Evaluation of an Educational Planning Training Course for Supervisors of Educational Planning in the Saudi Ministry of Education

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Abstract: The study aims to determine the quality of the Educational Planning training course provided by the Leadership Training Center in the College of Education at King Saud University. Specifically, the study aims to identify the advantages and disadvantages of the Planning course, and the trainees' views and suggestions for improving it. The study identifies the impact of the trainees' characteristics (academic level, previous experience in planning, age) on their evaluation of the Educational Planning course. The sample of the study consisted of 75 trainees, of which 50 trainees responded to the study questionnaire which was developed to explore the trainees' evaluation of the training course in terms of its objectives, content, scheduling, the training environment, trainers and course management. The study used the "SEVQUAL" approach to measure the gap between the trainees' expectations and their perceptions about the actual performance. The study's results show negative gaps in all dimensions and phases with an average gap of -2.67, indicating that the trainees were not satisfied with the training course they experienced. The trainees listed many pros and cons of the training course and gave suggestions for improving the training course**.**

Keywords: *Educational Training Course, Educational Planning, Supervisors, Evaluation*

Introduction

Investment in Human capital is one of the most important tools of sustainable development. Nations invest massive resources in training, to improve individual standards, which will, in turn, be reflected by societies' achievement of future economic and social development. For example, the United States spent around USD 164 billion in 2012 on employee training (ASTD, 2013). The United States Federal government implemented several reform initiatives to verify the benefits of this massive expenditure on training, focused on the accountability of training providers, using evaluation to measure it. The first of these initiatives was the GPRA (Government Performance and Results Act) in 1993; followed by the PMA (President's Management Agenda) in 2002, and finally, the

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OGI (Open Government Initiative) initiative in 2009 – which led to increased demand for organizations' accountability for added value in training (Ilecki, 2010).

In the Kingdom of Saudi Arabia, the training market value is around USD 2.4 billion annually, with an annual rate of growth of 6%. This is due to the age range of the population, since 70% of Saudis are aged below 30 years, and 46% are below 20 years old (Segia, 2015). The Technical and Vocational Training Corporation is tasked with monitoring training organizations to ensure the quality of performance, and establishing required criteria. It also approves, investigates, and monitors training programs for quality assurance. Training plays a vital role in performance improvement, and in meeting market needs for trained staff. The improvement and enhancement of training is a global concern. The capability to improve and enhance is not merely achieved by focusing on training individuals, because training by itself is of little value – as shown by Wang and Wilcox (2006). Rather, its value lies in the ability of trainees to acquire and retain knowledge, skills and approaches, and to put these into actual practice in their workplace. It is only through evaluation processes that we can verify trainees' acquisition of all these elements. Hence, the evaluation process must be an integral part of any training program's design and implementation.

Despite the importance of training in the development and achievement of objectives for individuals and organizations, and despite the huge expenditure on training, organizations' efforts and time spent on training evaluation don't reflect that importance and investment. Only 12% of training and development organizations conduct any measurement of the practical effects on their training in the workplace (Scourtoudis and Dyke, 2007).

One of the latest courses developed by the Saudi Ministry of Education is the Educational Planning training course for planning supervisors in governorates and educational regions. This is a semester-long training course conducted only at the leadership training center in the Faculty of Education, King Saud University. Three cohorts of educational supervisors have been enrolled in this training course, each comprising 25 supervisors. To the researcher's knowledge, no evaluation of this training course has been conducted, be it by the Ministry of Education or the Faculty of Education of King Saud University. This is perhaps owing to the newness and lack of evaluation research studies on this course – therefore, this study attempts to carry out this function and fill a need in this area.

The study specifically aims to evaluate the semester-long Educational Planning training course, provided by the leadership training center at the Faculty of Education of King Saud University for educational planning supervisors in Ministry of Education. It attempts to define areas for evaluating the training provided, including dimensions and criteria, and to determine the results of applying them on the course. To achieve those objectives, the study attempts to answer the following question: What is the quality of the training in the semester-long Educational Planning training course provided by the leadership training center? To answer this question, the study sought opinions of

participants of the training course, and attempted to identify the gap between their expectations and actual experience with the quality of the provided training.

The population of the study comprised current and previous participants in the semester-long educational planning training course provided by the educational leadership training center at Faculty of Education, King Saud University. The total was around 75 trainees, all of whom were educational supervisors, trained in separate cohorts over 3 rounds of training. The data were collected using a questionnaire developed by the researchers with the aim of exploring trainees' opinions regarding the training program, in terms of objectives, content, schedule, training environment, trainers, methods and management of the training course. In addition, open-ended questions aimed to ascertain their opinions on the course and their suggestions for improving it.

A seven-points Likert was used, ranging from "strongly agree" (7 or Excellent) to "strongly disagree" (1 or Very Weak). The concept of the survey is based on asking trainees for their point of view in terms of their expectation about the course before it is conducted and later asking them their opinion about the actual performance of the course. Then the scores are compared in the two dimensions of expected versus actual performance of the training delivered, to determine the gap between them. Consequently, this relationship can be represented mathematically as follows: Training Quality (Q) = Actual Performance (P) - Expected Performance (E)

Based on that calculation, a negative result means that the perception of the actual quality of the training provided is lower than what the customer expected, reflecting the service's inability to satisfy the customers (the supervisors) and fulfill their needs. A positive result shows that the providers of the training course delivered a service exceeding the level expected by the customers. This approach was used in the famous SERVQUAL scale.

The Concept of Training and Training Courses

Training is one of the main functions of human resources development which is vital for accelerating organizational growth. It is difficult to improve organizational effectiveness and efficiency without improving the growth and performance levels of personnel within an organization.

Human resource development includes the processes of linking and integrating individual, functional, and organizational growth, in order to reach the highest desired levels of productivity, quality, efficiency, and effectiveness of staff as active contributors to the achievement of various objectives in their organizations (Pace et al., 1991). According to Swanson & Holton (2001), the human development ecosystem in current organizations is supported by three main components, namely: training, education, and development. Each has its own unique objectives, and plays certain strategic roles for advancing performance rates and personnel growth.

As one of the most important learning activities, training targets the enhancement of personnel skills and enables staff to carry out their current job tasks. Education also plays an important role in preparing personnel for working in future jobs by enabling them to acquire the skills necessary to work in specific professions or to achieve promotion at work. Finally, the third component, development, confirms that growth and advancement opportunities often enable personnel to continue learning, preparing them for changes they will face in jobs in various organizations.

Training is one of the basic functions of human resources development that has received considerable attention from researchers and specialists in various managerial and organizational sciences. Therefore, it is not surprising that previous literature contains plenty of proposed definitions of the concept of training. For example, Gordon (1992) defined training as "a systematic, planned, and organized process for behavior adjustment, by utilizing a diverse set of learning activities, events, and programs that contribute to enabling participants to reach the desired levels of availability of required knowledge, skills, competences, and capabilities that enables them to perform their job tasks effectively."

On the other hand, Salas & Cannon-Bowers (2001) defined training as "a process for increasing staff knowledge and skills level to enable them to carry out specific job tasks effectively." And Armstrong (2011) defined training as "a systematically organized process for developing knowledge, skills, and approaches that personnel must possess to be able to perform specific tasks or functions appropriately." The consensus amongst these definitions is that training is a systematic activity aiming to influence a group of trainees by developing their knowledge, skills, and approaches, in a way that allows them to perform their assigned tasks and duties, and to achieve the organization's objectives.

Types of Training Courses

Brinkerhoff (1987) distinguished between two main types of training courses provided to staff: training within the work environment, and training outside the work environment. Training within the work environment includes mentoring, coaching, and on-the-job training, while training outside the work environment includes attending external training conferences, sessions and workshops; remote training via video conferences: online training via web applications, and remote training via simulation software.

Additionally, Goldstein & Ford (2002) distinguished between two main patterns of training courses. The first involves short-term training courses that last for short durations and focus on developing personnel knowledge, skills, and capabilities in a way that contributes to the achievement of desired objectives in human resources development. The second includes long-term training courses lasting for longer durations (e.g. educational curricula and social programs).

Rao (2009) emphasized the necessity of implementing training programs in a systematically organized way that allows them to achieve the desired objectives. He provided a proposed classification that includes four main logically-sequenced phases for

implementing training courses: training needs assessment, training course design, training course implementation, and training course evaluation. In more detail, the first phase includes: organizational analysis, business units analysis, functional job requirements analysis, and personnel analysis. The second phase, of "training course design", includes the formulation of the desired training objectives, the formulation of teaching, learning, and training principles, and training content design. The third phase, "training course implementation", includes implementation of the training course within the work environment; implementation of the training course outside the work environment, and the characteristics of trainers supervising the training course delivery. Finally, the fourth phase, "training course evaluation", includes the evaluation of learning experiences, evaluation of practice – or practical behavior in performing job tasks, and evaluation of the value added to the organization.

Training Course Evaluation

Many definitions have been proposed for the concept of "training course evaluation". For example, Tyler (1942) looked at training course evaluation as a process for determining, through evaluation, how capable the training course is of achieving its predetermined goals, by comparing actual versus desired outcomes. Similarly, both Stufflebeam (1971) and Phillips (1997) looked at training course evaluation as a process for comparing the initial desired objectives of the training with the final actual outcomes resulting from those training programs, using both qualitative and quantitative methods for evaluating the effectiveness of training courses. Basarab & Root (1992) have provided a comprehensive procedural definition of the term 'training course evaluation', which is: "a systematically organized process for converting data collected from actual training programs into information that can be utilized procedurally to measure effects and outcomes of the training process, and assist in decision making, documenting obtained results so that they can be utilized in the future in developing training programs." In addition, evaluation provides an appropriate way to understand the quality of training provided to staff from an integral view that takes in consideration the satisfactory fulfillment of the trainees' needs, the cost-benefit for the organization, and the fulfillment of various relevant stakeholders' requirements.

On the other hand, Phillips (1997) provided an important procedural definition of training course evaluation, considering it a systematically organized process for determining the value or quality of implemented training courses and processes, in addition to identifying how it affects the organizational systems at work. Both Medsker & Roberts (1992) add that "all research discussions around training course evaluation usually start with mentioning the important globally popular model of the renowned American researcher Donald Kirkpatrick, which provided four sequential levels of training course evaluation in the middle of the twentieth century." Until now, the Kirkpatrick model is still widely used in the realm of training course evaluation.

Managerial and organizational literature features dozens of proposed models and frameworks that can be used for evaluating training programs. It might be said that the

majority of training course evaluators usually depend on the Kirkpatrick 4-level model for evaluating training programs. The reason for this may be that Kirkpatrick was the pioneer of training program evaluation, since his proposed model for training program evaluation was developed in 1959. The original template, this model for evaluating training programs is the cornerstone on which all successive evaluation models were based.

Collectively, Kirkpatrick & Kirkpatrick (2009) emphasized the existence of 12 main models or theoretical frameworks commonly used in the area of training course evaluation, which are:

1. Cost-benefit analysis model
2. Kirkpatrick 4-level framework
3. Brinkerhoff 6-level evaluation model
4. Bishnill IPOO training evaluation model
5. Wadi IMPACT training evaluation model
6. Kuffmann Wockler 5-level evaluation model
7. Phillips 5-level framework for measuring training ROI
8. War et al. CIRO model
9. Stoflipiam CIPP model
10. Business World Influence Model for researchers in Indiana University in USA
11. Brinkerhoo & Dissler model for evaluating successful training cases
12. Phillips model for evaluating training and human resource development

This study sought to evaluate a training course for educational supervisors in the Ministry of Education, in the area of Educational Planning. The study aims to enhance the training course by identifying areas of success and failure in the course's planning and implementation, as well as recommending improvement. The Ministry of Education emphasizes staff training, enabling them to perform assigned tasks in technical and administrative jobs in the ministry and in regional governorate departments across the country. Examples of training programs include semester-long courses hosted in Saudi universities covering School Leadership, Guidance and Direction, Curricula, and Islamic Awareness. Through these training courses, the ministry seeks to improve the performance of its supervisors, and improve education system. The ministry conducts evaluation of these training courses, to verify their effect on improving education. On more that one occasion, the ministry has postponed nominations of participants for these courses in order to review, re-evaluate and improve them, in cooperation with universities.

Instrument Validity and Reliability

In analyzing the reliability of the questionnaire, the researchers employed the Alfa-Cronbach. Pearson correlation was used to demonstrate the internal consistency of the survey items. Frequencies and percentages were used to describe the study sample; means and standard deviations were used to calculate gaps between expectations and perceptions, while one-way demographic analysis of variance (ANOVA) was found differences in evaluation results based on personal characteristics.

The value of the resilience factor in each case of eliminating the corresponding statement was shown in Appendix A: Resilience factor for the expectation measurement tool when a statement is eliminated. Appendix A shows that none of the statements weaken the measure. The resilience factor of the expectations measurement tool – in the event of eliminating any of the statements – is not of a greater value than that of the tool's resilience factor as previously determined (0.987). Appendix B shows resilience factor for the perception measurement tool when a statement is eliminated. It was discovered that none of the statements can weaken the measure, since the resilience factor of the perception measurement tool- in the event of eliminating any of the statements – is of no greater value than the tool resilience factor identified earlier (0.968).

Internal Consistency

With regard to the internal consistency of the tool, the researchers calculated the Pearson correlation factor for each statement and the axis to which it belongs. In the Appendix C, the table shows that there is a strong proportional relationship between each statement and the axis to which it belongs, and all of these relationships are statistically significant, which indicates high credibility for the internal consistency of the tool. Similar to the credibility of the expectation measurement tool, in the perception measurement tool, there is a strong proportional relationship between each statement and the axis to which it belongs, which indicates a high level of credibility for internal consistency in the tool (Appendix D).

Descriptive Analysis of the Study Sample

Repetitions and percentages of characteristics of the study sample were calculated. Below are descriptive analysis results for the characteristics of the sample:

**Relative Distribution of the Study Sample by Age Category**
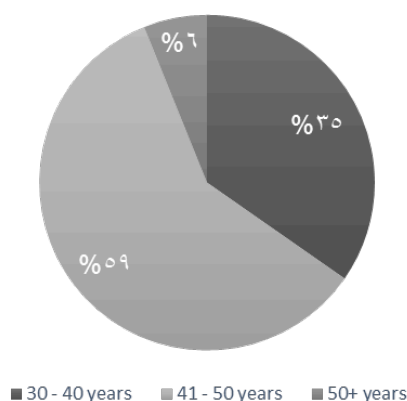
Age category	Repetition	%
30 - 40 years old	17	34.7%
41 - 50 years old	29	59.2%
50+ years old	3	6.1%
Total	49	100.0%

Relative Distribution of the Study Sample by Academic Qualification

■ BSc ■ MSc ■ PhD
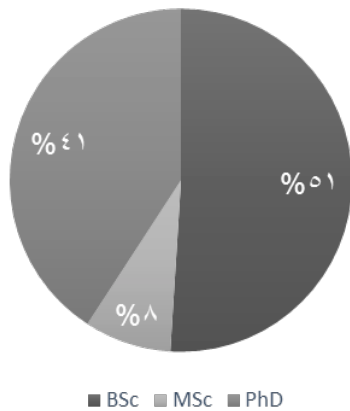
Academic qualification	Repetition	%
BSc	25	51.0%
MSc	4	8.2%
PhD	20	40.8%
Total	49	100.0%

Relative Distribution of the Study Sample by Years of Experience

■ BSc ■ MSc ■ PhD
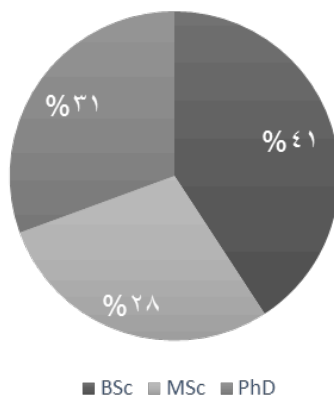
Years of experience	Repetition	%
1-5 years	20	40.8%
5-10 years	14	28.6%
10+ years	15	30.6%
Total	49	100.0%

Results

First

Results related to first question: What are the evaluation domains and elements for evaluating the training course on Education Planning, provided by the leadership training center at the Faculty of Education of King Saud University?

To answer this question, the researchers reviewed dozens of documents and consulted a number of experts, then arrived at a list of axes and statements in order to evaluate the quality of the training provided.

The number of statements that the researchers decided upon after a review of previous literature and using their judgment processes is 25 statements for evaluating trainees' original expectations of the training course, and 25 statements for evaluating what has actually been achieved after enrollment in the training course for the duration of one semester.

Those statements are listed under 6 main dimensions, namely:
1. Need (4 statements),
2. Trainers (6 statements),
3. Training Materials (5 statements),
4. Training Environment (3 statements),
5. Time Expectations (3 statements), and
6. Training Activities (4 statements).

Second

Results related to second question: What are the trainees' evaluations of the semester-long Educational Planning training course in general?

To answer this question, frequencies and percentages have been calculated from the trainees' evaluation for the training course, and results are as follows:

Table 1. Trainees' Evaluation of Training Course

Evaluation	Frequencies	%
Weak	19	38.8%
Acceptable	13	26.5%
Good	1	2.0%
V. Good	11	22.4%
Excellent	5	10.2%
Total	49	100.0%
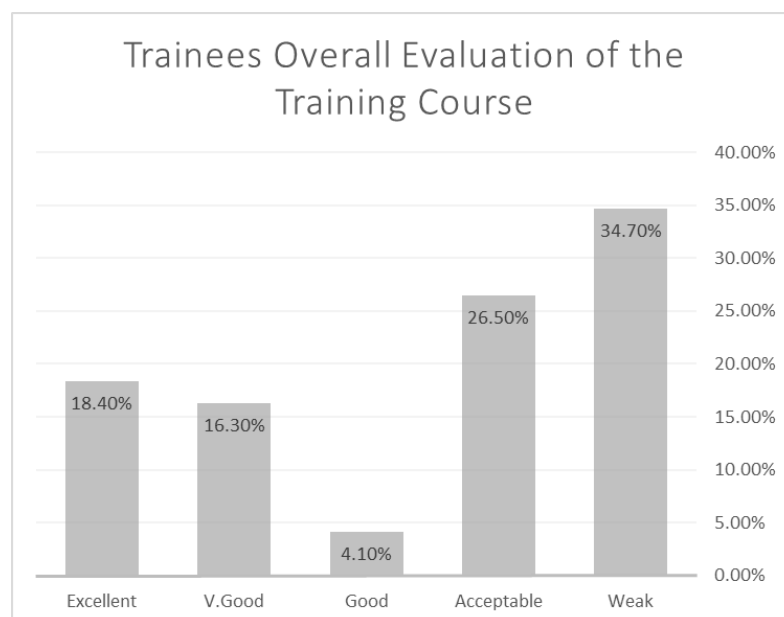
By asking trainees for their personal opinion in evaluating the semester-long educational planning training course, 39% of them said it was weak; while 13% of them said it was acceptable, and 11% said it was very good, while only 10% of trainees said it was excellent.

From the researchers' point of view, this is in line with the detailed results of the trainees' evaluation, in all dimensions and statements of the training tool, since trainees' evaluation results showed negative gaps in all dimensions and statements. This means that trainees evaluated the quality of their experience on the training course as much lower than what they had anticipated and expected.

Third

Results related to third question: What is the trainees' evaluation of the quality of organization, for the semester-long Educational Planning training course in general?

To answer this question, frequencies and percentages have been calculated for the trainees' evaluation for the training course, and results are as follows:

Table 2. Trainees' Evaluation of the Quality of Organization

Evaluation	Frequencies	%
Weak	17	34.7%
Acceptable	13	26.5%
Good	2	4.1%
V. Good	8	16.3%
Excellent	9	18.4%
Total	49	100.0%
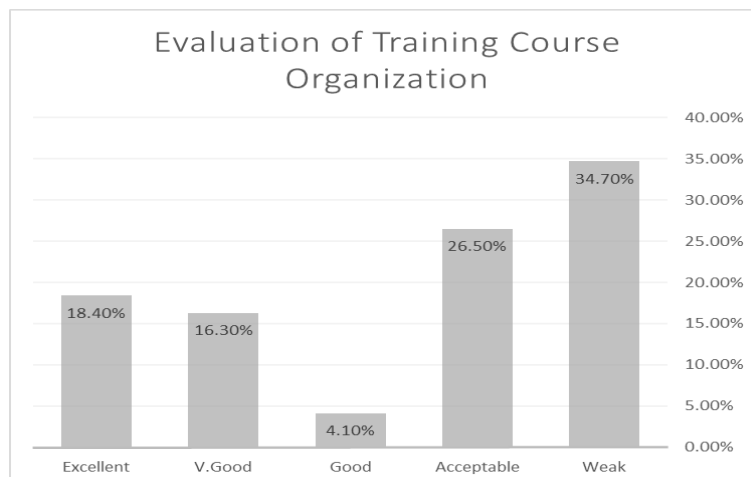
By asking trainees for their personal opinion in evaluating the administrative organization of the training course, 43% of them said it was weak; while 26% of them said it was acceptable; 4% said it was good; 16% said it was very good, and 18% of trainees said it was excellent. This result shows consistency in the trainees' opinion about the weakness of the training course's administrative organization. This was reflected negatively in their evaluation of all aspects and dimensions of the training course, since quality and strength of administrative organization of training courses is proportionally related to the beneficiaries' satisfaction with the service. In the case in hand, weak administrative organization of the educational planning training course has impacted negatively on trainees' satisfaction with the training course in general.

Fourth:

Results related to fourth question, which states:

"What are the gaps between trainees' expectations and actual perception of the level of training provided to them by the leadership training center at the Faculty of Education of King Saud University?"

To answer this question, the averages of expectations and perceptions have been calculated, as well the as gaps between them resulting from the average difference in trainees' original expectations and their actual perception of the training course in reality.

Results are as follows:

Table 3. Gaps Between Expectations and Perceptions about Training Programs

	Expectation			Perception		Gap between Expectation and Perception
Dim #	Dimension	Mean	Dim #	Dimension	Mean	
3	Training Material	6.15	3	Training Material	3.38	-2.78
2	Trainers	6.18	2	Trainers	3.57	-2.61
6	Training Activities	5.91	6	Training Activities	3.37	-2.55
1	Need	6.02	1	Need	3.48	-2.53
4	Training Environment	6.28	4	Training Environment	4.31	-1.97
5	Schedule	5.94	5	Schedule	4.65	-1.29

Training evaluation results show widespread negative gaps in general, between what trainees were hoping for and expecting in the training course, and what they actually experienced later after enrollment and engaging with its activities and events, since results showed negative gaps in all dimensions of the evaluation.

In more detail, the greatest performance gap was in training materials (around 2.8). In the researchers' opinion through evaluation, this can be accounted for by the course organizers not providing trainees with training materials (packages) when they joined the class. This is contrary to common practice on joining training courses, which is what the educational supervisors are used to finding when they enroll in other short training courses. Instead of this, they were provided with only a description of the specified content, in a way similar to students studying in degree courses for graduate, master's and doctoral programs.

On the Trainers dimension, the gap was 2.6. Details of this dimension show trainees' lack of satisfaction with the trainers' performance. This could be due to selecting practising academic staff members – who are not practising trainers. Training, in practice, requires the trainer to adopt different training techniques, learning methods, and activities – a more dynamic participative approach than traditional academic teaching by lecture or tutorial. Additionally, some of the training materials were assigned to academic staff members who were not specialists in the subject's content, which greatly impacted on the academic staff's performance in the training class, the level of trainee interaction, trainees' ability to derive benefit from the information provided, and their ability to acquire the necessary skills and approaches.

Third, in order of negative gaps, is the training materials dimension, with a gap of 2.55. The researchers consider that the main reason for this could be the fact that quantitatively, trainers didn't employ appropriate training techniques in the materials to balance theoretical and applied aspects relevant to the training subjects. Qualitatively, the materials lacked certain elements of interest and entertainment, and also relevance to the experiences of the trainees.

The dimension of Needs came close to the dimension of training materials in terms of the negative gap: with a value of 2.53. This result is consistent with the results in the other dimensions, since the trainees' dissatisfaction with trainers, training materials, training environment, and schedule all have a negative impact on how the course has met the actual needs of the trainees. The researchers noticed that trainees' answers regarding the negatives of the training course and their recommendations for improvement have repeatedly been around the poor assessment of trainees' needs before they join the training course. This will be discussed in the section of this study on the results of the question to trainees about the positives and negatives of the planning training course and their recommendations for improvement.

The dimensions of the training environment and schedule had the lowest negative gaps in the evaluation of trainees' expectations and perceptions of the training course. The gap for training environment is (-2), while the gap for schedule is (-1.3). Perhaps the

arrangement of the training rooms at King Saud University in practical terms have influenced the fact that the negative gap in this dimension has turned out to be lower than the other dimensions. In addition, the flexibility of the leadership training center itself and the trainers' creation of a suitable environment with good breaks and timings may have influenced the lower negative gap of this dimension, as compared with the other dimensions.

Table 4. Averages and Gaps in Expectation and Perception Statements

Expectation			Perception			Gap between Expectation and Perception
Statement #	Statement	Mean	Statement #	Statement	Mean	
10	Training techniques used by the trainer must be suitable for the nature of the training	6.18	10	Training techniques used by the trainer need are suitable for the nature of the training	3.20	-2.98
11	Defined training content must meet the actual needs of trainees	6.18	11	Defined training content meets the actual needs of trainees	3.31	-2.88
15	Training materials must be properly produced	6.12	15	Training materials are properly produced	3.27	-2.86
23	Exercises and activities must enable trainees to acquire skill in each training subject	6.00	23	Amount of practice and activities is proportional to theoretical aspects of the training	3.20	-2.80
12	Training materials must comply with the course	6.27	12	Training materials comply with the course objectives	3.47	-2.80

Expectation			Perception			Gap between Expectation and Perception
Statement #	Statement	Mean	Statement #	Statement	Mean	
	objectives					
14	Training content must be up to date	6.18	14	Training content is up to date	3.41	-2.78
25	Training activities must include interesting and entertaining elements	5.84	25	Training activities include interesting and entertaining elements	3.08	-2.76
9	Trainers must pay attention to trainees' feedback	6.02	9	Trainers pay attention to trainees' feedback	3.27	-2.76
6	Trainers must be able to employ training resources and activities	6.18	6	Trainers employ training resources and activities	3.47	-2.71
4	Objectives must specify performance that trainees will master after finishing course activities	5.94	4	Objectives specify performance that trainees will master after finishing course activities	3.24	-2.69
5	Trainers must be fully aware of curricula aspects in theory and practice	6.20	5	Trainers are fully aware of curricula aspects in theory and practice	3.59	-2.61

Expectation			Perception			Gap between Expectation and Perception
Statement #	Statement	Mean	Statement #	Statement	Mean	
13	Training materials must be comprehensive for the training subject	6.00	13	Training materials are comprehensive for the training subject	3.43	-2.57
3	Course objectives must be clear	6.31	3	Course objectives are clear	3.76	-2.55
8	Trainers must utilize training time for the benefit of trainees	6.22	8	Trainers utilize training time for the benefit of trainees	3.69	-2.53
2	The course objectives must meet trainees' needs	6.04	2	The course objectives meet trainees' needs	3.53	-2.51
1	The course must meet trainees' expectations	5.78	1	Course met trainees' expectations	3.41	-2.37
22	Amount of practice and activities needs to be proportional to theoretical aspects of the training	5.82	22	Exercises and activities enable trainees to acquire skill in each training subject	3.49	-2.33
24	Training exercises and activities need to be thought-	6.00	24	Training exercises and activities are thought- provoking and relevant to	3.69	-2.31

Expectation			Perception			Gap between Expectation and Perception
Statement #	Statement	Mean	Statement #	Statement	Mean	
	provoking and relevant to trainees' experiences			trainees experiences		
7	Trainees must interact well with trainers	6.27	7	Trainees interact well with trainers	4.22	-2.04
17	Facilities and services must be available for conducting training	6.27	17	Facilities and services are available for conducting training	4.27	-2.00
18	Equipment and arrangements needed for the training must be made available	6.27	18	Equipment and arrangements needed for the training are available	4.29	-1.98
16	Venue environment must be fit for purpose	6.31	16	Venue environment is fit for purpose	4.37	-1.94
20	Training schedule must be suitable	6.12	20	Training schedule is suitable	4.69	-1.43
21	There must be enough breaks between training sessions	5.57	21	There are enough breaks between training sessions	4.33	-1.24
19	Training duration must be appropriate	6.12	19	Training duration is appropriate	4.94	-1.18

It can be observed that all 25 statements of the survey had negative gaps, which means that trainees are not satisfied with the performance of the training course; that they didn't actually receive or achieve what they were hoping for from the training course. Consequently, none of the survey statements received a zero gap, which would mean that trainees got what they were expecting from the training course. In addition, none of the survey statements received a positive gap, which would mean that trainees have found the course to be better than what they were expecting or looking for, from the training course.

In order of statement scores, it can be noted that the statements that received biggest negative gaps were as follows:

1- Suitability of training techniques used by the trainer for the nature of the training
2- Defined training content meets the actual needs of trainees
3- Training materials are properly produced
4- Amount of practice and activities is proportional to theoretical aspects of the training
5- Training materials comply with the course objectives

Reviewing these points, it can be identified that most of these gaps are related to training needs on one side, and the training methods used by trainers on the other side. In placing the statement scores in order, the lowest negative gaps were seen to be in the following statements:

1- Availability of equipment and arrangements needed for the training
2- Venue environment is fit for purpose
3- Training schedule is suitable
4- There are enough breaks between training sessions
5- Training duration is appropriate.

In reviewing the list of statements with lowest negative gaps, it can be seen that they are related to the training environment and schedule. As explained previously, the university is capable of providing a well-equipped environment for training, and the good flexibility of the training center and trainers in ensuring suitable times has influenced the fact that gaps in these areas are the lowest.

Fifth:
Results related to fifth question, which states:
"What are the main positives and negatives of the planning training course, and what are the key recommendations for potential improvement?"

1. **Main positives of the Educational Planning Training Course:**
   - Getting to know other educational supervisors in the field, and the exchange of experiences in the field among colleagues and educational planning trainers.
   - Knowledge update for the trainees on educational planning, theories, concepts, and skills.
   - Homework and practical application in some subjects.

- Getting to know some specialist academic staff members and trainers in the field of educational planning.
- Some subjects had a good impact on trainees.
- Some lecturers were close to the educational field and its issues, and used their subject experience to serve this purpose.
- Lecturers and trainers treated trainees with courtesy.
- Some tasks required trainees to refer to the library for specialist study and research in educational planning, which implies further knowledge and benefits for trainees.
- Leveraging and use of the faculty's educational facilities.
- Helped some trainees to acquire skills in public speaking and preparing lectures.
- Trainees' increased self-confidence and ability to cascade training on planning to directorates' staff.
- Excellent treatment of trainees by the management of the leadership training center at the Faculty of Education of King Saud University.

2. **Main Negatives of the Educational Planning Training Course:**
- Complete reliance on trainees to complete no less than 80% of the training materials.
- Poor training skills and capabilities of some trainers.
- Too much attention paid to the theoretical aspects of educational planning, at the expense of the practical aspects.
- The weakness in scientific knowledge of some academic staff members in the specialism of the training subject they are teaching.
- Some academic staff members confused 'training' with academic teaching.
- Poor identification of the practical work needs of trainees. For example, some subjects were explored that have nothing to do with the work of educational supervisors (e.g. statistics, operational research, etc.). However, other subjects of more relevance and importance were not addressed (e.g. educational indicators, diagnostic skills, etc.).
- Trainees were overwhelmed with homework in many subject areas.
- Few group activities in class and in workshops; whilst substituting that with group homework – done by some trainees, whilst others were exempt from doing it.
- Small size of the training room, and the unavailability of internet access for trainees.
- Lack of preparation in terms of the human and material capabilities to execute the program, and the long delay in launching it.
- The course and its activities are not designed according to an actual training approach, as employed on other training courses.
- Ad-hoc assessment of trainees. No objectivity in this assessment.
- Lack of packages of training material.

3. **Main proposals for improving the Educational Planning training course:**
    - Reconstruct the course objectives, identifying trainees' needs accurately, by involving trainees in the needs identification process.
    - Restructure the course content and subject areas in line with the actual role and work of educational supervisors. Some current subjects are not related to supervisors' work needs, while there is an absence of other subjects that are important for planning supervisors.
    - Create training materials in the form of training packages that include the scientific material and training activities, according to the science of developing training packages.
    - Early planning and notification of the launch and dates of the training course, ensuring regular attendance by all trainees, from week one.
    - It is important for trainees to perform practical tasks within the training course, using appropriate training methods and techniques in the training class.
    - Set high standards for selecting trainers capable of effective performance on the course. Contract capable and competent trainers, whether from inside or outside the university.
    - It's important for trainers to treat trainees as educational supervisors and trainees (on a training course) in the first place, and not as undergraduate or graduate students on an academic course.
    - Assign the training course to specialist institutes, like the management institute, for example. Also, work in partnership with the planning institute in Paris, for them to contribute to the construction of the training course and to share a knowledge exchange and experiences in this regard.
    - Hold this course in more than one location in the kingdom, to make it easy for trainees to attend the training without the burden of travel and accommodation.
    - Revise the balance between the theoretical and practical aspects of the training course.
    - Enrich the course with field visits to explore successful models, case studies and experiences.
    - Promote the training course as an accredited diploma, because of the importance of the subject to all educational supervisors regardless of their specialism, and the importance of fulfilling the program's objectives.

Sixth:

Results related to sixth question, which states:

"Are there any statistically significant differences at the significance level (a=0.05) from the trainees' perspective about the level of the provided training, that can be attributed to academic level, practical experience, or age?"

In order to answer this question, the researchers used contrast analysis – specifically, one-way analysis of variance, or "One-Way ANOVA". The following are the results of this analysis:

Table 5. Differences Based on Demographic Variables

		ANOVA			
	Sum of squares	Freedom degree	Squared Avg.	F test	Probability
In-group	13.836	2	6.918	6.585	.003
Across-group	48.326	46	1.051		
Total	62.163	48			

The table above shows that the probability is less than 5%, which means that there are statistically significant differences attributed to the age variable.

To identify those differences, the researchers have carried out a dimensional test using the least squares method, and results were as follows:

Table 6. Dimensional Test Result

Age (I)		Avg. Deviation	Standard Error	Probability
30 - 40 years old	41 - 50 years old	-.41712	.31309	.189
	50+ years old	-2.32471-*	.64186	.001
41 - 50 years old	30 - 40 years old	.41712	.31309	.189
	50+ years old	-1.90759-*	.62162	.004
50+ years old	30 - 40 years old	2.32471*	.64186	.001
	41 - 50 years old	1.90759*	.62162	.004

The table above shows that the differences for the age category "50+ years old" as compared with other categories are statistically significant, while other differences for other categories are not statistically significant.

Table 7. Second\ Practical Experience

	Sum of squares	Freedom degree	Squared Avg.	F test	Probability
In-group	1.458	2	0.729	0.552	.579
Across-group	60.705	46	1.320		
Total	62.163	48			

The table above shows that the probability is > 0.05, which means that there are no statistically significant differences that are attributed to the practical experience of trainees.

Table 8. Third\ Academic Level

	Sum of squares	Freedom degree	Squared Avg.	F test	Probability
In-group	7.503	2	3.751	3.157	.052
Across-group	54.660	46	1.188		
Total	62.163	48			

The table above shows that the probability is more than 5%, so there are no statistically significant differences that are attributed to the trainees' academic level.

Recommendations and Conclusion

Researchers' engagement with the Educational Planning training course held in the leadership training center at the Faculty of Education, King Saud University involved carrying out training responsibilities or supervising some of the training processes, and through research procedures and resultant outcomes.

As a result, the researchers recommend the following:
• Reconstruction of the training course contents to align with trainees' needs, focusing on the following:

- o   Redefinition of the training needs of the trainees.
- o   Review of the training objectives to accommodate trainees' needs.
- o   Involvement of trainees and their affiliates in the Ministry of Education in determining the training needs and course objectives.

- Construction of training packages for the course, to satisfy the required criteria for and elements of training package design and composition, including training activities, techniques, and assessment tools.

- Establish criteria for selecting trainers who demonstrate specific competences that enable them to conduct training in accordance with optimal performance and quality in training.

- Support the training course with sufficient financial resources to allow the selection of competent trainers, and to enable the effective performance of the administrative roles necessary for a successful training course.

- Redefinition of training methods used in the training course, to accord with the concept of practical, interactive and varied training courses, and to move away from the academic concept of teaching by lecture or seminar.

- Conduct partnership activities with organizations that specialize in educational planning, like the General Administration of Educational Planning, the Educational Planning Institute in Sharjah, the Arab Education Bureau in Riyadh, and others.

- Attend to the planning and administrative aspects of the course, to ensure the achievement of its predetermined objectives and to avoid any points of weakness and failure.

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