance and reaches a special degree'

Thirteen (86 percent) of the participants referred to this attribute, indicating the most important difficulties and challenges from their point of view that they face in the educational process and that could limit their educational and job performance:

The first sub-Feature: Pressures from parents and school

Twelve of the participants (80%) referred to this attribute, where they indicated that there is a set of pressures facing them either from the school to satisfy the teaching administration or the owner of the school or by performing some tasks that burden the teacher, in addition to pressures from parents to satisfy them, as students are the invested capital, including the following statements:

'Because of the pressure, the teacher is away from his home, from his family, from his life, the teacher is under pressure to satisfy everyone.'

'Parents must be satisfied first and last before the teacher through the mark, regardless of the student's level.'

Second sub-Feature: job security

Eleven participants (73%) referred to this attribute, where they indicated that some schools may commit them to monthly or annual contracts or even without a contract, which makes them in constant anxiety, thus losing the idea of stability, creativity and loyalty to their schools and affects their job performance, and the following are some quoted statements:

'If a teacher gets sick or takes maternity leave, her contract is cancelled, there is no job security'

'Even if the school is strong, my contract can be cancelled at any moment, so I am always in fear.'

Third Sub-Feature: Infrastructure, connectivity and digital access

Ten participants (67%) referred to this attribute, where they focused on the importance of having an infrastructure equipped with all the materials and tools that help the teacher to give information using modern digital technologies and strategies:

'We in public schools are oppressed in terms of building, tools, digital access, computers'

'In my school, the infrastructure is excellent, each class has a digital screen, an e-book for the teacher, and all skills are utilised.'

Fourth sub-Feature: Long working hours and overcrowding in the classroom

Nine respondents (60%) referred to this attribute, where they referred to the continuous working hours of the teacher in the school by giving him a high quota that leads to the exhaustion of his scientific and practical abilities, including these statements:

'The working hours are long, the salary is low, we have two shifts in the morning and evening'

'We are treated like a machine, not living beings, the classroom is overcrowded, how can we explain the class in the right way?'

Fifth Sub-Feature: Evaluation Mechanism

Eight participants (53%) indicated this feature. They explained that teacher evaluation may be unfair and lack transparency. It may be driven by the principal's whims, goals, and desires, or by certain strategies they offer, which cause them to focus on formalities while neglecting the essence of the educational process. The following are some of the quotes from the participants:

"The evaluation mechanism has become through photography. If a teacher writes a word, they take a picture. They forget about the student and focus all their attention on the pictures."

"Evaluation is sometimes accompanied by the principal's whims."

Fourth Main Feature: Suggestions to Meet Teachers' Needs

Twelve participants (80%) indicated this feature, stressing the need to take into account the suggestions presented, from their perspective, to meet some of their needs and advance the educational process in a positive manner. These suggestions were summarized in the following sub-characteristics:

First Sub-Feature: Returning the educational process to established principles and rules, with the teacher at its core.

Eleven of the participants, representing 73%, indicated this characteristic. They indicated that teachers have a distinguished past, and therefore, it is necessary to establish fixed, binding laws for society, schools, and students, giving them the authority to help them manage the educational process and create a generation that excels morally, academically, and practically. Among these quoted statements are the following:

"The teacher has a distinguished past and is the foundation of the future. If the teacher is provided with everything, everything will advance under his control."

"I wish education could go back to the days of yore. The problem for us is that the third assessment is from the teacher. A grade that satisfies parents must be given."

The second sub-Feature: Providing a decent living for teachers, similar to that of developed countries.

Ten participants, representing 67%, highlighted this characteristic. They emphasized the need for teachers to provide the most basic forms of a decent living for themselves and their families in all circumstances, while adhering to the laws imposed by the Ministry of Labor. Among the quoted statements are the following:

"My experience with private schools in the south is that they adhere to the contract and pay salaries for the months of official holidays, which they adhere to for the entire year."

"Private schools in the north do not pay full salaries for holidays; they will be repaid according to the agreement between them."

"My holiday salary is 260 dinars, but an amount is returned to the employer, based on their commitment to the contract with the Labor Authority."

The third sub-feature: Activating the role of the expert teacher in building an effective curriculum.

Nine of the participants (60%) referred to the great role of the teacher in planning and developing the curriculum, as he is the most capable of selecting activities and tools that serve the

learning objectives and are suitable for the learning environment and students' thinking: "There's a lot of feedback that an experienced teacher can provide that can help produce excellent curricula for students."

"The new curriculum requires the student to discover something, but there are no existing tools to help them apply it correctly."

Fourth sub-Feature: Establishing a special organization that deals with teachers' affairs and demanding their rights.

Eight respondents (53%) referred to this category, indicating the need to establish a special institution concerned with teachers and demanding their rights within the state system and its law to protect the rights and interests of teachers:

"There should be prestige and status for the teacher, my word in the community because I am a teacher, and recognizable rights within the borders of the state."

"There should be an official body that encourages creative teachers, listen to them, they have a gift, they can be a global researcher, give them a chance."

Fifth sub-Feature: Free training courses for all teachers

Six respondents (40%) indicated the importance of having an official body to hold free training courses to qualify and develop teachers with certified certificates, and from the statements that reflected this:

"We used to take workshops through international organizations and we benefited a lot in cooperation with education."

"Every once in a while, the Ministry of Education should hold free courses for any teacher who benefits from them, because first of all, we are affiliated with the Ministry of Education."

The sixth sub-Feature: Creating service facilities and active recreational activities on public holidays to serve teachers' families.

Five participants (33%) referred to this category, as they focused on the need to create and establish any activities and events for teachers and their families to enhance the teacher's positive energy and invest it in the educational process, and from the statements that reflected this:

"For example, the children's fair in Amman allows you to enter for free for you and your children"

"For example, an organization that provides facilities for teachers' families to coordinate trips to Hajj and Umrah or any leisure trips."

Seventh sub-feature: Partnerships between local and international organizations and the Ministry of Education to create new job opportunities for teachers.

Several participants (20%) indicated that there could be a partnership between the Ministry of Education and other local and international organizations are attempt to find a new job opportunity for them:

"For example, if I am a chemistry teacher and I am creative with a certain path, if there is a partnership with secondary institutions or factories, I can benefit and improve my income, thus creating a job opportunity for other teachers."

Fourth key feature: Responsible Authorities

Eleven participants (73%) referred to this category, where they indicated the most important entities that could be responsible and have authority in meeting their needs, and a group of subcategories were subdivided as follows:

First Sub-feature: Ministry of Education

Ten respondents (66%) referred to this category, indicating that the Ministry of has a major role in meeting their needs by enacting laws and giving it the possible powers to support the teacher:

"The ministry is responsible, the ministry is not sensitive to us, I mean us teachers of international organizations, it should have a big role

"The Ministry of Education is the foundation, if it gives authority to the principal, the prestige of the teacher will rise."

Sub-feature Two: Global International Organizations

Nine respondents (60%) referred to this category explaining the role of international organizations in meeting the needs of teachers by supporting infrastructure or increasing salaries in affiliated schools:

"UNRWA international schools, I think most of the teachers were hired as extras."

"In organizations that have built more than one public school in Saudi Arabia, the buildings, the interactive panels, the air-conditioning, they are successful."

Third sub-attribute: Community, Family, and Parent.

Eight respondents (53%) referred to this category, indicating the great role that society, family and parents can play in supporting the teacher and his scientific and educational career, including the following statements:

"Parents and schools have a big role, we won't ask for material things, just return the teacher's old status and we will produce a creative generation."

Finally, through the previous findings, the researchers noted that the appointment mechanism for teachers in various Jordanian schools is multiple and varied, ranging from appointment after a long period of graduation, as is the case in government schools, to its absence in most schools affiliated with international organizations and private schools, because they are satisfied with temporary quarterly or annual contracts or their duration is linked to the time determined by the employer first, and thus considered as insecure and unrewarding contracts because they do not guarantee any of the rights granted in most jobs, and thus the lack of job security in them. However, it is the first step to identify the teacher's material monetary rights.

The researchers also pointed out that the needs of teachers are diverse and different between educational, health, material and psychological needs, which may grant the first and take away the second, third, fourth and so on, each according to the system it enacts and the law it applies, especially in private schools, despite the Ministry of Labor's obligation to apply labor laws to its employees in Jordan, but there may be a flaw in applying some of the stipulated terms and conditions, citing the presence of large numbers of teachers looking for this job, forcing teachers to accept any of these offers because they are the only ones currently available.

The researchers also saw that there are many challenges facing teachers, including pressures from parents and school on the teacher despite the fact that education is a participatory process between the school, parents and teacher. The researchers also pointed out that the job security that some teachers lose is a major reason for instability and lack of focus in their job performance.

Therefore, the researchers came up with a set of proposals that can help teachers to meet their needs, including returning the educational process to stable foundations and rules that guarantee a decent life

for all teachers, the need to establish a special institution concerned with teachers' rights, demanding and defending their needs, enrolling teachers free of charge in effective scientific and practical courses, and trying to find new job opportunities for teachers through a partnership between local and international institutions and the Ministry of Education.

Finally, it is the right of the teacher to qualify the distinguished qualification, as he is the owner of the great and comprehensive role that reaches the desired goals of education, so the teacher has the right to care for him and work to develop his talents and provide the appropriate infrastructure for him and the educational process on the one hand, and on the other hand must provide incentives and material and moral rewards that express his respect and appreciation from all aspects to develop learning motivation and achieve a sense of job security by giving him confidence, to allow the production of good individuals capable of assuming responsibility.

4. RECOMMENDATIONS

- 1- Raising the academic, pedagogical, and practical competence of teachers, with free courses. Available to all.
- 2- Attention to providing teachers' material, psychological, health, and educational needs.
- 3- Securing a decent life for teachers in all respects, similar to developed countries, and raising the salary scale for those working in the teaching profession.

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