



Professional Development of College Members in Sudanese Universities (University of Bahri as a Model)

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Article History

Received: 23 November, 2020

Revised: 28 December, 2020

Accepted: 9 January, 2021

Published: 12 January, 2021

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Abstract

This study aims to shed light on the professional development of the teaching staff members in the Sudanese universities, and the experience of the University of Bahri as a model which is renewable and in line with the spirit and requirements of the modern age as well as the quality of its teaching staff. The Researcher applied the analytical descriptive method and defined the study tool in accordance with the objectives, questions, and methodology of the study, where the researcher chose the closed open questionnaire to collect information from the teaching staff members in the University of Bahri who studied the professional diploma amounting to (60). The diploma was provided by the College of Education in the framework of the professional development of the university's teaching staff members. The most important findings of the study were that: most of the students after the completion of the professional diploma study are able to practice teaching skills with high professionalism, integrate technology in higher education, apply the scientific principles in designing and developing University curricula, use of modern teaching strategies in teaching undergraduate courses. In the light of these findings, the researcher presented important recommendations and complementary to this aspect, such as the follow-up of the teaching staff performance of those who had completed the professional diploma after returning to their colleges and the impact of that on student academic achievement.

Keywords: Professional development; Quality performance; Teaching staff members.

1. Introduction

The teaching staff is a cornerstone in the University education system due to the role it performs in the University education process. As for the principle of the systems concept, the teaching staff member is one of the basic inputs in the University education and a link between the educational inputs represented in senior administration, which is concerned with university philosophy, objectives and programs on one hand, and the required outputs represented in the students on the other hand.

The teaching staff must have many and different efficiencies that make them capable of implementing and applying the curricula. Hence, they need more. We can say the most important approaches in the University education system are the professional development for the teaching staff on which it depends. The implementation of University education system is to obtain high quality students who are capable of bringing about community development and improvement and acquire the confidence of the community.

Islam focuses and gives attention to the individual and develops skills and knowledge through the keenness of Islam to continuously increase and develop knowledge, which leads to the benefit on the individual, the community and the nation in religion and the present world. In Holy Quran Almighty Allah says: "Rabi zedne elman" Taha Chapter, 114. The prophet Mohamed also says "Oh God get me the benefit of what I had learned and make me learn which brings benefit on me and make me praise God anyway." Saeed Ibn Gubair (May God be pleased with him said in the instructions for the listener and the speaker with regard to knowledge and learner etiquette"

The man is a scholar as long as he learns but if he stops learning and thinks that he is not in need of more, and then he is the most ignorant. " this respect, the researcher opinion that the teaching staff need more than others to develop their: knowledge, abilities and skills which enable them to perform their roles effectively and competently towards contribution to the achievement of desired objectives goals through the outputs which are reflected in the improvement of students achievement and expansion of their capabilities in knowledge and skills.

The improvement of the teaching staff performance must be among the priorities of the University mission through planning professional development programs for the teaching staff and implement in line with the contemporary development. This is in turn will be reflected positively on achievement of these universities mission and objectives in a desired manner. Perhaps roles which are entrusted to the teaching staff and the changes that the

Sudanese universities experience requires a scientific planning for the professional development programs targeting the teaching staff to be in line with the international contemporary trends.

1.1. Problem of the Study

The academic profession of the teaching staff is associated with the multi-professional roles and renewable responsibilities upon them. Whenever their professional roles increase and there are new responsibilities upon them requiring more professional development. The Researcher believes that the absence of professional development for the teaching staff is the beginning of the retreat of thought and deviation from true progress and development, and deterioration and weakness. Moreover, they resort to other advanced communities in all requirements of life as well as being subject to the will and demands of those communities. The problem of the research lies in the main question namely; what is the experience of the University of Bahri in the field of professional development for the teaching staff?

1.2. Importance of the Study

The importance this study is:

1. This study came concurrently with attention of the Sudan Ministry of Higher Education on developing and supporting of the professional development in the light of the contemporary trends.
2. This study came concurrently with trend of the Sudanese universities toward the quality and obtaining of academic accreditation from global institutions.
3. The present study may contribute in drawing attention of those in charge of the Sudanese universities to adopt declared scientific and practical plans designed to achieve the on-going professional development for the teaching staff.
4. This study is expected to be an academic addition to the Sudanese through the findings it concluded to which set a foundation for the professional development for Sudanese universities teaching staff.

1.3. Objectives of the Study

This study aims to:

1. Highlight the reality of professional development for Sudanese universities teaching staff.
2. Presenting the University of Bahri experience in teaching staff professional development.
3. Clarify the obstacles facing the implementation of professional development programs for University teaching staff.
4. Submit proposals that help in optimizing the programs of the University teaching staff development.

1.4. Questions of the Study

1. What is the reality of professional development for the Sudanese universities teaching staff?
2. What is the experience of the University of Bahri in the field of teaching staff professional development?
3. What constraints that face the implementation of professional development programs for University of Bahri Teaching staff?
4. What proposals do the University of Bahri teaching staff think to adopt to improve the professional development programs?

1.5. Topic Limits

This study is limited to the knowledge of the reality of professional development programs in Sudanese universities focusing on the experience of a University of Bahri Teaching staff professional development.

1.6. Place Limits

Republic of the Sudan, Khartoum, University of Bahri

1.7. Time Limits

Academic year 2016-2017

1.8. Definitions

1.8.1. Professional Development

Means institutional processes aiming at the change of skills, positions and behavior of the teaching staff to be more competent and effective towards (Hadad, 2003, p3).

The Researcher defines the teaching staff professional development in this study procedurally as planned institutional activities aim to develop the capabilities, skills and culture of the teaching staff in the Sudanese universities.

1.8.2. Teaching Staff Members

In this study procedurally means the professors, the associate professors, the assistant professors and the lecturers working in the Sudanese universities.

2. Framework

The developed and the developing countries bet on the role of the University in leading the development wheel and development of human communities. In fact, what they cannot achieve what this bet aims at positively and effectively whatever material and economic potentials they own except through continuous academic efforts and distinguished intellectual achievement of their teaching staff. It is admitted that the real wealth for nations does not only lie in land, money or the things it owns but, also in the quantity of constructive ideas which releases it from the restrictions life and help at the solution of the problems which hinder its progress.

The teaching staff members are assigned with many from roles and many renewable aspirations are placed on which cannot fully be met unless they take the on-going integrated professional development according to an inclusive scientific vision for all the surrounding variables.

The advanced global universities global has known this fact since long time, so, they started planning and regulating oriented programs for the development of the teaching professional capabilities during the service (Aal Zaher, 2004, p3). Here importance of scientific planning emerges for designing development and inclusive programs for the teaching staff members in higher education institutions and the need to set clear and declared strategies to motivate them on development and improvement of their capabilities.

2.1. The Concept of Academic Profession by Teaching Staff Members

The academic profession is a noble, which require from the teaching staff members a continuing work and special skills and capabilities as well as good morals stemming from the deep feeling of responsibility towards the student, and towards the goals of the community. The teaching staff members constitute a good example for their students in morals and academic attainment. Therefore, the one who practices the academic profession must be characterized with the best deeds and qualities and must be farsighted and of good conduct, for it is a profession that requires from its holders a feeling of honesty and commitment to responsibility towards both students and community. Thus, the academic profession is a field that deserves studying towards contribution to its development and effectiveness and towards reflecting positively the roles and duties of the teaching staff members. Therefore, we must give attention to the selection and formation of the teaching staff members and prepare them well in all academic, professional and cultural aspects inside the institutions before and in service, so that the pre-service and on-service preparation programs reflect educational experiences that ensure a high standard of professional academic performance.

From here comes importance of the contemporary trends for teaching staff professional development so that they can acquire capabilities that enable them achieve the education goals inside and outside the university. They can also enable them to achieve serious interaction and production in the light of the components of information technology age, besides development of their roles towards employing all these components in optimizing their performance.

2.2. Concept of Teaching Staff Members Professional Development

The university education experienced limited attempts in the fourth decade of the twentieth century to develop university teaching, Harvard university was teaching a subject specialized in university teaching from the year 1974 to 1957, Then it was introduced in a better way in 1962. An elite of teaching staff participated in its teaching, let alone qualifying them more for the jobs entrusted to them and that for the following reasons:

- a. Beliefs that PhD holders have a degree of knowledge that can enable them perform his duties.
- b. Considering the university education, level does not require from the professors to have educational skills as the pre-university stage teachers need.
- c. Considering academic freedom at the university education stage is incompatible with adherence to certain teaching methods.

2.3. Importance of Professional Development the Teaching staff Members

The teaching staff professional development occupies an important position in the university organizations of the advanced universities. The reason for that refers to the role played by them in developing human efficiencies and the result in such development to all university work aspects and achievement of the university goals competently and effectively in addition to the realization of a high level of personal satisfaction for the teaching staff members themselves.

2.4. Teaching Staff Professional Development Goals

The objectives which the professional development seek to achieve vary and these goals can include: (Bubb, 2004, p8).

- a. Encourage the teaching staff members on attaining top degrees of quality in performance towards increasing their capability in realizing the national quality standards in the educational process.
- b. Generalization the principle of collaborative education and on-going learning and life learning among the teaching staff members on whom the greater role in the success of the achievement of professional development programs rely.
- c. Making the teaching staff members feel satisfied with work as well as developing their feeling of the great responsibility burdened on them as well as determining the extent of their ability to fulfill their responsibilities in an atmosphere of satisfaction and professional commitment.

- d. Development of teaching staff members' skills in the students' field of evaluation and depending on effective alternatives.
- e. Development of teaching staff members' skills can adopt modern technology and innovation of new alternatives for learning.
- f. Raising the level of teaching staff members' skills at the teaching, scientific research, management and community service field.
- g. Exchange the experience between teaching staff members and other academic institutions.

2.5. Reasons for Teaching Staff Professional Development

The reasons for the university teaching staff members professional development vary, where indicates that the technological development is considered as the most important reason for the teaching staff members professional development due to its reflections on the educational process in all its dimensions and domains (Medani, 2002, p2).

Among the most important reasons of the teaching staff members professional development, is the process of qualifying and training such as confirming the future needs versus the present needs, and the object versus subjective and the emotional steadiness versus emotional unsteadiness, perfection versus generalization and the international evaluation versus the local evaluation, creative practice versus the present practice and defines the reasons of the teaching staff members development as follows (Nasr, 1999, p100):

- a. Knowledge predominance especially the scientific knowledge.
- b. Future of culture and emergence of globalization.
- c. Use the very advance technological techniques by science.
- d. Use of more sophisticated scientific and technological devices.
- e. Occurrence of change in facts and scientific concepts.

There are some other reasons such as:

- a. The continuous needs of teaching staff members to the review of curriculum in terms of objectives, contents, methods, means, activities and evaluation to amend them toward the best.
- b. Considering the university teaching is a profession because it characterized by the feature of professions.
- c. Need to strengthen and rationalize the relationship between the teaching staff and the students.
- d. Increase in number of students in universities with shortage in qualifying teaching staff members.
- e. A university has many functions. It is not only limited to teaching movie and maintaining the cultural heritage of the community, but it experienced radical changes radical in its purposes and nature of its roles.
- f. The radical changes experienced by the World which requires adaptation with them through development of teaching staff members so that they can be able to perform their mission, effective scientific and professional qualifying for the future with all tits transformations and problems to achieve prestigious position for themselves and their community.
- g. Multiple tasks of university teaching staff members due to the multiple functions of the university, where they are entrusted with the achievement of the highest possible degree out of these functions.

2.6. Incentives of the Teaching Staff Members Professional Development

There are many incentives, which contribute to the university teaching staff professional development. Among these incentives are what were mentioned by Ghaleb *et al.* (2008, p183).

- a. High morale: the teaching staff member makes their best on the development of the learning process and that when he likes his job and works with a supportive group, where the morale is built through ensuring that this profession provides its members with satisfaction that they are seeking.
- b. Affiliation: the productivity of the teaching staff members increases when he feels of belonging to the university, the College and the department. The ties can be strengthened among the teaching staff members meetings, occasions, which are held where the teaching staff members meet to strengthen their acquaintance. Their efforts must be recognized and they must be honored for that towards increasing affiliation and raise the morale.
- c. Innovation: it is a continuous state of testing. The testing has three steps: planning, testing, and reviewing which ensures the need of developing and encouraging these qualities in the teaching staff members.
- d. The continual development: it is done through coping any new thing in the revolution of information and technology. As the development concentrates on two elements: the professor and the University and the scientific department where they work. The Academic Body must struggle to help teaching staff members for the development in various fields by using all methods of help.

(Recommendations) of Al-Assi *et al.* (2001, p9) he adds other incentives that contribute at teaching staff professional which can be outlined as follows:

- a. Alleviate the teaching burden on the university professor so that he can read and follow-up the scientific and educational progress.
- b. Give the teaching staff members chance to be full time for scientific research as well as setting up all means which can help him in scientific research production during this period.
- c. Improve the financial position of the university professor so that he is not forced to seek increase of income from other sources that may affect his teaching performance.

Based on what has been mentioned, it is clear that incentives constitute an important part when planning any program targeting teaching staff professional development. In the middle of the increasing needs of the teaching staff members and the pressures that they undergo, the incentives ensure to some extent that the teaching staff members

can have access to the necessary professional development for them. It is noticeable that recently attention has been given to incentives for university teaching staff members in the Sudanese universities, Through making some adjustments on systems and regulations which are related the teaching staff members aiming at achievement of the best standard of competence in practicing the academic work as well as achievement of equity in the appreciation of the effort and the achievement of the hardworking teaching staff members through obtaining financial, administrative and academic advantages towards motivating them to stability, continuation and building of the university. In the opposite side, these incentives constitute a pressure on the reluctant teaching staff members, which can motivate them to attention and achievement.

2.7. Sudanese Universities Experiences in the Field of Teaching Staff Members Development

2.7.1. Khartoum University Center for Advanced Training

The Teaching Staff Development Center was established in 1989 to develop the performance of Khartoum University and the other universities professors. Then the Center developed to provide basic courses to promote the teaching staff performance in the various educational fields, which their attending became prerequisite requirement for been instated in service or promotion to a position of a lecturer or position of assistant professor.

The center continued its march in providing training courses and became as a national center, particularly after rehabilitating its halls and equipping them with advanced technological devices. Thus, the Center found support from the Ministry of Higher Education and Scientific Research in appreciation of its role in training Sudanese universities professors for more than ten years. In April 2010, and within the framework of benefiting from University of Khartoum capabilities and to cope with the international developments, meet the needs of the community and the State, and based on the serious need to provide the human cadres with necessary experiences and skills needed by the work nature and developments of the modern age, the University Administration suggested that it is necessary to expand the Center's work from a center of developing academic performance to an advanced training center extending its services to all the segments of the community locally and regionally.

(<http://kucat.uofk.edu/index.php?option>)

2.7.2. University Education Development Center - University of Gezira

The university Education Development Center of Gezira University was established in 2006 to raise professional efficiencies of the university professor to become more effective with his students t a level that affects the cognitive educational and social outcome, in addition to practicing scientific research and share others in knowledge production, solve the community problems and innovation through study and reading.

The activity of the Center focuses on providing training programs what had been prepared by specialized experts to make the university professor acquire the required capabilities to develop academic performance quality in teaching, scientific research and community service. (<http://uofg.edu.sd/UEDC/about.aspx>)

2.7.3. University Professor Performance Development Center – Sudan University for Science and Technology

The Center was established by a decision from Sudan University Senate in a meeting included restructuring of the College of education dated 09/11/2008 as one of the training institution of the university in the field of developing university professional performance development, disseminating the culture of quality , development and evaluation through all available an appropriate means for all the university staff, for the development of professional performance , capacity building of the university teaching staff and its certified mechanisms, as well as educational professional qualifying for the teaching staff and their assistants, and to make them acquire skills that enable them practice teaching tasks competently and efficiently, as well as developing the skills of the teaching staff of the university in scientific research , academic counseling and guidance, the consultative scientific and technical abilities, feasibility studies, setting up of projects along with providing all the center's services to the trainees in the University and the other Sudanese universities and institutes and similar regional and international university institutions. (http://college.sustech.edu/index.php/University_staff_Development_Center)

2.7.4. Experience of University of Bahri

A Professional Educational Diploma Program was passed by the University Senate in 2014, which aims in general to the qualify human cadres which can perform their role towards the community, develop it socially , intellectually and economically, especially that the human capital is considered to be the most important pillar on which renaissance and progress of nations are based. The Professional Educational Diploma Program for university teaching staff members development, the College of Education through its implementation is seeking to contribute to the support qualifying and development of teaching staff members such as assistant , lecturer, assistant professor, associate professor and professor excepting those who had received knowledge in education in the field of teaching.

2.7.4.1. Program Vision

Excellence in qualifying the specialized cadres in the field of university teaching guided by quality standards and academic accreditation.

2.7.4.2. Program Mission

Developing the skills of the teaching staff members, lecturers, teaching assistants, academic and administrative leaders to help keep pace with the development of modern educational technology in university teaching and ensure the highest levels of excellence, progress and creativity.

2.7.4.3. Program Goals

1. Developing the skills of the teaching staff members' skills, according to modern technology.
2. Developing the capacity of teaching staff members to design, evaluate and develop curricula.
3. Enabling teaching staff members to apply modern teaching methods and strategies.
4. Activating and developing the educational research skills among teaching staff members in the field of teaching.
5. Achieving professional progress in university teaching by increasing teaching staff members ability to use effectively the techniques used in university teaching, learning and evaluation.

2.7.4.4. Program Outcomes

After completing this program, teaching staff members will be able to:

1. Practice teaching skills with high professionalism that enables him to integrate modern technology in teaching.
2. Apply the scientific principles in designing and implementing curricula of all types.
3. Get acquainted with the methods of formulating the university tests and how to process them.
4. Use modern teaching strategies in teaching various courses...
5. Possess professionalism in teaching and training others in the various subjects.
6. Follow the sound procedures for the developed scientific educational research in the field of teaching.

2.7.4.5. The Degree Awarded

Professional Educational Diploma

2.7.4.6. Targeted Groups

1. Teaching staff members, lecturers and teaching assistants.
2. All the academic, administrative leaders and the university staff such as administrators and technicians.
3. Whoever interested to be trained and qualified in university teaching skills including local, regional and international community elements?

2.7.4.7. Targeted Skills

1. The personal professional and technological skills for the teaching staff members.
2. Academic, teaching and research skills.
3. Leadership and administrative skills.
4. Effective outreach and communication skills.
5. Critical and creative thinking skills.
6. Self-study, continuous learning skills for the teaching staff members.
7. Human development skills

2.7.4.8. Program Evaluation

The courses are evaluated according to regulations and rules of University of Bahri graduate college.

2.7.4.9. System and Requirements of the Study

1. The program shall be presented by way of merging direct class sessions and distance education through virtual learning environment of two-semester courses system.
2. The course shall be divided into three courses; each course shall be completed in four weeks. Therefore, the duration of one course shall be 12 weeks.
3. Each course unit shall be presented as follows:
4. Direct sessions in the first week for unit one, where the material of the unit are presented by 6 hours through direct session. The fifth week shall be for unit two and the ninth week for unit three.
5. the remaining of the unit shall be completed by way of communication through distance education and virtual environment by a rate of 12 hours of through the virtual environment in the second, third and fourth week.
6. The total teaching hours of each course shall be 36, of which 18 hours as direct sessions and 36 hours through the distance and virtual education environments.
7. The credit hours of the university Teaching Professional Diploma 30 credit hours.
8. The evaluation of learners and trainers courses shall focus on the practical requirements and assignments attached to each course unit, participation via the internet and the final tests of the course presented in the first for each unit which the scholar must work on throughout the two following weeks and shall be handed to the lecturers in the end of the third week. The lecturers evaluate that and return it to the scholars in the fourth week.

9. More than one lecturer teaches the course, as these courses require a collective effort and supervision.
10. The scholars shall be followed up in the practical works through defining a supervision team for each scholar as required by the nature of practice.

Table-1. The Course Program Plan: First semester

| S | Course Title | Course Code | Contact hours | | | Credit hours |
|----|--|-------------|---------------|-----------|-------------|--------------|
| | | | Practical | Follow up | Theoretical | |
| 1. | Learning theories and their educational in University education. | EDEP7101 | 3 | 2 | 2 | 3 |
| 2. | Curriculum design and development in university education. | EDMC7101 | 3 | | | 3 |
| 3. | Use of modern technology in university education. | EDET7101 | 3 | 2 | 2 | 3 |
| 4. | Methods and strategies of university teaching. | EDMC7102 | 3 | 2 | 2 | 3 |
| 5. | Management and Educational Leadership in university education. | EDFE7101 | 3 | 2 | 2 | 3 |
| 6. | Total of hours | | 15 | 10 | 10 | 15 |

Table-2. Second Semester

| S | Course Title | Course Code | Contact hours | | | Credit hours |
|----|--|-------------|---------------|-----------|-------------|--------------|
| | | | Practical | Follow up | Theoretical | |
| 1. | Methods of measuring and evaluating the academic performance of students in university education | EDEP 7201 | 3 | 2 | 2 | 3 |
| 2. | Quality and Accreditation in Higher Education | EDMC 7201 | 3 | 2 | 2 | 3 |
| 3. | Contemporary educational issues in university education | EDFE 7201 | 3 | 2 | 2 | 3 |
| 4. | Guidance and guidance in university education | EDEP 7201 | 3 | 2 | 2 | 3 |
| 5. | Practical applications in the field of university education | EDMC 7202 | 3 | 2 | 2 | 3 |
| 6. | Total of hours | | 15 | 10 | 10 | 15 |

3. Field Study Procedures

3.1. Study Methodology

The researcher used the descriptive analytical methodology that describes the phenomenon, the subject of the study. He makes comparison, interpretation and evaluation in the hope of reaching meaningful generalizations that increase the asset of knowledge of the phenomenon subject of study. [Abu Hatab and Sadigg \(1991, p102-105\)](#) The study tool is a closed and open questionnaire to identify the point of view of the teaching staff members in the University of Bahri in the university's professional development programs.

3.2. Study Population and Sample

The study University of Bahri distributed in various faculties of the University of Who Have the professional diploma presented by the College of Education to develop the professional performance of the university's teaching staff members who are 60 – members. The study sample was selected by simple random method, who reached (36) members.

3.3. Reliability of Arbitrators

The tool of the study was in a form of a questionnaire directed basically to the universities teaching staff members for collecting information. The tool was submitted to a number of arbitrators with educational specializations belonging to the teaching staff members in some Sudanese Universities to express their views, and give directives on the questionnaire statements whether they contain the themes that have been identified, the goals for which they were formulated, as well as determining the clarity of ideas contained in the statements, questions and their language accuracy and integrity, along with what requires deletion, addition and amendment, and all remarks and comments shown by the arbitrators on the questionnaire in its final form after arbitration.

3.4. Self-reliability of the Questionnaire

The questionnaire reliability which reached 0.97 was calculated by using the equation of Spearman and Brown. The coefficient of the questionnaire steadiness reached 0.94 when calculated.

3.5. Statistical Processes

Statistical percentage was used. Table 3 shows the frequencies and percentages for the distribution of participants in the program by gender.

This part of data and information analysis was the open part of the questionnaire to identify:

1. Outcomes
2. Recommendations & Suggestions
3. References

Table-3. Frequencies and percentages of participants in the program by type

| Gender | Male | Female | Total |
|------------|-------|--------|-------|
| Frequency | 13 | 23 | 36 |
| percentage | 36.1% | 63.9% | 100% |

This ratio of 63.9% indicates that the majority of participants in the professional diploma are females. The researcher points out that the female element constitutes the majority of teaching staff members at all levels in general and higher education

Table-4. Frequencies and Percentages of Participants in the Program by Type of College.

| College Type | Theoretical | Scientific | Total |
|--------------|-------------|------------|-------|
| Frequency | 11 | 25 | 36 |
| percentage | 30.6% | 69.4% | 100% |

This ratio of 69.4% shows that the majority of the participants belong to scientific colleges given that they are not graduates of colleges of education, so they are in need for such an educational qualifying program in the important field of university teaching.

Table-5. Frequencies and percentages of participants in the program according to the academic degree

| Degree | Assistant Professor | Lecturer | Teaching Assistant | Total |
|------------|---------------------|----------|--------------------|-------|
| Number | 13 | 19 | 4 | 36 |
| percentage | 36.1% | 52.8% | 11.1% | 100% |

This ratio shows that 52.8% of the participants in the program are Masters Holders. The researcher points out that this category of teaching staff members constitutes the vast majority of teaching staff members of the university as it is newly established in 2011.

Table-6. Frequencies and percentages of participants in the program by years of experience

| Years of Experience | 1 to Less than 5 | 6-10 | 11-15 | More than 16 | Total |
|---------------------|------------------|-------|-------|--------------|-------|
| Number | 9 | 11 | 10 | 6 | 36 |
| Percentage | % 25.0% | 30.6% | 27.8% | 16.6% | 100% |

The results of Table (6) show that 13.9% of the teaching staff in the University of Bahri University have over 16 years of experience.

Table-7. Frequencies and percentages of participants in the program by administrative position

| Position | Head of the Department | Examinations officer | Quality Coordinator | Coordinator of Graduate Studies | Head of Unit | N/A | Total |
|------------|------------------------|----------------------|---------------------|---------------------------------|--------------|-------|-------|
| Number | 6 | 1 | 4 | 2 | 1 | 22 | 36 |
| percentage | 16.7% | 2.8% | 11.1% | 5.6% | 2.8% | 61.1% | 100% |

The results of Table (7) show that 61.1% of the teaching staff members of University of Bahri have no administrative burdens. The researcher believes that is good to meet the intensive academic assignments of the trainers involved in implementing the program.

Table-8. Frequencies and percentages of participants in the program by training courses

| Session | Compulsory | N/A | Other courses | Both | Total |
|------------|------------|-------|---------------|-------|-------|
| Number | 7 | 4 | 2 | 23 | 36 |
| percentage | 19.4% | 11.1% | 5.6% | 63.9% | 100% |

63.9% of the participants have received short, intensive and specialized training courses in educational, academic and administrative qualifying.

Table-9. Frequencies and percentages of participants in the program by the participating colleges

| College | Frequency | percentage | College | Frequency | percentage |
|-----------------------------|-----------|------------|-----------------------|-----------|------------|
| Law | 2 | % 5.6 | Veterinary Science | 3 | % 8.3 |
| Engineering | 3 | % 8.3 | Animal Production | 1 | 2.8% |
| Natural Resources | 3 | % 8.3 | Public Health | 2 | % 5.6 |
| Economic and Social Studies | 2 | % 5.6 | Nursing | 2 | % 5.6 |
| Administration Science | 2 | % 5.6 | Computer Science | 1 | 2.8% |
| Education | 2 | % 5.6 | Community Development | 4 | 11.1% |
| Agriculture | 3 | 8.2% | Applied Sciences | 6 | 16.7% |

The researcher points out that some colleges have a low participation rate of teaching staff members. This is because these colleges assume that teaching staff members are preoccupied with completing the postgraduate studies either the master' or PhD degrees.

4. Analysis of Data and Information About the Professional Diploma Program for Teaching Staff Members in University of Bahri

In this part, the researcher analyzes the information and data on the professional diploma offered by the College of Education to improve the professional performance of the teaching staff members of University of Bahri through the tool used in the questionnaire.

Table-10. Frequencies and Percentages of Participants in the Program About (general information about the program)

| S | Statement | Yes | No |
|---|---|--------------|-------------|
| 1 | Do you think you are the right person to attend the program? | 33 91.7 % | 3 % 8.3 |
| 2 | Do you think the program helped you develop your professional skills? | 33 % 91.7 | 3 % 8.3 |
| 3 | Have you been given sufficient notice of the nature and type of the program before attending? | 11 % 30.6 | 25 69.4% |
| 4 | Does the program require full-time. | 27 75.0% | 9 25.0% |
| 5 | Does the program qualify you for a better job? | 27 75.0% | 9 25.0% |
| 6 | Does the program help you get a higher certificate? | 28 77.8% | 8 22.2% |
| 7 | Do you think the program should be distributed to all university professors? | 28 77.8% | 8 22.2% |

In Table 10, it is found that a high degree of approval and a yes response was number 1; that the participant were the appropriate persons to attend the program. No. 2, indicated that the program has helped to develop the professional skills of the participants by 91.7% .The phrase that drew the attention of the researcher was phrase No. 6, which states that the program qualifies the participant to obtain a higher degree, for example the master in various specializations of education, as well as the phrase No. 7, which stated to generalize the program to all teaching staff members of Bahri University. The important result is that the researcher suggests that the participants found the thing that they have been missing which is reflected in the participants' answers to the final outputs of the program in Table 11.

Table-11. Frequencies and the Percentage of Participants in the program about (After Completing the program, the Teaching Staff Member is able to)

| S | Statement | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|---|---|----------------|-------------|------------|---------------|-------------------|
| 1 | Practice teaching skills with high professionalism. | 23 63.9% | 10 27.8% | 3 8.3% | 00.0 00.0% | 00.0 00.0% |
| 2 | Is able to integrate technology into education. | 18 50.0% | 15 41.7% | 2 5.6% | 1 2.8% | 00.0 00.0% |
| 3 | Apply scientific foundations in the design and development of university curricula. | 16 44.4% | 15 41.7% | 5 13.9% | 00.0 00.0% | 00.0 00.0% |
| 4 | Apply the scientific principles in the implementation of university curricula. | 15 41.7% | 15 41.7% | 4 11.1% | 1 2.8% | 00.0 00.0% |
| 5 | Apply the scientific principles in the evaluation of university curricula. | 14 38.9% | 15 41.7% | 5 13.9% | 2 5.6% | 00.0 00.0% |
| 6 | Use modern teaching strategies in teaching | 20 | 12 | 3 | 1 | 00.0 |

| | | | | | | |
|----|--|-------------|-------------|------------|---------------|---------------|
| | different courses. | 55.6% | 33.3% | 8.3% | 2.8% | 00.0% |
| 7 | Apply the principles and laws of learning in different and varied educational learning situations. | 16 44.4% | 13 36.1% | 6 16.7% | 1 2.8% | 00.0 00.0% |
| 8 | Explain the reasons for the development of university curricula. | 15 41.7% | 19 52.8% | 2 5.6% | 00.0 00.0% | 00.0 00.0% |
| 9 | Has a leadership and management skill. | 11 30.6% | 15 41.7% | 5 13.9% | 4 11.1% | 00.0 00.0% |
| 10 | Has the skill of self-learning and continuous learning. | 14 38.9% | 15 41.7% | 3 8.3% | 2 5.6% | 1 2.8% |
| 11 | Has the skill of out-reach and effective communication. | 13 36.1% | 19 52.8% | 1 2.8% | 2 5.6% | 00.0 00.0% |
| 12 | Has critical thinking skills. | 15 41.7% | 13 36.1% | 4 11.1% | 2 5.6% | 1 2.8% |
| 13 | Use multimedia in the teaching process. | 18 50.0% | 13 36.1% | 4 11.1% | 1 2.8% | 00.0 00.0% |
| 14 | Use Internet and its services in university education. | 17 47.2% | 15 41.7% | 1 2.8% | 1 2.8% | 2 5.6% |

The statements in Table (11) refers to most of the statements presented during the implementation of the program and the percentages indicate that the participants in the program strongly agree that the program is very useful and that after the completion of the program the participant is educationally qualified to carry out his educational, academic and administrative task, The researcher said that the desired outputs of the program mentioned earlier in the theoretical framework have been achieved and that the objectives set for the development of the professional performance of the University of Bahri teaching Staff members which were mentioned earlier in the theoretical framework have also been achieved.

Table-12. Frequencies and Percentages of participants in the Program about (how appropriate the environment is in terms of)

| S | Statement | Excellent | V. Good | Good | Fair | Poor |
|---|--|------------|------------|-------------|-------------|-------------|
| 1 | Date of implementation of the program (timing). | 4 11.1% | 4 11.1% | 6 16.7% | 10 27.8% | 12 33.3% |
| 2 | The time of the training sessions. | 4 11.1% | 7 19.4% | 9 25.0% | 10 27.8% | 6 16.7% |
| 3 | The classroom and its facilities. | 8 22.2% | 7 19.4% | 12 33.3% | 4 11.1% | 5 13.9% |
| 4 | Time for implementation of the program. | 7 19.4% | 6 16.7% | 6 16.7% | 9 25.0% | 8 22.2% |
| 5 | Organizing of the trainees inside the classroom. | 9 25.0% | 6 16.7% | 7 19.4% | 2 5.6% | 5 13.9% |
| 6 | Support Services (Hospitality). | 4 11.1% | 7 19.4% | 7 19.4% | 10 27.8% | 8 22.2% |

The researcher pointed out that Table (12) contained some statements that could be obstacles to the proper implementation of the program. It is clear through the statistical analysis that the program implementation dates are not good because it is implemented during the academic year and the participant must perform the academic burden assigned to him. Therefore, we find the answer to the statement No. 1 was between fair and poor by (61.1%). In the researcher opinion it indicates that the timing of the program is not suitable, which confirms the researcher's argument regarding the result of the statement number 4, which speaks about the period of time to implement the program. The result was between fair and poor by 49.2%. Also, the constraints that face the program was the question of services provided to the participants during the implementation of the program and this is clear through the response of participants in the program that between the fair and poor weak by up to 50%, which should be taken into account, considered and be solved.

4.1. This Data and Information Analysis was for the Open Part of the Questionnaire to Identify the Pros, Cons and Constraints that Accompanied the Implementation of the Program

A) what are the pros that you see should be accompanied or continue in the program?

1. Teaching Information Technology and its media.
2. Curriculum design and evaluation.
3. Lectures on strategies and methods of modern teaching.
4. The diversity of professors from various universities.
5. Continuous assessment system for the courses.
6. Micro teaching.
7. Keeping the system of two semesters.

8. Including attendance it in the assessment.
9. Determining lectures and exams timetable by the scholars.
10. Place of the study.
11. Continuation of internal training from the university.
12. Educational Evaluation and Measurement.

B) What are the disadvantages that you think have accompanied the program?

1. Not being full time
2. Too many assignments.
3. Deletion and pressure of courses.
4. Not choosing the most suitable professor for the course.
5. Inappropriate time for microteaching.
6. Holding in the time of teaching at the university.
7. Poor hospitality and services provided to students.
8. Lectures last for a whole week continuously, which make scholars feel tired.
9. Lack of means of transport at the end of the lectures particularly in the holiday.
10. Lack of alternatives for exams.
11. There is no electronic library for the program.

C) What are the things or topics that you think are necessary and must be added to the program for quality and performance promotion?

1. Focus on micro – teaching.
2. Teaching and discussion of the academic regulations of the University.
3. Addition of time management course.
4. Addition of more time to use technology in education..
5. Commitment to time.
6. Addition of the topic of how to use the Internet in education.
7. Identifying the teaching staff members target groups so that so as not to confuse between teaching assistants and PhD holders.
8. Increase the practical application period.
9. Financial incentives.
10. SPSS Statistical Analysis.
11. Conducting measurement before and after the program.
12. The scholar must join the program as of the beginning of his appointment.
13. A questionnaire after each learning unit to illustrate the progress of the program.

5. Results

The majority of students agree that after completion of the program, the student is able to:

1. Practice teaching skills professionally.
2. Integrate technology in education.
3. Apply the scientific principles in university curricula design and development.
4. Use modern teaching strategies in teaching courses.
5. Explain the rationale and reasons for the development of university curricula.
6. Have leadership and management skills.
7. Have self-education and continuing education skills.
8. Acquire outreach and effective communication skills.
9. Acquire critical thinking skills.
10. Use of multimedia in the university teaching process.
11. Use the Internet and its services in university education.

The majority of scholars agree on the following:

1. He is the right person to attend the program.
2. The program helped him to develop his professional skills.
3. The program requires full-time.
4. The program qualified him to better job.
5. The program assisted him in obtaining a higher degree.
6. The program must be generalized to all university professors.

5.1. Recommendations and Suggestions:

1. The Ministry of Higher Education & Scientific Research should enact a legislation binding whoever teaches in the Sudanese university to hold an educational license.
2. The Sudanese universities Vice- Chancellors should devise a program to develop professional performance of the teaching staff, taking University of Bahri as an example.
3. The University of Bahri Administration should release the staff members participating in the professional diploma program from some academic and administrative tasks.
4. The University of Bahri Administration should follow up the staff members participating in the professional diploma program to identify the impact of the professional diploma on the academic attainment of the students in various colleges.

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