



FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

## Online Teacher Professional Development in Conflict Area

Online Teacher Professional Development Training For Educators in Two Different Areas in Syria, a case study.

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Master's thesis:	30 credits
Programme/course:	L2EUR (IMER) PDA184
Level:	Second cycle
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Supervisor:	Ilse Hakvoort
Examiner:	Grima Berhanu

## Abstract

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Teachers in the modern technological era are prompted to continually develop their skills and knowledge. Therefore, educational organizations have repeatedly called for more action to support teachers and educational systems. They emphasized the need to invest potentials and material resources in improving teachers' professionalism, especially in fragile areas to keep pace with the changing time and requirements. Despite the growing interest in Teacher Professional Development (TPD) programs, there is still much to do in this field. This study will address an online Teacher Professional Development program which designed by Arab Organization for Research and Development (AORD) and delivered remotely for educators in armed conflict areas in Syria.

The aim is to explore the educators' experiences about an online program model that was designed to enhance Teachers' Professional Development particularly in conflict area. Through the administration of questionnaires along with interviews the following project examines the negative and positive aspects of this program, drawing from obtained data and using a case study approach. The mixed data were collected using a survey answered from 20 educators, and semi-structured interviews with five educators, who were selected using a purposive sampling method that could allow subjective detailed questioning and responses. The results of this study revealed a good satisfaction about the course attended, further, the participants demonstrated great interest in this model of TPD and gave useful feedback.

On the other hand, they expressed the need for more interaction among them. This feedback is valuable in the design of the future Teacher Professional Program TPD. In the end, Participants stressed the need for more TPD programs, owing to the dire situation they have, so they like to be abreast of the modern learning methods.

## Foreword

First and foremost, I owe God, Allah, my great gratitude, that he gives me the ability and the skills to complete this master's journey.

Many people have been instrumental in completing this thesis; I would like to express my deepest appreciation to Aord's CEO, Khaled Alrajeh, to grant me a permission to free access the online TPD course, the cooperation I received by him was highly valued. I must also acknowledge and sincerely thank my supervisor, Dr: Ilse Hakvoort. This thesis drew heavily on her experience, thoughts, and knowledge. I had the pleasure to work with her, and with all IMER's tutors as well over the past two years. Thanks also extended to all educators in Aleppo and Idleb, especially Noor Alsaleh, for their participating in this study, and for their steadfastness in the face of all challenges to sustain education.

Additionally, I would like to thank my wonderful mother, Ibtesam, for her support and continuous prayers during my lifetime. From the bottom of my heart, I would like to express warmest thanks for my husband for his unfettered support in this project and throughout my entire educational journey. His encouragement to pursue my dreams is a precious gift. A special thanks to my kids, Roaa and Zahed. as well for my sisters (Bouran, Ghofran, and Anwar), brother (Hazem), and my whole family for their everlasting and unconditional love, patience, and trust in me.

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## Abbreviations

<b>TPD</b>	Teacher Professional Development
<b>CPD</b>	Continue Professional Development
<b>UN</b>	United Nation
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>INEE</b>	Inter-agency Network for Education in Emergencies
<b>AORD</b>	Arab Organization for Research and Development
<b>SDG</b>	Sustainable Development Goals
<b>BC</b>	British Council
<b>KSA</b>	Kingdom of Saudi Arabia
<b>MENA</b>	Middle East and North Africa
<b>OCL</b>	Online Collaborative Learning
<b>TD</b>	Teacher Development
<b>ICT</b>	Information and Communications Technology
<b>F2F</b>	Face to Face
<b>VPD</b>	Virtual Professional Development
<b>COVID19</b>	COronaVirus Disease 2019
<b>TA</b>	Thematic Analyses
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>IRBs</b>	Institutional Review Boards
<b>CoP</b>	Community of Practice

# Introduction

Teachers in the modern technological era are prompted to continually develop their skills and knowledge. UNESCO, in stressing the need for action, called repeatedly the educational organizations to support teachers and provide them adequate professional training because a professionally qualified teacher with academic competences is regarded as the core of any learning institution (UNESCO, 2018). Therefore, it is valuable for any educational system to pay sufficient attention to teachers and make sure to support and provide them with the skills and experiences they need to fulfil their professional role in educating future generations and manpower (Niazi, 2016).

The internet has revolutionized how work is done by providing unbounded possibilities for learning. This increasingly has entailed teachers update up their professionalism to the minute, especially if they work in unusual circumstances. Educational institutions have initiated using modern technology to refine learning methods because integrating technology in education has a huge potential as the Interagency Network for Education in Emergencies (INEE) affirmed in many of its projects (INEE, 2021). It is imperative to recognize the teachers as the backbone for education. Teachers' competency has a significant impact on what the students learn (Raizada, 2012). In addition, it is crucial for international educational organizations to



support teachers and educators in fragile areas if they have not received the required support for any reason. These areas struggle so hard to face the challenges they have.

One of the most influential challenges that hampers the effort to support education is armed conflict, armed conflicts mean massive displacement, and unsafety what makes the area vulnerable and suffering from many dilemmas. An inevitable consequence of these massive violations is interrupting education. This tiring situation makes teachers incapable of delivering a good education, hence the need for an alternative solution that is not affected by armed conflict to help educators in conflict area (Jan, 2019). Hence is the need for alternative solution to help educators in conflict area. Moreover, there is the need for researches in this field. This study will focus an online Teacher Professional Development course which delivered remotely for educators in armed conflict areas in Syria. the paper will address the main advantages and disadvantages of this course in the light of educators' perspectives and consider whether it could be an effective solution to support teachers in conflict areas.

## **Background:**

### *1.1. Background:*

The UN Educational, Scientific and Cultural Organization, UNESCO, has released statistics showing that nearly 69 million new teachers are necessary to be provided by 2030. In the same regard, the UNESCO's study released information that focused on valuing teachers and the level of their professionalism to highlight the importance of teaching as a profession to address the global shortage of teachers and call for urge action to fulfil this need (UNESCO, 2016). Preparing students for the future is a great responsibility of educators, but regrettably, there aren't enough teachers for quality education. Global statistics indicate that many teachers around the world are untrained and that in 1 in 3 countries, a significant proportion of teachers are not trained to national standards; as a result, children in these conditions aren't receiving a proper education (UNESCO, 2018). It is unfortunate that 130 million children around the world -who are in schools- are not learning basic skills, and this is a clear indication that teachers' unprofessionalism adversely has affected markedly on children's learning (Rueckert, 2019).

The barriers to good education are many. Some of them are obvious like not having a school, while others are more subtle like the teacher at the school not having the training

needed to help children learn effectively (Rueckert,2019). Conflict zones refer to political instability that disrupts essential services which affect people within society in a way that they are unable to get their necessities (Prasad & Prasad, 2009). As a result, people must make several life-or-death decisions so there is often the danger that other less immediate areas of concern are neglected, and education is usually one of them (Okwonga,2016). This emphasizes the need to pay more attention to education and underlined the need for supporting educators. The fact that the need for professional teachers is a world concern. However, this issue becomes more critical in armed conflict zones due to the deep neglect for educators. Generally, the hindrances to support teachers in conflict zones are mainly twofold:

The first hindrance is the significant shortfall in the required funding that supports providers of education, and unfortunately, education is still under looked in international financial projects, and there is a preference for other projects over education. Most sponsors support other programs such as nutrition and health, so we need to be aware of the funds and clarify the importance of education as a goal of Sustainable development (Nicolai, 2016). The United Nations updated the 2030 Agenda for Sustainable Development, which are an urgent call for all UNESCO member state to make further efforts in achieving the 17 Sustainable Development Goals (SDGs). Later, they state that there was an agreement among members that ending poverty and other deprivations must go hand-in-hand with strategies that improve education, considering that education is a fundamental human right (UNESCO, 2017).

In recent years, remarkable progress has been noticed, and humanitarian aid to education has increased substantially over the last two decades (Oxfam, 2021). However, the amount of funding for education is still about half of the amount that is requested each year according to the Education Cannot Wait (ECW) agency (Zubairi, 2020). In 2016, the United Nations' global fund for Education launched Education Cannot Wait (ECW) as a global fund dedicated to supporting comprehensive education programs in emergencies and protracted crisis-affected contexts. ECW comes as an initiative bringing together public and private partners who want to work together and mobilize the funding required for educational needs. ECW's mandate is articulated around core goals that include inspiring international political commitment so that education is viewed as a top priority during crises. The increased commitment to education will lead to generating additional funding that helps close the funding gap and ensure a good education for every crisis-affected child in schools. At the 2016 World Humanitarian Summit, statistics showed that 75 million children and youth globally were being denied their right to an education as a result of crises, and there is a need for more financing education. In the race for the Global Goals for the 2030 Agenda, the financial target of \$1.8 billion for education is reached by 2021, thus education will contribute to life-transforming for 9 million children and adolescents while also accelerating progress for all SDGs, as the international community commitment to SDG still looked forward to further powerfully expressed for SDGs (Brooks et al, 2020).

A second hindrance is the challenge of making education a primary concern for policymakers. Unfortunately, education is still far down the list of organizations' priorities, given that conflict zone struggles with overwhelmingly complex issues such as cessation of the conflict and restoring security, the role of education in mitigating the effects of ongoing conflict and promoting stability remains largely absent (Okwonga, 2016). A point worth to be noted is that there is a strong link between the nature of the conflict and the way that it solves it, therefore, there is a need to have an in-depth understanding of the landscape of conflict zones (Okwonga, 2016). Today's conflicts are generally characterized by the number of non-international armed conflicts, they are not like ancient warfare. Instead, conflicts are fought between cultural groups within a nation. Less developed nations are particularly prone to risks of violent conflict since they are multicultural. Internal conflict is a major obstacle to achieving universal access to education (Komatsu, 2017, p. 2). The existence of conflict does not only mean the inability to achieve several of the SDGs; rather, it threatens to exacerbate crises and deepen the gap between the conflict area and the rest of the world. According to a UNESCO study, conflict leaves a negative impact on the affected generation's education and literacy, so they will not be able to keep up with developments. This would necessarily leave the conflict-affected people to lag (UNESCO, 2011). Therefore, the necessity of education has changed from a non-urgent requirement to a basic need. Conflict instigators know how to manipulate facts, and take advantage of people's ignorance, as happened in Iraq such an example. The United States Institution for Peace reported in 2016 that terrorists attracted

people by their explanation of the Quran. Education is the best defence against terrorism and is the first step towards peace because it helps people form their thoughts and make decisions, so education became the weapon that protects them from terrorist armed groups, as well as protects the world from potential terrorists (George, 2018).

Teachers are the heart of the education system, and countless educators have been teaching underneath the conflict and displacement for decades. Teachers who work in these contexts provide a lifeline to children desperate to be learning in ordinary schools (Brooks et al., 2020). Yet, they are often placed in tents instead of classrooms with little to no training or professional development and expected to work miracles in highly complex situations. Teachers not only teach students there, but they also play multiple roles by providing students with inclusive and safe environments to grow and develop with just a few teachings, learning resources, and insufficient compensation (Brooks et al, 2020). Despite teachers' skills and strengths, they should not be expected to undertake this huge task without support, because they face extraordinary challenges and rarely receive the sufficient support, they need to meaningfully carry out their work (Cha et al., 2021). Global education institutions admit that teachers become the leaders in their communities. Therefore, considering that Inter-agency Network for Education in Emergencies (INEE) is an International Institute for Educational Planning, and its mission is to ensure that all people have the right to a quality and safe education (UNESCO, 2022). It should reflect on the challenges the teachers face and take full

responsibility to provide them with the support they need, so it is imperative to enhance cooperation to overcome the difficulties that inhibit the full potential of their work (Folk & Henderson, 2021). It is frequently reported that teacher professional development is sporadic, uncoordinated, and of varied quality in crisis zones (Burns & Lawrie, 2015). Further, the educators working closely with teachers receive insufficient professional development to create a positive school climate that would enable teachers to effectively carry out their job (Mendenhall et al, 2020).

Given the complexity of the situations in crisis areas, trained and non-trained teachers carry out many tasks that are beyond their training, which thus places an extra burden on them. Teachers work tirelessly to provide their students with psychosocial support, while they suffer from and live in the same horrible situation as their students and need support (UNICEF, 2023). This explains the urgent need for TPD, teachers become the masters of the societies, and as much potential as they have, their contributions to promoting social cohesion and teaching peacebuilding skills become greater. In such unsafe places, the teachers' role is pivotal throughout the school to put into practice the spirit of love and put down communal conflicts (Ismail, 2020). Therefore, teacher professionalism is considered to be the most important required for student learning (Rice, 2003).

A glimpse of Syria: In 2011, Syria faced a people's rebellion against the Syrian regime. These actions swept the country and caused multiple divisions among various groups of Syrian

civilians. Armed conflicts not only took place within political parties and governing branches but were also spread everywhere else in the country (Britannica, 2023). Due to this escalation, millions of civilians were forced to leave their countries and become immigrants, and among those are many with high educational degrees and diplomas, whose departure has caused a severe shortage of educational cadres. This compelled educational establishments to employ teachers and tutors who do not possess the proper qualifications and educational experience. This specifically impacted students' performance and made public schools unfit for entrusting young students (Abu-Amsha, 2023). As mentioned previously, the escalation of the armed conflict has spread tremendously, impacting education institutions, in nearing its twelfth year, students in Syria experience prolonged exposure to adversity. The UN estimates that one in three school children is displaced in Syria, placing nearly one-third of Syrian children in this state of toxic stress (Hamlet et al, 2021). Thus, this necessitates the exceptional need for teachers to be capable of handling such situations and to have what it takes to deal with these complex situations ideally (Younes,2020). All of the foregoing shows the importance of the professional teacher, with the consequent importance of the TPD program. Moreover, it is necessary to adopt training that overcomes the expected obstacles and fits the needs of armed conflict areas.

About AORD's online course: Several systems have begun adopting and providing training programs through the Internet. These programs were designed as services that help teachers



and tutors through complete training kits (Breit, 2008). Among the countries which adopted such methods is Saudi Arabia. The Saudi government was compelled to look for a resolution after the war that took place south of the Kingdom and North of Yemen, which caused some schools to shut down temporarily. The kingdom has resorted to digital alternatives to education, where teachers use complete educational kits that contain video clips, courses, communication channels, and educational content. Arab Organization for Research and Development (AORD) had been tasked to design this training kits led by Saudi ministry of education. The aim from these digital alternatives is to support teachers who wish to continue their work, but they are unable to attend their educational establishments properly (WAS, 2016). These training kits contain educational content for teaching cadres who are forced to work in schools or educational establishments that are located close to battlefields or areas of military clashes. These kits are packed with skills that are required to be learned by teachers or tutors who are responsible for managing or supervising the educational process and handling situations that necessitate evacuating students, shutting down schools, and so on (Soud, 2023). Aord's course has been selected to carry out in Syria given the similarity between these two contexts in several aspects such as the language, background, and nature of conflict. Once the course is completed, I collect the data from the participant to conduct this study.

### *1.2. A problem statement:*

Talking about the extraordinary skills that teachers need to deal with extraordinary situations is quite complex, thus, this study aims to explore the participating educators' experiences, by highlighting the advantages and disadvantages of a single specific online educational program. This chosen program has been developed to support large numbers of teachers with less financial resources. An online course training was developed by AORD to support the teaching cadre in KSA. To be able to investigate the advantages and disadvantages of online training, AORD offered permission to apply for the online TPD course in Syria for free to assist in conducting this study. Later, an investigation has been conducted to explore oTPD advantages in the real implementation in armed conflict zones.

### *1.3. Personal Motivation:*

As human beings, we interact and depend on each other. The essence of our existence is about the extent we as humans support and help each other. From when I was little, I heard this quote from the prophet Mohammed "The whole creation is the family of Allah (God) and the most loved among all human beings is the one who benefits His creation the most". I believe that this concept is a fundamental principle for a good world worth to live in. I recall when I want to answer the question "What does it mean to live well in a world worth living in?". For the first time in a previous course, I wrote "To have principles, morals, and values

that motivate you to live for humanity, and not for yourself ". This is my slogan in my life and my future. I built the vision for this study with the foundation of three reasons: The leading one is that I am a teacher, and I believe that education is the key to change this world either positively or negatively. Education is like a fire that can enlighten the world or burn it; but the main driver to concern with conflict issues comes from my origin as Syrian, where terrorist organizations are extremely active, and they abuse the ignorance of kids and attract them to join armed groups instead of going to school. My mission is to investigate this issue and give a deeper understanding of an educational issue that I think is worthy to highlight; how could the world support the teaching cadre, and what do they offer to help them?

I admit it is a thorny issue and it requires an international effort, so I did register a membership in a few organizations that are concerned about education in conflict areas such as Inter-agency Network for Education in Emergencies (INEE), Arab Organisation for Research and Development (AORD), and some volunteer teams in my homeland. Education is a sensitive and risky topic, especially if there is a need to expose wrongdoing in educational institutions. Furthermore, I do not know to what extent I can apply the "Education for All" SGD goal in my country, but I believe that our life is not about achieving our goals rather it is about living for them.

#### *1.4. Why is the research timely?*

It has been about a decade since Multiple calls were issued for oTPD, that is from the beginning of 2009. TPD key authors such Borko (2010) and Dede (2009) called for more research and investigations of oTPD based on theory. According to Borko et al, there has been continued exponential growth in the provision of oTPD in the world, though there remains a lack of these courses' application in crisis contexts despite the urgent need for them (Allman et al., 2020). The rapid pivot to online teaching caused by the COVID-19 pandemic has increased the urgency of the wider use of learning technology to be able to educate when face-to-face education is not possible. The study in this thesis focuses on the various ways that could be used to benefit from the massive possibilities of learning technology and at the same time can support teachers in conflict zones concerning their need for professional education and overcome the obstacles to accomplish the aims of the TPD programs, especially with the overwhelming access to the internet via mobile phones. Internet services and social media have grown rapidly in recent years, and the number of Internet users in the Middle East and North Africa (MENA) has increased exponentially. In 2025, the number of mobile internet users in the (MENA) was forecasted to reach around 357 million, up from 264 million in 2019. The mobile internet penetration rate was forecasted to reach around 53 % of the population (Statista, 2021). The designers of teachers' training programs realize the full benefits of a strong digital environment, so they try to modernize the traditional face-to-face

TPD events which include mostly lectures, workshops, seminars, or conferences those traditional programs in crisis areas do not meet the intended objectives from them, maybe this is because of a gap in the program itself, regarding the content or the language, or due the teacher's inability to attend the training. Traditional methods usually face the same challenges that are caused by several obstacles. The most significant are:

- Space constraints back to mobility restrictions that do not enable teachers to attend the program. It is abundantly clear that transport becomes almost predominantly absent in these areas.

- Professional challenges: The access to conflict zones is an actual complexity that makes these areas impossible to be reached by any internationally certificated trainers, this leads to the programs being led by less knowledgeable trainers, which limits their ability to support teachers in conflict zones.

- Financial constraints: The budget of the project is inadequate for the required amount of money to bring out a successful project (Justino, 2014).

Those barriers inspired educational institutions to find alternatives that ensure the sustainability of the education process, and it is worth noting that some countries have tried to take advantage of these alternatives to design modern programs that are characterized by quality, continuity, and ease of access to support teachers and to overcome the obstacles that

have previously caused the failure of programs. Modernizing the training styles and adopting oTPD will help to:

- A larger number of teachers will be able to get access to the training program by overcoming Space constraints (National Research Council,2007).
- The capability of facilitators to run the program in any country, thus, improving high- quality programs by overcoming professional challenges (National Research Council).
- Globalization and unification of international endeavours to minimize the required amount of funding significantly and overcome financial constraints.

### *1.5. Aims of the study:*

The primary expectation is that the findings on teacher learning in the oTPD program would explore the advantages and disadvantages of the oTPD program in conflict contexts, in the light of an online training package which is designed by AORD organizations to support the teachers in two different areas in Syria. And get knowledge to what extent to benefit from it, so the study gains a wider understanding of this program which will assist in developing this type of online training, it would make a useful contribution to the field of oTPD, particularly to great long-term sustainability in TPD programs. The objectives of this research are to answer these questions:

- What are the real advantages of digital alternatives in supporting teachers and tutors during conflicts and wartime?
- Is it appropriate or possible to rely on digital alternatives (training kits) as a temporary solution in wartime?
- Is it appropriate or possible to rely on digital alternatives as a complementary material for traditional?

### *1.6. Research Question*

What are the educators' perspectives about the online teacher Professional Development (oTPD) program in the light of their experiences after participating in oTPD course that delivered remotely in two different armed conflicted areas in Syria, and consider whether it could be an effective solution to support teachers in conflict areas?

### *1.7. Organization of the study:*

This thesis is structured in the following way: **Chapter 1:** Background: sheds a light on education in conflict areas, followed by an expanded state of a problem statement for this study since it is not a well-known universal issue. Many related issues need to be clarified, with the intention of offering the reader a broad context for a better understanding of the research topic. This chapter also provides a personal motivation with the explain of the

importance and the aims and research. **Chapter 2:** Theoretical Framework: this chapter contains definitions for TPD, OTPD, and conflict areas, in order to make sense of research's terms, then it covers some relevant theories to research's topic which are: Continuing Professional Development (CPD), Teacher Professional Development (TPD), Online Collaborative Learning (OCL), Education for Peacebuilding. **Chapter 3:** Literature overview: is a part where the study states four reports and two researches that have been done under the same topic and similar contexts. **Chapter 4:** Methodological framework is the chapter in which all research design choices made are presented and explained, including seven key points: Research philosophy, research type, research strategy, time horizon, sampling strategy, research methods, analytical framework. Moreover, in human research, it is important to talk about ethical considerations and the limitations of the study as well (Crossley, 2021). A reflection about validity, reliability, and generalizability issues was addressed later. The last section was about Sustainable Development SD considerations starts with an introduction to the chapter, definitions for Sustainable Development, and explains the relation between Sustainable Development and education in the light of research topic. **Chapter 5:** Presentation of research results: This part contains three main sections; Sample information, quantitative findings, and qualitative findings. The first section has three subsections: Age, qualifications, and positions. The second section is, the content analyses, has four subsections: Interaction within a training course, course learning outcomes, access to the platform, and course results. The last section, thematic analyses, has four subsections:



Education and educators in conflict areas; Idleb and Aleppo, Teacher Professional Development programs in conflict area, educators' Perspectives on oTPD Courses, and Acord's course, suggestions about oTPD. **Chapter 6:** Discussion covers three main themes: How this study contributes to the field of TPD, answering the research question by highlighting the advantages and disadvantages of oTPD, and mention to validity, reliability, and generalizability issues. **Chapter 7:** Conclusion and Future Research is the last part of this project.

## **Chapter 2: Theoretical Framework:**

Conducting a desk review is an essential part of any research because it provides theoretical background and insights from research into the provision of TPD, specifically when delivered remotely. The focus of this study touches on several areas; it starts with a conceptual framework for TPD, OTPD, and conflict areas. This is to make sense of the research terms. The second area covers some relevant theories to the research topic which are: Continuing Professional Development (CPD), Teacher Professional Development (TPD), Online Collaborative Learning (OCL), and Education for Peacebuilding.

### *2.1. Conceptual framework:*

The term 'Teacher Professional Development (TPD) has been introduced in education to refer to teaching strategies associated with specific curriculum content that supports learning that teachers undertake to continuously improve their pedagogical practices and management skill, which results in enhancing student learning outcomes (Pitsoe & Letseka, 2014)). TPD has already become a buzzword in educational organizations to promote teachers with creative and critical ideas and skills to bring changes in learning systems (Bhaskar, 2021). The overall meaning of the TPD is to professionalize teaching skills by continuously improving educators' competence and aiming to apply the concept of life-long teacher learning throughout their careers (Shrestha, 2021).

Online Teacher Professional Development (OTPD) refers to courses, seminars, workshops, or any learning modules that have the foundation of a remote learning format for teacher PD (Ross, 2008). However, these models could be accessed with online resources such as videos and websites, while others utilize interactive discussion through social media or other official platforms (Dana & Yendol Hoppey, 2014).

Conflict-affected areas are identified with reference to Human Rights Watch by the presence of armed conflict, widespread violence, or other risks of harm to people, where the human rights regime cannot be expected to function (United Nations, 2011). Armed conflict may take a variety of forms, such as an international conflict, or may consist of wars of liberation, civil wars, etc. Such areas are often characterized by widespread human rights abuses; the continuing deterioration of the security situation restricts access to all people given that they are in high-risk zones. As a result, data collection in conflict-affected areas is crucial to the success of projects and programs (Baudais et al., 2022)

## *2.2. Relevant theories:*

The first theory that is related to this study theory is the "Continuing Professional Development CPD theory" because they both focus on developing skills to improve job performance. CPD terminology varies across countries. However, the primary objective of CPD focuses on following a planned approach for lifetime learning. Continuing Professional Development has been broadly defined by scholars as a learning activity that enhances a

personal skill and increases his/her knowledge, CPD refers to the process of tracking skills that could gain from work-based learning, formal education, or self-directed learning, it is an ongoing and planned learning which could be formal or informal process (Merlo, 2022).

As time changes, continuing professional development is more critical now, because the teacher needs to update their capabilities regularly to keep pace with current developments, such as the digital tools; CPD encourages to stay updated with the latest changes to develop skills and resolve knowledge gaps, without continuous learning, professionals are more likely to lag behind the global landscape, so that some organizations have made CPD mandatory to ensure a constantly updated workforce (Weston, 2023). The continuing professional development (CPD) in education is of growing interest, there seems to be an unproblematized conviction that if teachers' professional skills and knowledge are improved the students' outcomes will be better, CPD is here understood as a practice, affecting other practices. In other words, it uncovers the relationship between the teacher practices of CPD and students' performance (Coldwell & Simkins, 2011).

As a teacher it's important to remain in good professional standing, by keeping up to date with approaches to teaching and learning; this is known as TPD. Teacher Professional Development (TPD) is not a new phenomenon, but more attention has been given to this topic recently when UNESCO linked quality of education (TPD), to improve students learning and results (UNESCO, 2023). TPD has sparked numerous debates among educators until many

educational institutions placed TPD in the context of lifelong learning because TPD is critical to realizing improvements in student learning outcomes, and therefore, TPD is recognized as a key to improving classroom instruction and student achievement (Letseka & Pitsoe, 2014). A teacher's learning and training is seen as dynamic. A teacher's training is nested within the culture and embedded practices of the school, community, and system. TPD is thus not merely the individual acquisition of skills and knowledge but rather a complex relation, collaboration, and cooperation among all people in the educational system (Wolfenden, 2022). The National Science Teachers Association (NSTA) in the USA acknowledged that good professional development is a requirement for effective teachers, and therefore stakeholders must attend TPD programs (NSTA, 2011).

Education in developing countries encounter further obstacles in achieving SDG 4 of ensuring access to quality education and lifelong learning for all. Underqualified teachers may be one

of the factors that compromise students' access to quality education, and teachers must be provided with opportunities for continuous professional development to develop their competencies regarding pedagogical and professional knowledge (Juliana et al., 2020). Given that many teachers work under various disruptions, needing to adjust to new ways of working, teacher professional development (TPD) is one crucial factor in achieving sustainable development. It is necessary to meet the professional learning needs of large numbers of

teachers, especially those who have limited access to resources and poor conditions of work, that leads to argue the use of information and communications technologies to address the challenge of providing quality TPD for all teachers (Wolfenden, 2022).

The creation of the Internet has led to the development of networked learning, which has evolved into what Harasim (2018) Online collaborative learning (OCL). (OCL) focuses on Internet facilities to provide an educational environment that strengthens collaboration and emphasizes the role of peers as key to the learning process, which comprises three stages: Idea Generating, Idea Organizing, and Intellectual Convergence. Learning in OCL is based on sharing different ideas, and then discussing them in more focused ways that are typically reflected in shared understanding and contribute to much-needed building knowledge. The characteristics of the online electronic educational process are too numerous to repeat, but the significant ones worth to be noted are the interactions between all educational cadre members and the exchange of experience (Picciano,2017). Participants in OCL are typically free to engage in discussions on their own time and can log on anywhere they have internet access.

What differentiates OCL from traditional online courses is that it focuses on discussion as an essential element in learning. OCL provides notable statistics showing that participants send more messages, and the students take more responsibility for the learning process. Sharing experiences and having an open avenue of communication between teachers and the training cadre will provide permanent support to teachers. In addition, the discussion will encourage

broader participation from teachers, which has proven to be a remarkable success in the oPTD program (Harasim, 2018).

Today's world is full of conflicts, so peace has become a distinct value that must be propagated among humankind through education. The theory concerning the relationship between education and peacebuilding should provide an analysis of education's role in social cohesion to recognize the pivotal contributions of education to peacebuilding (UNICEF, 2011). One of the aims of education is to nurture ethical development and inculcate the values and skills required to help people live together. In these contexts, peace education initiative is an excellent opportunity for teachers to give students a better understanding of the problems and teach them how to lead their society to be more equitable (GPPAC, 2018).

There is a constant threat of intolerance, conflict, and discordance to peace, so education serves as a remedy to protect children from falling into violent gaps, by teaching tolerance, justice, and cultural acceptance (Mondal & METE, 2014). Moreover, social justice is also an essential aspect of education for peace, but however, Non-discrimination and equality are ground and supreme values for equality and social justice; peace cannot prevail if the rights of individuals are violated (Dodiya, 2017). Children in dire situations need hope of a better life, and they are entitled to be provided with the opportunity to learn and practice. An educated individual does not only understand and possess academic knowledge, but also acquires moral values, norms, proper code of conduct, and effective ways of communication. Schools, with

professional teachers, become a beacon of forgiveness and cooperation and other great values. Trained teachers make sure that students behave themselves, which enables children to find means to resolve conflicts without being aggressive. So 'focusing on eliminating the problem before it occurs is better than working to solve or ease its education is considered to be the bright side of life in the desolated areas (Kapur,2018,1).



### Chapter 3: Literature overview:

Although, circumstances are exigent surrounding this topic, several research studies have tried to explore this issue: oTPD in conflict areas. This chapter provides a summary of the previous works that were utilized as a guide to develop this study. The goal of this selection is to get a hint of the main features of the previous research, to illustrate what this study is adding to the field of TPD. This review starts with four reports that review several studies that discuss TPD programs in various aspects. Towards the end, the chapter reviews three types of research and also discusses TPD programs but from individuals' perspectives:

The first one is from British Council about four case studies, in Palestine, Egypt, Syria; and the Middle East and North Africa region:

Online Teacher Professional Development; Organization: British Council. Author: Steve Mann. Location: Palestine, Egypt, Syria, Middle East, and North Africa region.

This report evaluates the effectiveness of TP training delivered remotely. The evaluation assesses the findings from these programs at specific contexts currently being conducted on three British Council TP programs in Palestine, Egypt, and Syria, and one program involving teachers from the Middle East and North Africa. The report found that some actions contributed to the effectiveness of remotely delivered PD for teachers such as: Allowing teachers to use digital devices, having a platform, recognizing the teachers' needs and taking them into

account, taking advantage of WhatsApp to foster interpersonal interactions, providing basic digital training and so on (Mann, 2021).

The report generates insights into TPD's nature and provides a description of the challenges and the benefits of this model. Moreover, it gives good instructions about ICT to the teachers, so they have an opportunity to use this technology in TPD, as well it gives useful tips for an organization to design such these courses in the future. The report offers perspectives about main emerging themes from reviewing collected data such as:

- Flexibility: Teachers have assured that learning online gave them the chance to manage their time and effort, which means having more flexibility in deciding when and how to attend oTPD. The course's language was an important issue needed to be considered. In some cases, the TPD should be conducted in Arabic. Trans-language is often an unwanted way of conducting TPD.

- Remote learning will play an important role in the future: There have been several calls for online PD to have a follow-up.

- No teacher left behind: Some countries cannot offer data packages to access PD in the same way as other countries. Further work needs to be done to offer low-tech solutions.

In the end, the reports give a positive recommendation about remote learning because teachers are able to learn functionally when they have adequate motivation.

- Synchronous sessions are highly valuable in enhancing peer interaction and discussions.

- The data shows that teachers prefer F2F, but on the other hand, they value online learning, and the satisfaction levels with the course are notably high across the four case studies. The study also makes some recommendations:

- Continue and expand oTPD, since it helps Syrian teachers to be connected to the outside world. One teacher from a Syrian case study said, “It’s a window to the world”, because the Syrian educational system is isolated and obsolete. This is especially seen in Northeast Syria, where education has ‘gone backward’, in which there is a strong need to improve the condition.
- Translanguaging: It may be worth adopting a translanguaging app. When planning for more training, it is important to invest in establishing an online platform for translated materials. Further investigation should be done on how this could be achieved, and more effort should also be put into the forum to make it more user-friendly (Mann, 2021).

The second report is about the Tawasol project which was established in Egypt: A pilot project offering extended, online professional development for Syrian and Egyptian teachers in the Syrian informal learning sector in Egypt. Organization: Plan International Egypt and Carey Institute for Global Good. Author: Aya Sa’eed and Julie Kasper. Location: Egypt. Teacher Profile: Refugee teachers. Topic: Teacher professional development.

Tawasol is a program that supports 14 Syrian-led learning centers in 6 countries; several posts in this project do not have enough highly qualified teachers. Through this project, 166 educators received face-to-face training, and participants confirmed that there is a need for psychosocial support, as well as social emotional learning (SEL), and management of classes. In addition, there are some requests for other kinds of training regarding lesson planning and child protection, alongside access to ICT and gaining digital skills.

The pilot course was designed around Teacher in Crises Context (TiCC) core competencies, and from that, a six-week guided course was designed. Participants were provided with materials in Arabic, including videos and activities for practice and access to course content. They were also given the chance to converse with each other and the team of leaders through the Zoom application.

The Tawasol pilot project was considered a success. Both self-reported data and facilitator assessments indicate growth and progress alongside key indicators for the project. There were also weekly Meet Ups, which are one critical component of building community and sharing concerns and resources in real-time. Having multiple facilitators allows for needed scheduling flexibility and provides a strong network of support (Kasper & Sa'eed, 2019).

The following report focus on using technology in designing TPD training; Technology, Teacher Professional Development, and Low- and Middle-income Countries (Brugha et al., 2021): This report highlighted the essential role of technology in improving teaching quality

in supporting educational institutions in low and middle-income countries, given that technology helps in providing sustained TPD opportunities. The aim was to provide appropriate and efficacious uses of technology and to gain a useful conclusion from reviewing the main patterns among the studies and indicating the key gaps to improve teaching quality in LMICs. The study focuses on the benefits of using technology, and how this model of training can reduce the cost of traditional TPD training which can help to overcome the financial obstacles of face-to-face training; this used to be the main challenges in conflict areas, despite the review offering valuable results in the TPD field. Finally, it is worth noting that this report only discusses one type of hindrance to TPD, whereas conflict zones run into more complex troubles, so it does not cover all the challenges that usually face TPD events, such as internet accessibility. Thus, there is disagreement about the number of challenges each area faces.

Examining a Decade of Research in Online Teacher Professional Development (Allman, 2020): This article review contains an introspective analysis of seventy-three studies in the online teacher professional development (oTPD) area. The importance of this review is that it covers the growth of oTPD over the last few years. Through this review, developers and researchers in the TPD field can be made aware of the complex and unique empirical indicators in order to design a better version of oTPD and meet the need to find an effective alternative to face-to-face training. The school closure caused by the COVID-19 pandemic has expedited the construction of online courses and programs. The educational organizations in crisis areas

have benefited from this because the learning process there suffers from a school closure problem, and despite anything, they both need an alternative for physical learning. This review raised relevant questions such as the contexts in which oTPD is usually conducted, and which teachers are most likely to participate in oTPD courses, as well as which online tools are most helpful in teacher learning.

All previous reports give a deep understanding of the effectiveness of professional development that is delivered remotely. The second part of this review is about two research that have been conducted regarding the same issue:

Virtual professional development on conflict management for school leaders (Algert et al., 2022): This study aimed to determine how practicing educators recognize the effectiveness of the online PD on their skills and experiences in conflict management. The requirements for registration were adopted to give the opportunities for wider participation across the geographic; ninety-four school leaders were enrolled in VPD training. The participants were predominantly educators from diverse racial/ethnic backgrounds. The VPD teaches educators how to address different types of conflicts to create a safe environment. The findings have been encouraging since they show that participants have significantly increased their knowledge about the management of conflict, and further, the conflict-associative words were replaced with a fewer hostile one. Consequently, their attitudes toward conflict were changed from avoidance to a more engaging one. VPD helps them adopt new strategies for dealing

with conflicts, so they developed advanced skills to identify crucial factors of conflict management. The successful outcomes showcase the effectiveness of online training, which emphasizes the importance of online TPD and the need for further research to deeper integrate this topic in various.

Rapid Evidence Review Messaging Apps, SMS, And Social Media (Jordan, 2020): this is research that provides an overview of the use of mobile-phone-based messaging as one of the modern technology devices that could support educators in low- and middle-income countries (LMICs). This research delves into how educational organizations respond to the Covid-19 pandemic and school closures. Furthermore, the study reveals evidence that messaging can be a cost-effective mechanism for boosting learners' outcomes. To address the refugees' education issue, the study explains the crucial role of social media apps in building new educational networks to acquire broader expertise from each other. This point is very close to this dissertation since refugees constitute a large segment of conflict-affected people. It is worth noting that the review investigates the social media impacts on teachers' psychological aspects because it helps teachers stay in touch with each other in case they cannot get a physical meeting under specific circumstances; thus, they could find motivation amongst themselves to encourage each other to sustain the learning process.

## Chapter 4: Methodology

The purpose of this part is to shed a light on how this research is conducted in one of the most challenging parts of the world at an incredibly difficult time for this country, in order to gain a deeper understanding for teacher professional development programs in these contexts. This chapter has ten sections, the first seven sections explain the methodological choices that have been made as follows: Research philosophy: what is the researcher's role in collecting data, and how the data will be collected. Research type: whether the study will start from the data to build a theory (inductive) or confirm an existing theory by collecting data (deductive), and point out the data type (qualitative, quantitative, or mixed), there is obviously a strong link between the researcher role (research philosophy) and the research type, when those two options were set down, the third important choice comes: Research strategy: which approach the study will follow, in other words, the workplan (experiment, case study, phenomenology, and so on. Time horizon: has two options, collect data at one point time (cross sectional design), or multiple points (longitudinal design). Sampling strategy: probability or non-probability. research methods are data collection techniques, survey, observations, interview and so on. The last option is how to analyses the collected data: Analytical framework. Moreover, in human research, it is important to talk about ethical considerations and the limitations of the study as well (Crossley, 2021). The last paragraph was about validity, reliability, and generalizability issues.



#### 4.1. *Research philosophy:*

This thesis takes an epistemological position, which claims that knowledge could be constructed by understanding human behavior. Epistemological assumption in general is how we look at the world. In other words, the way we explore the surrounding reality and gain knowledge from it (Crotty, 1998, p. 8). From this view, this project attempts to investigate participants' experiences about a program and embody a certain understanding by uncovering some critical aspects of a specific phenomenon following the epistemological position. The research started with a research question that needed to be answered, in this case " What are the educators' perspectives about the online teacher Professional Development (oTPD) program in the light of their experiences after participating in oTPD course that delivered remotely in two different armed conflicted areas in Syria and consider whether it could be an effective solution to support teachers in conflict areas?". The study will use the collected data to build a theory following the inductive reasoning approach, where researchers construct findings based on their participants; the researchers explore and understand the issue of the people being studied to gain the knowledge (Snape & Spencer, 2003).

Based on what it was mentioned previously about the importance of oTPD program in conflict areas, oTPD was considered a problem worth to be researched due to the paucity of information on this subject, and the urgent need for developing traditional programs. Based on this belief some assumptions have been built. A reflection about the nature of the study

problem was made as a major step, then the most suitable methods to collect data were chosen, the aim of this process was to provide an initial answer to research's question.

#### *4.2. Research strategy:*

I chose to build this research on case study methodology, to examine a specific online course in an armed conflict context, since this study is a unique case and does not similar to any educational training in normal conditions, so it seemed reasonable to presume that it has special features, an uniqueness that is due to complex problems that encounter educators there, such as security threats, lake of teaching materials, students' psychological issues, and so many others. Therefore, for this specific type of study, the case study approach is the most suitable approach to employ. When presenting literature review in chapter three, several reports and research were included about case studies that have been conducted in this field. Considering that case study is an appropriate approach when there is a need to obtain an in-depth appreciation of an issue within a real context at this specific point of time, most research builds their studies on this approach (Avery et al., 2011).

Traditional programs in this specific context usually face many challenges which make the expected benefits short of what is needed as (Brugha et al.,2021). However, the focus of this qualitative research is teaching cadre, and their experience of online program in the conflict zones, from reviewing the previous study that have been done at the same circumstances (BC, 2020), four key aspects were selected, the main crucial determinant factors are: Reaction,

Learning, Access, and Results. In addition, internet services are almost available for people there, which means that conditions are conducive to developing traditional courses.

Based on the intention of the research, a holistic unit case study will be good strategy to explore and collect data about several aspects of one online course from teaching cadre perspectives (Creswell, 2011). Given that, research will deal with the teaching cadre (participants) as an entity and the online course will be considered as a global issue since online learning is a global phenomenon (Abdurrahman syah et al., 2022). Furthermore, the focus of this holistic study is exploratory, namely it will explore teaching cadres' experiences about a specific issue which is the online training program within conflict areas, and the discussions will focus on the outcomes if the course fits the needs of the teachers working in this context or not (Robinson, 2014).

#### *4.3. Research type:*

The study of social sciences, with a particular focus on the education issues, should start from a clear and obvious comprehension of the research topic. The first factor to consider on the road of attaining good research is to well formulate the research question in light of the research problem to do deliberate investigation. A second essential factor for good research is to choose an appropriate approach to the research problem. The researcher selects a research type depending on whether the aim is to test the existing theory or generating a new theory to avoid distraction along the way (Elder, 2005). As a consequence of choosing a case study, an

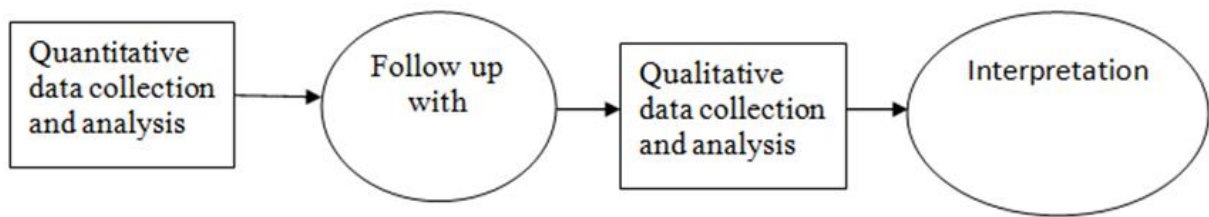
inductive approach will be applied because of the explorative character of case studies.

Inductive approach is a way of drawing fact and findings from a specific data (Charmaz, 2018). In this study, the focus is on exploring participants' experiences to understand the case of the study. The case study methodology with its inductive features provides systematic guidelines for gathering, analyzing, and conceptualizing data for the purpose of building a theoretical framework or theory about online courses (Charmaz). This means that collecting data is the initial step when conducting this study, once the sufficient data is collected, the study move to the looks for patterns in the data to build a theory that explain the data and answer the research questions (Bryman, 2012).

Due to its explorative character, case studies often recognize the value of mixed methods. Mix-methods can bring the best of both (quantitative and qualitative) by complementing each other and mitigating the inherent vulnerabilities a certain method, which in turn strengthens the study's conclusions and contributes to answering research questions (Johnson & Schoonenboom, 2017). Two data collection methods were used for obtaining this study's data; questionnaire and interviews, both methods are feasible and effective due to the availability of internet services that enabled this process to be done. A pilot study was done first with only one participant answering the questionnaire. Gathering information to understand study problem was useful but remains unclear, so I added a question about the ability of scheduling a meeting to get clearer information and gain deeper insights into the participants' experience. Later I conducted an interview with the same participant, the

collected data was sufficient to clarify and explain the vague answers, using these mixed tools was gives a more complete understanding of the research topic, survey can accommodate a large number of the participants, on other hand, interview offers greater insights and much of the data, and explains the ambiguous data in the survey, therefore, both complement one another (Banerjee, 2022).

As practical steps, quantitative data was collected and analyzed first, then, qualitative data was conducted in a second phase as a follow-up to the quantitative results. This technique is called explanatory sequential according to Creswell and Plano Clark (2011). Explanatory sequential technique regarded as valuable in connecting the phases by using the quantitative data to shape the qualitative questions. The rationale for this technique is that the quantitative data and results provide an overview or basic conceptualization of the research problem, then through qualitative data collection the general picture will be refine, extend, or explain (Subedi, 2016). Thus, the questionnaire was designed for collecting quantitative data as a first step and sent to participants, and upon its completion and make a tentative extrapolation of the data, different questions were designed for the interviews to clarify ambiguous points in the survey and explore the participants' experience deeply through semi structured interviews, the participants have a chance to explain their opinions, and add comments or suggestions about the course.



#### *4. 4. Time horizon:*

As for collecting data time, the studied subjects will be observed at a single point in time to collect data. Therefore, Cross-sectional selection is most appropriate for this study owing to time constraints. Cross-sectional is very useful when the use of a study is proposed to be analytical (Quaranta, 2017). The researchers intend not to interfere in the phenomena under study, they only collect data that occur at a one specific point in time, and then proceed to its analysis, with the aim is to explore new understandings, obtain reliable and valid findings and give a deep understanding for the study problem (Quaranta, 2017). Cross sectional research can be conducted using surveys and/or interviews to gather quantitative or qualitative data for understanding the current state of an issue and identify areas where improvements can be made. Cross sectional designs are often conducted faster and regarded as less expensive (De Vaus, 2001). To meet the objectives of the study, the analyses of the collected data should support understanding the teaching cadres' experiences during the period of TPD online course. Thus, this study will collect its quantitative data at one point in time from January till

March 2023. The collection takes place between Syria and Saudi Arabia in the conflict zones, in order to assess four major criteria that are central to gauge the effectiveness of the online course: (1) Reaction (2) Learning (3) Access and (4) Results. A questionnaire link was sent to the teaching cadre, the form was available from March 1st, 2023, to May 30th, 2023. Further, interviews were conducted in the same period.

#### *4.5. Sampling strategy:*

Selecting samples was a harder task throughout conducting this study due to its challenging nature. The research questions and the chosen research design ask for a non-probability sampling technique. In a case study the sample needs to be representative for the case under study and generalization to other cases is not intended. A convenience sample that will help gather useful data that can answer the research question of this study (Bonamigo et al., 2016). The aim in this study is to develop an initial understanding of a small group of teaching cadres' experience and later gain valid findings which are somewhat representative of an under-researched sample with circumstances similar to the research sample (McCombes, 2023).

The sample is the teaching cadre who practices an educational career during the conflict phase in the conflict zones; Aleppo, Idleb. All participants were required to attend AORDs' online training course before answering the survey. Undoubtedly, it is not possible to collect data from a large number of educators, owing to time constraints. Thus, there is a need to select an

appropriate sample in order to answer the research question. Since the sample is non-probability, it is essential to determine which factors could affect the participants answers, and hence the research results directly or indirectly (Taherdoost, 2022). Based on the study topic " Online Teacher Professional Development training for teaching cadre in the learning sector in Syria and the border areas of KSA" four factors have been identified: (1) Age (2) Academic qualification (3) Position and (4) gender:

Age: The use of technology undoubtedly brings challenges for those born outside of the digitalized world, one of the common ideas is that all older adults are unable to learn or uninterested in learning new things, it seems reasonable to suppose that computer literacy is lower in advanced age adults than in younger. In earlier studies indirect relationships were observed between age and computer self-efficacy, the ability to use the technology was negatively correlated with increasing age (Moore et al., 2015). To avoid age's bias the participants were selected from various groups aged between 24 and 53 years.

Academic qualification: Schools, just like other organizations, rely on their employees to succeed and achieve their goals. Therefore, an employee is the most important asset of any organization. Thus, there is a dire necessity to recruit academically qualified employees, since the more one is academically qualified, the better the employee performance on the job, moreover, academic qualification has been found to have a positive relationship with employee performance, since the more academically qualified the better the employee.



performance on the job (Milliman & Gatling, 2018). Considering that the study is deeply concerned with teaching cadre performance, educational qualifications were adopted as a factor in the selection of the participants, because Schools are an educational organizations that should pay more attention for educators' professionalism, owing to the importance of this issue as mentioned repeatedly in this study. Participants with various educational levels are expected to show a different response in their interaction within the course (Mozael, 2015). This study included participants with educational qualifications that vary from a two-year academic level to educational PhD qualified employees.

Position: This study is entirely about the professional development in educational organizations which could be attained through continuing education and career training after a person has a career. While some professional development happens naturally through interaction between co-workers, dedicating time to expand skills and knowledge needs to be able to accelerate the speed of career growth and lead to new opportunities (Kapur, 2018).

Given that, participants were selected from various positions, for example (primary teacher, teacher assistant, secretary, director, preschool teachers, instructor, supervisor, and mentor), to investigate if the participants' positions are a factor that may affect other aspects such as learning outcomes.

Gender: Gender was not identified as an influencing factor on the results, so the study does not argue for direct or indirect relation between gender and findings, but samples of different sexes were chosen to avoid bias and give the results more validity.

Two facilitators have volunteered to assist in conducting this study. one of them is a teacher who talked about this research in several schools in conflict area. Later, many invitations for voluntary participation were sent to educators from those schools to attend an online course and participate in this research. the second facilitator is an IT student who supervised the course and assisted educators when they faced a technical issue. 28 volunteers had shown an interest and agreed to take part in this study, the survey's responses received were 25.

#### *4.6. Research methods:*

A variety of data collection techniques can be used to collect the appropriate data from the right source at the right time. It is the researcher that will determine which methods will best answer the research questions and select an appropriate sample to gather the most accurate data. Seeing that this research requires a wide range of data I chose to combine survey data with interviews as the main tools in collecting quantitative and qualitative data.

In the first place, I will use Questionnaire along with Interviews to collect data that will answer the research question. The selection of the appropriate mode of methods which is online survey and interviews in this study, depends on what is convenient for participants at the second place. Several considerations should be paid attention to such as: access to

participants, especially in this study in a conflict area, the motivation of the respondents if some have a personal description, and the amount of data needed. The study respects all participants' willing's and displays the necessary flexibility to reach research goal.

Since I investigate an online program, I assume that all participants have access to the internet, and consequently will even use the online mode for the questionnaire. By using online questionnaires relatively large amounts of data can be collected in a short time frame, as well it can be effective with participants that are hard to reach in distance and crises areas (Bonamigo, 2016). There are methodical series of steps that a researcher has to follow in designing questionnaire. That is the analyses of the data collected should contribute to answering a research question. Questions can use an open or closed format. Designing a questionnaire is a very sensitive stage in any research. Researchers must pay attention to clarity in questions, phrasing (one piece of information), short and direct questions, avoid negatives and sensitive question, and so on (Abawi, 2017).

For the quantitative data collection in this study, a special questionnaire was designed in order to collect accurate data to further analyses and generate clear results from an appropriate sample representing the case. In the design process ethical considerations should be taken into account. They will be explained later in the ethical considerations chapter:

Four questions in the questionnaire were designed to collect personal data about participants to know for sure if the appropriate sample is chosen (see appendix 2) for the questionnaire

questions). Thereafter, the following four categories guided the other questions: Interaction within a training course, Course learning outcomes, Access to the platform, and Course results. Five or four questions were designed for each category, one open question, two yes or no questions, and two multiple choice questions, with a total of nineteen questions concerned with collecting data that answer research questions (see Appendix 2).

Furthermore, four questions were added regarding ethical aspects as we will explain later. In total the questionnaire consisted of twenty-seven questions.

To select participants for the study, an invitation was sent to a number of employees of educational institutes in the Syrian cities of Aleppo and Idlib. In total forty educational cadres received an invitation. Then twenty-six employees from forty agreed and expressed interest to attend the online training course and participate in this master study. Twenty-six educators from these two cities have participated in the course and provided their opinions through a survey composed of twenty-seven questions on Google Forms platform. A link was sent to all 26-teaching cadre in Aleppo and Idleb. 20 responses were received ( $n = 20$ ). The form was available from March 1st, 2023, to May 30th, 2023, that is for 2 months. Interviews were conducted in a second phase as a follow-up to the questionnaire results, to dig deeper into participants' insights, given that interview is an adequate method in a case study that is especially useful for detailed exploration of a personal respondent's experience, and it can provide the best opportunity to explore variations in the experiences of participants (Azzara,

2010 In the light of the research question and collected data, open-ended questions were prepared for semi structured interviews, semi structured interviews allow to acquire in-depth information, as well it allows flexibility and adaptability to hold the research track (Jamshed, 2014).

Preliminary interview questions were constructed and approved by the research supervisor. There was keenness to contact educational leaders as experts to do interviews with them. a number of invitations have been sent as mentioned above to many educators. Among those who accepted to do an interview, the study chose five educators based on this classification: two highest ranking positions: mentor (Appendix 8) and senior supervisor (Appendix 4). Two headmasters from girls' (Appendix 5) and boys' schools (Appendix 6), and the last participant was a teacher with master's degree who works in private school (Appendix 7). To conduct these interviews the participants got an information letter about the study (Appendix 1). Further, they were provided with a means of communication in case they needed more information. Before having the interviews at the request of participants, they got a copy of interview questions (Appendix 3). The data was collected in four singles online semi-structured interview sessions ranging from 25 to 50 minutes with four participants. However, one participant preferred to send his answers as a paper document. The files were saved in a personal mobile phone after permission to keep this data have been obtained, worth to note that only the researcher and supervisors can access these files as explained to interviewees. Interviewees were informed about the nature and the purpose of this research by a written

information letter (appendix 1), and a brief description for the study and how provided data will be used before conducting the interviews.

Since all collected data is in Arabic, the translating process will be critical and a complicated issue. The key difficulty in translating is gaining comparability of meanings between the two languages, therefore, translation requires making “interpretative decisions” (Riessman, 2008), to avoid any compromising in validity of the data in this process, back translation technique will be used in letter information and survey question. Further, a pilot questionnaire was conducted bilingually before distributing it to participants to secure validity in translation. All collected data in both original and translated languages will be presented to be audited when necessary.

#### *4.7. Analytical Framework:*

In order to get findings of this project, quantitative and qualitative will be analyzed using two different techniques:

First: continuous data collected through the questionnaire was measured on a ratio scale to allow detailed information. A ratio scale can calculate the central tendency and obtain values using statistical techniques such as mean (Bhandari, 2020). Quantitative questions which involve numeric data and thus represent the statistical side of this study, and then proceed it to its description analysis (Quaranta, 2017). By using SPSS, it will be possible to find means and

modes from the collected data and make informed decisions that help to get valid results for the study problem.

On the other hand, the answers to the open questions in the questionnaire as well qualitative data from the interviews will be analyzed later using Thematic Analysis (TA). The most common form of TA was applied follows a six-step process: familiarization, coding, generating themes, reviewing themes, defining, and naming themes, and writing up. this technique suites the research aim, since it allows the data to construct an index of central themes and involves reading into the subtext and assumptions underlying the data based on the retrieved themes that arise from the reading of the open-ended questions from both interviews and questionnaire data (Caulfield, 2021).

#### *4.8. Ethical Considerations:*

The distinction in the research is not based on the good knowledge only but also relies on the commitment to principles in every step of the research. Any researcher must bear in his/her mind the institutional review boards (IRBs) principles before starting a collecting data to avoid accountability (Kim, 2012), which are:

- Voluntary Participation
- Do no harm'
- Anonymity and confidentiality

- No Deception.
- Ethical conduct around data (Analysis and Reporting)
- Politics and IRBs Babbie (E. Babbie, 2016).

Primarily research should be based on voluntary participation and should be based also on sufficient information and an adequate understanding of the research and the consequences of their participation. (Baines, 2013). For this study, an invitation to participate in the online course was sent to about 40 teaching cadre. 26 were accepted to participate, an information letter was sent to them before starting anything, the participants were informed of the research purpose, how the data would be recorded, how data would be used, for how long time I will keep the records, and all the research details. Further, they were provided with a "What's up" number so that the participants could ask about anything they need, two apologized for the participation during the online course, later another participant stopped contact me after he read interview questions, as participation is voluntary and they have the right opt-out, we have not even asked why they did that, thus there are 25 responses from 25 participants. Given that participants were supposed to attend an online course, two facilitators were available to assist them when they did not understand something. With these procedures, the study has guaranteed that there is no deception and that participants have enough information in every step they went through. A featured principle to be noted is that research supposed to "Be of bene-



fit, do not harm". The principle of beneficence refers to doing effective and significant research to better serve and promote the welfare of communities. (Beauchamp, 2001). In keeping with the emphases of "don't harm", the research is supposed to be beneficial and to contribute positively to societies. It is important to assert that the researcher should try to improve the participants' lives as well as provide the world with good knowledge. Therefore, the main goal of this research is to help teach cadre in the Syrian region in particular, and in all crises areas as well, as repeatedly mentioned above. To further stress this point, I will share the results with them before they are adopted in the study.

When the study got to collect data step, it pays a big attention to all ethical considerations, so the survey and interview questions were designed to serve this purpose. The first question was a consent that they have all information about the study, participants can use any name or title they want, protecting consents and making sure that their identities or their private data will not be revealed is incredibly important. The participants have been asked if they accept to keep the collected data, and if they accept to hold an interview in the stage of collecting data. Finally, there was an open-ended question if they want to talk about anything they want.

#### *4.9. Limitations and delimitations:*

Like any other case study, this one had its limitations, given that the area within which the study is being conducted is a conflict zone; the number of limitations and challenges increased.

Following my choice of research, I had to look for an online training program which has already been done in Syria or the area of conflict. I found plenty of programs, however, I was not able to connect with those who prepared these programs in any way, thus, I resorted to preparing an independent training course, which proved much difficult over time.

Choosing a specific and appropriate training course was the primary challenge which I encountered, since it is not possible to just pick any given course that has not been verified by a trusted and official agency or organization. Finally, I picked a course which was prepared by the Aord organization and was verified and registered by the Ministry of Education in the KSA.

I contacted the organizations' officials and was given permission to allow a number of no more than 40 or 50 participants to undertake the course in order to preserve copy rights and not commit infringement. I was therefore able to overcome the primary challenge of selecting the content of the course.

The second challenge was finding participants who were willing to spend time and effort in attending the course. Accessing the internet is still unavailable or difficult for many individuals, thus, it was necessary to provide internet access cards for those who needed it. The registration process began as the participants were able to access the internet; however, an unexpected occurrence went underway.

The people were roused from sleep by a sudden, violent earthquake which struck the area within which they were on the 6th of February 20xx, forcing them to evacuate the residential buildings and compelling them to spend several days in the streets.

Schools shut down for weeks, and some went completely out of business; it was a critical situation for everyone.

The training course was paused and was to be resumed as soon as things went back to normal. Unfortunately, however, it took longer than expected due to the violent aftershocks of the major earthquake. This led to reducing the time given for the completion of the course, and the need to extend the period for several other weeks.

People were beginning to return to their normal lives and routine after this period, and it was then possible to resume the training course. It is undeniable that many of these people were traumatized by the events, both trainers and trainees. I had to be extremely patient and tolerant towards their behaviour, no matter how much that seemed to be unreasonable.

As mentioned previously, 28 trainees expressed their wish to attend the training course; however, those were of different ages and educational degrees, therefore, their technological skills varied. Some were not even familiar with how to make an email that allows them to register for the course. I had to seek the assistance of a number of volunteers who helped the trainees to get on track with registering for the course. One of the volunteers was an IT student; he

helped the participants where necessary, and even lent one of the participants his own laptop for attending the course.

There were several issues regarding the obtaining of permission and access to the course by the organization. The participants were able to use fake nicknames and pseudonyms when registering for the course, this was for the sake of protecting their privacy; we did not send a list of the real names of the participants to the organization in order to gain access for registration, instead, each participant would privately inform me of their names, and later they would send the name or nickname of their choice, which is not their real one, but one which will be used for the training course. I then would contact the course's officials and transfer this information to them in order to obtain verification and permission for registering in the course.

Thus, we were able to protect the participants' privacy and preserve the copy rights of the training course.

Those were the major difficulties which I was able to overcome regarding the collection of data, protecting it, and organizing it.

In addition, there were various other challenges which had to be taken care of as well. These included the transferring of data from Arabic to English; all data was in Arabic; therefore, the assistance of a bilingual translator was essential, specifically in the process of 'Back Translation.'

Given that I am conducting this research individually, I had to ask my supervisor if it were possible to be assisted by a translator, and I was given permission indeed, thereby resuming the process of research.

A paragraph on the quality of the study with terms like validity, reliability and generalisation is missing! Is compulsory and need to be added!

#### *4. 10. Education and Sustainable Development (ESD)*

The idea of sustainable development has become the decisive concept which could be rely on to maintain the nature resources, and provide people with decent ways of life,193 member Countries endeavour to find a way to raise the awareness among people and communities of this idea, SD gradually integrated and gained a place in every life aspect (Sachs, 2023). As this study discuss an educational issue, the focus will be on the relation between SD and education; How does education contribute to sustainable development? and What is the relation between SD for education and this study.

Sustainability Definition: It should be noted here that the problem is not in the absence of a definition. On the contrary, it is in the overcrowding of definitions and meanings. There was a lot of talk in the global literature on the concept of sustainable. SD as a term is extensively discussed and growth over time, until it became a research field in itself (González et al., 2021), perhaps the most important of which is what was mentioned in the Rio Declaration in 1992 (Clarck, 2013): Where it formed a qualitative leap in defining the concept of

development when he emphasized (( the necessity of achieving inter- generational justice )), another remarkable definition for SD by the United Nations assert that SD is to meet the present needs without compromising the future generation's needs (Martin, 2023).

Education and Sustainable Development (ESD): Namely basic idea of ESD is highlighted in the education for sustainable development's learning objectives: "Education is a goal in itself" and a means to achieve all other sustainable development goals. Education is an integral part of the sustainable development process, but it is also a significant factor in achieving sustainable development as a whole. Therefore, education represents a fundamental strategy to achieve the other sustainable development goals (Tang,2017,1). Education has received much attention due to its importance. Thus, when we talk about education and sustainable development, we have to clarify two main axes, namely education as a goal and as a means.

Teachers are arguably the backbone of education, and TPD is considered a continuous training for teachers to learn about modern teaching methodologies. In recent decades, educational research continues to develop its concepts and means, and teacher must keep pace with that. Further, a modern technique has been developed which requires that teachers keep in line with these changes. This demonstrates the need for TPD in supporting educators professionally, and (TPD) provides an opportunity for teachers to continually deliver quality teaching, which is a strong contributor to achieving SDGs (Beishuizen et al., 2017).

In truth, talking about sustainability as a goal does not provide a vital link to current research. Perhaps it is appropriate to dwell on education from the second axis, which is education as a means to achieve a very important goal like peace and justice where the leading role of teaching cadre is highlighted, the study raises some questions and answer them to explain this point:

- Why is education important in a conflict area?
- What is the important of professional teaching cadre for education in a conflict area?
- How can professional teaching cadre help to stop conflict and protect people there?

By answering the previous question, the study addresses the link between education and SDG:

- Why is education important in a conflict area?

There is need to have a new understanding for conflict nature as mentioned above, because that will push making drastic changes in dealing with it. Today's conflicts are fought between cultural groups within a nation. Internal conflict is a major obstacle to achieving universal access to education (Komatsu, 2017,2).

This research focuses heavily on education as the best long-term solution to eliminate conflict, “If an individual is educated, he acquires moral values, proper code of conduct, and effective ways of communication; education will enable him to find out means to resolve the

conflicts in an effective manner without being aggressive.” (Kapur,2018,1). To be brought up in a place full of violence is horrible, but the more terrifying thing is it being the person’s only option. Essentially, it is paramount for children to see the bright side of life, and to have hope for a better one. They must be provided with the opportunity to learn the values of forgiveness and cooperation, and to love each other in an ideal sitting as school where trained teachers could fulfil this mission. Additionally, it is important for kids to have confidence and a strong will that enables them to make decisions. Saying ‘No’ when they need to, the ability to influence others and make changes in their community. This is as important as providing them with food, drink, or medicine. It is possible to say, with no exaggeration, that the need for education is largely similar to the need for nutrition. By educating, children are less likely to join armed groups. Every childbirth in a conflict region -with no other opportunities- means the continuation and expansion of the conflict. So ‘focusing on eliminating the problem’ before it occurs is better than working to solve or ease its effects (Beishuizen et al., 2016).

Here comes the questions:

- What is the importance of professional teaching cadre for education in a conflict area?

The objective of this research is to assert the importance of teachers’ roles in situations and crises where the standards of traditional learning are disrupted, such as conducting the educational process in schools equipped with teaching tools and constant supervision. Under conditions where these elements are absent, the teacher becomes the foundation for the



continuation of the teaching process. Furthermore, the only motivation which compels a teacher to resume their job is their convictions and conscience which are directly tied to their people, their land, and their desire to assist and help others as well as improve their lives within their capabilities. (Frank & Meyer, 2021). This means that they may be biased towards or against certain student because they are from the same denomination, which could push them to reject a group of students whose ideology does not align with theirs. This creates an unsafe space due to further polarisation, and it could even lead to them disallowing students to continue their education. This can make matters worse in terms of the educational processes, especially with the lack of censorship. This could cause a deep rift and discriminating line among the groups of students that can result in an escalation of the conflict, deflecting the main purpose and goal of the teaching process as a consequence. A well-trained teacher ought to have the capabilities that allow them to handle such situations and leave politics and ideological battles out of their way. Said teacher ought not to discriminate between student groups on the account of their ideologies, and ought to be a mediator among them, whose sole purpose is to achieve the goal of “knowledge and learning for all.” (Pham & Smith, 2023).

- How can a professional teaching cadre help in stopping or reducing the escalation of the conflict as well as protect the students in those areas?

It is important for a teacher to fully understand that their duty lies in enlightening and endowing students with knowledge, as well as helping them take constructive courses of

action which benefit all students and their nation. Unlike a war leader, whose job lies in spreading propagandas and ideologies which pertain to a certain political group or sec, it is a teacher's duty to keep quarrels and arguments that belong to the national conflict far from the school grounds, and to supervise the educational process in the area of conflict. It is however very likely that the ideas, ideologies, and arguments enter the classroom with the students who hear them at home. Then, the classroom becomes a space where students process them, and share their thoughts with each other with a professional teacher who could supervise this discussion calmly.

For instance, a teacher ought to adopt a position of neutrality, as to not stir provoking issues between students; moreover, teachers should help students develop the ability to deliberate on discussions and controversial issues, so that classrooms become a community for democracy, and the teacher is the messenger of peace (Alstein, 2019). Given that the students are in a dire need to be taught tolerance and acceptance before they are even taught how to read and write, a teacher is the harbinger of peace and security for students who have been drained by the horrors of war. (Bordia, 2021).

It is vital for a teacher to be equipped with the necessary skills and experiences required for educational processes; the teacher then transfers these experiences to their students. They teach them to accept and tolerate differences in order to coexist, despite being in a conflict-

infested region. This can be one of the primary steps towards establishing an inner peace within people's minds and the institutions they study at. (Kalatskaya, Solobutina, 2017).

Thus, the most important goals of sustainability are achieved: justice and peace, which are the foundations of other goals. Several problems such as poverty, hunger and disease are widespread in conflict areas because people in those areas leave their jobs forcibly to protect themselves from any attacks. They cannot cultivate fields, do mercantile affairs, or even build hospitals to make healthcare readily available. Conflict discernibly gets in the way of them carrying out their lives, and therefore stopping conflict is the First and foremost step to achieve other SDGs. However, Traditional TPD training carried out in conflict zones faces many obstacles, and attendance possibilities are one of them. Consequently, online TPD could be the solution. Online learning solutions have many benefits, one being getting in-depth material and retaining information.

Online courses are also more flexible, which allows teaching cadre to learn at their own pace, and moreover, they help save money for educators (Bastanzhyieva, 2023). Several researches have been done in this field, as will be explained in the literature review, and the results show positive outcomes from oTPD. This is a good sign regarding the oTPD program, because the objectives of this program cut across SDG in several aspects.

#### *4. 11. Validity, reliability, and generalisability:*

Validity: The validity is used to evaluate the quality of research; it is measured by how methods can meet The validity is used to evaluate the quality of research; it is measured by how methods can meet the need to collect sufficient and appropriate data. Validity also measures how data contributes to achieve the research goals. Validity could jeopardize be several threats such as selection bias when people, or methods were poorly chosen (Taherdoost, 2016). Tripping in any step of the research process leads to unreliability and invalidity of the results. To ensure the obtention of reliable and valid results, a number of various methods were followed when the data was collected, two methods of collection were applied: questionnaires and interviews. The questions proposed in the questionnaire were comprehensible and covered the various aspects of the participants experience. The questionnaire and the questions of the interview were checked by the supervisor, to ensure that they addressed the research question appropriately. Additionally, the participants received guiding instructions and examples, to allow better understanding of the questionnaire and its purposes. Furthermore, the participants had the chance to provide further information regarding the study, and that is by proposing (open) question in each of the questionnaire's sections. This was done to verify "Content and Construct validity".

Reliability is the overall consistency of a method that measures something. A measurement is considered reliable if it produces similar results under the same circumstances. In addition,

collected data should lead to precise, stable, and reproducible findings. there are several ways to ensure the reliability in a study, the one which is appropriate to this study is Interrater reliability, it is essential to compare the obtained data to check the similarity and differences between responses (Middleton, 2023).

Generalisability is the extent to which the obtained results are trusted and applicable. So, the findings will not be limited to specific research but could be applied in various fields in the same settings (Polit& Beck, 2010). The goal of this study is to not to generalize findings, but to provide a rich and broad understanding about a specific issue. this information supposed to be a useful for future research in the same contexts. Taking into account several influencing factors such as the characteristics of the participants. The procedure of creating the sample was designed such that participants from different genders and different age groups were chosen. The participants had diverse academic qualifications and were employed in various educational fields. This diversified procedure creates a representative sample of the study's community and avoid prejudice.

## Chapter 5: Presentation of research results:

The was rolled out on a small group of teaching cadre (N=25) in two cities in Syriathat belong to the conflict area. The group was made up of educators with varying ages, qualifications, and positions, who willingly attended an online TPD course. Upon completion of the course, a link to a survey was sent to all participants, twenty responses were obtained. Consequently, interviews were conducted with five participants who may have answered the survey or not, but they attended the course and received a link. The results will be presented by quantitative analyses first (survey), and then by qualitative analyses (interviews).

### *5.1. Sample Preparation:*

The survey's responses were made up of 20 educators with varying ages, qualifications, and positions, who willingly attended an online TPD course and participated in this survey and some of them in the interviews:

#### 5.1. 1. Age:

The range of sample ages spanned from 24 to 53 years old, this wide distribution highlights a rich tapestry of experience and career stages, reflecting the diverse educators' backgrounds (see fig 6.1). The considerable range of 29 years emphasizes the vast differences in perspectives, knowledge, and teaching styles that coexist within the group. The mean age

of 40.65 years indicates that the majority of educators fall within the range of their early to mid-40s, revealing a mix of both relatively young and more seasoned professionals.

Furthermore, the standard deviation of 8.86 highlights that the ages within the sample are relatively spread out from the mean, indicating a wide array of experiences and backgrounds among the participating teachers.

This diversity is invaluable in understanding the complexities and nuances of the teaching profession, ensuring a more robust and well-rounded analysis of the challenges and achievements faced by educators. Based on the variety in age among the participants as shown in the age histogram, Fig. 6.1. 1, it can be assumed that there is a variety of experience levels among the group participants. The age distribution underscores the representation of educators across different life stages, and among them early-career educators as well as those with considerable experience. Considering that participants start the profession usually after their graduation.

Having such a diverse age range among the participants provides a comprehensive understanding of the challenges and achievements faced by educators at various points in their careers. The early-career educators might bring fresh perspectives and innovative approaches to teaching, embodying enthusiasm, and energy. Meanwhile, the more experienced teachers offer the wisdom and expertise that come with years of dedication to the profession. Mid-career teachers bridge the gap between novices and seasoned educators,

representing a crucial stage where valuable experience and expertise combine with a thirst for innovation and improvement.

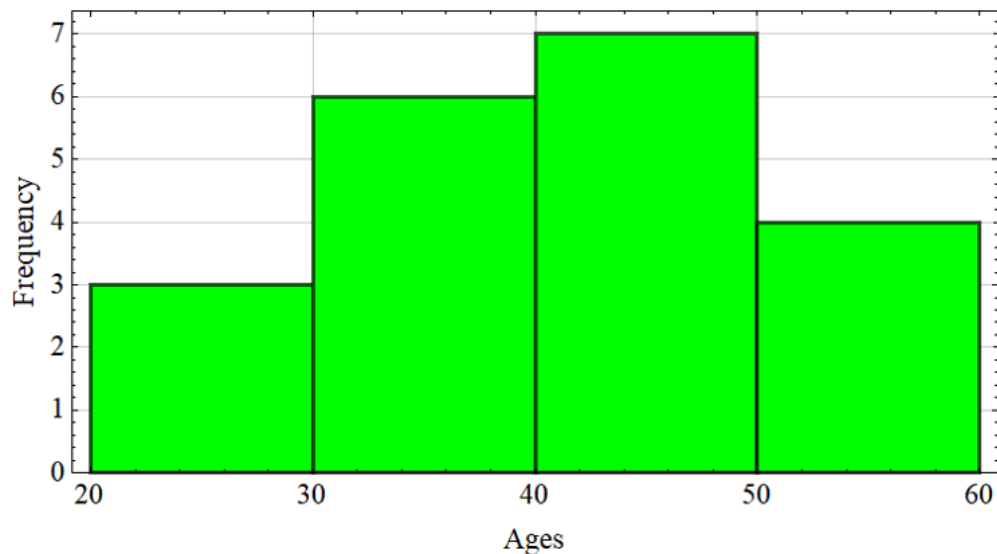


Fig. 5.1. 1.

#### 5.1. 2. Qualifications:

Educators in the study's sample boast a wide array of educational backgrounds. While a substantial number of teachers have attained a bachelor's degree, representing a solid foundation in their field, several others have pursued Diplomas, exemplifying a commitment to practical learning. Moreover, the presence of master's and even a Doctoral Degree holder highlights the pursuit of continuous academic growth among some educators (Fig. 5.1. 2).



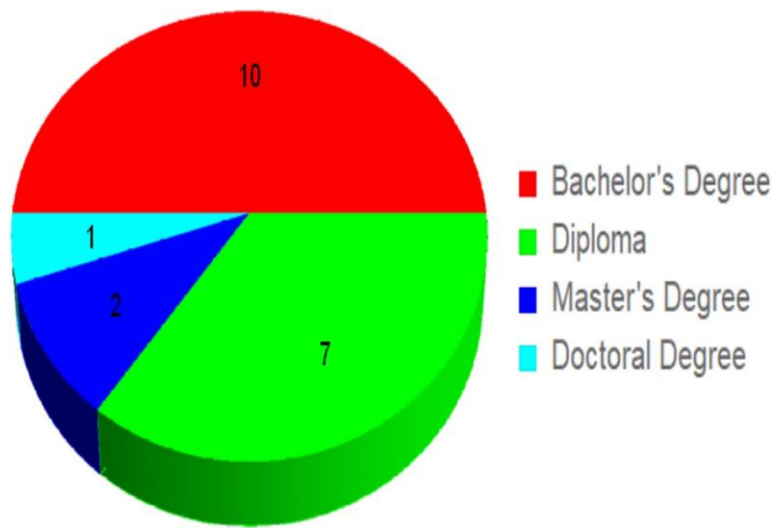


Fig. 5.1. 2

5.1. 3. Positions:

The histogram, Fig. 5. 1. 3, displays the positions held by the sample, showcasing the distribution of their roles. The majority of individuals in the sample are categorized as "Teacher," comprising the largest bar on the histogram with a count of 14." Director of School" and "Retired" positions follow next, each represented by two bars. Meanwhile, "Secretary" and "Kindergarten Nanny" roles are less prevalent, with one participant occupying each position. The distribution highlights the predominant occupation of "Teacher" among the sampled participants. The remaining positions, though less frequent, add diversity to the sample, encompassing roles such as

administrative (“ Secretary” and” Director of School”) and childcare” Kindergarten” positions, as well as retirees who might still engage in tutoring activities.

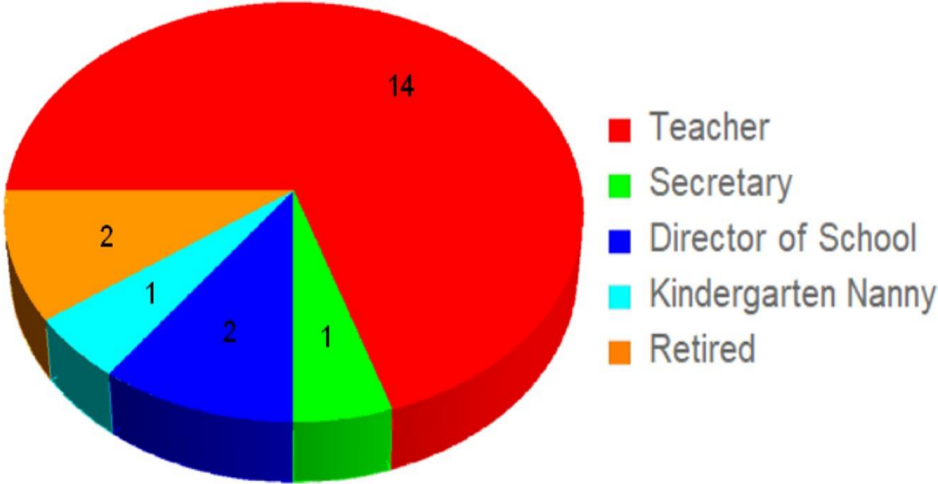


Fig.6. 1. 3

In conclusion, this diversity provides a comprehensive glimpse into the multifaceted world of education. The varied backgrounds, experiences, and attitudes enrich the collected data, and offer a deeper understanding of the challenges, opportunities, and potential solutions that educators encounter in their professional journeys.

*5.2. Content analysis:*

Based on the for criteria that are identified in the questionnaire to collect data, four themes were generated to discuss main four aspects about participants’ experiences: Interaction within a training course, course learning outcomes, access to the platform, and course results.

A mixed data was collected to explore these themes. The analysis for these data will set out in details hereunder:

### 5. 2. 1. Interaction within a training course:

To understand this point five questions have been included in the survey (See Appendix 2). The five questions are: How satisfied are you with your participation in this course? Do you like this type of online course? Have you attended an online course before? How does this online course influence your learning skills? Describe your learning experience during your participation in this online course. Participants' answers are as follows:

1- How satisfied are you with your participation in this course?

The responses for this question were recorded on a scale from 0 to 4, where 0 represented "Completely Unsatisfied" and 4 indicated "Completely Satisfied." From Fig.5. 2. 1. a, it is evident that no educators rated their satisfaction as "Completely Unsatisfied" (score 0). Instead, a considerable proportion of educators (10 out of 20) reported a satisfaction score of 3, while 3 out of 20 reported a score of 1, 3 out of 20 reported a score of 2, and 4 out of 20 reported being "completely satisfied" with a score of 4. The fact that a substantial number of educators (10 out of 20) gave a score of 3 indicates a positive sign, suggesting that a significant portion of the participants found the oTPD course relatively highly beneficial and rewarding. The calculated mean satisfaction score was 2.75, indicating a moderately positive overall sentiment towards the oTPD course. Additionally, the standard deviation of the

satisfaction scores was computed to be 0.97. Furthermore, a correlation factor of  $R = -0.07$  was determined between the ages of the educators and their satisfaction scores. This correlation factor near zero implies a weak linear relationship between the two variables, indicating that age and satisfaction scores are weakly related, Fig. 5. 2. 1. b. In other words, the age of the educators does not appear to significantly influence their satisfaction with the oTPD course.

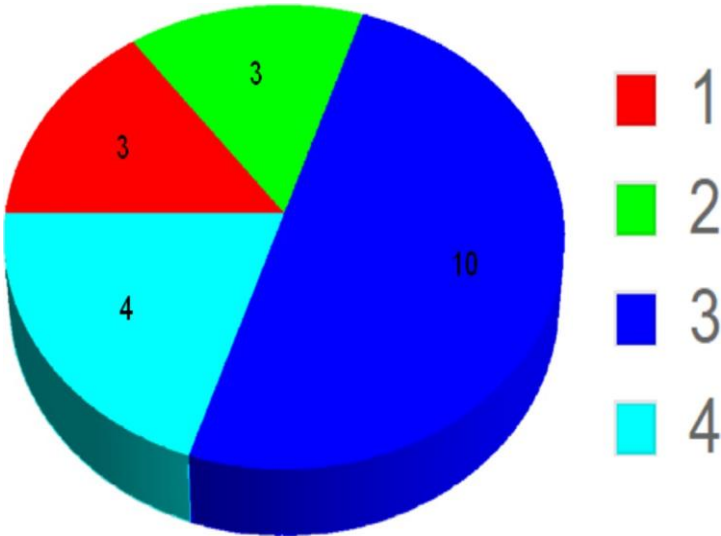


Fig.5. 2. 1. a

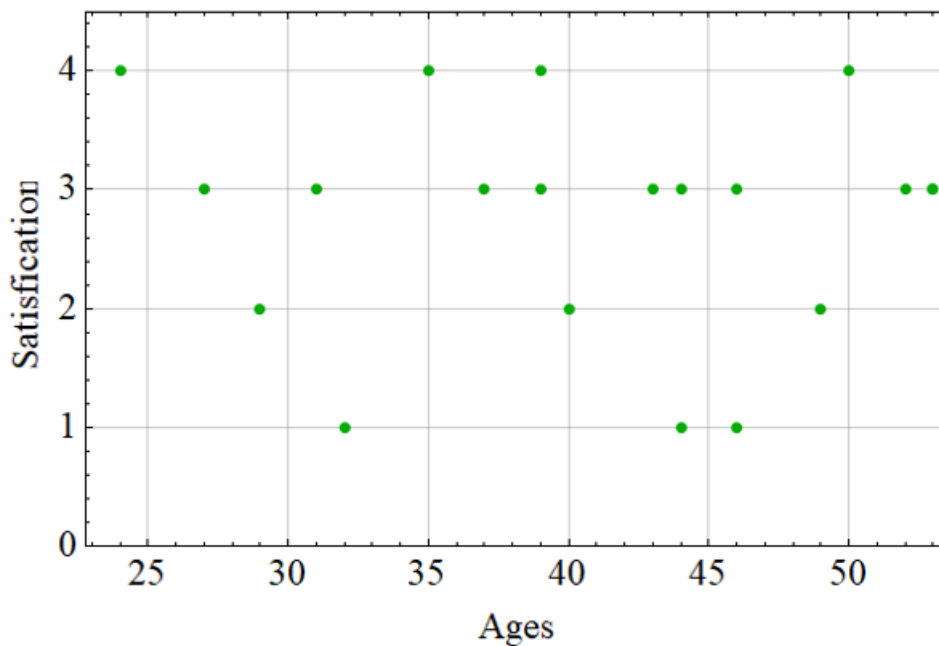


Fig. 5. 2. 1. b

2- Do you like this type of online course?

The question was presented with one of three options:” Yes,”” No,” or” I do not know.”

Among the 20 responses, 13 educators answered affirmatively, indicating that they liked the oTPD course. These positive responses suggest that a substantial majority of educators found the online professional development experience to be valuable and beneficial to their teaching practice. On the other hand, 5 educators answered negatively, expressing their disapproval of the oTPD course. The reasons behind these negative perceptions warrant further investigation

to identify potential areas of improvement in the course design or delivery. Such feedback can be invaluable for educational institutions and course developers to address any shortcomings and create more effective learning experiences.

Interestingly, 2 educators responded with "I do not know." These uncertain responses could be attributed to various factors, such as participants' limited experience with online courses, a lack of familiarity with the specific oTPD program, or uncertainty about their own preferences regarding online learning. Understanding the factors influencing these answers.

3- Have you attended an online course before?

To exploring the educators' perspectives on online courses for professional development reveals varying attitudes. A considerable number of educators (12 educators) have actively participated in online courses, recognizing the benefits of staying updated with evolving teaching methodologies and subject matter expertise. On the other hand, some educators (eight educators) have yet to venture into the realm of online learning, preferring traditional methods of professional development or encountering other constraints.

4- How does this online course influence your learning skills?

Out of the 20 educators who participated in the survey, 19 reported a positive influence of the oTPD course on their learning skills. Their responses highlighted the various ways in which the course had positively impacted their professional development and instructional

practices. In contrast, one educator expressed that the oTPD course had an "unimportant" influence on their learning skills. While the reason behind this response was not elaborated upon in the survey, it is essential to acknowledge that individual experiences and perceptions of professional development may vary. The overwhelmingly positive responses from the majority of participants reinforce the significance of oTPD courses in empowering educators and promoting their professional growth. However, the contrasting response from the one educator who perceived the course as "unimportant" points to the need for further investigation. Possible reasons for this response could include a mismatch between the course content and the educator's specific needs, ineffective implementation of the course, or external factors influencing the educator's perception. According to most of the participating educators the oTPD course had a significant positive influence on the learning skills. The findings emphasize the importance of providing relevant, engaging, and well- implemented professional development opportunities for educators. Understanding educators' perspectives on such courses can contribute to refining and tailoring future professional development initiatives, ensuring the promotion of excellence in education.

5- Describe your learning experience during your participation in this online course.

This question allowed participants to respond broadly, enabling the researchers to capture a diverse range of perspectives and opinions. Upon analysing the responses of the participants, several key themes emerged:

- **Positive Learning Outcomes:** A significant portion of participants expressed satisfaction with the course, describing it as a "good" and "enjoyable" experience. They reported gaining valuable knowledge and skills, particularly in educational leadership during challenging situations.
- **Improved Problem-Solving Abilities:** Many participants noted that the course positively impacted on their ability to handle and solve problems. They felt more confident in their decision-making skills when dealing with conflicts or challenges in an educational setting.
- **Regret Over Missed Opportunities:** Interestingly, one participant expressed sadness over the missed opportunities during a war. This response highlights the course's potential to evoke emotional reflections and connections to real-world situations, indicating a deep engagement with the content.
- **Desire for Conceptual Development:** A few participants mentioned that their goal in taking the course was to develop their educational concepts. This demonstrates a proactive approach to learning and a clear understanding of the desired outcomes from the course.
- **Appreciation of Practicality:** Several respondents emphasized the practicality of the course, stating that it was "useful," "helpful," and "important." This positive feedback suggests that the course content was relevant and applicable to real-life scenarios.



- Lack of Engagement: On the other hand, some participants did not provide responses, as they chose not to reply. This could indicate a lack of engagement or perhaps a need for improvement in the survey design to encourage more comprehensive feedback.

In conclusion, the positive feedback and reports on improved problem- solving abilities highlight the effectiveness of the course in achieving its objectives. Additionally, the expression of regret over missed opportunities during war and the desire for conceptual development indicate that the course content resonated with some participants on a deeper level, fostering critical thinking and emotional connections. However, the presence of participants who did not reply to raises questions about engagement and survey design. Future research could explore strategies to enhance participant feedback and engagement in online courses.

### *5. 2. 2. Course learning outcomes:*

The following section delves into the multifaceted impact of the oTPD course on educators' growth and professional capabilities. This part answers the following five question:

-Based on the knowledge acquired from this course, have you been able to develop new academic strategies that can be used at school? -Did the course help you develop new skills?

-Describe your knowledge in class/school leadership after participating in this course:

-To what extent can the teaching cadre develop their professionalism through these online trainings?

-Describe the course content in a word: Good, Bad, Clear, Helpful.

The aim from these questions is to explore the course through various lenses, shedding light on its influence on academic strategies, skill development, school leadership knowledge, educators' professionalism, and perceptions of course content.

1- Based on the knowledge acquired from this course, have you been able to develop new academic strategies that can be used at school?

Another primary objective of this study was to evaluate the influence of the oTPD course on the cultivation of fresh academic strategies among educators. To assess this point, participants were asked to answer YES or NO question, about their perceptions regarding the knowledge they gained from the course and its practical applicability.

Remarkably all 20 participating educators in the course responded affirmatively with Yes, indicating an overwhelming consensus that the specialized training significantly impacted the development of new academic strategies. This unanimous positive response demonstrates the course's effectiveness in enhancing pedagogical skills and was well-received by the educators. The study's findings suggest that the course positively influenced the adoption of new strategies, with all participants expressing high levels of satisfaction and appreciation for

the course's content and structure. By incorporating these strategies, educators may further improve student engagement, academic performance, and overall learning experiences.

2- Did the course help you develop new skills?

Participants were presented with a question 'Did the oTPD course help you develop new skills?' with one of three options: 'Yes,' 'No,' or 'Unsure'. 12 responded affirmatively, stating that the oTPD course had significantly helped them develop new skills. Their positive feedback suggests that the oTPD course had a measurable impact on their professional growth and teaching abilities. Conversely, one educator expressed dissatisfaction with the course, stating that they did not feel the course contributed to their skill development. Surprisingly, seven educators responded with uncertainty regarding the impact of the oTPD course on their skill development. These educators provided mixed feedback, indicating that while they had learned new concepts and techniques during the course, they were uncertain about applying them effectively in their classrooms. The findings from the analyses of the answers to the question about new skills provide valuable insights into the effectiveness of the oTPD course in supporting educators' skill development. The positive responses from the majority of participants demonstrate the course's potential to empower educators with new teaching skills. However, the presence of a negative and uncertain response suggests that additional measures should be taken to ensure the course's effectiveness for all participants.

3- Describe your knowledge in class/school leadership after participating in this course:

The participants' responses were carefully analysed to gain insights into the perceived benefits and learning outcomes of the course. Based on the responses, the findings are summarised as follows:

- **Sense of Responsibility and Trust:** A recurring theme among the participants' responses was the importance of a leader possessing a strong sense of responsibility. The oTPD course seemed to emphasize the significance of cultivating trust among individuals within the school community. Participants recognized that an effective leader should not only be accountable for their actions but also work towards building trust and cohesion among students, staff, and families within the society in which the school operates.
- **Crisis Management:** Several participants acknowledged the significance of identifying crisis groups within the school's community and being prepared to handle crises effectively. The oTPD course appeared to enhance their crisis management skills and understanding of the importance of developing useful plans to address potential conflicts and panic situations.
- **Fostering a Safe Learning Environment:** Participants acknowledged that a leader's responsibility extends beyond academics, and they play a crucial role in ensuring the safety and security of the educational process and personnel. The oTPD course

seemed to emphasize the need for leaders to cultivate safety in the hearts of students, especially during times of conflict or crises.

- **Collaboration and Decision-making:** This question revealed that the oTPD course encouraged participants to collaborate with other educational institutions in their region. They recognized that making informed and wise decisions is vital in maintaining a positive learning environment. The course seemed to enhance participants' ability to act quickly and decisively while remaining patient and stress-free.
- **Personal Development:** Many participants noted that the OTPD course helped them develop personally and professionally. It appeared to equip them with self-confidence, personal strength, and awareness, which are essential attributes for effective school leadership. The findings of this part indicates that the oTPD course had a positive impact on participants' knowledge of school leadership. The course seemed to equip educators with crisis management skills, a sense of responsibility, and the ability to foster trust and safety within their school communities. Moreover, participants reported increased self-confidence and a better understanding of decision-making processes.

These findings suggest that well-designed professional development courses like oTPD can significantly contribute to the enhancement of school leadership skills, ultimately benefiting

the overall learning environment and student out- comes. Further research on a larger scale and with a control group could provide more substantial evidence of the course's efficacy.

4- To what extent can the teaching cadre develop their professionalism through these online trainings?

Professionalism is considered to be the main axe in this study, so understanding the effectiveness of online training in enhancing educators' professionalism is of utmost importance. To explore a possible impact of the oTPD course on the professional growth of participants, participants were asked to rate the extent to which the oTPD course contributed to their professionalism on a scale from 0 to 4, where 0 represents no development and 4 indicates complete development of professionalism. From Fig. 5.2.2.a, the majority of educators fell within the range of scores 2 and 3, with fewer educators scoring 1 or 4. Specifically, five educators (out of the total sample) gave a score of 3, indicating that they perceived a significant level of professional development through this specific online training. Ten educators gave a score of 2, suggesting moderate development, and only three educators rated their development at a lower level with a score of 1.

Surprisingly, only two educators reported a score of 4, indicating complete development. The study's results show that the majority of educators perceived the online training as having a positive impact on their professional development. While some educators reported substantial growth, others expressed more moderate gains. The relatively small number of educators

giving low or high scores indicates that most participants experienced a moderate level of development, indicating the potential effectiveness of online training.

The mean score was found to be 2.3, which implies a slightly positive inclination towards professional development through online training. The standard deviation, which measures the spread of scores from the mean, was calculated to be 0.86. This indicates that the responses were relatively dispersed around the mean, suggesting that there is a variance in educators' perceptions of their professional development through online training.

Additionally, the correlation factor between the scores and ages of the educators was calculated to be  $R = -0.19$ . The negative correlation suggests that there is a weak, inverse relationship between age and the perceived impact of online training on professionalism development, Fig. 5.2.2. b.

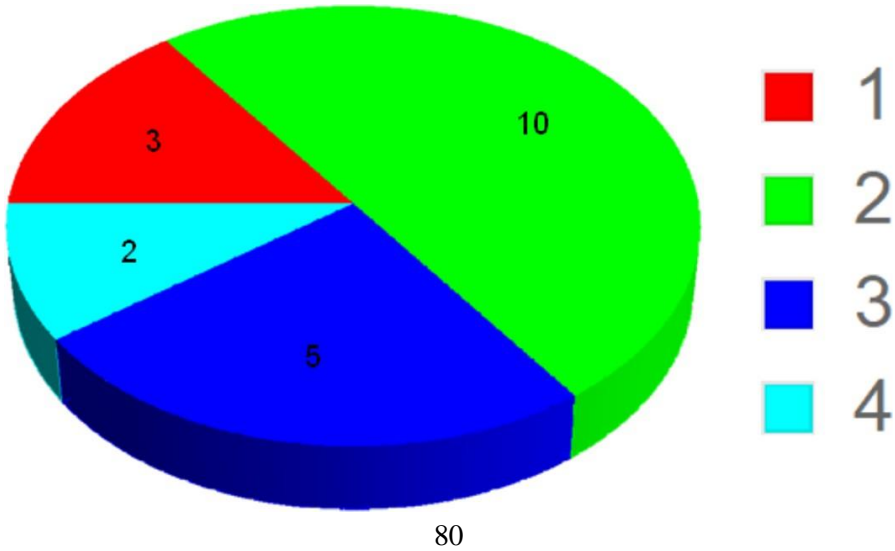


Fig. 5.2.2.a

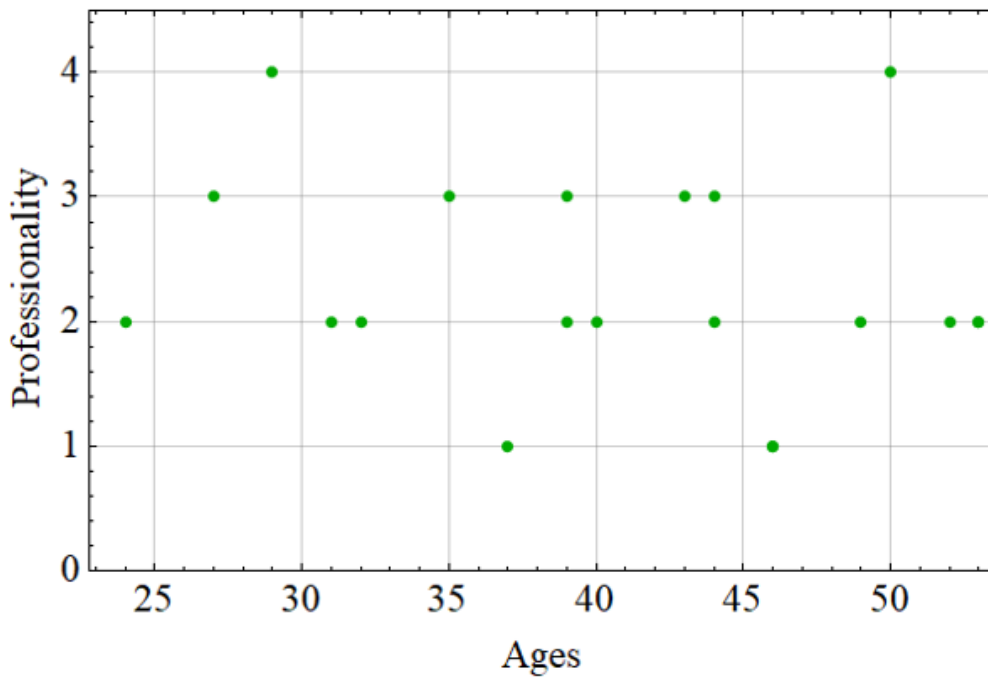


Fig. 5.2.2. b.

5- Describe the course content in a word:

Six educators selected "Clear," indicating that they found the course to be well-structured and easily understandable. Eight educators chose "Helpful," suggesting that the course content and instructional approaches were valuable in supporting their professional development and enhancing their teaching practices. Five educators opted for "Good," indicating an overall positive perception of the course without specifying particular aspects



that stood out to them. Finally, one educator selected” Boring,” implying that he perceived the course as uninteresting or not engaging, Fig. 5.2.2.

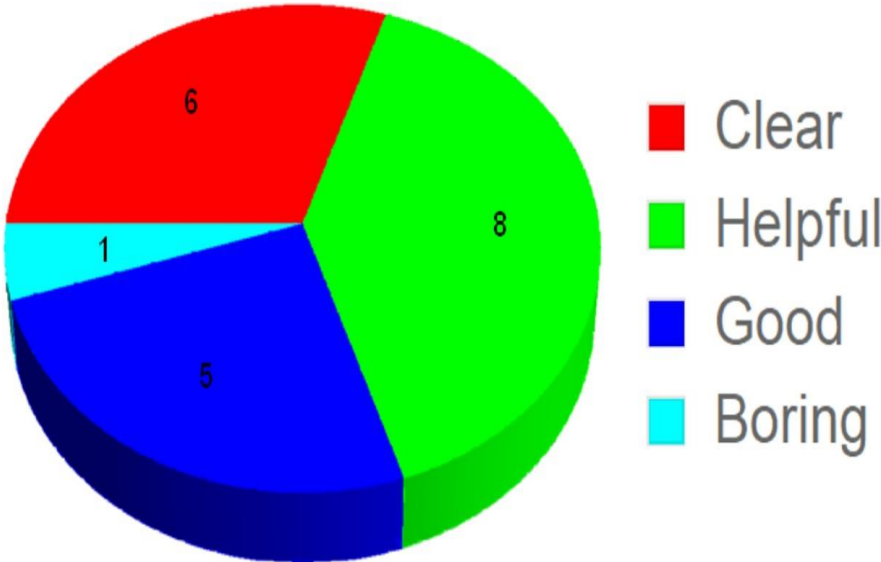


Fig. 5.2.2.

5. 2. 3. *Access to the platform:*

This section delves into the dynamics of the access to the course, encompassing facets of delivery, challenges faced, and language’s clarity. These aspects provide insights into the practicality and accessibility of the oTPD course. By answering the following five questions, the section can shed light on the conditions under which educators attend this program; How easy was it for you to familiarize yourself with the platform? Was the course platform accessible 24/7? If yes, did you find it useful? Have you faced any digital connection issues?

Which of the following difficulties have you faced throughout the course? Lack of digital skills, internet connection, financial issues. none. Describe the language used in the course (clear-understandable-difficult).

1- How easy was it for you to familiarize yourself with the platform?

The responses for this question were rate on a scale from 0 to 4, where 0 indicated "Very Difficult" and 4 indicated "Very Easy." Based on the provided information, Fig. 5.2.3a. The findings indicate that the majority of educators rated their familiarity with the oTPD course platform as either "Difficult" (score 1) or "Moderate" (score 2). A smaller number of participants found it "Very Difficult" (score 0) or "Easy" (score 3), and the highest number of educators reported that they found it "Very Easy" (score 4). The mean score of 2.4 suggests that, on average, participants' experiences leaned towards moderate familiarity. The standard deviation of 1.31 implies that there was considerable variation in responses, indicating that some educators had significantly different experiences with the platform compared to others. Additionally, the study explored the relationship between participants' age and their familiarity scores. A correlation analysis was conducted, and the correlation factor was found to be  $R = -0.17$ . The negative correlation suggests that there is a weak inverse relationship between age and ease of familiarizing oneself with the platform. The weak negative correlation with age indicates that older educators may have slightly more difficulty familiarizing themselves with the oTPD course platform compared to younger ones. However, the

correlation is weak, Fig. 5.2.3b, so age may not be a prominent factor influencing participants' experiences.

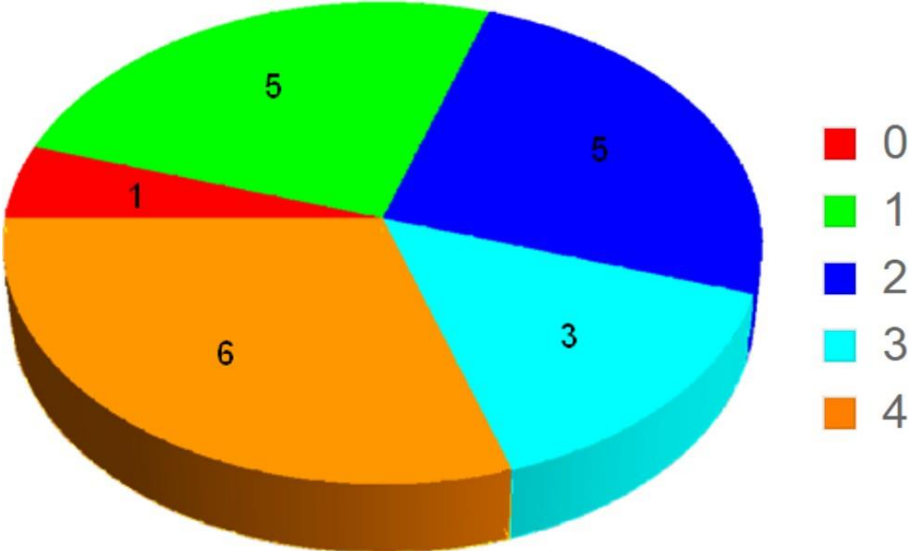


Fig. 5.2.3a

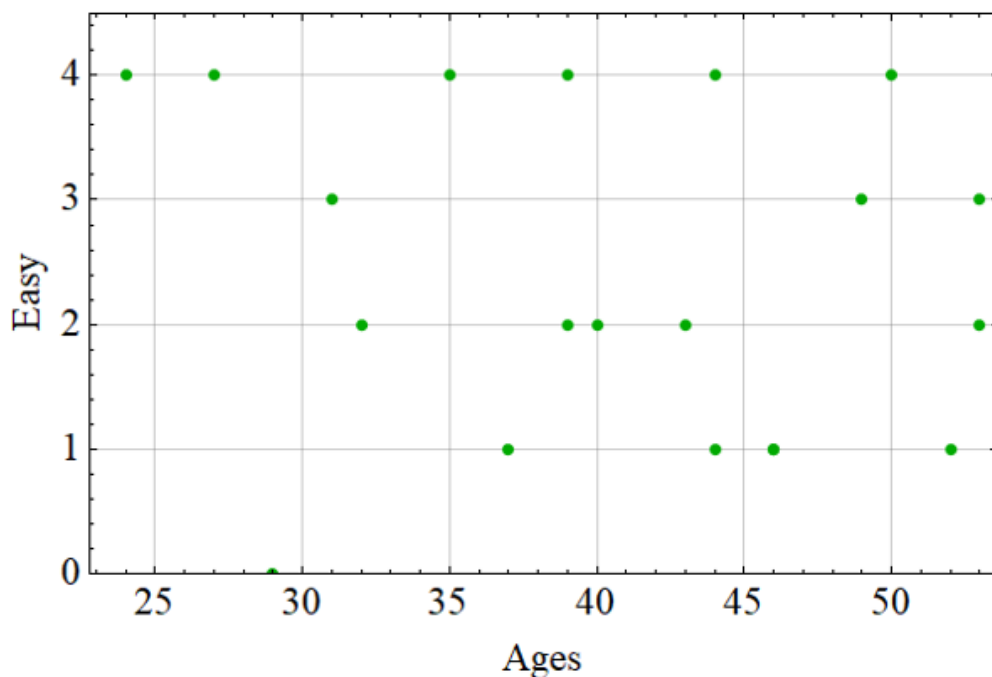


Fig. 5.2.3b

2- Was the course platform accessible 24/7? If yes, did you find it useful?

When it comes to platform, the survey also asked the participants about the accessibility of the oTPD course platform throughout 24 hours and 7 days a week. Understanding whether teachers have continuous access to the course materials, resources, and communication tools is essential in optimizing their learning experience and professional growth. The response for this question were limited to a simple "yes" or "no" to keep the data collection process concise and straightforward. Among the 20 teachers who participated in the study, 15 of them responded positively, indicating that they had access to the oTPD course platform 24 hours a

day and 7 days a week. On the other hand, 5 teachers reported that they did not have continuous access to the platform. The results indicate that the majority of teachers found the oTPD course platform accessible at all times, highlighting the platform's reliability and availability. This accessibility could be attributed to various factors, such as a well-designed and robust infrastructure, efficient server maintenance, and technical support to address any issues promptly. Additionally, the positive response might also be influenced by the teachers' geographical locations and the time zones they reside in. An accessible platform enables teachers to engage with the course content, interact with peers and instructors, and submit assignments at their convenience, leading to a more flexible and personalized learning experience.

### 3- Have you faced any digital connection issues?

In recent times, the adoption of technology in educational settings has grown significantly, and online courses have become a popular means of delivering professional development to educators. However, the effective implementation of these courses relies heavily on stable and reliable internet connections. Digital connection issues can pose significant challenges to the learning process, potentially hindering the overall success and efficacy of online educator training programs. To explore the extent to which digital connection issues impacted educators' experiences (and conditions for following the course) during the oTPD course, participants were asked to respond to the main question:” Have you faced any digital

connection issues in the oTPD course?” Participants had two response options:” Yes” or “No.” Out of the 20 participants, 9 educators reported experiencing digital connection issues during the oTPD course, while the remaining 11 educators stated they did not encounter any such issues.

The finding that nearly half of the educators faced digital connection issues during the oTPD course highlights the significance of this problem in the context of online educator training. The challenges posed by these issues may have several implications for both educators and course organizers:

- **Impact on Learning Experience:** Educators who faced digital connection issues may have experienced interruptions in accessing course materials, participating in live sessions, or engaging in collaborative activities. Such disruptions can hinder the smooth flow of learning, leading to frustration and reduced engagement.
- **Equity and Inclusivity:** Digital connection issues may disproportionately affect educators from regions with limited internet infrastructure or low bandwidth availability. This raises concerns about equitable access to professional development opportunities and the inclusivity of online courses.
- **Course Effectiveness:** The occurrence of digital connection issues could affect the effectiveness of the oTPD course, as participants may miss out on important content or fail to fully engage with the material due to technical challenges.

- Which of the following difficulties have you faced throughout the course? Lack of digital skills, internet connection, financial issues. none.

Based on the foregoing, it was essential to explore and analyse the challenges faced by educators during their participation in the oTPD course. The question aimed to discover every potential difficulty that participants may encounter throughout the course, based on the survey responses to this question Fig. 5. 2. 3:

- Internet Connection: Nine out of the 20 educators reported experiencing difficulties with their internet connection. This finding highlights the significance of a stable and reliable internet connection as a prerequisite for successful online teaching. Educators facing internet connectivity issues may encounter challenges in delivering live virtual sessions, accessing course materials, or interacting with students in real-time.
- Lack of Digital Skills: An equal number of nine educators identified a lack of digital skills as a major challenge throughout the oTPD course. This result emphasizes the importance of incorporating comprehensive digital literacy training into professional development programs. educators struggling with digital skills may find it challenging to navigate online learning platforms, effectively utilize educational technology, or create engaging multimedia content for their virtual classrooms.
- Financial Issues: Two out of the 20 educators reported facing financial constraints during their participation in the oTPD course. Although this number is relatively low

compared to the other difficulties, it underscores the significance of considering the financial burden on educators seeking professional development opportunities.

Financial constraints could limit access to necessary equipment, resources, or paid courses, potentially hindering the overall learning experience for some educators.

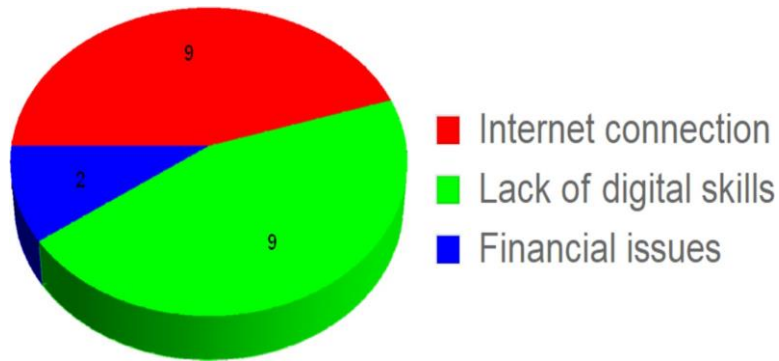


Fig .5 . 2. 3

4- Describe the language used in the course (clear-understandable-difficult).

One more important issue worth investigating is the language of the course, since the course is delivered in the mother tongue of the educators, the question evaluates its clarity and comprehensibility. Effective communication is essential in the field of education, particularly in professional development courses designed to enhance educators' skills and knowledge.

The participants were given a question:” Describe the language used in the oTPD course.”



They were instructed to choose between many options, further, they could add any description they thought of, to express their perception of the language's effectiveness in aiding their learning experience. Among the 20 educators surveyed, 12 educators selected "Clear," indicating that they found the language used in the oTPD course to be unambiguous and easy to follow. On the other hand, 8 educators selected "Understandable," suggesting that the language was comprehensive and readily grasped by them. The results of this question reveal positive feedback from the majority of participants, with 60% indicating that the language used in the oTPD course was "Clear." This finding suggests that the course materials and communication style employed by the instructors were easily comprehensible, devoid of jargon, and effectively conveyed information to the educators. 40% of participants who selected "Understandable" also demonstrate that the course's language was perceived as comprehensive and easily graspable. While the term "Understandable" may appear to have some overlap with "Clear," the distinction could potentially imply that participants found the language to be rich in context and explanations, leading to a deeper understanding of the subject matter.

#### *5. 2. 4. Course results:*

In this section, we delve into educators' perspectives on various aspects of the online educator professional development (oTPD) program. This section delves into participants' insights by answering the following four questions: Based on your experience, do you believe

that online training programs are a potential alternative to face-to-face training? What are the strengths and weaknesses of this training program? Do you have suggestions for improving this type of online course? What do you look forward to having in future TPD programs? Through these subsections, a comprehensive understanding could be gained contributing to the enhancement of online educator professional development.

1. Based on your experience, do you believe that online training programs are a potential alternative to face-to-face training?

Online training programs have gained significant popularity due to their convenience, accessibility, and flexibility. Out of the 20 educators who answered this question, 10 educators answered "yes," expressing their belief that online training programs can serve as a potential alternative to face-to-face training. Conversely, the other 10 educators answered "no," indicating their skepticism about the viability of online training programs in replacing traditional in-person training.

2. What are the strengths and weaknesses of this training program?

In an effort to get a fuller understanding, qualitative questions were utilized, since open-ended questions can encourage participants to express their opinions freely and provide detailed responses. The following section presents the findings of the study, comprising 20 responses collected from the course's participants.

Strengths of the Online Course are:

- **Clear Presentation and Illustrative Examples:** Several participants from those 20 who answered the survey, appreciated the course's clear presentation of concepts and the effective use of illustrative examples, which facilitated a better understanding of the ideas presented.
- **Time and Resource Efficiency:** Many participants highlighted the advantage of saving time, effort, and distance through online learning, reducing the burden on learners compared to traditional in-person training.
- **Comprehensive Content:** The course was acknowledged for its comprehensive coverage of various aspects of security and crisis management, providing valuable insights into safeguarding individuals in diverse circumstances.
- **Flexibility and Accessibility:** The online format allowed trainees to access the course from the comfort of their homes, providing greater flexibility in managing their learning schedules.
- **Instilling Confidence:** Participants found value in the course's ability to instill confidence in educators' and learners' return to school through the presentation of useful information.
- **Addressing Different Stakeholders:** The course's inclusion of content related to dealing with students, parents, and administrators was praised for providing a holistic approach to educational institution management.

- **Simplified Structure:** Some participants appreciated the simplicity of the course structure, making it easier to follow and grasp the key concepts.
- **Encouraging Cooperation:** The course was founded to raise awareness among administrators about the importance of collaborating with international or local institutes during challenging times.

Weaknesses of the Online Course are:

- **Limited Internet Access and Technical Support:** Several respondents pointed out that inadequate internet access or the lack of technical support posed challenges for some trainees in fully benefiting from the course.
- **Insufficient Focus on Specific Techniques:** A common critique was the course's weakness in adequately addressing specific techniques, leading to some participants feeling less confident in their application of the concepts presented.
- **Inadequate Guidance for Dealing with Large Groups:** Some participants expressed concerns about the course lacking detailed guidance on effectively handling large groups, especially during crises.
- **Lack of Specific Details:** Participants noted that the course lacked sufficient detail in certain areas, which limited their ability to gain a deeper understanding of certain topics.

- Limited Practical Components: Some respondents highlighted the need for more practical exercises to reinforce the theoretical knowledge provided on the course.
- Absence of Realistic Training: A few participants mentioned that the course could benefit from incorporating more realistic training scenarios to better prepare learners for real-world situations.

In conclusion, this qualitative question explored the strengths and weaknesses of the oTPD course designed to address security, educational institution management, and crisis communication. The course was praised for its clear presentation, comprehensive content, and time-saving benefits. However, challenges were identified, including issues related to internet access, technical support, and the need for more practical and detailed guidance.

### 3. Do you have suggestions for improving this type of online course?

Given that participants have valuable experience in teaching in conflict areas, their feedback could provide valuable insights about education, as well as potential areas of improvement and specific points of appreciation. In the questionnaire, each participant was asked two open-ended questions: "Do you like to add anything else?" and "Do you have suggestions for improving this type of online course." In answering the first question, 17 participants provided no additional comments, while the remaining three participants took the opportunity to express their thoughts further. One participant

conveyed their gratitude towards the organizers of the oTPD course. This positive feedback highlights the course's effectiveness in creating a conducive and comfortable learning environment. The use of online platforms for training allowed participants to access the content easily and at their convenience, emphasizing the course's flexibility and user-friendly nature. Another participant's feedback shed light on a crucial aspect of online education and internet accessibility. This comment draws attention to potential challenges faced by learners in conflict areas or regions with limited internet infrastructure. It emphasizes the importance of addressing such issues to ensure inclusivity and equal opportunities for all learners, regardless of their geographical location. The third participant pointed out a technical concern regarding the course content. This feedback draws attention to specific multimedia elements, specifically video clips, that might have lacked proper sound synchronization or presentation. Addressing these issues is essential for enhancing the overall learning experience and ensuring that all educational materials are easily comprehensible and free from technical hindrances. In either the second question," Do you have suggestions for improving this type of online course?" The analysis of the 20 responses yielded several key themes and suggestions for improving the oTPD online course:

- **Enhanced Accessibility:** A common theme among the participants was the need for larger segments of the course content to be easily accessible to all learners. They

emphasized the importance of optimizing the platform's design and structure to ensure smoother navigation and usability.

- **Richer Content:** Many participants suggested that the course content should be more comprehensive and intense, providing in depth knowledge and practical insights. They expressed a desire for the material to be enriched with relevant examples, models, and interview videos to enhance the learning experience.
- **User-Friendly Interface:** Participants highlighted the importance of making the online course more user-friendly. They emphasized the significance of reducing unnecessary complications during registration and access to course materials.
- **Qualified Instructors:** Several participants emphasized the need for highly experienced instructors with expertise in technology and personal development. They believed that the presence of such instructors would significantly enhance the quality of the learning experience.
- **Interaction and Engagement:** A notable suggestion was to facilitate interactions between participants and course instructors. Participants expressed a desire for opportunities to engage in discussions, ask questions, and share real-life experiences related to the course content.
- **Real-Life Case Studies:** Participants appreciated the idea of incorporating real-life case studies and experiences from instructors to make the learning process more practical and applicable.

- **Offline Alternatives:** Considering internet accessibility limitations in conflict zones, some participants suggested providing offline alternatives, such as downloadable resources, to ensure equitable access for all learners.
- **Continuous Development:** The participants highlighted the importance of constantly updating and improving the course content to keep it relevant and aligned with the latest trends and developments in personal development.

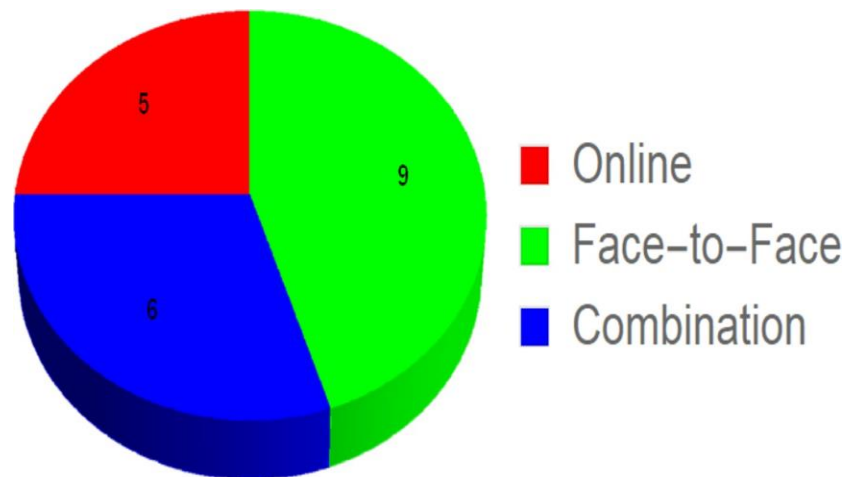
This question indicates the participants' interests and preferences regarding the online learning experience. The findings present a foundation for course organizers to make informed decisions in optimizing the course design, enhancing accessibility, and enriching the content to better meet the diverse needs of learners.

#### 4. What do you look forward to having in future TPD programs:

To gain deeper insights from educators' perspective, the participants were asked about their preferences regarding the mode of delivery for future oTPD programs. Three choices were given to them: "Online courses," "Face to Face courses," and "Combination of both." Understanding these preferences is crucial for educational institutions and policymakers to design effective and inclusive professional development programs that cater to the needs of educators and promote continuous growth and improvement in the teaching profession. Upon analysis of the survey responses, the following results were obtained (Fig. 5. 2. 4.)



- Online courses: Five educators expressed a preference for online courses as their preferred mode of delivery for future oTPD programs. Online courses allow educators to engage in professional development at their own pace and schedule, which is particularly beneficial for those with busy teaching schedules or personal commitments.
- Face-to-Face courses: Nine educators indicated a preference for traditional face-to-face courses. Face-to-face courses often provide a collaborative learning environment, enabling educators to discuss ideas, share experiences, and build a strong professional network.
- Combination of both: Six educators favored a combination of both online and face-to-face courses. A blended approach could potentially address the diverse learning needs of educators and enhance the overall learning experience.



(Fig. 5. 2. 4.)

These 20 responses highlight the varying preferences among educators concerning the delivery mode of future oTPD programs. While some educators embrace the convenience of online courses, others place a higher value on the interpersonal aspects of face-to-face learning. Additionally, a significant portion of participants favored a combination of both formats, emphasizing the potential benefits of a blended approach.

### *5.3. Thematic Framework:*

Bearing in mind that questionnaire responses were specific and brief, interviews were conducted with educators to achieve a deeper understanding of the issues raised in the survey to assess the need for teacher support programs. Semi-structured interviews were conducted with educational leaders, who did attend the Aord's course, and received a link to answer the survey. It is not possible to know who answers the survey given that some participants use nicknames. However, the questions in the interviews were completely different from the ones in the survey, since the interviews aimed to explore more themes and obtain deeper understanding of the results gained from the surveys. To get a comprehensive view about teachers' states and needs four themes were generated as follows: Education and educators in conflict areas; Idleb and Aleppo, teacher Professional Development programs in conflict area. educators' Perspectives on oTPD Courses, and Acord's course, suggestions about oTPD.

#### 5.3. 1. Education and educators in conflict areas; Idleb and Aleppo:

The teachers' status takes center stage as a critical concern. In the face of immense challenges. This section prompts us to explore the responses provided by five meted teachers for three questions: 1-What is teachers' status in the conflict zone, Idlib as an example? 2-What is the qualification required of the teacher to practice in the profession? Are there enough teachers? Or there is a teacher shortage? 3-Have you encountered a situation in which you employed teachers who lacked the required qualifications? why? If you did, how was the person prepared before practicing the teaching profession?

Their insights provide valuable perspectives on the unique challenges faced by educators in conflict areas. This reveals which kind of support the teachers need. On other words, to what extent there is a need for TPD programs. This section will clearly explain why this research is conducted, why it is timely, and why there is a need for further research in this field!

1-What is teachers' status in the conflict zone, Idlib as an example?

In the first response, the educator highlights the challenges faced by educators in reaching schools safely in conflict zones. In addition, the difficulties in accessing TPD opportunities further compound the situation. This puts both teachers and students at risk. The second educators' response emphasizes the varying status of teachers in Idlib, depending on the governing authorities and the support provided by organizations. Under a temporary government, teachers received some level of support and assistance, which positively impacted the education system. However, when a rescue government took control and was

labeled as a terrorist organization, support from external organizations dwindled. This resulted in adverse effects on education quality, financial difficulties for teachers, and administrative challenges. The education sector suffered, leading to reduced opportunities for students and additional strain on teachers. The third response was almost about the same problems, while the fourth response highlights the tragic situation in the conflict zone, where there is a severe shortage of qualified teachers. The ongoing crisis and instability have led to a laxity in the educational process and the ease in granting teaching positions. As a consequence, many teachers may lack the necessary competencies to provide effective and comprehensive education to students. The scarcity of skilled educators exacerbates the challenges faced by the education system in Idlib. In the Fifth response, the teacher addresses the multiple challenges encountered by educators in conflict zones. Safety concerns due to ongoing shelling and the lack of proper access facilities make it difficult for teachers to carry out their duties effectively. Additionally, the heightened psychological pressure resulting from the overall insecurity and lack of safety profoundly impacts teachers' well-being and status in the region. The precarious conditions in Idlib significantly affect the morale and capacity of teachers to provide quality education to their students.

In conclusion, the responses from the five meted teachers shed light on the dire status of educators in the conflict zone of Idlib. They face numerous challenges, including safety concerns, restricted access to re- sources and support, and psychological strain. The education

sector in Idlib is deeply impacted by the conflict, leading to reduced educational opportunities and hardships for both teachers and students. Addressing the plight of teachers in such zones is crucial to ensuring the continuity of education and providing a glimmer of hope for a better future amidst the adversities they confront daily. It is essential to recognize their dedication and resilience in the face of adversity and work towards supporting them to overcome the obstacles posed by the conflict zone environment.

2-What is the qualification required of the teacher to practice in the profession?

The question of whether there are enough educators, or a shortage of educators, is a crucial aspect of any educational system. Adequate educator presence is vital for the proper functioning and development of students. To gain insights into this matter, five educators were asked for their perspectives. Each educator offered a distinct viewpoint on the issue, shedding light on the complexities of educator availability and competence in various contexts. In the following section, we delve into their responses to better understand the state of the teaching workforce.

According to the first educator, in relatively stable areas, there tends to be an adequate number of educators. The availability of human resources and consistent salary payments facilitate a well-connected educational system, ensuring a sufficient educator presence. However, the situation changes in areas of instability where financial constraints and security concerns lead to fluctuations in the number of educators. There might be enough educators for

a few days, but then the number decreases on other days. This instability poses challenges to maintaining a stable teaching workforce. The second meted educator's response highlights a straightforward perspective – there is an educator shortage due to a lack of competencies and expertise. This suggests that even in areas with relative stability and available resources, the quality of educators may be lacking, leading to an insufficient educational impact. The shortage of competent and skilled educators can hinder the overall effectiveness of the educational system, regardless of the number of educators present. The third meted educator acknowledges that there are educators available, but the key issue lies in a shortage of qualified and competent educators. This response complements the second educator's viewpoint by emphasizing that the problem is not merely a lack of educators in general but rather a deficit in educators with the necessary qualifications and skills to deliver effective education. This gap in educator competence can severely impact students' learning outcomes and overall educational attainment. The fourth meted educator's response takes a broader approach by stating that there is always a shortage of educators due to the increase in the number of students in both government and private schools. Additionally, the lack of hiring female educators, possibly due to security conditions, exacerbates the situation. This response highlights the pressing issue of the growing student population, which demands a proportional increase in qualified educators. Moreover, gender-related challenges in educator recruitment can further limit the pool of potential educators. The last response talks about some change in

the situation over time, there was an acute shortage at the beginning, but it was rectified gradually, they have sufficient teachers now.

In conclusion, the responses reveal a multi-faceted scenario concerning educator availability and competence. While relatively stable areas may have an adequate number of educators, the challenge lies in maintaining this stability amid potential fluctuations. Additionally, the shortage of competent and qualified educators is a recurring concern that can hinder the educational system's overall effectiveness.

3- Have you encountered a situation in which you employed teachers who lacked the required qualifications? why? If you did, how was the person prepared before practicing the teaching profession?

Each response to this point sheds light on the reasons for employing such individuals and the measures taken to prepare them before practicing in the teaching profession. The responses are discussed in the following paragraphs. In less stable regions, there have been instances where educators were hired despite not meeting the necessary qualifications. To address this issue, educational institutions have implemented a solution involving specific instructions and short courses that can be completed within a few days. These intensive training sessions aim to equip the educators with the essential skills and knowledge required for the teaching profession. While this approach may be a practical solution in challenging

circumstances, it is essential to continually strive for recruiting fully qualified educators to maintain educational standards.

Regrettably, favoritism and personal connections have led to the employment of unqualified educators in some cases. Social media announcements and influential affiliations with certain organizations have played a significant role in such appointments. As a remedy, these educators undergo brief training courses lasting one to two months to prepare them for their roles. Nonetheless, it is crucial to acknowledge that these practices might compromise the quality of education and hinder the optimal functioning of the education system. It is imperative to prioritize merit-based hiring and uphold professional standards to ensure the best interests of students and education. In some instances, educators were employed despite lacking the required educational qualifications, primarily based on religious courses and adherence to religious attire particularly in girls' school. Unfortunately, this approach often results in a superficial teaching approach, with the focus being more on religious aspects rather than effective pedagogy. To improve the situation, a more comprehensive evaluation of candidates' educational qualifications and teaching abilities is necessary to ensure that the teaching staff is adequately prepared to impart a well-rounded education. Certain educators lacking necessary qualifications were employed without any prior training in classroom management or teaching methodologies. Some had only completed a few courses or



possessed basic literacy skills. In response, short-term courses lasting around five days were offered to equip these individuals with essential teaching skills and knowledge.

While this may temporarily address the issue, it is crucial to establish a long-term strategy for hiring well-qualified educators and providing continuous professional development to enhance their effectiveness in the classroom.

The responses shed light on the challenges faced when employing educators lacking the required qualifications. While short-term training courses offer a quick solution, they should not replace the fundamental importance of hiring qualified and competent educators.

#### 5. 3. 2. Teacher Professional Development programs in conflict area.

In the pursuit of effective education, the preparation, qualifications, and ongoing support of educators play a pivotal role. This section delves into the multifaceted aspects of educator development, exploring qualifications, remedial measures, and support programs. The answers for the following three questions could provide insights into the strategies employed to ensure educators are equipped with the skills necessary in conflict areas: 1-What are the existing programs to support teachers, especially those with incomplete qualifications? Who provides these programs? Are they accessible to all? 2- What are the barriers that the teacher usually faces in such circumstances? 3- Has any TPD training been prepared by any organization in this area? If yes, what is it?

1-What are the existing programs to support teachers, especially those with incomplete qualifications? Who provides these programs? Are they accessible to all? What are the barriers that the teacher usually faces in such circumstances?

In this section, we will explore the responses regarding the existing programs aimed at supporting educators. Each response sheds light on different aspects of the programs, including their providers and accessibility to educators. According to the first educator, the existing programs to support educators with incomplete qualifications primarily consist of short courses. These courses are often provided by local authorities, demonstrating the commitment of the government and educational institutions to uplift the standard of teaching. Additionally, international organizations step in to facilitate organized courses when there is a shortage of qualified local trainers. Non-governmental organizations also play a role in training and improving educators' performance, underscoring their dedication to bolstering education despite not being directly involved in the formal education system. However, it's important to note that accessibility might vary based on factors such as the availability of courses in specific regions. The second and the third educator highlight a concerning issue that may hinder the accessibility of training courses for educators. Internet and electricity issues pose significant challenges, as some programs may be delivered through online platforms. This limitation could potentially exclude certain educators, particularly those in remote or underprivileged areas, from accessing valuable training opportunities. Addressing these infrastructural barriers should be a priority to ensure equitable access to professional

development programs for all educators. The fourth educator points out the specific nature of the existing programs. Organizations are actively involved in providing monthly training courses designed to enhance educators' abilities in various aspects of their profession, such as effective classroom management and employing different strategies for student rewards and punishments. These targeted programs demonstrate a commitment to addressing specific teaching challenges and fostering professional growth. However, the response does not clarify whether these programs are accessible to all educators or restricted to certain groups based on eligibility criteria. The last educator highlights two types of educational programs that support educators with incomplete qualifications. The first is a specialized two-week training designed by experienced educators, aiming to equip educators with essential knowledge and skills. The second involves support provided by organizations, although the details of this support are not specified. However, it's crucial to acknowledge that these programs might have limited accessibility, possibly due to the constraints of resources and capacity, as they cater to a specific number of educators rather than being universally available.

In conclusion, the responses shed light on the existing programs aimed at supporting educators. These programs often include short courses facilitated by local authorities, international organizations, and non-governmental organizations. However, challenges related to internet and electricity access may hinder accessibility to some courses. Other initiatives involve monthly training courses targeting specific teaching challenges and support provided by experienced educators and organizations.

2- What are the barriers that the teacher usually faces in such circumstances?

In challenging circumstances, such as conflict zones and situations where educators may lack the necessary qualifications, educators often encounter various barriers that hinder their ability to attend traditional TPD. Actually, the question about the barriers that educators face in such circumstances was very complicated. The educators provide us with many problems, some are for TPD program particularly, and others for education in general.

The first educator emphasizes that in conflict situations and when dealing with underqualified educators, the compromise on educational standards to earn a better livelihood poses a significant barrier. Economic challenges can lead educators to make difficult choices that may not align with the best interests of students, affecting the overall quality of education.

The second educator highlights several barriers such as economic challenges have a considerable impact on educators' personal and professional lives, affecting their motivation and dedication to teaching. Furthermore, security obstacles in conflict zones create a sense of vulnerability, which can hinder the smooth functioning of educational activities and disrupt the learning process for students. Additionally, the lack of essential resources, such as reliable internet connectivity and electricity, poses significant obstacles to the TPD training, making it challenging to provide quality education under these conditions, same issue was raised by the third educator. The fourth educator sheds light on specific barriers encountered in conflict zones and situations with underqualified educators. One critical obstacle is the appointment of

educators based on religious courses, which may prioritize adherence to religious attire over the actual educational process. This approach to teaching can be superficial and hinder effective education delivery. Moreover, the presence of underqualified educators can lead to challenges in handling complex educational situations and meeting students' learning needs adequately. The fifth educator explained the Difficulty in accessing training locations due to long distances and unsuitable timing of training courses can hinder professional development and the acquisition of essential skills. These factors can have a direct impact on the effectiveness of TPD training, as educators may not have access to the necessary resources and support needed to excel in their roles.

In conclusion, educators facing challenging circumstances, such as conflict zones and situations with underqualified educators, encounter various barriers that impede their ability to attend TPD training. Economic challenges, security obstacles, inadequate resources, and difficulties in accessing training opportunities all play a role in hindering effective TPD.

3-Has any TPD training been prepared by any organization in this area? If yes, what is it?

Inquiring about the availability of Educator Professional Development (TPD) training in a particular area is crucial for understanding the efforts made to enhance educators' skills. To gain insights into the state of TPD training in conflict areas, the question was asked, "Has any TPD training been prepared by any organization in this area? If yes, what is it?" Below are their responses: One confirmed that there has been OTPD training provided by organizations

in the area. While the existence of such training is promising, it is essential to acknowledge the challenges related to its sustainability. To ensure long-term effectiveness, it is evident that further efforts are needed to continuously enhance educators' performance. The response raises an important point about the need for ongoing support and improvement to ensure the training's lasting benefits for both educators and students. Another shared that amid the challenging times of the COVID- 19 pandemic and an earthquake, some organizations stepped up to provide oTPD training using online platforms like Zoom and other similar programs. This adaptive approach to delivering training in a virtual environment demonstrates the resilience of the education community during crises. It highlights how technology can facilitate educator professional development even in difficult circumstances. However, it is essential to assess the effectiveness and inclusivity of online training to address potential disparities and ensure equal access to all educators. Educator 3's response was brief and straightforward, stating that there has been no TPD training offered by organizations in the area. While this response does not provide specific details, it signals the absence of organized TPD initiatives in the region. Further exploration is required to understand the reasons behind the lack of training opportunities and explore potential avenues to address this gap. The fourth talked about live online lectures which are used to face connection problems. Educator 5's response confirms the presence of TPD training in the area.

However, it lacks details regarding the training's specifics, such as the organizing organization, content, and delivery methods. Additional information is needed to evaluate the training's scope and impact on the educators and the education system as a whole. The responses offer valuable insights into the state of TPD training in the specific region. While some organizations have made efforts to provide oTPD training, there are challenges related to sustainability and ensuring equitable access. Additionally, the adaptive use of online platforms during challenging times demonstrates the education community's resilience. Nevertheless, there remains a need for further exploration and concrete action to enhance educator performance and improve the overall quality of education in the area.

### 5. 3. 3. Educators' Perspectives on oTPD Courses, and Acord's course:

Two questions in this section are supposed to give a comprehensive assessment for the online TPD and especially the course offered by AORD: Have you attended an online TPD course previously? 2-Regarding the course offered by AORD, how do you find it? What are the advantages of the course and what are the disadvantages? The responses appear to hold significant thought about o TPD:

Have you attended an online TPD course previously?

During a recent survey, three esteemed educators were asked whether they had attended any oTPD courses previously. The first educator responded with a simple "Yes." This affirmative answer indicates that the educator has indeed attended oTPD courses before. The

second educator also responded positively with a " Yes." Like the previous educator, this response suggests that they have actively engaged in oTPD courses in the past. It is essential to highlight the importance of ongoing professional development for educators. By participating in such courses, educators can stay informed about the latest advancements in education. The third educator's response reveals that they have not attended oTPD courses previously. The reasons cited are financial and moral circumstances. These circumstances could encompass various factors such as limited financial resources to afford the courses or a personal belief that may conflict with certain course offerings. While it is unfortunate that this educator was unable to access formal OTPD opportunities. The fourth educator's response is intriguing, as they acknowledge having pursued professional development through self-learning rather than formal government-offered courses. This approach demonstrates a strong sense of initiative and autonomy in their professional growth. Another notable response was the last one, he talked about varied and valuable online courses, he described this short course as band-aid solution to fulfil the need to oTPD.

The responses from these educators provided diversity on their experiences with OTPD courses. Three educators expressed a positive inclination towards attending formal courses, reflecting their dedication to continuous improvement and a dynamic approach to teaching. Another educator's response highlighted the unfortunate barriers faced by some educators, such as financial limitations and moral considerations. However, they also showcased the



potential for alternative means of self- development. The last response exemplified the value of self- learning and taking personal initiative in professional growth.

2-Regarding the course offered by AORD, how do you find it? What are the advantages of the course and what are the disadvantages?

The course offered by AORD has garnered the attention of Educators who were asked about their perspectives on the course. In response to the question of how they find the course and its advantages and disadvantages, each educator shared their insights and experiences.

One of the meted Educators expressed a positive outlook on the course, emphasizing its value in crisis management and professional development for educators. The course offers advantages such as access to a specific group of leaders and educators dedicated to handling crises, ensuring personal safety, and safeguarding children's well-being during emergencies. The ability to manage learning effectively and complete curricula and examinations is also seen as a significant benefit. Moreover, the empowerment of trainees to conduct training even during unexpected power outages and communication disruptions is highlighted. However, a major challenge faced by the course is related to its scalability and the overwhelming demand from individuals across diverse regions. While the course is designed for a specific group and region online, it has attracted interest from people in different countries, leading to potential registration issues.

In contrast, two other educators offer a nuanced perspective on the course. This educator acknowledges the course's potential challenges while appreciating its ease of implementation in private schools. The flexibility of remote courses allows some educators to benefit from self-learning capabilities and independent learning opportunities. Additionally, the lower cost of the course enables more participants to attend, and the accessibility of course materials at any time contributes to effective time management. However, the course faces a disadvantage concerning the lack of necessary tools and resources for some educators, such as access to electricity and the internet. These limitations hinder the course's effectiveness in certain regions or among educators with limited technological infrastructure.

The last one who could not complete the course regrets being unable to provide specific feedback on the advantages and disadvantages. While their response doesn't directly contribute to evaluating the course, it serves as a reminder that perspectives on a course can only be fully understood through actual participation and experience.

The Educator evaluates the course through a balanced lens, identifying both advantages and disadvantages. They appreciate the course's user-friendly interface, which facilitates easy navigation for learners, enhancing the overall learning experience. The flexibility of accessing course materials proves to be a significant advantage, making it convenient for participants to learn at their own pace. Moreover, the availability of free courses through grants is particularly beneficial for those facing financial constraints, widening access to education.

However, the course's demanding success requirements may be a challenge for some learners, potentially leading to difficulty in meeting the course's standards. Furthermore, the complexity of the course content itself may pose a difficulty for certain individuals during their learning journey.

#### 5. 3. 4. Suggestions about oTPD:

The last section aimed to get some ideas to prepare a program that accommodates the greatest number of participants at a reasonable cost. Three questions were added to this section: 1- If you were in charge of preparing a TPD program, what would you be keen on or focus on? 2- What are your suggestions for preparing a program that accommodates the greatest number at a reasonable cost? 3- Do you think that OTPD courses are a reasonable solution? Or there are no substitutes for face-to-face programs? Or maybe they complement each other? Given that the meted educators have good experiences, their thoughts about online TPD are highly valuable.

1- If you were in charge of preparing a TPD program, what would you be keen or focus on?

The first educator highlighted the importance of a technologically lightweight platform for the oTPD program. They emphasized the need for direct interaction, fast loading times, and the ability to function without a high-speed internet connection. Furthermore, the

educator stressed that both the platform and content should be optimized for lightweight usage, ensuring accessibility to all, even in areas with limited internet connectivity. This approach would enable educators to engage in professional development without technological barriers, promoting widespread participation and inclusivity. The second educator focus was on two key aspects: fair financial compensation for education involvement and dedication to professional development and the provision of supportive services to facilitate remote course attendance. By ensuring that educators are fairly rewarded for their efforts in participating in the program, it fosters motivation and commitment. Additionally, offering supportive services to assist educators in attending remote courses can remove obstacles, such as connectivity issues or logistical challenges, making it easier for educators to fully engage in their development. The third suggestion proposes utilizing direct online platforms that facilitate real time interaction between trainees and trainers. This approach eliminates the need for physical infrastructure, reducing costs associated with venue rentals, logistics, and travel expenses. Moreover, real-time interaction allows for efficient communication and immediate feedback, promoting active engagement and personalized learning experiences. The use of technology also enables reaching a larger audience beyond geographical constraints, making the training accessible to people from various locations. By leveraging online platforms, the program can accommodate a vast number of participants at a fraction of the cost required for traditional in person training. The fourth talked about face-to-face courses, it is important to prepare venues with sufficient seating capacity to

accommodate a large number of attendees. Additionally, attracting expert trainers can significantly enhance the program's credibility and appeal. Expert trainers bring valuable insights and experiences, making the program more valuable to potential participants. By offering a program featuring well-known experts, the training becomes a more enticing opportunity, attracting a larger audience and maximizing the number of beneficiaries. The last response said that online TPD is a band-aid solution, and they are complementary to face-to-face training, further it is very helpful if the teachers attend the courses collectively, so they can share their experiences and thoughts.

2- What are your suggestions for preparing a program that accommodates the greatest number at a reasonable cost?

In designing a program that accommodates the greatest number of participants at a reasonable cost, it is essential to consider various factors that can make the training accessible, effective, and efficient. To gather insights on this matter, educators were asked for their suggestions.

The first suggestion emphasizes incorporating technological features into the program. By providing options for saving progress and book-marking, trainees can conveniently resume their learning at any time, mitigating the risk of losing valuable progress due to disruptions or security reasons. This feature is especially crucial for remote areas or regions with limited connectivity. Additionally, the implementation of incentives such as certification for

successful course completion motivates participants and adds value to the training. Certification not only validates their achievements but also enhances their employability, making the program more appealing to a broader audience. These technological enhancements ensure a user-friendly and rewarding learning experience, attracting a significant number of participants without substantially increasing costs.

The second suggestion underscores the importance of selecting appropriate and qualified trainers to deliver the training courses. By ensuring that trainers are experts in their respective fields, the program gains credibility and delivers high-quality education. Well-qualified trainers can effectively engage with participants, making the learning experience more enriching and relevant. Moreover, focusing on the relevance and effectiveness of the content ensures that the program meets the specific needs and objectives of the target audience. This tailored approach maximizes the appeal of the program, attracting a diverse range of participants who find the training directly applicable to their requirements. The third educator's approach centers on incorporating modern teaching methods that leverage technology to enhance the learning experience. Emphasizing effective instructional materials and classroom management techniques would empower educators with new tools and strategies to engage students better. Moreover, the educator underscores the significance of communication skills in creating a positive learning environment. By exploring alternatives to punishment and promoting positive discipline strategies, the program aims to foster a supportive and nurturing atmosphere where both educators and students can thrive.

The fourth educator's focus is on providing comfortable timing for the training sessions, acknowledging the significance of flexibility to accommodate the diverse schedules of educators. Additionally, they advocate for the importance of financial incentives for attendance, recognizing the motivational impact of rewards on educator participation in professional development initiatives. The fifth response was about the same issue, he clearly expressed that teachers are not expected to attend any course without financial support, he also emphasized the importance of face-to-face courses.

The responses to the question about designing an oTPD program highlighted diverse yet equally important aspects of TPD, such as the need for a technologically lightweight platform and accessible content to ensure inclusivity and participation, having a fair compensation and supportive services to motivate educators and facilitate their involvement, leveraging technology, modern teaching methods, and positive discipline strategies to create a nurturing learning environment. Combining these insights would form a comprehensive and effective OTPD program that addresses multiple dimensions of educator professional growth and fosters an enriched educational experience for both educators and students alike.

3- Do you think that OTPD courses are a reasonable solution? Or there are no substitutes for face-to-face programs? Or maybe they complement each other?

In the modern era of education, the advent of oTPD courses has sparked a debate about their effectiveness compared to traditional face-to-face programs. The question arises whether oTPD courses can be considered a reasonable solution on their own, if they are no substitute for face-to-face programs, or if they serve best as complementary approaches. Educator 1 believes that oTPD courses can be a highly successful solution, citing benefits such as time saving and safety, which are especially relevant in today's fast-paced world. However, they acknowledge that some trainees may face challenges in adapting to the technology if they are not already familiar with advanced communication tools. To overcome this, Educator 1 suggests implementing a specialized platform that encompasses various learning materials such as video clips, written texts, and PDF books to provide a comprehensive learning experience. They also propose including an introductory video to familiarize trainees with the platform's usage, thus ensuring effective and seamless training. The other two educators, the second and third educators take a more balanced approach, considering oTPD courses as a partial solution. They advocate for an integrated approach that combines both online and face-to-face training style. This combination allows for a more holistic and comprehensive learning experience, leveraging the strengths of each approach. By incorporating both styles, trainees can benefit from the convenience and accessibility of oTPD courses while also experiencing the value of in person interactions during face-to-face programs.

Educator 4 sees oTPD courses as a reasonable solution for enhancing educators' skills and knowledge. They acknowledge that further development is necessary to ensure meaningful



interaction and engagement with participants. While recognizing the benefits of face-to-face programs, she highlights how oTPD courses can complement traditional methods by offering continuous learning opportunities that are accessible and convenient. Striking a balance between the two approaches can result in a more effective and comprehensive educator development program. Educator 5 expresses strong support for oTPD courses, emphasizing the accessibility of the internet to everyone. However, they also advocate for a combination of online and face-to-face programs to ensure trainees' attendance and engagement. By blending these approaches, educators can benefit from both the flexibility of online courses and the value of in-person interactions.

The responses from the four meted educators provide valuable insights into the effectiveness and relevance of OTPD courses. While opinions differ, a common theme emerges: OTPD courses can serve as a reasonable solution for educator development. They offer convenience, accessibility, and the potential for continuous learning. However, to ensure their success, the integration of face-to-face programs, as well as the development of specialized platforms to address technological challenges.

## Chapter 6: Discussion

This chapter tries to gather all the foregoing information to give an overall picture of this project. Based on the enriched results which had been collected by both survey and interviews, the first section will define the place and the role of this study and discuss the results that have been found in the light of what was mentioned in literature reviews. Later, The second section will align insights from various sources and unveil the uniqueness that sets it project. The third section will explain how findings could answer the research's questions. The last part will ensure that the methodological choices could establish trustworthiness for this research.

### *6. 1. How does this study contribute to the field of TPD?*

This study was reliant on the recommendations of previous reports and research that have been conducted in the same field, Since they all urged to further research regarding oTPD. Several researches have endeavoured to delve into the oTPD issue in conflict areas due the difficult circumstances surrounding this topic. This section shed a light on some works that served as a compass in shaping this study. The objective of this selection is to glean insights from the previous research to elucidate the unique contributions this study brings to the field of teacher professional development (TPD). This review encompasses six studies, namely the British Council Report [1], Tawasol Report [2], EdTech Hub Technical Report [3], Frontiers

in Education 1st report [4], Frontiers in Education 2nd report [5], and the Jordan article [6]. These studies encompass various aspects of TPD programs, including the language of the oTPD course, advantages and disadvantages of the oTPD course that delivered remotely for educators in the conflict zones or poor countries, the real advantages of digital alternatives in supporting teachers and tutors during conflicts and wartime, possibility to rely on digital alternatives (training kits) as a temporary solution in wartime, and possibility to rely on digital alternatives as a complementary material for traditional.

1. British Council Report: This report aims to explore the effectiveness Teacher Professional Development (TPD) programs, is when delivered remotely. Therefore, it focuses on examining the outcomes of such programs in various crises situations. In its findings, the report not only sheds light on the nature of Teacher Professional Development but also discusses both the challenges and the advantages of this approach. Furthermore, it offers valuable guidance on incorporating Information and Communication Technology (ICT) into teaching practices. This is particularly beneficial for teachers looking to integrate technology into their professional development. Additionally, the report provides useful insights for organizations that plan to design similar courses in the future. The report doesn't stop at presenting facts; it also delves into the broader themes emerging from the collected data:

- Flexibility: The report acknowledges that online learning provides teachers with the flexibility to manage their time and efforts. It allows them to choose when and how to

participate in Teacher Professional Development. Moreover, it highlights the importance of offering courses in the teachers' native language, such as Arabic, as language plays a crucial role in effective learning.

- **Future Role of Remote Learning:** The report suggests that remote learning will continue to play a significant role in the future. There's a growing need for follow-up sessions to ensure continuous professional development.
- **Equity:** The report acknowledges that not all countries have equal access to data packages for online professional development. It emphasizes the importance of finding solutions that are accessible even in low-tech environments, so no teacher is left behind.

In conclusion, the report paints a positive picture of remote learning. It highlights that when teachers are motivated, they can effectively learn through remote methods. Synchronous sessions, where teachers interact in real-time, are particularly valuable for peer discussions and interactions. Although teachers may prefer face-to-face learning, they still find online learning valuable, leading to high satisfaction levels across the four case studies. The report concludes with some recommendations for further action. The expansion of online Teacher Professional Development is encouraged, especially in regions like Syria where it serves as a vital connection to the outside world, offering a window of opportunity for educators in isolated and outdated educational systems. The report suggests exploring the use of

translanguaging apps to bridge language barriers in training and investing in user-friendly online platforms for translated materials. This ensures that language doesn't become a hindrance to effective learning. Further investigation is needed in this regard. In summary, the report not only evaluates remote teacher training but also provides actionable insights and recommendations for the future of professional development in the education sector.

2. Tawasol Report: The Tawasol project is a test program that offers extra online training to teachers from Syria and Egypt who work in places where students learn outside of regular schools. The main focus of this program is to make these teachers better at what they do. Tawasol is a program that helps 14 places where Syrians run learning centres in six different countries. The findings have showed that Tawasol pilot project worked really well. Both the teachers themselves and the people who helped them saw that they were getting better. They looked at important things to see how well the project was doing, and everything pointed to success. They also had meetings every week to talk and share ideas and help each other, which was a big part of why it worked so well. Given that they had lots of people to help, they could be flexible with the schedule and give strong support to the teachers (Kasper & Sa'eed, 2019).

3. EdTech Hub Technical Report: The report titled "Teacher Professional Development, and Low- and Middle-income Countries," authored by Brugha and his team, highlights the crucial role that technology plays in improving the quality of education in

countries with limited financial resources. The primary goal of this report is to explore how technology can be harnessed effectively to enhance teacher training while drawing valuable insights from various studies. It aims to identify key trends and gaps in teacher professional development (TPD) in LMICs, ultimately working towards improving the quality of education in these regions. One of the central themes emphasized in this report is the role of technology in reducing the cost of teacher training, particularly when compared to traditional face-to-face methods. However, it is important to note that this report primarily focuses on one specific challenge in TPD: the cost barrier associated with traditional face-to-face training. While it provides valuable insights into this aspect of teacher development, it does not encompass all the challenges that teachers may encounter, especially in complex contexts like conflict zones. In such regions, additional challenges, such as limited internet access and infrastructure, can hinder the effective implementation of technology driven TPD initiatives. It is crucial to recognize that the obstacles to effective TPD can vary significantly from one location to another. Different regions face unique challenges, and the report's scope may not cover the full spectrum of issues that educators encounter in LMICs. In conclusion, the report by Brugha and colleagues' sheds light on the potential of technology to revolutionize teacher professional development in LMICs. By offering cost-effective and accessible training opportunities, technology can help bridge the gap in education quality. However, it is essential to acknowledge that while technology can address certain challenges, it may not be a universal solution, particularly in regions with diverse and complex obstacles to teacher

development. As such, efforts to improve education in LMICs should consider a multi-faceted approach that takes into account the unique needs and challenges of each context, recognizing that technology is just one piece of the puzzle in the broader quest for educational improvement.

4.           ” Examining a Decade of Research in Online Teacher Professional Development” by Allman, published in 2020, provides an in-depth analysis of seventy- three different studies related to online teacher professional development (oTPD). One of the key reasons why this review is significant is its comprehensive coverage of the oTPD landscape, spanning an entire decade. The review serves as a compass for educators and instructional designers who are committed to enhancing oTPD. In essence, this review paves the way for the creation of improved versions of oTPD, acknowledging that the realm of teacher professional development is dynamic and constantly evolving. The review also raises essential questions that educators and researchers should consider. It delves into the contexts in which oTPD is typically conducted, offering insights into the diverse settings where online teacher training can be effective. Understanding these contexts is crucial for tailoring oTPD programs to meet the specific needs of teachers in various environments to identify the most effective online tools ensures that oTPD programs are equipped with the resources that have the greatest impact on teacher development. In summary, Allman’s comprehensive review of online teacher professional development provides a valuable resource for educators,

instructional designers, and researchers in the field of teacher training. It not only traces the evolution of oTPD over the past decade but also offers insights into how to design more effective online training programs. Furthermore, it highlights the critical role of oTPD in addressing educational challenges, particularly in crisis regions and during times of unforeseen disruption.

5.           ”Virtual Professional Development on Conflict Management for School Leaders,” conducted by Algert and colleagues in 2022, aimed to explore how educators perceive the effectiveness of online professional development (PD) in enhancing their skills and experiences related to managing conflicts in educational settings. The findings of this study are particularly encouraging. They reveal that participants in the VPD program significantly increased their knowledge and competence in conflict management. Moreover, the study noted a shift in the language used by participants to describe conflict situations. Words that were previously associated with hostility and aggression were replaced with more constructive and collaborative terms. The successful outcomes of this study highlight the effectiveness of online training, underscoring the importance of online teacher professional development (TPD) initiatives. Online TPD offers flexibility and accessibility, making it a valuable tool for educators worldwide. The results of this research call attention to the need for further exploration and integration of online conflict management training in various educational contexts. In conclusion, Algert and colleagues’ study on virtual professional



development for conflict management among school leaders demonstrates the potential of online training to enhance educators' skills and attitudes. The inclusive nature of the study's participant base reflects the global reach of online PD programs. The shift in participants' language and attitudes toward conflict underscores the transformative power of VPD. This research highlights the effectiveness of online TPD and serves as a compelling case for its continued integration and exploration in diverse educational settings.

6. The" Rapid Evidence Review: Messaging Apps, SMS, And Social Media" conducted by Jordan in 2020 provides a comprehensive overview of the potential uses of mobile-phone-based messaging technology as a tool to support educators in low- and middle-income countries (LMICs). The primary focus of this study is to explore the role of mobile messaging in the realm of education. In LMICs, where resources are often limited, leveraging mobile technology can be a game-changer in providing educational opportunities. The critical strategies from this research is the cost-effectiveness of messaging platforms in improving learning outcomes. However, the utilization of social media platforms allows them to connect with a broader community of educators and learners, facilitating the exchange of knowledge and expertise. In conclusion, Jordan's project offers a comprehensive overview of how mobile messaging and social media platforms can be leveraged to support education, especially in LMICs and among refugee populations. This research not only highlights the potential benefits but also underscores the importance of further exploring and integrating messaging

and social media into educational strategies, ultimately ensuring that learning opportunities are accessible to all, regardless of their geographic or socio-economic circumstances.

## *6. 2. Bridging Commonalities and Unique Features:*

This study embarks on a journey to explore the multifaceted world of oTPD, seeking to align insights from various sources while unveiling the uniqueness that sets it apart. Through a thorough examination of existing literature and an in-depth analysis of this research, it aims to paint a comprehensive picture of oTPD, highlighting both its commonalities and distinctive aspects.

The first part is a comparative journey, delving into the shared insights and findings that have emerged from previous oTPD studies. We will identify recurring themes, such as the advantages of oTPD, the significance of flexibility, the impact on educator skills and knowledge, and the cost-effectiveness of online training. These commonalities provide a solid foundation for understanding the overarching benefits and challenges of oTPD.

In the second part, the study shifts the focus to the unique dimensions of our own study.

Within our comprehensive research, we have uncovered distinct facets that differentiate our investigation from others in the field. These include a detailed assessment of accessibility and familiarity with the oTPD course platform, a spotlight on achieving significant outcomes with

minimal resources, and an exploration of the enhanced accuracy derived from conducting the study in the native language of the participants.

#### Aligning Insights: Comparing Findings in oTPD Studies

This study shares several notable similarities with the previous summarized in the literature review. In the realm of oTPD, educators have consistently emphasized its numerous advantages, underlining their moderate-to-high satisfaction levels. This common thread of satisfaction is not unique to my study but is also found in several other studies, particularly those conducted by the British Council and Tawasol. These studies uncovered a high level of satisfaction among educators who participated in their respective remote training programs, a finding that closely aligns with the openness to online training seen among the participants in my study.

One of the major benefits consistently highlighted in the literature on oTPD is its flexibility. This is not only a recurring theme in my study but is also a prominent feature in other studies, including those conducted by the British Council, Tawasol, and reports from Frontiers in Education. Across the board, these studies emphasize the value of flexible timing and pacing in online training, which allows educators to tailor their professional development to their individual schedules and needs.

Another common finding in the literature pertains to the enhancement of skills, knowledge, and teaching practices resulting from oTPD. This connection links my study with outcomes described for educators in other studies, such as those conducted by Tawasol, EdTech Hub, and Frontiers in Education. The development of skills, including crisis management and collaborative decision-making, emerged as a consistent theme across these studies, underscoring the profound impact that online training can have on educators' professional growth.

Furthermore, all of these studies converge on a significant point the cost-effectiveness of oTPD compared to traditional in-person training. This mirrors the insights provided by educators in my study, who recognized cost benefits as a compelling advantage of online alternatives. The collective evidence across these studies supports the idea that oTPD not only offers educational benefits but also proves to be an economically viable option for institutions and educators alike.

However, it is important to acknowledge that the studies also shed light on the potential challenges and limitations associated with online training, including technological barriers. These challenges resonate with the disadvantages identified in my study, such as digital connectivity issues and a lack of tech skills among some educators. This shared understanding of the hurdle's educators face in the digital landscape underscores the need for targeted support and resources to address these challenges comprehensively.

One striking commonality among these studies is the emphasis on blended approaches that strike a balance between online and in-person training. This aligns with the preferences for hybrid models seen in previous studies, such as those conducted by the British Council and Frontiers in Education. The recognition that a combination of online and in-person elements can optimize the effectiveness of professional development efforts suggests a promising direction for future initiatives in this field.

Finally, the suggestions for improving online course accessibility, materials, and interactive features voiced by participants in my study find resonance in the recommendations put forth in the British Council report, among others. This synergy highlights a convergence of insights and a consensus on key areas where enhancements are needed to make online teacher professional development more accessible and impactful.

In conclusion, the connections and similarities between my study and other research in the field of online teacher professional development reaffirm several key findings. These include the advantages of oTPD, the importance of flexibility, the positive impact on educator skills and knowledge, cost-effectiveness, as well as the recognition of challenges and the potential of blended approaches. By building upon this collective knowledge, educators and institutions can continue to refine and expand their online training initiatives, ultimately benefiting the professional growth of educators and the quality of education they provide.

Unveiling uniqueness: Exploring key dimensions of this Study

Within the framework of this comprehensive study, three distinct subsections have identified, each encapsulating a unique facet of our research that sets it apart and underscores its significance. These subsections delve into the intricate details of our study, shedding light on the factors that make it exceptional in its own right:

1. Enhancing Accuracy Through Native Language: In the context of academic research and program evaluation, the language of instruction and assessment plays a pivotal role in the overall success and validity of a study. This paragraph delves into the significance of conducting a study in the participants' native language, which in this case, is Arabic. This linguistic factor has profound implications for the accuracy of research findings and the overall effectiveness of the program being evaluated.

To begin with, it's essential to acknowledge that previous research endeavours, as indicated in the comprehensive literature review, have encountered substantial challenges when it comes to translation. Translation issues often lead to misinterpretations and misunderstandings. These challenges can arise due to cultural contexts, and linguistic subtleties that are difficult to capture accurately when translating from one language to another.

However, the current study takes a notable departure from these past experiences. It stands out for a crucial reason the program under examination was not only designed but also meticulously composed in Arabic, the native language of the study participants. This linguistic congruity between the program's content and the participants' language fluency is a

pivotal aspect that sets this research apart. It's an acknowledgment of the unique linguistic and cultural context in which the study is conducted.

The rationale behind using the native language of the participants is multifaceted. First and foremost, it fosters a more profound sense of engagement and comprehension among the participants. Language is not merely a tool for communication; it is an intricate part of one's identity and cognition. When participants engage with a program in their native language, they are more likely to connect with the content on a personal and emotional level. This connection can result in a deeper and more genuine understanding of the program's objectives, materials, and assessments.

The results of this study are more accurate because it was conducted using the program provided in the Arabic language, the native language of the participants. This, in turn, contributed to a more effective evaluation of the program by eliminating the language barrier. This was confirmed through participants' feedback on their understanding of the program and its language, all of which yielded positive responses. The positive outcomes of this linguistic alignment became evident through the valuable feedback provided by the participants themselves. Their responses and comments served as a litmus test for the success of using Arabic as the medium of instruction and assessment. The feedback consistently indicated a heightened level of comprehension, comfort, and engagement. Participants expressed their

appreciation for the program being in their native language, noting that it significantly contributed to their overall experience.

One key aspect to highlight is that this study's findings are more than just data points; they represent a convergence of language, culture, and education. The utilization of Arabic as the medium of instruction not only ensured accurate research results but also reflected a respectful acknowledgment of the participants' cultural and linguistic identities. This approach goes beyond a mere academic exercise; it is a manifestation of inclusivity and cultural sensitivity.

In conclusion, the decision to design and conduct this study in Arabic, the native language of the participants, cannot be overstated in its importance. It transcends the realm of research methodology and becomes a testament to the profound impact of language on the accuracy and effectiveness of a study. By aligning the program with the participants' linguistic backgrounds, this research achieved a level of authenticity and relevance that would have been challenging to attain otherwise. The positive feedback from the participants stands as a testament to the success of this approach and underscores the significance of considering language and culture in the design and execution of educational research.

2. Assessing Accessibility and Familiarity: In Section 5. 2. 3. Access to the platform: the study presented an in-depth examination of the accessibility and familiarity aspects related to the oTPD course among educators. Our research distinguished itself by



incorporating a particular question designed to directly evaluate how educators adapted to the oTPD course platform. This unique question prompted participants to provide ratings that ranged from "Very Difficult" (score 0) to "Very Easy" (score 4), offering us a detailed understanding of their initial interactions with the platform. This customized question provided us with a more nuanced perspective, enabling us to assess the practicality and ease of access to the course in a more precise manner.

It is crucial to emphasize that the mean score obtained from this assessment was 2.4. This score serves as an essential indicator, illustrating that, on average, participants reported a moderate level of familiarity with the oTPD course platform. This balanced mean score highlights the intricate nature of the course's accessibility, demonstrating that while some educators found it exceptionally user-friendly and straightforward to navigate, others encountered varying degrees of initial difficulty.

This finding underscores the diversity of experiences among educators when initially engaging with the oTPD course platform. It suggests that while the platform may be inherently accessible and intuitive for some, it may require additional support or adjustments for others to maximize its usability. These insights are valuable for the ongoing development and improvement of the oTPD course, as they inform efforts to make it more universally accessible and user-friendly.

3. Achieving Significant Outcomes with Minimal Resources: The study focuses on utilizing technology for course procedures, emphasizing its role in simplifying processes, maximizing efficiency, and exploring future potential. In this section, we delve deeper into what makes our study unique in demonstrating these particular features.

One distinctive aspect of this study is the acknowledgment that the material and procedures employed were simple and limited. Despite this simplicity, we were able to obtain significant results through the positive reactions and interactions of the participants. This finding underscores the notion that technology can facilitate effective learning experiences even when resources and materials are relatively modest. It demonstrates that sophisticated and complex technology solutions are not always necessary to achieve meaningful educational outcomes, thus highlighting the potential for cost-effective approaches in education.

Moreover, this study highlights the pivotal role played by an IT facilitator in assisting participants who encountered technical difficulties or errors during the course. This facet underscores the importance of technical support in ensuring a smooth learning experience, especially when technology is involved. It also serves as an illustration of how technology can be employed not only for content delivery but also for providing timely assistance and troubleshooting, further enhancing the overall efficiency of the course procedures.

Furthermore, our study draws attention to the efficiency gains achieved by employing technology in designing courses and surveys. By streamlining processes and leveraging

existing digital resources, we demonstrate how technology can save both time and effort for educators and learners alike. This efficiency not only benefits course administrators but also contributes to a more seamless and productive learning experience for participants.

Lastly, our study's exploration of the potential for developing and working on technology-driven projects in the future adds a forward-looking dimension. It underscores the idea that technology is not merely a tool for the present but also a gateway to grand prospects and potential in the future of education. By recognizing this potential, our study encourages stakeholders to invest in technological advancements and innovations to further enhance the educational landscape.

### *6. 3. How Findings Answer the Research Questions:*

In this section, the study delves into the findings related to oTPD in conflict zones. This first subsection will answer the first research's sub question: "What are the real advantages of digital alternatives in supporting teachers and tutors during conflicts and wartime?"

By exploring the advantages of the oTPD course and also identifying the challenges educators face when engaging with online courses. The second subsection answered the second and third sub questions: "Is it appropriate or possible to rely on digital alternatives (training kits) as a temporary solution in wartime?" and "Is it appropriate or possible to rely on digital alternatives as a complementary material for traditional?"

For that, it discusses educators' perceptions of course content and their preferences for future training programs and addresses the appropriateness of relying on digital alternatives, both in conflict zones and as complementary material to traditional training methods. The section concludes that digital alternatives can be effective and complementary tools in education, particularly in challenging environments when designed thoughtfully.

- What are the real advantages of digital alternatives in supporting teachers and tutors during conflicts and wartime?

Initiating with an exploration of the various benefits derived from the oTPD course, which encompasses a comprehensive examination of diverse data sources, it is affirmed by the study that a substantial proportion of the individuals who partook in the oTPD course reported experiencing a notably elevated level of advantage and satisfaction. These favourable outcomes encompass a range of valuable aspects and encompass the following:

1. Positive Learning Outcomes and High Satisfaction: In the Online Training and Professional Development (oTPD) course, participants have reported a myriad of positive learning outcomes, underscoring the course's effectiveness in fostering valuable knowledge and skills. Notably, a significant number of participants have indicated substantial improvements in their proficiency, particularly in the realm of educational leadership. This enhanced expertise extends to their problem-solving capabilities and crisis management skills, with many participants explicitly noting that the course has had a positive and transformative

impact on their ability to approach and resolve various challenges. Moreover, participants have consistently praised the course for its practicality and real-world applicability. They have found the course content to be highly relevant to their professional roles and applicable to real-life scenarios they encounter in their respective educational settings. Consequently, it is evident that the oTPD course plays a crucial role in supporting their professional development and augmenting their teaching practices. Drawing a connection to prior research and studies, these findings echo a broader trend that strongly recommends the adoption of remote learning modalities. The ability of teachers to acquire functional and immediately applicable skills through online courses is becoming increasingly recognized and valued. Educators, in particular, hold online learning in high regard, with levels of satisfaction with the course consistently registering as notably high. This underscores the effectiveness of the oTPD course in meeting the diverse needs of educators and fostering their continuous growth and development.

2.            The Viability of Digital Alternatives: The central focus of this study was to delve into the suitability and feasibility of embracing digital alternatives in education, both as a temporary solution and as supplementary resources alongside conventional teaching methodologies. In the pursuit of this inquiry, the research uncovered a spectrum of perspectives held by educators who actively engage in online courses. The study's findings reveal that a majority of educators see potential in online training programs as a viable

substitute for traditional face-to-face training. These educators hold the view that digital platforms can effectively step into the shoes of in-person training, offering a flexible and accessible mode of professional development. Conversely, a contingent of educators responded with a resounding “no,” underscoring their scepticism regarding the feasibility of online training programs supplanting traditional in-person training sessions. This divergence of opinions echoes sentiments expressed in prior reports and studies on the matter. It is noteworthy that while educators express a preference for online Training and Professional Development (TPD), they exhibit a nuanced stance by indicating a preference for a hybrid approach that combines elements of both online and traditional training models. In essence, this study elucidates a shifting perspective within the education sector, where the role of digital alternatives is becoming increasingly prominent. However, it also highlights the persistent preference for a balanced amalgamation of both digital and in-person training methodologies among educators.

3. An Array of Valuable Advantages: Within the realm of education, educators have articulated a diverse array of valuable advantages stemming from their engagement with online training programs. These benefits extend well beyond the confines of traditional teaching methods, contributing significantly to the enhancement of their professional and personal lives. First and foremost, educators have emphasized the unique opportunity afforded by online courses to access a dedicated cohort of leaders and fellow educators who

specialize in crisis management. This specialized group provides invaluable insights and expertise for handling emergencies, thereby enhancing personal safety, and ensuring the well-being of educators during critical situations. Additionally, the flexibility intrinsic to remote courses has emerged as a remarkable boon. This flexibility grants educators the freedom to harness self-learning capabilities and seize independent learning opportunities. It empowers them to tailor their learning experiences to their specific needs and preferences, fostering a sense of autonomy and self-motivation in their professional development journey.

Furthermore, the cost factor has not gone unnoticed, with educators noting the lower financial burden associated with online courses. This affordability opens doors for a more extensive and diverse pool of participants, democratizing access to valuable training and professional development opportunities. Lastly, the accessibility of course materials at any time has been lauded as a crucial contributor to effective time management. Educators can revisit course content, review materials, and engage in learning activities at their convenience, optimizing their schedules and ensuring that their professional growth aligns seamlessly with their daily responsibilities. In summation, the advantages presented by online training programs resonate deeply with educators, offering a multifaceted and comprehensive approach to improving their professional competencies and overall well-being.

Moving to talk about disadvantages of oTPD, the study acknowledges that some educators face several challenges during this course such as:

1. Key Challenges: As educators navigate the landscape of oTPD, several substantial challenges have come to the forefront, thereby necessitating a thoughtful examination of their implications. These challenges encompass digital connection issues, a dearth of digital skills, and financial constraints, collectively impacting the feasibility of oTPD as a viable solution. One striking observation from this study is the majority of educators rating their familiarity with the oTPD course platform as "Difficult." This underscores a significant hurdle, potentially impeding the seamless adoption of online TPD as a solution. Interestingly, these findings echo similar sentiments expressed in prior studies, suggesting a recurring theme in the realm of online professional development. It is this recurring theme that perhaps elucidates why nearly half of educators continue to express a preference for a blended approach that integrates both online and traditional TPD models. These technical challenges not only disrupt the learning process but also erode educators' confidence in their technological capabilities. This decline in confidence poses a formidable barrier to fully embracing the potential of online training. It underscores the pressing need for researchers and stakeholders in the oTPD field to allocate more attention and resources to address these critical technical issues. In summary, the amalgamation of digital connection issues, a deficiency in digital skills, and financial constraints presents a multifaceted challenge that warrants consideration and resolution in the realm of online Training and Professional



Development. Acknowledging and proactively addressing these challenges is pivotal to ensuring the effective integration of online TPD into the education landscape.

2. Lack of Necessary Tools and Resources: Within the framework of this discussion, it is imperative to shed light on a notable challenge that the course encounters, specifically pertaining to the availability of essential tools and resources. This challenge, predicated upon the accessibility of crucial components, particularly for educators operating within regions or environments characterized by limited technological infrastructure, significantly impacts the course's overall efficacy. A salient limitation that emerges revolves around the absence of reliable access to electricity and the internet. These fundamental pillars of the modern digital age are not uniformly accessible across all geographic and socio-economic strata. Consequently, educators grappling with these constraints face considerable impediments when endeavouring to engage fully with the course's curriculum and participate in online activities. Indeed, the erratic availability of a consistent power supply and dependable internet connectivity introduces an element of unpredictability and inconsistency into the educational process. This volatility often leads to disruptive interruptions, thereby diminishing educators' capacity to immerse themselves thoroughly in the course's content. The repercussions of these challenges are acutely felt in regions where technological resources remain scarce, exacerbating the course's limitations.

3. Lack of Interaction in Training Programs: In addition to the previously discussed aspects, it is crucial to shine a spotlight on another significant dimension of the training program—namely, the interaction, or the lack thereof, among trainees, trainers, and even among the trainers themselves. This element of personal interaction is deemed immensely valuable for the exchange of experiences and thoughts, thereby enhancing the overall learning experience. The absence of substantial interaction within the training program is a point of concern highlighted by participants. They underscore the importance of such interactions, emphasizing their instrumental role in sharing valuable insights, experiences, and perspectives. These interactions, participants contend, foster a sense of community and camaraderie, enhancing the collective learning journey. This study underscores a recurring theme identified in prior research can unyieldingly need for personal interaction, a facet more commonly associated with traditional face-to-face programs. The value of face-to-face interactions in training programs cannot be overstated, as they facilitate nuanced discussions, foster mentorship, and create a fertile ground for collaborative problem-solving. Understanding educators’ perspectives on such courses can contribute to refining and tailoring future professional development initiatives, ensuring the promotion of excellence in education.

Through what was mentioned above, The research can answer the following questions:” What are the real advantages of digital alternatives in supporting teachers and tutors during conflicts

and wartime?” The study provides valuable insights into the potential of online teacher professional development (oTPD) courses as an alternative to traditional face-to-face training for educators operating in conflict zones or other adverse environments. It examines the perspectives of 20 educators from high-risk settings who participated in an oTPD course focused on building skills in educational leadership and crisis management.

The data indicates largely positive perceptions and outlooks on online training among the course participants. All 20 educators affirmatively stated that the oTPD course had an impact in developing new academic strategies that they could apply in their teaching practice. A significant majority also reported that the course helped them enhance their professional skills and knowledge. Specifically, they highlighted improvements gained through the course in crucial areas like crisis management, fostering safe learning environments for students, collaborative decision-making, and personal development such as improved self-confidence. Although some variability existed between individuals, most participants rated the oTPD course’s influence on advancing their overall professionalism development as moderate to significant.

In evaluating the course content, itself, the educators overwhelmingly found it to be helpful, clear, well-structured, and valuable. This suggests that the course designers were successful in presenting the content in an appropriate and accessible manner for the target audience.

Despite some challenges in initially familiarizing themselves with the online platform, most

participants indicated that they found the platform moderately easy to use once they got accustomed to it. Importantly, they emphasized that the platform remained accessible 24/7, enabling flexible learning. While a segment of participants faced issues like digital connection problems or lack of tech skills, which could disrupt the learning experience, a majority positively described the language used throughout the oTPD course as clear and understandable.

When directly asked about their perspectives on online training as a potential alternative to traditional face-to-face instruction, the educators' opinions were split between those viewing it as a viable substitute and those expressing scepticism about its effectiveness. However, an examination of the commonly identified strengths of the oTPD course format demonstrate its promise for serving the needs of educators operating in adverse conditions or conflict zones. Efficiency, flexibility, accessibility from home, presenting content in a comprehensive manner, building confidence in applying skills, simplified structure, and emphasis on promoting collaboration were frequently cited as major assets of the online format. Suggestions for improvement centred on enhancing accessibility features, enriching course content, recruiting skilled instructors, incorporating interactive elements, and using real-life case studies and practical application components.

In querying the participants about their preferences for future training, while some opted for solely face-to-face or a blend, a majority chose fully online courses or a combination of online

and in-person when asked to select between the options. This important finding highlights an openness and willingness among the target audience to embrace online alternatives for professional development training if designed effectively. Responses collected directly from educators experiencing active conflict zone conditions shed light on the acute challenges faced, including severe teacher shortages, deficiencies in qualifications and training standardization, and barriers to access like unsafe travel and disrupted educational systems. Online oTPD solutions could help address these challenges through flexible access and comprehensive content delivery.

While the educators acknowledged lingering infrastructural and technological barriers that could limit access, most conveyed a belief that oTPD courses have potential as a reasonable solution that can complement traditional face-to-face methods. When prompted to envision their ideal course format, they prioritized elements like lightweight technological design for broad accessibility, reasonable cost structures, personalized progress-tracking features, certification incentives, and formats enabling applied learning through direct interactive platforms.

In summary, the educators' perceptions reveal promising advantages of online teacher professional development in delivering training to those operating in adverse educational environments, including efficient and flexible access from safety, presenting comprehensive and confidence-building content, and enabling continued collaboration and communication.

Acknowledging the accessibility barriers and limitations identified in the study, while leveraging its identified strengths, can allow oTPD to effectively support educators in settings where in-person training is disrupted. Blended approaches balancing the benefits of online and face-to-face modalities may provide an optimal training solution for conflict-affected regions.

- Is it appropriate or possible to rely on digital alternatives (training kits) as a temporary solution? or as a complementary material in wartime?

The study investigates educators' perspectives on online professional development (oTPD) courses and their impact. It addresses questions related to the appropriateness and feasibility of relying on digital alternatives, such as oTPD, both as a temporary solution in wartime and as complementary material to traditional methods. Let's examine how the study answers this question: "Appropriateness of Relying on Digital Alternatives in Wartime and Appropriateness of Relying on Digital Alternatives as Complementary Material." The study suggests that in situations of conflict and adversity, online training programs might be one of the few feasible options for professional development. Educators in these contexts may have limited access to traditional face-to-face training, making online courses a potential alternative, though not without their own challenges related to technology and accessibility. Moreover, the study directly addresses the appropriateness of relying on digital alternatives as

complementary material to traditional methods. It examines educators' perceptions of oTPD courses and their impact. Here are key findings:

1. **Educators' Satisfaction:** The study shows that educators generally had moderately positive satisfaction with the oTPD course, with no one rating their satisfaction as "Completely Unsatisfied." This suggests that educators found value in the online course as a complement to their traditional professional development.
2. **Impact on Academic Strategies and Skills:** The study reports that all participating educators agreed that the oTPD course significantly influenced the development of new academic strategies. This indicates that educators perceived the online course as contributing positively to their skill development, making it an appropriate complementary material.
3. **Impact on Knowledge of School Leadership:** The study reveals that the course enhanced participants' crisis management skills, sense of responsibility, and trust-building abilities. These improvements are crucial for educators and demonstrate the potential value of oTPD as a complementary tool for traditional training.
4. **Impact on Professionalism:** Most educators reported moderate to significant development in their professionalism. This suggests that oTPD can contribute positively to educators' professionalism, making it an appropriate complement to traditional methods.

5. Perception of Course Content: The majority of educators had positive perceptions of the course content, finding it clear and helpful. This indicates that educators saw the online course content as a valuable addition to their professional development.

The study also explores educators' preferences for future training programs. While some educators favoured face-to-face courses, others preferred online courses, and some liked a combination of both. This diversity in preferences suggests that educators see value in both traditional and digital training methods and are open to a blend of approaches. Additionally, educators provided suggestions for improving online courses, emphasizing accessibility, content richness, user-friendliness, and interaction. These suggestions indicate that educators believe online courses can be effective if designed and delivered thoughtfully.

In summary, the study addresses the appropriateness of relying on digital alternatives during wartime by highlighting the challenges educators face in conflict zones and suggesting that online training might be a viable option in such contexts. It directly addresses the appropriateness of using digital alternatives as complementary material to traditional methods by showing that educators generally had positive perceptions of oTPD courses, found value in them, and suggested ways to improve them. Overall, the study provides insights that support the idea that digital alternatives can be both appropriate and effective, both in adverse environments and as complementary tools in education.



*6. 3. Reflection about the alignment of findings with validity, reliability, and Generalizability:*

Establishing research trustworthiness is a crucial aspect in qualitative research. According to Bryman (2016, p.384) the research's findings should confirm and resonate with both participants' perspectives and methodological choices. The next subsections will detail how following the stander- that was mentioned in methodological choices 4.11- enables the study to yield valuable insights into educators' experiences of oTPD:

**Validity:** Through the analysis of research results, and the discussion about the collected data which reflects the participants' experiences, it is possible to claim that this study possesses content and construct validity. This is because the collected data and the results could answer the research questions, and clearly demonstrated the advantages and disadvantages of the presented course (Taherdoost,2016). Moreover, qualitative data (such as open-ended questions in both surveys and interviews) has provided the research with an overall deeper understanding of oTPD program.

**Reliability:** Upon data extrapolation and results review, it was possible to observe that there was a sort of a common pattern among the participants' answers. The answers complement each other; there are not contradictions or oppositions among them. This has led in reaching

patterned, ordered results regarding the program, which in turn has allowed to define the advantages and disadvantages of this program (Middleton, 2023). All of the previously mentioned support the research and confirm the reliability of the study.

Generalizability: As mentioned in the Methods section, this research does not aim to generalize the results which were obtained upon conducting it. Instead, it is possible to consider that the results are an additional effort which can be added to other works in oTPD field (Polit& Beck, 2010). The findings of this research support the previous research results and add several more to them. Furthermore, this research offers a number of recommendations which might assist future researchers who are interested in the same TPD field, under the same circumstances.

## ***Chapter 7: Conclusion and Future Research***

This study was based on a case study methodology which sought to investigate a specific program (oTPD) in a specific region (Syria). Data was collected through surveys and interviews. Quantitative data was analysed through SPSS method. Qualitative data was analysed through TA method. The results demonstrated that utilizing technology and making use of it can significantly develop TPD. Furthermore, this study provides valuable insight into the advantages and disadvantages of this program. Through this study, it was possible to obtain significant and ordered results which might help, assist and become the basis of future research and studies:

- The use of technology in areas of conflict is still difficult task for educators; therefore, it is necessary that enough technicians and experts be present, and not just tutors and teachers.
- It is necessary to provide educators with enough devices when planning to organize online training in or courses. However, such digital tools are scarce in areas of conflict.
- It is remarkable to note that all participants emphasized the same need for interaction among them, and so they can share their experience with one another. A significant issue worth to mention is the concept of Community of Practice (CoP), this concept is

still mostly absent in these contexts. Although there are a CoP groups administered from INEE (INEE, 2021); however, it is quite limited. It is recommended that this network be expanded and further enhanced. The concept of CoP was added to the surveys, and the participants were enquired about their opinions regarding it; however, the question was almost ignored. Upon conducting the interviews, the concept of CoP was brought to the participants' attention: none of them were familiar or acquainted with it. Thus, it is vital that the concept of CoP become more widely spread, since it is quite necessary in this regard.

In conclusion, it is needs to be acknowledged that conducting research under such difficult circumstances is not an easy feat. However, it is undeniable that the participants' earnest effort, and the friendliness the demonstrated was enough to encourage the continuation of this research. I highly recommend that more studies and research be conducted in this field. One interviewed participant said: "It is nice that someone still cares about us." To which I immediately replied: "Do not worry; there always are plenty of those who care!"

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# Appendices

Appendix: 1 Information letter:



information letter.pdf

Appendix: 2 survey's questions:



survey questions.pdf

Appendix: 3 Interviews' questions:



Questions for  
interviews .pdf

Appendix: 4 Interview 1:



AORD Manager.pdf

Appendix: 5 Interview 2:



Director of School  
(Female).pdf

### Appendix: 6 Interview 3:



Director of School  
(Male).pdf

### Appendix: 7 Interview 4:



Teacher (Femal).pdf

### Appendix: 8 Interview 5:



واقف المعلم.pdf

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