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Training needs of new primary teachers during educational reforms

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Abstract:

ABSTRACT: The current study aimed to identify the training needs of new primary school teachers in the light of educational reforms. The study also sought to answer the following questions:

1. What is the order of the training needs of the new teachers of the primary stage?
2. Are there differences in the training needs of new primary school teachers due to the gender variable?

In order to answer the questions of the study, the descriptive approach was relied upon, and the training needs questionnaire for new primary school teachers was used. It was applied to a sample of (60) male and female teachers in the primary stage in the city of M'sila. After collecting data and analyzing it by computer through the SPSS program, the results of the study were extracted and presented. A number of recommendations the researcher hopes to be taken into account.

Keywords: Training, training needs, educational reforms, teachers, primary stage.

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I. INTRODUCTION

Most countries of the world depend on their educational systems to achieve the renaissance of their countries and the advancement of their societies, realizing that the person to whom efforts are devoted through these systems is the maker of civilization, and the main engine of the wheels of development, and then you find these countries spending generously on the field of education, and they see in This is a real investment, no less important than investing in other economic fields.

Interest in educational systems is increasing whenever there is a need for renewal and reform, in order to accommodate scientific and technological developments, and to keep pace with the political, economic and social transformations that the world is going through, and in order for reform efforts to bear fruit, change in many countries is not limited to simply renewing curricula, and providing books and means. Not only material, but it goes beyond the interest in the most important human resource represented in the teacher, who is considered the pulsating artery of the educational process.

The value of the educational system and the quality of its outputs - as many educators have seen - are not guaranteed by the large number of structures, the splendor of the equipment, and the quality of the curricula and books only. He plays his role and believes in his message, and for this reason the teacher is rightfully considered "the driving force in the educational system... and there is almost unanimity that he is the cornerstone of the success of the educational process and its achievement of its objectives" (Mustafa and Suhair, 2005, pp. 240 and 241).

Accordingly, the attainment of the desired goals of any reform cannot be achieved in a satisfactory manner, except to the extent that success is first in choosing the teacher well, training him well, while continuing to care for him, and providing him with everything that can help him in performing his duties to the fullest. 60% of the success of the educational process in all its dimensions - as studies have shown - lies with the teacher alone, while all other dimensions combined such as administration, curricula, books, learners' conditions, and school capabilities account for 40% of the success of the educational process" (Barakat, 2010, p. 11).

For this consideration, the basis for employing teachers in all countries of the world was and still is to enable them first - after a good selection of them - to undergo an initial training in which they receive the knowledge and ethics that are commensurate with the specificities and requirements of the profession, and in which they are trained to acquire the necessary teaching skills, before the reins of the students are placed in their hands. This is what Algeria has been doing since the seventies of the last century, when technological institutes were circulated for the training of teachers, then they were replaced in the recent reform by higher schools for teachers, as it became a requirement for the university level to teach at all levels.

However, this principle of employment, represented by initial training before service, is often overlooked, under the influence of the growing need to supervise educational institutions, when the numbers of graduates from training institutions do

not cover the vacancies in them, as is the case today in Algeria, and as is the case in many countries that It suffers from poor planning and the instability of its educational systems.

Objectives of the study

The current study seeks to achieve the following objectives:

1- Identifying the order of training needs of new primary school teachers.

2- Detecting differences in the training needs of new primary school teachers due to the gender variable.

Study questions

1. What is the order of the training needs of the new teachers of the primary stage?

2. Are there differences in the training needs of new primary school teachers due to the gender variable?

The limits of the study

The results of this study are determined by the following:

- The sample that was conducted on them were the new primary school teachers in the city of M'sila in the academic year 2022/2023.
- The measurement tool used in the questionnaire of the training needs of teachers.
- The statistical methods used in analyzing its data.

Terminology of study

Training Needs: It is a shortcoming and weakness in the current or expected performance of the worker compared to the required performance that can be met through training.

it means in this study what results in the answers of the new teachers in the primary stage about the paragraphs of the questionnaire addressed to them.

Primary education teachers: Anyone who officially practices the profession of teaching in the primary stage and has spent three years in initial training in one of the higher schools for teachers, or who has been employed through a competition from holding a bachelor's degree, or who has benefited from the integration decrees for the years (2001 and 2011). , or teachers who have been promoted after completing a three-year distance training period, and all are ranked in class 11.

it means in this study the category of new teachers, who were appointed in one of the primary schools, following their success in the open recruitment competition for the academic season 2022/2023.

Before addressing the procedures of the field study, it is necessary to know more about what the training needs of teachers are.

The concept of training needs

1-1 Linguistic concept:

Need is a language that means a sense of deficiency and lack, and in dictionaries of the Arabic language, including Al-Raed by Gibran Masoud: I need something in the sense of lacking it (Gibran, 1981, p. 43).

1-2 Terminological Concept:

The researchers provided a number of definitions of training needs, some of which are as follows:

Al-Tarawneh defined it as "what is intended to bring about a change in the knowledge, skills and attitudes of individuals so as to help them control the performance problems that workers face" (Al-Tarawneh, 2011, p. 8).

Eliwa defined it as: "The set of changes required to be made in the knowledge, skills and attitudes of individuals with the aim of developing their performance and controlling the problems that impede performance" (Eliwa, 2001, p. 23).

As for **Al-Khashab and Saeed** (quoting Al-Fahimi), they define it as a set of changes and developments that are required to be brought about in the individual and related to his knowledge, skills and attitudes by making him fit to occupy a job or perform the competencies of his current job in order to achieve the goals of the organization with the required competence (Al-Fahmy, 2000, p. 23).

Al-Khatib and Radah defined it as: the set of changes that are required to be brought about in the knowledge, information, skills and attitudes of the working individuals in order to modify or develop their behavior or create the behavior desired to be issued by them, which can achieve productive efficiency in their performance, and eliminate deficiencies or deficits in this performance and thus increase their effectiveness at work. (Al-Ghamdi, 2013, p. 14).

Whereas **Al-Sayrafi** defined it as "what expresses shortcomings or weaknesses in the current and expected performance and can be expressed in the following equation: Deficiency or deficit in performance = required performance - actual performance (Al-Sayrafi, 2009, p. 13), and here it must be emphasized that the shortcomings What expresses a need for training is that which lies in the lack of information or skills of the individual worker. As for the deficiency that is due to other factors that hinder the individual worker from performing his work despite his proficiency in it, it is what is called "lack of capabilities." This may be due to reasons including:

Poor job design

* Lack of capabilities

* Poor working conditions

* Inadequate incentive systems and others. This shortcoming is not addressed by training, but rather by avoiding or controlling the causes leading to it (Maher, 2007, p. 464).

So, it is clear from the foregoing that the training needs: are those deficiencies and gaps that can be bridged by training, with the aim of raising the level of efficiency of workers and their effectiveness in achieving the goals of the organization, and thus it is considered the beginning of the way to move the employee from a current situation tainted by shortcomings and weaknesses, to a better future situation in which performance improves. Thus, it represents the focal point of the training program and justifies its existence. On the basis of training needs, objectives are set, contents are

set, trainees and trainers are selected, and training methods and evaluation criteria are determined.

3- The importance of identifying training needs:

Al-Taani mentioned that identifying training needs is important for the following reasons:

1. It is the first step in the training process.
2. It leads to proper performance.
3. Indicate the target group of the training.
4. Contribute to the good planning of training programs (Al-Tarawneh, 2011, p. 14).

As for Yaghi, he attributes its importance to many reasons, including: (Yaghi, 1988, p. 14).

1- It is the basis for all elements of the training process, the most important of which is the process of setting goals, types of training, and content design (see Figure No. 1).

2 It helps to perform well and achieve the basic objectives of the training process.

3- It clarifies who are the individuals to be trained, the type of training required of them, and the expected results from them

4- Determining training needs in an inaccurate and unclear manner, and not based on scientific studies, may lead to the implementation of training programs that are not needed, and therefore one of the results may be a waste of time, effort and money.

5- It helps training departments to plan well and assess training needs in the short and long term

***A.* Axes of in-service training in the primary stage:**

The Ministry of National Education presents at the central level many axes of in-service training for the benefit of its employees with all their administrative and educational wires, in addition to what is being planned at the level of the middle administration (education directorates) and approved by the central administration. The following is currently underway:

• Specialized training for primary school principals and their deputy teachers who have benefited from promotion to these two ranks.

• Training primary school teachers in order to promote them to the rank of primary school teacher.

• Training of teachers who administer exam sections.

Training educators of preparatory education.

• Formation of new staff professors through competition.

As for the training courses that take place locally, they are programmed by the inspectors based on their personal assessments and field observations, as part of their basic tasks. In the recent period, these courses have been dominated by the pursuit of issues related to educational reform, and the problems that the new curricula have created at the theoretical and practical levels, such as examples These axes:

• Analysis of the new curricula.

• Teaching materials according to the competencies approach perspective.

• Evaluation according to the new vision of the curricula

• Educational treatment...etc

This means that the primary preoccupation of training officials at all levels was and still is seeking change and educational development, or what the Ministry of Education termed "pedagogical modification" imposed by the nature of educational reforms without taking into account the real needs of teachers who were not consulted on any of its aspects. The training programs that were supposed to have been developed for them, which made many of them feel marginalized, reduced their enthusiasm in attending these courses, and established a kind of separation between the educational discourse on the one hand, and the reality of what is going on inside the departments on the other hand, as most teachers are still practicing their tasks according to the traditional methods they are accustomed to.

- Training program for new teachers in the primary stage:

Starting from the year (2011), it was decided that those who succeeded in direct recruitment competitions for educational wires in all its stages, primary, intermediate, and secondary, should be granted an in-service training called "pedagogical / preparatory training", which the successful students would follow during the school holidays, and days and a half days of weekly rest in certain educational institutions For this purpose, taking turns exercising their duties at their original places of work as trainee masters.

It aims, as stipulated in the circular of the Directorate of Training, to "upgrade the pedagogical and vocational levels, by providing those concerned with scientific and pedagogical, educational and methodological facts that qualify them to carry out their tasks in a manner commensurate with the various educational situations that they face during their professional career in order to be in line with the knowledge developments taking place in the field of education and communication technologies." (Publication No. 04/2012, p. 17).

The training period at the launch of the process was set at 4 weeks with a total of 140 hours, then it was increased to 6 weeks with an hourly volume estimated at 180 hours.

New measures have been added this season, including:

1. Oblige the trainee teachers to prepare a report on the end of the training.
2. Subjecting them to evaluation through continuous educational monitoring.
3. Subjecting them, at the end of the training, to a written exam, the topics of which are derived from the training programme.

In addition to the knowledge the trainee receives in the training places, he is linked in his institution to a trained professor who provides him closely with the necessary teaching skills according to a field plan that includes weekly classes that last

the academic season, and its contents revolve around how to prepare documents, use educational documents, and activate various classes through which those concerned receive guidance. . The researcher believes that this training program should be studied in-depth and evaluated to determine its negatives and positives and to introduce possible modifications to it, especially since the need for it will be prolonged as long as the exceptional circumstances that called for it persist.

B. **Study methodology and procedures**

C. **Study Approach**

In this study, he relied on the descriptive approach, due to its suitability to the nature and objectives of the study.

D. Study community

The population of the current study consisted of all male and female primary school teachers who were successful in the external recruitment competition (session: 2016), numbering (332), who have been practicing their duties as apprentices since September 2016.

E. The study sample

The study sample in its final form consisted of (100) male and female teachers at the primary stage in the city of M'sila, representing 30.12% of the original population, who were chosen by the simple random method, after excluding incomplete questionnaires (21 questionnaires).

- gender

Table No. (01) shows the distribution of the basic study sample according to the gender variable

	Males	Females	total
Fi	24	36	60
%	40	60	100

It is clear from the table that the number of females is greater than the number of males, which reflects the true face of the education society, which is dominated by females.

F. **Training Needs questionnaire:**

The questionnaire was relied upon to reveal the training needs of new teachers, after reviewing previous studies related to the training needs of teachers in the school. An open question was asked stating: What are the educational needs and skills that you

think you need to be trained on? Table No. (02) shows the distribution of paragraph numbers and numbers according to the three areas of training needs in the school.

Table No. (02) Distribution of the questionnaire items on areas of training needs.

	training needs	Item numbers	Number of items
1	Planning	From 1 to 7	07
2	Implementation	From 8 to 24	17
3	evaluation	From 25 to 35	11
Total questionnaire items			35

In order to respond to this questionnaire, a five-point Likert scale was developed as follows:

(to a very large extent, to a large extent, to a moderate extent, to a small extent, to a very little extent).

Validity of the questionnaire:

The validity of the questionnaire was confirmed through the content validity of the tool. By presenting it to a group of arbitrators with specialization, and asking them to read the paragraphs of the questionnaire carefully and consider its wording, content, main dimensions, and the extent to which each paragraph relates to the dimension it follows, and depending on this step, the wording of a number of paragraphs was modified in the direction of further clarification and simplification, and none of the paragraphs was excluded paragraphs.

The validity of the internal consistency of the questionnaire was also confirmed by calculating the correlation coefficient of each paragraph of the questionnaire with the total score of the dimension to which it belongs. Where it was found that there is a statistically significant positive correlation between the items of the questionnaire and the dimension to which those items belong, as they are greater than the tabulated value.

The validity of the questionnaire was also confirmed by the self-validity method through the square root of the stability coefficient, and it was found to be equal to (0.89), which is an acceptable indicator of the validity of the questionnaire.

stability of the questionnaire.

The stability of the scale was confirmed by the method of application and re-application on a sample of (30) male and female teachers with a time interval of 10 days After calculating the correlation coefficient between the individuals' scores in the first and second applications, it became clear that the correlation coefficients are

significant at the level of (0.01), which reassures that the condition of reliability is met for the questionnaire.

Correction of the questionnaire

The questionnaire is corrected by giving grades 5, 4, 3, 2, 1 to the alternatives (to a very large extent, to a large extent, to an average extent, to a small extent, to a very low extent). In order, algebraic addition is used to calculate the total score obtained by the male/female teacher. Thus, the total score on this questionnaire ranges from (35-175) degrees.

Statistical methods

The researcher processed and analyzed the data using a computer through the SPSS program. The data treatments are represented in the following statistics:

1- Arithmetic means and standard deviations.

2- Ttest for the significance of differences in means.

-Results

The results of this study will be presented in the light of its questions:

First: Results related to answering the first question:

What is the order of training needs from the point of view of new teachers?

To answer this question, the arithmetic means and standard deviations of the primary school teachers' responses were extracted according to the fields of study, and the relevant results are shown in Table No. (03).

Table No. (03): Arithmetic means and standard deviations of the questionnaire domains

Rank	the number	training needs	mean	standard deviation	the level
3	1	Planning	45,3	2,01	high
2	2	Implementation	3,62	1,04	high
1	3	Evaluation	3,78	0,96	high
Total questionnaire			3,70	1,04	high

(Source: researcher's preparation based on SPSS system outputs)

Table (03) shows significant training needs in the three areas (planning, implementation, evaluation) from the point of view of new teachers in the primary stage. The second place with an arithmetic mean of (3.62) and a standard deviation of: 1.04, then planning ranked third with an arithmetic mean of: (3.45) and a standard deviation of: (2.01).

The results of this study agreed with the results of the study (Wasila and Sabah: 2011) in terms of arranging the training needs according to the three fields, as well as

with the study (Ashdiqat and Rashid: 2009), but in terms of the degree of great need only. Fields in their studies as agreed with the study (Hamid Al-Thaqafi: 2013) in terms of evaluation ranking first in estimating the training need, but it came in his study with a moderate degree.

These results differed with the results of the study (Raghad Abu Kishk: 2013), in which evaluation ranked last in her study, as well as the study of (Al-Fahmi: 2000), in which the field of evaluation ranked fourth among six educational fields.

Second: The results related to the answer to the second question:

Arithmetic means and standard deviations were extracted and the t-test was used to find out the statistically significant potential differences in the training needs of new teachers in the primary stage due to the gender variable, as shown in the table:

Table (04) shows the significance of the differences between the arithmetic means of the new teachers' estimates of the training needs according to the gender variable

training needs	gender	the sample	mean	standard deviation	Ttest	Sig
Planning	Males	24	39.08	7.05	3,79	0.000
	Females	36	45.19	7.07		
Implementation	Males	24	57.92	10.42	3.15	0.002
	Females	36	64.88	9.38		
Evaluation	Males	24	37.38	7.13	3.73	0.000
	Females	36	43.01	6.42		
Total questionnaire	Males	24	134.38	21.106	7,10	0.000
	Females	36	153.08	19.568		

(Source: researcher's preparation based on SPSS system outputs)

It is clear from the previous table that there are statistically significant differences in the estimates of new teachers of their training needs in teaching skills, in favor of females, meaning that females showed more need for training in these skills than males. For females compared to: 134.38 for males. The order of fields according to the gender variable is as follows:

1- Execution with an arithmetic mean of (64.88) for females and (57.92) for males.

2- Planning, with an arithmetic mean of (45.19) for females and (39.08) for males.

3- Evaluation with an arithmetic mean of (43.01) for females and (37.38) for males

This difference in the researcher's estimation does not mean that males are more in control of these skills than females. Rather, it is likely that the reason for this is that females are more careful in estimating their needs than males and are more eager than them to acquire these skills.

The result of the current study differed with the results of the studies of: (Amina Abbas and Al-Hur: 2003), (Youssef Hadid: 2009), (Barakat 2010), (Bara'a: 2013) and (Raghad Abu Kishk: 2013), where there were no statistically significant differences. As for the study (Ishdiqat and Abeer 2009), the statistically significant differences were limited to the field of planning, which was in favor of males. The current study agreed with other studies that Barakat referred to in his study. Statistically between male and female teachers in the level of their training needs in favor of female teachers.

Recommendations

In view of the results reached, the researcher recommends the following:

1. Work on designing training programs based on the real needs expressed by the new teachers themselves.

2. Designing a special observation card to collect data related to identifying training needs to help supervisors use them objectively away from impressionism and descriptive reports of administrative use. .

3. The Ministry of National Education has prepared a training bag with a CD that includes video films used to train novice teachers, similar to those prepared for the preparatory education departments.

4. Allocating a full day for new teachers to enable them to train in applied schools designated for this purpose under the supervision of educational supervisors.

5. Giving priority to the applied side in training courses and employing appropriate methods that help achieve this

6. Organizing new teachers into cohorts according to their training needs, not according to the departments they teach, and relying on that in their call for training to build teaching skills.

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