



RESEARCH ARTICLE

The Effectiveness Of The Higher Diploma Program In Preparing And Qualifying Teachers From The View Of Trainers

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ARTICLE INFO	ABSTRACT
Received: Apr 24, 2024	This study aims to investigate the effect of the higher diploma program (HDP) in preparing and qualifying teachers in the English language from their trainers' point of view. A quantitative research approach was used in this study to evaluate the impact of the HDP in preparing and qualifying teachers from the point of view of their trainers in the English language. The questionnaire was used as a study method with 11 trainers from Yarmouk University and the University of Jordan. The findings show that this program dramatically impacts preparing and qualifying. Several suggestions for improving the program's efficacy can be made in light of these findings. To address the highlighted areas for development, it is crucial to prioritize complete pedagogical training, continuously enhance programs, and strengthen listening skills training. Incorporating continuous professional development opportunities, working with educational institutions and mentorship programs, and carrying out long-term research will also enhance the program's efficacy and long-term impact.
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INTRODUCTION

With the recent changes in the world, proficiency in English language skills is crucial for individuals trying to flourish in many professional contexts. To keep up with the latest demands of rapid growth, training diploma programs have appeared as an essential way for graduates to improve their English language skills and obtain a great chance in the job market. These programs aim to train and teach English language proficiency, focusing on the four skills plus methodology.

The HDP in Jordan mainly focuses on mastering the four English skills, teaching methodologies, and approaches. Because of the communication approach and its aims today, the higher diploma is about acquiring knowledge, preparing graduates for practical life situations inside classrooms, and dealing with all types of students. In sum, it focuses on learner-centered and communicative methods to ease the application of the four skills.

Teaching the four skills is difficult for new teachers or teachers with limited experience. As mentioned above, communication is the main goal for each language skill. For example, oral skills (listening and speaking) enable learners to understand and express their ideas and thoughts orally, while academic skills (reading and writing) ease the written forms for learners (Brown & Lee, 2015).

The four skills are encountered and rely on each other; for instance, reading helps improve vocabulary and grammar and develop the writing parts. Similarly, listening practice improves

pronunciation, enhancing the speaking parts (Richards, 2002). Authenticity is also one of the skills improved through speaking, listening, reading, and writing. Each skill focuses on a separate part, such as fluency, accuracy, cultural knowledge, and expressing honest thoughts (Harmer, 2013).

The importance of qualifying teachers can be as follows: First, one of the roles of teachers inside the classrooms is a facilitator; it eases students' learning because teachers here have skills, knowledge, experience, and the needed pedagogical strategies. Research shows that teacher quality is one of the main factors in students' accomplishment (Hanshek, 2011; Darling, 2017; Kanval et al., 2024). Second, qualified teachers can distinguish between the instructional practices; they use the suitable ones for their students according to their needs and levels. In addition, those types of teachers can use the perfect technology inside the class (Hatti, 2009; Mazano, 2007). Third, qualified teachers have excellent classroom management and discipline skills, which can reduce interruptions and increase instructional time (Emmer & Saborine, 2015; Wong & Wong, 2018). Fourth, taking the psychological level aside, qualified teachers often have job satisfaction, which means keeping up in the teaching profession (Ingersoll, 2011).

The problem and questions of the study

With the recent changes in the sight of the Ministry of Education in Jordan, the HDP became one of the essential programs in Jordan for the quality of their graduates and the increasing number of students. This study aimed to show the effect of this program in the English language from the trainers' point of view. Considering the significance of the preparation that the Jordanian Ministry of Education provides for the teacher programs of education to prepare and teach them so they can stay up to date with new advances, It is their turn now. An assessment had to be carried out to ascertain the scope of the rehabilitation programs. The efficacy of this approach and its capacity to furnish educators with novel methodologies that align with the process of educational advancement, Evaluation is seen as a continuous process meant to ascertain the degree to which program goals have been met. Programs for education to enhance and boost efficacy. Because of this, programs for preparing teachers are the only way to qualify them, and they must examine and assess these initiatives to make reform plans and advancements in educational systems successful. Therefore, this study aimed to evaluate the efficacy of educational qualification certificate programs in the context of national academic standards and identify their advantages and disadvantages.

This study answered the two following questions:

1. To what extent does the HDP affect teachers' preparation in the English language?
2. To what extent does the HDP affect teachers' qualifications in the English language?

The importance of the study

To the researcher's knowledge, no other study has evaluated this Diploma program. This study's significance stems from examining the drawbacks identified in earlier research, as demonstrated by a study (K.stuyeven, 2010), which revealed that the diploma's quality did not address issues related to program creation. This research looked into this point to address this point.

LITERATURE REVIEW

Higher diploma program

The Ministry of Higher Education has validated the Higher Diploma for Teacher Education as a national professional diploma. Its goal is to increase the proficiency and competence of educators in grades 4 through 10 in the areas of science, math, science branches, and Arabic language instruction. The credential aims to qualify people who want to work in the field of education and equip them with the skills necessary to lead the educational process with distinction. The diploma program, which lasts one academic year, combines rigorous theoretical coursework with intense practical instruction

in three school experiences to prepare student teachers to take charge of the classroom as soon as they graduate.

Qualifying and preparing teachers

teachers must receive the necessary preparation and qualification in the English language to provide successful language instruction and foster language proficiency among learners; first, gain pedagogical knowledge by becoming acquainted with the several approaches and methodologies used in English language instruction, including task-based learning, content-based instruction, and communicative language teaching (Harmer, 2015). Second, Acquire Real-World Teaching Experience; Participate in internship or supervised teaching practicum programs. To obtain practical experience in the classroom, one should consider volunteering or working as a teaching assistant (Freeman & Johnson, 2015; Rashid et al., 2023). Worldwide, many universities have jumped at the chance to offer higher education programs. Whether or not they think those can be accredited, how important it is for teachers to conduct their classes well, and how colleges can help prepare teachers (Lasagabaster, 2022).

The national criteria for teacher development's goals.

Previous studies

The HDPs have become increasingly popular in Jordan because of their significant impact on teachers and students. The following shows some of the research papers on the field and their findings.

From the perspectives of teachers and supervisors, Sous (2018) performed research on the Program Evaluation Teacher Qualification Based on the Competency Curve for the First Four Grades. This study aimed to investigate whether or not a curve should be used to assess teacher qualification programs. The competencies for the first four grades. To conduct this study, the researcher employed two instruments: a questionnaire with fifty-five paragraphs divided into three axes, the first of which focused on the general structure of the curve. The first axis is competencies; the second is the impact of the competency curve on instructors' performance; and the third is trainers. The second technique is a group interview with program administrators. The study's findings also demonstrated that opinions on the caliber of teacher preparation programs are generally agreed upon. The findings showed that program managers were happy with the concept of training workshops and firmly believed that they were necessary for thorough and ongoing instruction.

Al-Saadi (2013) researched "The Effectiveness of Scientific Education" for the Educational Diploma program. This study set out to evaluate the Educational Diploma Program. In this study, the researcher assessed the effectiveness of scientific instruction in the educational diploma program using a survey and descriptive methodology. To achieve the goal of the study, it was prepared Sixty-one diploma candidates in education; fifty-two principals of elementary schools, six supervisors, and thirty-three teachers made up the study sample. The researcher used a five-section questionnaire. The study's results supported the practical education program by showing that program type affected differences. The researcher, who claims that it produces scientifically prepared students who can effectively assume responsibility for a whole generation, encourages students to embrace it to a certain extent and emphasizes the value of long-term dedication.

"Evaluation Teacher preparation programs based on the competency approach in some contemporary schools in Flanders Province," research by K.Srtuyeven (2010), Belgium's East from the perspectives of educators and learners. The study aimed to assess competency-based teacher preparation programs in a few modern Flanders province countries. Two questionnaires, one aimed at students and the other at instructors, were utilized to conduct this study. The study sample comprised (218) students and (511) teachers. The study shows that there are competencies that are applied in the policies of some institutes, such as the teacher and his capacity as a guide and as an

expert in his subject. In contrast, other competencies are absent or weak, such as related competencies with the teacher and the parents; competencies have also been shown to appear well in policies and program planning.

Previous studies' aims and some findings were similar to the current studies'. This study discussed a gap in the K. Srtuyeven (2010) study: the absence of program planning competency, which is taken here in the paper. In addition, this study had a different sample.

METHODOLOGY

A quantitative research approach was used in this study to evaluate the impact of the HDP in preparing and qualifying teachers from the point of view of their trainers in the English language. The participants of this study were from the program at Yarmouk University and the University of Jordan. The EI scale (EIS) was the primary tool to check preparation and qualification. The (EIS) comprises various sub-scales, including preparation, pedagogy, and teachers' readiness.

A self-report questionnaire was given to sample participants to gather data. Statistical analysis, including means and standard deviations, examined the qualification and preparation levels using the various sub-scales. Additionally, inferential analysis was employed to look at the impact of qualification and preparation using mean score and standard deviation. The results of the data analysis provided insight into the connections between teacher training and qualifications as well as the impact of demographic factors on the HDP.

Study Participants

The study sampled 11 Yarmouk University and the University of Jordan trainers who specialized in English. The selection of these trainers was predicated upon their proficiency in teaching English and their involvement in the HDP for teacher education. Trainers from the University of Jordan and Yarmouk University are included to provide diversity and reflect various Jordanian educational contexts. A more comprehensive understanding of the HDP's efficacy in training and credentialing English language instructors is made possible by this diversity. Using a purposive sample technique, the study's trainers were selected based on their credentials, prior classroom experience, and active participation in teaching English language courses as part of the HDP. It is ensured that the opinions and insights of the trainers are based on their expertise and direct knowledge of the program by selecting trainers with significant experience in teacher education and specialization in English.

Research context

This study was conducted in the first semester of 2023-2024 at Yarmouk University and the University of Jordan.

Study tool

A questionnaire of 2 items within 12 sub-items was designed to investigate the HDP in preparing and qualifying teachers based on trainers' perspectives. Trainers were asked to react to each statement by deciding whether they strongly agree, agree, moderate, disagree, or strongly disagree. The trainers distributed the questionnaire online; each took 5 minutes to fill in the answers.

Several steps were taken to ensure the validity and reliability of the questionnaire. Firstly, the study literature on the HDP and its impact on teacher preparation and qualification was reviewed. The questionnaire items were developed to assess various program aspects, such as teaching the four skills, covering the pedagogical section, and qualifying teachers. Second, a pilot test was conducted to verify the questionnaire's reliability using a small sample of university trainers excluded from the primary sample. This test was designed to assess the completeness of the items, the amount of time required to complete the questionnaire, and any additional concerns. Consequently, a few little adjustments were made.

There are two primary items in the final version of the questionnaire: the first has five sub-items, and the second has seven. Trainers were asked to rate how strongly they agreed with each statement on a five-point Likert scale from strongly disagree to strongly agree. Trainers' responses may be measured using a Likert scale, enabling a more precise examination of their opinions regarding the impact of the higher diploma on preparation and qualification.

Data gathering

The questionnaire was delivered online, utilizing a secure and user-friendly platform to ensure accessibility and ease of data collection. Trainers were given a unique URL to complete the questionnaire, and they were informed of the expected time for completion (about 5 minutes). The online method made collecting data from a geographically diversified sample of trainers easier.

Statistical Standard

A 5-point Likert scale (Strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1) was employed by giving each item a score ranging from strongly disagree to strongly agree. The following scale was adopted to analyze the results:

- 1.00–2.33 low
- 2.34–3.67 Moderate
- 3.68–5.00 High

By using the following equation:

The higher limit (5) – the lowest limit (1)

$$\frac{\text{Number of categories (3)}}{1-5} = 1.33$$

And adding (1.33) to the end of each category

Reliability of the Questionnaire

To obtain the reliability of the internal consistency and stability index for the research instrument (questionnaire) and its subscales, it was piloted to teachers outside the actual sample of the study using the test-retest method. The researcher administered the questionnaire to the pilot sample twice within two weeks. After that, he calculated the internal consistency and stability reliability using the following.

- 1- Pearson's correlation coefficient as an indication of the stability index through the two applications of the research instrument
- 2—Cronbach's Alpha from the first application of the questionnaire indicates the internal consistency of the questionnaire items.

Results

The following section presents the findings for both questions.

Table (1) presents the Pearson's correlation coefficient and Cronbach's Alpha calculations for the teacher's responses.

Table 1: Pearson's Correlation and Cronbach's Alpha Coefficients

Subscales	Cronbach alpha	Stability index
Preparation	0.85	0.91
Qualification	0.81	0.88

** Correlation is significant at the 0.01 level (2-tailed).

Table (1) reveals that the stability index (Pearson) values for the research instrument's subscales ranged from 0.88 to 0.91. The subscales' internal consistency (Cronbach) ranged from 0.81 to 0.85. Indeed, these Coefficients reveal that the research instrument is suitable for this study.

Results related to the first question: " To what extent does the higher diploma program affect teachers' preparation in the English language?"

To answer the study's first question, "To what extent does the HDP affect teachers' preparation in the English language?" Means and standard deviations of the HDP program's effect on teachers' preparation were computed and presented in tables.

Table 2: Means and standard deviations of the higher diploma program affect teachers' preparation items, ranked in descending order.

Rank	N	Item	Mean	Std. Deviation	Level
1	2	The higher diploma program prepares teachers in the writing skill	4.55	.688	high
1	5	The program covers the pedagogical part effectively	4.55	.688	high
1	6	The program prepares a confident teacher	4.55	.688	high
4	3	The higher diploma program prepares teachers in the speaking skill	4.36	.674	high
4	4	The higher diploma program prepares teachers in the reading skill	4.36	.674	high
6	1	The higher diploma program prepares teachers in the listening skill	4.18	.603	high
		Preparation	4.42	.603	high

Table (2) shows that Items 2, 5, and 6, "The higher diploma program prepares teachers in the writing skill," "The program covers the pedagogical part effectively," and "The program prepares a confident teacher," receive the highest mean (4.55). In comparison, item 1, "The higher diploma program prepares teachers in the listening skill," was ranked last with a mean (4.18). This table also shows that the higher diploma program effect on teachers' preparation mean as a whole is (4.42).

Results related to the second question: "To what extent does the higher diploma program affect teachers' qualification in the English language?"

To answer the study's first question, "To what extent does the HDP affect teachers' qualification in the English language?" Means and standard deviations of the HDP's effect on teachers' qualifications were computed and presented in tables.

Table 3: Means and standard deviations of the higher diploma program affect teachers' qualification items, ranked in descending order.

Rank	N	Item	Mean	Std. Deviation	Level
1	7	After the diploma, teachers are ready to be in classrooms	4.45	.820	high
2	11	The whole program is satisfying	4.45	.688	high
3	8	This program should be a must in hiring teachers	4.27	1.009	High

Rank	N	Item	Mean	Std. Deviation	Level
4	13	Teachers can deal with any classroom obstacles	4.00	.775	High
5	10	Teachers are almost experts in the pedagogical part	3.91	1.136	High
6	9	Teachers are almost experts in the four skills	3.73	1.191	High
7	12	The program needs more development	3.45	.820	moderate
		Qualification	4.04	.572	High

Table (3) shows that Items 7 and 11, "After the diploma, teachers are ready to be in classrooms," and "The whole program is satisfying," receive the highest mean (4.45), while item 12, "The program needs more development," was ranked last with a mean (3.45). This table also shows the HDP effect on teachers' qualification mean (4.04).

DISCUSSION

The outcomes shown in Table 2 Offer insightful information about how well the HDP prepares instructors for various teaching roles. The questions about teacher confidence, pedagogical covering, and writing skills had the highest mean ratings, suggesting that participants thought these program elements significantly influenced teacher preparation. The item with the highest ranking, "The HDP Prepares Teachers in the Writing Skill," implies that the program provides instructors with the information and abilities they need to teach writing. This is important since writing is an essential language ability that needs to be trained and developed in pupils using specific methods and strategies.

High mean scores were also obtained for the measures that assessed how well the curriculum covered the pedagogical component and prepared teachers. This shows that participants think the program covers pedagogical topics sufficiently, including classroom management, assessment methods, and instructional tactics. Additionally, it appears that the curriculum gives teachers confidence, empowering them to approach their teaching jobs competently and confidently. However, compared to the other items, the question about how well the curriculum prepared teachers for listening skills had a lower mean score. This indicates that participants reported a slightly smaller impact on teacher preparation in this particular skill, even though it was still deemed high. To provide a more well-rounded preparation for all language proficiency levels, program developers could find it helpful to investigate possible areas for development in this regard.

Discussion for the second question

The results in Table 3 shed light on how teachers see the HDP's effect on their qualifications. The program's preparedness for the classroom and overall happiness were the highest mean scores, indicating that participants thought these components would help teachers become more qualified. The top two items on the list, "After the diploma, teachers are ready to be in classrooms," and "The whole program is satisfying," imply that participants are happy with the whole learning experience and think the program does an excellent job of preparing teachers for the classroom. These results are consistent with other studies (Ingersoll & Strong, 2011; Darling-Hammond, 2017) that emphasize the significance of teacher preparation and satisfaction in their professional development. Teachers are more likely to be effective in their teaching practices and have a favorable effect on the learning outcomes of their students when they feel prepared and satisfied.

According to participants, the HDP should be a required prerequisite when employing teachers, as seen by the item "This program should be as a must in hiring teachers," which obtained the third-highest mean score. This result implies that participants believe the program does a sufficient job of providing teachers with the training and tools they need to teach effectively. This is consistent with

the idea that extensive and demanding teacher education programs help professionalize the teaching profession (Darling-Hammond, 2017).

The mean score for the item "Teachers can deal with any classroom obstacles" was reasonably high, suggesting that participants thought the program adequately prepared instructors to deal with issues in the classroom. This view is consistent with the idea that good programs for preparing teachers provide them with the tools they need to meet the requirements of a wide range of students and overcome classroom challenges (Wei, 2019). Although marginally lower than the previous items, the mean scores for the items about instructors' proficiency in the pedagogical portion and the four language skills are nevertheless regarded as high. This implies that participants believe the program has had a less significant effect on teachers' subject-matter expertise. To ensure that instructors are well-versed in pedagogy and language proficiency, program developers can find it beneficial to investigate possible areas for improvement.

A lower mean score for the question "The program needs more development" suggests that participants believe the program needs to be developed somewhat more. This result raises the possibility that some program components must be improved or refined to serve English language instructors' changing requirements. It must be improved continuously to ensure the program stays in line with best practices, the most recent research, and the evolving needs of the teaching profession. Participants' perceptions of the program's overall good impact on teachers' qualifications are supported by the high (4.04) mean score for the HDP influence on teachers' qualifications overall.

Recommendations

The following suggestions can be made to improve the HDP and its effect on teachers' preparation and qualification in light of the findings shown in Tables 2 and 3:

1. Program Improvement Over Time: The moderate mean score for the item "The program needs more development" indicates potential improvement in a few areas of the program. The program developers should thoroughly evaluate the program, consider participant input, and ensure it aligns with best practices and current research in teacher education. Consistent program assessments and ongoing enhancement initiatives will guarantee that the curriculum stays applicable, efficient, and adaptable to the changing requirements of English language instructors.
2. Longitudinal studies should be performed to investigate the long-term influence of the Higher Diploma Program on teachers' preparation and certification, even though the current findings offer insightful information about the participants' immediate opinions. These studies can monitor program graduates' development over an extended period, evaluating their methods of instruction, the outcomes of their students, and their professional development. Longitudinal data will show where additional work needs to be done and give a more thorough picture of the program's benefits.

CONCLUSION

Overall, this study aimed to determine the effectiveness of the HDP in preparing and qualifying teachers. The questionnaire was used as a method. The conclusions and suggestions here highlight how crucial it is for teacher education programs to continuously reflect on, develop, and evolve. Teacher education programs can significantly improve educational quality and professional development by consistently aiming for excellence and adjusting to the changing demands of educators and learners.

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