



Teachers Training Benefits and Challenges at Sudanese Secondary Schools (A case Study of Elgitaina Secondary School, 2020)

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Abstract

This study is an attempt to investigate the benefits and problems of teachers training at Sudanese secondary schools. The aims of this study are the benefits of teachers training, the challenges of teachers training and the solutions to these problems. This study was conducted in White Nile State-Elgitaina. A questionnaire was distributed among (15) English language teachers in secondary schools in Elgitaina Province. This data was analyzed with the Statistical Package for the Social Science (SPSS). Teacher is very important pillar in the teaching process. Teachers training is very necessary because it has many benefits and it is faced by many challenges. Benefits of training, such as increasing productivity, less supervision, reduction of errors, job satisfaction, remedies teacher weakness and skills development. Also it has many challenges, like non-participation of teacher in planning for training program. Techniques and materials are old and traditional, lack of material incentives, cancelling the role of training institutions, the incorrect selection of the teacher, financing weakness and non- clarity of final of evaluation of program. The study recommended that teachers should participate in planning of training program, increasing intensives materials for the trainers and trainees, alliterate the final evaluation by giving certificate or promotion, and increasing the governmental financing and support.

Keywords: Teachers Training, Benefits, Challenges, governmental financing

فوائد وتحديات تدريب المعلمين بالمدارس الثانوية (دراسة حالة: مدرسة القطينة الثانوية، 2020)

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المستخلص

هذه الورقة محاولة لتقصي الحقائق حول اهمية تدريب المعلمين والمشاكل والعقبات التي تواجهه ويجاد الحلول. اجريت هذه الدراسة في ولاية النيل الابيض محلية القطينة جمعت المعلومات عن طريق الاستبانة من خمسة عشر معلم لغة انجليزية بالمرحلة الثانوية ومن ثم تم حساب البيانات وتحليلها باستخدام الحزمة الإحصائية للعلوم الاجتماعية. يعتبر المعلم من الأعمدة الرئيسية في العملية التعليمية ولا بد من تدريبه وتطويره والتدريب له فوائد عديدة منها الرضا الوظيفي اكتساب المهارات وتقليل الأخطاء زيادة الانتاجية ردم الهوة بين المعلم والمتعلم تقليل التوجيه ومعالجة أماكن الخلل والضعف ومن تحدياته عدم إشراك المعلم في التخطيط لبرنامج التدريب وقلة الحوافز المادية وضعف التمويل من الجهات الرسمية اما التقنيات والوسائل المستخدمة قديمة وتقليدية إهمال دور معاهد التدريب وحتى طريقة الاختيار خاطئة وتتم بطريقة غير علمية وتتم عن طريق المحسوبة. أوصت الدراسة بإشراك المعلمين في التخطيط لبرنامج التدريب وزيادة الحوافز المادية للمدربين والمتدربين وطريقة الاختيار يجب ان وفقاً للأهداف العامة ويجب الاهتمام بمراكز التدريب وتطويرها ومدها بالأدوات والتقنيات الحديثة لمواكبة التطورات العالمية الحديثة.

كلمات مفتاحية: تدريب المعلمين، الفوائد، التحديات، التمويل الحكومي

Introduction

As the result of globalization and technological progress English is a language started to be a widely learnt and taught throughout history. It was influence by other languages such as French and German. It is commonly believed that English is becoming widely used language and through it, people participated in variety of social activities, because is more than simply away expression it helps people form relationship and know how to interact in different social contexts. But also it is faced by many challenges such as deterioration which is caused by lack of teacher training and development as a result of non-participation of teachers in planning of training program, lack of material incentives to the trainers and trainees, the selection method is incorrect, governmental financing is very weak, non-clarity of the vision of final evaluation and neglecting the role of institutional training centers.

Statement of the Problem

This paper attributes the deterioration of the standard of English language in secondary schools as a result of lack trained teachers.

Significance of the Study

The importance of this study is that it focuses on the affection of teachers training and development on ELT in secondary schools in Elgitaina locality. The study can also be beneficial for teachers, inspectors, and those in the authority of education.

Objectives of the study

This study intends to show

- 1 – The benefits of teacher training.
- 2- The problems of teachers training.
- 3- The solutions of the problems.

The questions of the study:

- 1 – What are the benefits of teachers training?
- 2 – What are the challenges of teachers training?
- 3 – What are the solutions of teachers training problems?

The hypothesis of the study:

The study attempts to verify the following assumptions:

- 1 – Training courses of English for secondary school teachers increase the effectiveness of students.
- 2– Secondary school's teachers of English face some problem in teaching English.

The Scope of the Study

This study is carried out in Elgitaina secondary schools 2020.

Methodology of the Study

The study adopted a descriptive-analytical method as stated by Herbert and Shohamy' descriptive research involves a collection of techniques used to specify delineate or describe naturally occurring phenomena without experiment manipulation' (Herbert and Shohmy, 2001:42).

The Teacher Training

It is a program that helps teacher's knowledge ' development the, skills, and attitudes they need to teach competency in their own classroom. The concept has changed over the years, from on-the-job training to training by religious orders to government -based training in "normal schools "to teacher's colleges and finally. To university faculties, schools, and department of education (Husen and Postlethwaite, 1994: 6038). “The term teacher training came to be used in developing countries to encompass teacher preparation in the pre-service mode, and teacher upgrading (skills and /or qualifications) the in-service teacher mode. In industrialized countries, however, "training" tends to connote a more restricted kind of education " focused on specific outcomes achieved through a sequence of steps, within a specific period of time. It is based on the assumption that through mastery of discrete skills, teacher will be effective in the classroom (Freeman, 1989:39).

Some critics even view the concept of training "as limiting, such as opposed to allowing them to discover their on alternative" (p.42). Niakaris and Bacigal (1992) noted that " training" means that a trainee passively undergoes a period of conditioning during which the "dos" and "don'ts" of classroom practice are inculcated. Then "only after this basic training does the teacher trainer become concerned about empowering trainees to become agents in their development, much in the same way that the scales must be mastered before a would-be pianist is able to interpret a sonata "(Tenjoh-Okwen, 1996:42).

Similarly, Davis (1988) pit teacher training and teacher education at opposite ends of a continuum. Where training represents a pre-planned agenda set by the workplace or syllabus, education represents impromptu, flexible agenda set by groups where training implies the needs of the workplace, education implies personal needs. Where training leads to qualification, education leads to career development. Training relies on leader and experts, education on peer groups. And training leads to standardization, education leads to innovation (P. 40).

Types of Training

1-Pre- service teacher training

Structure

In pre-service training program - what Kachelhoffer (1995) calls "the more or less status quo model"- secondary school teachers trained over four or five years' period at a residential teacher's college or in university program. Darling-Hammod and Cobb (1999) describe the three most common pre-service model a- Certificate or degree programs housed in normal college, normal schools and class of education established solely for the purpose of training teacher. These programs usually specialized in training primary school's teachers and emphasize pedagogical more than subject area preparation. These programs tend to be two to four years' programs that lead to a certificate or Diploma in teaching, (such as the case of Botswana).

2- Degree programs housed at general multipurpose universities. These programs usually emphasize subject matter preparation more than pedagogical preparation. These are generally four or five years leading to bachelor's degree, with teaching preparation portion lasting one to two years (such as the case of Namibia).

3- Master degree or fifth year programs. These programs, open to candidates who have completed a bachelor's degree, lead to a master's degree or postgraduate diploma in education. The duration of these program ranges from one to two years beyond the bachelor's degree (Craig *et al.*, 1998:58-9)

Content

In most countries, the curriculum for pre- service teacher training programs consists of three parts:

- a) Academic studies /subject matter, which can result in a degree or diploma of specialization in at least two school related subject.
- b) Professional preparation, usually comprised by the study of educational theory foundation of education courses, professional studies such as pedagogy and methods curses, child development t and training linked with teaching skills necessary to be efficient and effective as a teacher in school.
- c) School practice/ practicum this may vary from short practical period in school to larger period of internship. These periods may be surprised and reflected upon by training lectures or the school personal (Kachelhoffer, 1995; Ben-Peretz, 1996 and Cobb,1999).

In-service training

Greenland (1983) has described in-service teacher training as training that is designed to:

- A- provides certification for unqualified teacher.
- B- upgrade teacher's knowledge or skills.
- C- prepare teachers for new roles such as teacher educators or principles.
- D- introduce new curricula or provide teacher with refresher courses (Villegas-Reimers, 2003:56).

Structure

The structure of in-service training can vary dramatically. Format include; school-based workshops, teacher observation and feedback and mentoring

- A. Cluster-based workshops and meetings.
- B. Modularized instruction through which teachers study individually or in groups, sometimes with support at a central location (school, training center) from a more experienced teacher or tutor.
- C. Institutional course formats usually used for upgrading of teacher qualifications during school holidays.

Another prominent trend in the world of teacher training is the convergence of pre-service and in-service training programs Perraton (2000:56).

Finally, while some educators believe that pre-service training is sufficient for a life of teaching - what Perraton (2000) calls " the once and for all" notion of training- the dominant trend is a view of teacher preparation and professional development that beings with pre-service and continues as a process of ongoing lifelong learning throughout teacher's career (Villegas-Reimers, 2003:44; Husen and Postlethwaite, 1994:60 and world Bank, 2001).

Benefits of Teacher Training and Development

There are a number of benefits of teachers training and development:

Increasing productivity

Training increase efficiency and productivity of teachers. Teachers remain up to date with new methods techniques of teaching. Well trained teachers show both quantity and quality performance. There is less wastage of time, money and resources when teachers are properly trained

Less Supervision

Training improves necessary skills sets in teacher and empowers them to address tasks independently. In other words, a well-trained teacher will be well acquainted with the job and hence they need less of supervision.

Reduction of Errors

Most of errors occur because many of the teachers lack desired knowledge and precise skills required for teaching. Continuous training ensures that teachers get the right skills at the right time. The more trained teacher is the less chance committing errors job.

Talent pool

Creating a pool of cross-trained teacher helps to bridge gaps when teacher unexpectedly leaves the school- or if teachers accept a transfer or promotion. Teachers can be trained on minor additional skills in administration

Job Satisfaction

Training makes teachers feel more satisfied with role in learning process. This is driven by the great ability that gain to execute implement their duties. Teachers feel they belong to school that they work for and the only way to reward it is giving the best service they can. Training creates a feeling of confidence in the mind of the teachers. It gives them security at work.

Remedies teacher's weakness

Some of the teacher have certain weakness in their work which hinder them from giving the best output. Training assists in eliminating these weaknesses by strengthening teacher's skills and dissolving inner barriers as well-organized development program helps teachers gain analogous skills and knowledge, thus bring them all to an advanced level.

Increase consistency

Well- organized training program and development give teachers constant knowledge and experience. Access to regular training ensures that all teachers have a consistent experience and knowledge. It also helps to carry out tasks completed on time.

Skills Development

Training and development helps increasing knowledge and skills of teacher at each level. It provides teachers with great experience that will help them in teaching process. and it leads to improved profitability and more positive attitudes. In addition to that it helps teachers to understand and carry out the policy of education in their countries (Doff, 1988).

The Role of Bakht Elrudah

It was founded 1934 as a training college for primary-school teachers. It was not far from small market town of Dewiém. The college started with modest collection huts and houses made from clay plastered over with mud and dung. The idea was to live must one stage ahead of the ordinary Sudan village and no more. In that isolated place, staff and students generated sense of community and purpose, which has become a legend in the Sudan.

There were many educational reports led to establish a new teacher's training institution in Dewiém in 1934 (Basheer, 1970;198).

Bakht Elrudah teachers training institution played an important role in revival of learning and teaching process. Its main roles in its early period could be conducted in the following objectives:

- 1 – Teachers training.
- 2 – Piloting and implementing educational innovation and project.
- 3 – Fostering adult education.
- 4 – Educational supervision.

Now Bakht Elrudah is much more than the usual setting of institute of education. It became one of the most important of Sudanese universities and graduate students from different college. It occupies an area of more than 4acres including farms of about 200 acres. It includes houses,

the curriculum and book center, the school supervision and fields teacher's guidance officer, the national center for educational research and audio-visual aids units, the institute of education for primary school teachers (IEPST). It also includes the Institute of intermediate school teachers which has 13 departments, the center for the training teachers of integrated Rural Education Center (IREC). Among the available faculties are teacher's club, worker's club, a cooperative society, a healthy service, postal and telephone service, in addition to farms, workshops and animal's poultry pins. The distinguished position enjoyed by Bakht Elruda institute of education setting in the Sudan is visibly demonstrated in the public interest shown in celebration of its fiftieth anniversary (Melieka1985).

Challenges of Teacher training

Non- participation of teachers in planning the training

Many teachers do not share in planning for training and they are not asked to participate in selection of time, place, curriculum and the experts who teach them. Anything done by the officials of ministry of education only.

Lack of Material Incentives for Trainees

A number of teachers said that the stakeholders did not give them enough money to face their needs such as transport, food and sheets of the training in spite of all the prices are flying

The Nomination of Selection Method for Training is Incorrect

The teacher's selection for training is incorrect because the stakeholders transpire the teachers training without scientific vision or to general needs, it is done by headmasters or supervisors only, and it was not accurate in choosing the trainees.

The materials and techniques used for training are old and traditional

The methods and techniques that used in teachers training are very old and traditional like workshop and cultures, this is inadequate to the time and new innovations and technology. New teachers should be trained with new methods and materials that make training process motivated and useful.

Non-Clarity of the Final Evaluation Program

By the end of training program there is no clear vision to program awarding certificate, addition salary or promotion trainees don't know what happen to them nothing no clearness to results.

Financing Impartment

The ministry of education and its officials don't pay a cost of training programs. The experts make good planning to implement program but suddenly the position is changed because no enough money to achieve this work. The ministry of education has to wait to second budged.

Cancelling the Role of Training Institutions

After expanding of high education revolution which happened in the Sudan, all training institutions were cancelled such as Bakhterudah, Edalang institution and Shendi which were changed into university's colleges in the past they were place of teachers training and development.

Data Collection

The data was collected by a questionnaire which was given to (15) English language secondary schools' teachers in Elgitaina province, White Nile State. This type of instrument is represented by a questionnaire, because it often shows fair results and enables the respondents to answer the questions neutrally and freely.

Data Analysis

Data collected by questionnaire will be analyzed using the Statistical Package for Social Sciences (SPSS), in order to show the study results accurately and statistically.

Non-participation of Teachers in planning training

Table (1): Participation of teachers in planning training

	Frequency	Percent	Valid percent	Cumulative percent
True	11	73.3	73.3	73.3
False	4	36.6	36.6	99.9
Total	15	100.0	99.9	

Source: By author using SPSS

Table (1) above shows that the majority of the teacher selected the first option "true" with the percentage (73.3%). Non-participation of teachers in planning training program. Then comes the second option "false" with (36.7%). This indicates that non- participation of teachers in planning training program.

Lack of Material Incentives for the teachers

Table (2): Lack of material incentives for the teachers

	Frequency	Percent	Valid percent	Cumulative percent
True	13	86.6	86.6	86.6
False	2	13.3	13.3	99.9
Total	15	100.0	99.9	

Source: by author using SPSS

Table (2) above shows that the majority of participants selected the first option "true" with the percentage (86.6%). Then comes the second option "false" with (13.3%). This indicates that lack of material incentives for the teachers

The nomination method of selection for training is incorrect.

Table (3): The nomination method of selection for training

	Frequency	Percent	Valid percent	Cumulative percent
True	8	53.3	53.3	53.3
False	7	46.6	46.6	99.9
Total	15	99.9	99.9	

Source: By author using SPSS

Table (3) above explains that more than a half of the participants chose the first option "true" with percentage of (53.3%). The nomination method of selection for training is incorrect. After that comes the second option "false" with (46.6%). This indicates the selection way is incorrect.

Techniques and aids which used in training are old and traditional

Table (4): Techniques and Aids which used in Training

	Frequency	Percent	Valid percent	Cumulative percent
True	14	93.3	93.3	93.3
False	1	6.7	6.3	99.9
Total	15	100.0	99.9	

Source: By author using SPSS

Table (4) above shows that the majority of the teachers selected the first option "true" with the percentage (93,3%). Then comes the second option "false" with 6.7%). This proves that techniques and aids are old and traditional. Techniques must be adequate to the new innovations

Non- clarity of Final evaluation program

Table (5): - Non- clarity of Final evaluation program

	Frequency	percent	Valid percent	Cumulative percent
True	12	80.0	80.0	80.0
False	3	20.0	20.0	100.0
Total	15	100.0	100.0	

Source: By author using SPSS

Table (5) above shows that the majority of the teachers chose the first option "true" with (80%). Then, comes the second option "false " with (20%). This proves that the final evaluation of training is not clear.

Financing Impartment

Table (6): Financing Impartment

	Frequency	Percent	Valid percent	Cumulative percent
True	9	60.0	60.0	60.0
False	6	40.0	40.0	40.0
Total	15	100.0	100.0	100.0

Source: By author using SPSS

Table (6) above shows that over a half of teachers selected the first option "true" with the percentage (60%). Then, comes the second option "false" with (40%). This emphasis that the governmental material support is weak.

Cancelling the Role of Training Institution

Table (7): Cancelling the Role of Training Institution

	Frequency	Percent	Valid percent	Cumulative percent
True	10	66.6	66.6	66.6
False	5	33.3	33.3	99.9
Total	15	100.0	99.9	

Source: By author using SPSS

Table (7) above shows that the majority of the teachers selected the first option "true" with percentage (66.6%). Then, comes the second option with (33.3%). This proves that cancelling and neglecting the role of institutional training center make a big problem for English language and teachers.

Findings

Through a deep accurate study, collecting and analyzing the data the researcher has arrived to the following:

- 1- There is non-participation of teachers in planning training program.
- 2- There is lack of material incentives from ministry of education to teachers.
- 3- The nomination method of selection to teachers training is incorrect.
- 4- The techniques, material and aids which used in training are were old and traditional.
- 5- Non-clarity of the final evaluation program.
- 6- The financing from government weak.
- 7- Cancelling the role of training institutions.

Recommendations

The researcher strongly raises the following recommendations

- 1- Teachers should participate in planning of training programs.
- 2- Increasing material incentives for the trainees.
- 3- Changing the selection method in accordance with general objectives and new innovations of teacher training.
- 4- Alliterate the final evaluation.
- 5- Increasing financing for training.
- 6-Increasing of the concern with the institution training.

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