

Impact of In-service Teacher Trainings under Federal Directorate of Education Islamabad on the Performance of Teachers at Elementary Level

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Abstract

The study aimed at investigation of “Impact of In-service Teacher Trainings under Federal Directorate of Education Islamabad on the Performance of Teachers at Elementary Level”. In-service teacher training plays a very important role in establishing, developing, maturing and efficiently using the teaching skills and competencies. The population of the study consisted of elementary teachers trained at minimum two years before and working in Islamabad Model Schools. The sample of 200 male and 200 female teachers was selected through simple randomization. Then, data were collected through self-developed questionnaire and analyzed through mean, standard deviation, and Chi-square. The study found that overall in-service teacher training influenced the performance of teachers to increase. The study concluded that a very few teachers showed less impact, some of them told their highest performance, however, mostly teachers frequently and occasionally follow, and apply most of the guidelines, skills and competencies of training in their practices, and resultantly show good performance.

Keywords: Impact; In-Service Teacher Training; Performance of Teachers; Elementary level

Introduction

Training is a process that involves complete assessment of systematic nature of the employees' capabilities keeping in view the organization's requirements and objectives. The purpose of training is to increase knowledge and professional skills for the job (Shah and Alam, 2002). Training is not just a change but change for the better, rather training is development and it is needed because of gaps in knowledge, skills, attitudes and performance. Teacher training is evenly important as the content knowledge, for all types of professions. Recently it is considered that teaching at elementary level in schools is to represent two quite different areas of knowledge, the knowledge

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related to the discipline concerned and the knowledge related to the skills of teaching.

The target of the teacher training is to increase the efficiency and performance of teacher; however, the ultimate goal of training is to improve the students' abilities, attitudes and behavior towards desired direction (Dilshad, 2010). Sometimes earlier, teacher training and teacher education in Pakistan has been undergoing serious problems that impede its overall performance and effectiveness. Lack of in-service training of teacher educators and research and evaluation of teacher training programmes has been the most important problems (Aly, 2006; Baig, 1996; Chaudhry, 1990; Farooq, 1990; Faruqi, 1996; Farrukh & Hafizullah, 1986; Hoodbhoy, 1998; Iqbal, 2000; Jabeen, 1997; Siddiqui, 1989).

But now, it is the general research consensus that better teacher training at all levels results in producing high caliber teachers with higher expected performance. This higher performance of teachers facilitates the improvement of student learning. Teacher training in Pakistan is undergoing drastic changes keeping in view the ongoing demands to raise the standards of education system in quality and quantity (National Accreditation Council for Teacher Education, 2009).

A significant impact of in-service teacher training on the performance of teachers and students show the effectiveness of the teacher training programme. The performance of teachers and students as a result of teacher training programmes shows a significant constructive relationship between them. These are highlighted by researches (Angrist & Lavy, 2001; Rockoff, 2004, Darling-Hammond 2000; Rivkin, Hanushek & Kain, 2005).

In Pakistan, there are three kinds of professional teacher trainings. One is the pre-service training program which requires an individual to undergo and extend period of training, before entering into teaching profession. Second type of training is induction training which is given immediately after entering into teaching profession. Third type of training is in-service training which is given during the teaching period. It is a continuous process of development. In-service teacher training is a professional duty as revealed and investigated by national and international studies on teachers and their professional development (European Commission, 2007; OECD, 2005; Eurydice, 2009). In service teacher training means the development of procedures and policies to prepare probable teachers with the knowledge, approaches and techniques required to perform their tasks effectively in the classroom, school and wider community (Guba and Lincoln, 2005).

Report of the Commission on National Education (1959) also laid emphasis on the requirement of in-service teacher training programmes for the

teachers, no less than once in every five year (Govt. of Pakistan, 1959). The Commission proposed the establishment of education extension centers and recommended that once facilities of in- service teacher training are available and courses are organized, increment should be withheld from teachers who do not attend a refreshed course, at least once in five years. It was also proposed that teacher training programmes should encompass educational theory, Psychology, teaching of particular subjects and that the refresher courses of two months duration be organized in the training schools and colleges at district and regional levels (Govt. of Pakistan, 1960). National Education Policy 1979 also recommended in-service Training Centers in Provinces to enable them to provide, at least, once in- service training facility to every teacher during every five years.

To evaluate the effectiveness of instruction, the teacher should be aware of classroom environment and happenings. The approach of the teacher in the teaching learning situation matters a lot. All this process of teacher learning to become effective demands a comprehensive professional education and training (Glaser, 1989). A sound programmed of professional education of teachers is essential for qualitative improvement of education (Rasul, 1992).

The main function of In Service teacher Training Programme is to train potential teachers to meet up probable future challenges in the classroom (Arends, 1994). Similarly, Staley (1984) defines teacher training programmes as experienced phenomenon that transforms the conduct of students and tends to manipulate their learning.

Under Federal Directorate of Education (FDE), Islamabad, the programmes of In-Service Teacher Training are of different duration with different objectives and with a variety of expected out come. The duration of these courses is from three days to thirty days programme. There is a variety of subject matter in these courses and the effectiveness of these courses is still to be evaluated. FDE and Higher Education Commission (HEC) Pakistan are collaborating to enhance the quality of teachers, through teacher training courses. This philosophy defines the necessities for particular and fundamental working principles of a teacher training program. They point towards the comprehensive documentation of teacher training programs and procedure for accreditation' (National Accreditation Council for Teacher Education, 2009).

Under FDE ,Islamabad , these programmes of in-service teacher training are of different duration with different objective and with a variety of expected out-come. The duration of these courses ranges from three days course to thirteen days programme. There is a variety of subject matter in these courses and the effectiveness of these courses is still to be evaluated. Initial training programs for elementary teachers are now prevalent in many

institutions at local and national level, including FDE, Islamabad. There is a wide range of motivation for such programs with very different outline in different countries (Jones and Somekh, 2005).

Literature Review

The main agents of educative process are teachers and students. The development of students in the educative process mainly depends mostly upon the quality of teachers. Teacher training plays a remarkable role in the development of entire education process. A highly qualified (in academic) teacher does not mean high quality teacher.

Teacher training programmes play central role in improving education system in quality and contents, and allow making education accessible to maximum number of children. Teacher training programmes develops content knowledge and professional understanding in the teachers, and facilitate them to assume new expected role in the current education system. It is because they have to prepare the students for the society that can compete the modern age. To maintain and improve the quality and productivity in education training is required.

The persons those want to become teachers get training before entering in to teaching profession. This is pre-service training while already working teachers are continuously provided in-service training for their improvement in the above areas. There are different techniques of in-service teacher training, which includes refresher courses, workshops, seminars, study circles and correspondence courses. .

The training wing of the FDE was established in year 2002, with the objective provide and fulfil the needs of in-service training all the teachers working in schools or colleges under the administration of FDE. This study has been conducted to investigate the impact of in-service teacher training programm on teacher performance of teachers at Elementary school level in order to make some recommendations for the improvement of Elementary school teacher training programmes through in-service training under FDE.

Many research studies on the effectiveness of different in-service teacher training programmes Under FDE, Islamabad, have been carried out. The main agents of educative process are teachers and students. The development of students in the educative process mainly depends mostly upon the quality of teachers. Teacher training plays a remarkable role in the development of entire education process. A highly qualified (in academic) teacher does not mean high quality teacher.

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The present study is designed to find out the impact of in-service teacher training programm on teacher performance of teachers at elementary school level in order to make some recommendations for the improvement of elementary school teacher training programmes through in-service training particularly to point out the weakness of in-service teacher training programme under FDE. The objective of the study are:

1. To review the In-service Teacher Training Programme of Elementary school teachers under Fedral Directorate of Educaion.
2. To find out the impact of in-service teacher training of elementary school teachers on their performance.
3. To make some recommendations for the improvement of Elementary school teacher training programmes through In-service training.

It is hoped that the finding of the study may be of a great importance for In-service teacher training at elementary level. The study may be beneficial for the teachers to improve their skills and competencies, and also improve their aptitude and attitude towards teaching. The study may also be likely beneficial for the trainers and master trainers, program coordinators and policy makers for the improvement of In-service training program.

Research Methodology

The study is descriptive in nature; therefore, descriptive research design was used to find out the impact of In- service teacher trainings on the teachers' performance and students learning. Population of the study was comprised of all Elementary teachers who have been trained through In-service teacher training program under Fedral Directorate of Education in Islamabad. The study was delimited to the In-service teacher training program for elementary teachers (male and female) under Fedral Directorate of Education in Islamabad. The sample was consisted of 400 elementary teachers (comprising of 200 male and 200 female teachers) who have been trained two years before under the in-service teacher training program for Elementary

teachers (male and female) under Federal Directorate of Education in Islamabad. The respondents were selected through purposive sampling technique. The researcher identified the respondents and made a list of 400 Elementary teachers (comprising of 200 male and 200 female teachers).

In order to identify impact of in-service teacher training on the performance of teachers, a questionnaire for teachers was used for the collection of data from teachers after consultation with supervisor. It was developed on the basis of related literature. Main features of the existing in-service teacher training programmes in the shape of object, content and methodology was kept in view while developing the questionnaire. The respondents were asked to keep in view the in-service teacher trainings. The questionnaire for teachers was developed and validated through pilot study. Some experts were consulted for the content validity and then the instrument was tried on a small population of 40 teachers. Some ambiguous and slang language was improved. The reliability coefficient of the final instrument was 0.82. The questionnaire was administered personally by the researcher, to the respondents of study for the data collection. Teachers were supported by explaining some difficult concepts. Most of the teachers responded. However, the researcher administered to some extra respondents in place of 15 non-respondents who had not been able to respond. However, these extra respondents were equalized and compared with the original respondents. The data were first summarized and then analyzed by using mean, standard deviation and Chi-square by using SPSS. Then the results and discussion were made, conclusions were drawn and recommendations were suggested.

Results and Discussion

This chapter deals with the results and discussion of the study. The data were summarized, analyzed and then interpreted. Teacher training plays a very important role on their performance; however, it depends upon the training process. If the training institute, its infrastructure and environment, efficiency and performance of teachers, contents, targets and program of training are very important in getting the training impact. Further, when teachers are once trained, they will perform according to their skills and competencies of training they have got. Therefore, if we want to facilitate our students more learnt and make them higher achiever, then we must provide them the better teachers. It is very likely that they train them up to the highest achievement.

As far as the results and findings of the study are concerned, most of the teachers performed well, showed good results and achieved higher academic achievement. Results show that the value of Chi-square X^2 ($df = 4$) is much higher than the tabulated value ($df = 4$) at $p = 14.860$ for all the statements. This means that these are highly accepted. Mean with standard

deviation for all these statements also shows that it is more than the midpoint of distribution and towards the right direction. It illustrates that most of the respondents accepted or highly accepted the statements and these actions are highly adopted. In this way, the impact of in-service teacher training is higher.

Overall, the score of the statements of the research instrument is not higher; however, the statements are highly accepted and adopted with higher impact. Most of the aspects of the professional training have the higher influence on the performance of the teachers. Many factors are involved in the professional training and its impact on the performance of teachers. Prior ability, and competencies and skills of the teachers, their experience, and their attitude towards teaching are very important variables of the teachers. In the same way, training module, contents, skills and competencies that are to be provided to teachers, confidence and moreover, training program as a whole are very important in upbringing and uplifting the performance of teachers. All these variables motivate teachers to show their performance maximum; however, the salary and incentives to teachers must be given to teachers on performance based. (See the Table 1 in Annexure)

Findings and Conclusions

Followings are the conclusions of the study:

1. Overall in-service teacher training influenced the performance of the teachers to increase. They performed better after their training. However, item-wise analysis shows that most of the aspects of teachers' performance about which, questions were asked have been influenced positively less or more by the previous in-service teacher training.
2. It is concluded that a very few teachers shows less impact of in-service training on their performance and on the other side, some of them told about their highest performance after their training. However, most of the teachers had the opinion that that they frequently and occasionally follow and applied most of the guidelines, skills and competencies of training in their performance.
3. It is concluded that the impact of in-service training on the performance of teachers in their introduction is less but it is more on their relation with students and their guiding role for students how to learn from each other.
4. It is concluded that the impact of in-service training on the performance of teachers is higher in the selection of appropriate teaching method and their action as a good leader.
5. It is concluded that the impact of in-service training on the performance of teachers is higher in the planning of effective lessons, preparation and the use of teaching aids and arousing students' interest in learning.

6. It is also concluded that the impact of in-service training on the performance of teachers is higher in regulating class activities, promoting critical thinking in students and ensuring that students are engaging themselves in the constructive learning.
7. It is concluded that the impact of in-service training on the performance of teachers is higher in producing conducting learning environment, evaluating students by using the appropriate evaluation techniques/tests and assigning students different assignments as a home work for practice and to improve their skills.
8. It is concluded that the impact of in-service training on the performance of teachers is higher in showing honesty and sincerity with students, identifying and showing to students their weaknesses and strengths, and supporting and caring for students
9. It is concluded that the impact of in-service training on the performance of teachers is higher in using effectively rewards as reinforcement for increasing desirable behavior and punishment as reinforcement for decreasing undesirable behavior, and managing time and space properly according to availability and requirement.
10. It is concluded that the impact of in-service training on the performance of teachers is higher in directing student behavior towards positive direction, managing resources properly, and guiding students how they may develop better relationships with each other.
11. It is concluded that the impact of in-service training on the performance of teachers is higher in communicating with effective communication skills, providing students, and the opportunities to ask questions and solving problems of students to the extent as possible.
12. It is concluded that the impact of in-service training on the performance of teachers is higher in solving problems of students to the extent as possible, providing students the opportunities to share their ideas and providing environment where students feel self respect.
13. It is concluded that the impact of in-service training on the performance of teachers is higher in teaching with well prepared and equipped with knowledge, skills and competencies, teaching with confidence and using different tactics for effective teaching.
14. It is concluded that the impact of in-service training on the performance of teachers is higher in drawing and explaining diagrams effectively, using effectively the boards and other resources, simplifying the difficult in to simple concepts and ensuring no disturbance in classroom.

Recommendations

On the basis of the conclusions, following recommendations were made:

1. According to the conception and opinion of teachers, the impact of in-service training is higher and they performed better after their training; however, a total change in the quality and output of the education system as a whole is not as more as described by the teachers. It means that training side of teachers is better. It may be possible that quality and output of the education system may be enhanced by monitoring and evaluation of teachers' performance. It is recommended that performance of teachers may be monitored and observed after their in-service training.
2. As concluded in the conclusions of the study that In-service training influenced change in the performance of elementary teachers; however, if teachers may be provided supervision and on job training for the improvement of their skills and competencies in classroom, this positive change in the their performance may be enhanced.
3. In-service training is not enough for the quality and better output of the education system. Incentives and rewards may be used for getting fruitful benefits from the trainings.
4. The study is based on the conception and opinion of the trained teachers two years before, not on the observation of the performance of the teachers after their in-service training. The conception and opinion of teachers may be exaggerated; therefore, it is recommended that an other follow up study based on the observation may be conducted to verify the findings of the study.



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Annexure

Table 1: Impact of In-service Teacher Trainings under Federal Directorate of Education Islamabad on the Performance of Teachers at Elementary Level

Sr. No.	Statements	N	R	O	F	A	Mean	SD	Chi-Square	Sig.
1	Initiating class with his/ her introduction and good gesture	32	87	186	56	39	2.9575	1.03362	198.075	0.000
2	Starting teaching by establishing good relation with students	6	78	136	165	15	3.2625	.86630	250.825	0.000
3	Guiding students how students can learn from each other	8	74	130	154	34	3.3300	.93984	191.400	0.000
4	Selection of an appropriate teaching method relevant to the subject matter/ contents	7	66	148	102	77	3.4400	1.03396	133.025	0.000
5	Acting like a good leader in classroom	12	35	142	179	32	3.4600	.87482	282.475	0.000
6	Planning of effective lessons for the subject matter/ contents	9	31	184	138	38	3.4125	.85097	292.325	0.000
7	Preparation and the use of teaching aids	6	28	172	155	39	3.4825	.82243	299.375	0.000
8	Arousing students' interest in learning	5	39	122	93	41	3.5650	.85005	292.000	0.000
9	Regulating class activities according to the individual learning needs of students	10	34	164	155	37	3.4375	.86774	269.325	0.000
10	Promoting critical thinking in students	8	38	116	198	40	3.5600	.87080	297.100	0.000
11	Ensuring that students are engaging themselves in the constructive learning	6	43	146	166	39	3.4725	.86667	253.475	0.000
12	Producing conducting learning environment	8	63	130	148	51	3.4275	.96803	167.975	0.000
13	Evaluating students by using	5	34	160	155	45	3.5038	.85028	263.043	0.000

Tabulated Value: $X^2(df = 4) = 14.860$ at $p = 0.005$

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