

Assessment of the Prevailing Training Strategies for Inservice Teachers of Secondary Schools in Public Sector

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Abstract: This study was conducted using a descriptive research method. The purpose of the study was to investigate and assess the potential of the prevailing training strategies for in-service teachers of secondary schools in the public sector. The main objectives of the study were to identify the strengths, to find out the weaknesses, to point out the aspects that need improvement and to recommend ways and means to reinforce strengths and overcome weaknesses. The population of the study was all the R.I.T.Es' of Khyber Pakhtunkhwa, all the instructors of these R.I.T.Es' institutions, all the trainees of these institutes from 2010 to 2012, 1648 secondary schools of K.P.K., 25 districts of K.P.K. This study utilized interviews for trainers and questionnaires for trainees to collect data, which was then tabulated and analyzed using mean and percentage for interpretation. The findings of the study were; the cumulative mean 3.38 of the contents of the training shows that the majority of the respondents were remained neutral about the objectives, language and contents relevance and validity, the cumulative mean 3.38 of the methodologies of the training shows that the respondents remained undecided but some of the respondents were strongly in the favour of some items while the other were strongly disagreed with some items, the cumulative mean 2.9 of the trainers' commitments and interests shows that the trainees were remained neutral. The study recommends trainees understand training objectives, ensure logical, clear, relevant, interesting, and valid content, and align training methodologies with communication and information technology. It emphasizes the importance of trainers' commitments and interests in the training process, ensuring selection based on qualifications.

Key Words: Teacher Training, Pedagogy, RTIE, PITE, Secondary Schools

Introduction

Teacher Education

Teacher education is needed quick and complete over all reform at the all stages of school level, duration of schooling, the structure of professional development and a blend with professional preparation of the teacher with their professional development is a dire need of teacher education. To consider and think about the difficulties and importance of teacher education as a professional strategy, that is essential for the uplifting of teacher education to the level of university and that the timing structure and schedule must be properly advanced.

"It is that information, talent and capacity, which is relevant to the life of the teacher as a teacher" (Aggarwal, 1990, p. 260)

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Teacher education deals with teachers, their education and training. Teachers are those mature and trained individuals who train immature individuals according to the demands of the society, while education is a positive, acceptable and desirable change in the behavior of an individual on a permanent basis. So teacher education is the knowledge and training of the teachers which further develops the skills, knowledge and confidence of the teachers and enables them to deal effectively with the problem of the teaching learning process, as to bring positive, acceptable and desirable change in the behavior of the learners.

Researches showed that effectiveness of teachers' training lies in that it should explore pedagogy totally for framing teachers' concept, comprising their know-how, knowledge of content and pedagogical content knowledge (PCK), their exercises and the effect of these on outcomes of the students and with a main focus on a specific subject. Investigations probing particularly at how teachers' educators are trained, how they improve their own performances through mutual efforts individual and collective reproduction would fill a noticeable research cavity.

Besides this teacher education understands the prospective and in-service teachers the administrative structure, classroom environment, student's psychology, educational objectives, curriculum development process, cultural variations and educational needs of the society.

According to the great German educationist Friedrich Adolph Diesterweg (1865) (quoted by Mitter in [1991](#)) the worth of the school is depended upon the worth of the teacher so an enhancement in teacher education is the first and foremost stair toward a new kind of remedy in the education.

Educational quality transmitted to the huge level on teachers' quality, criteria must be made to determine the worth of teacher education that all the member of teaching profession should have a high-quality basic background of general education, effective and efficient knowledge of teaching techniques and methodologies. Then every level of the teaching profession is an indicator of the standard of education in a country. Every country of the world try its best to provide its schools with the best qualified teachers, No country can afford to do less for its children (Mitter, [1991](#), p. 108-109).

Kilpatrick W.H 1947 (p-233) put it (quoted by Martin, [1994](#)), that animals and circus performers need to be trained; so education is given to human beings. Teacher education consists of teaching skills, profound educational assumption and departmental skills and abilities. The education of the teacher is equal to teaching skills plus educational theory and plus practices.

Need of Teacher Education

Teaching is not an easy task and general education cannot make a man capable to teach to the students properly, but it is teacher education that enables him to teach according to the mental level of the children.

Anderson and Ching ([1987](#)) urge and suggest that the vast majority of teacher training activities are helpful in focusing on the advancement of teachers' information, teaching capabilities or both.

Mennert (1979) in Anderson and Ching ([1987](#)) suggests that the current teacher programs neglects (a) The teacher's awareness of the emotional reaction of the students (b) The teacher's empathy to respond to these emotions (c) The ability to recognize teaching strategies which consider the emotional need of the students.

Training

Training is a procedure used for promoting an individual's skills. It is an organized enhancement of the behavior, information, skill, attitude pattern needed by an individual to do their duties effectively and efficiently. It is a set of structurally started processes which are envisioned to improve learning to get the organizational effectiveness.

Teacher education is crucial to have best teachers to improve the quality of education system. Training is a vital part of teacher preparedness package; specifically for the aspects of teaching that are conceptually more skillful. These trainings, according to the organization for economic cooperation and development, develop an individual skill,

knowledge, expertise and other characteristics. Therefore training should be provided which can satisfy all these needs of a teacher.

Principals of Training

1. Training should be a systematically pre-specified and organized procedure of learning rather than experiences randomly.
2. It should be concerned with changing concept, skills and capabilities of the teachers treated either as a single person or as groups.
3. It needs to improve the efficiency of a trainee in present and future jobs and should help in achieving organizational goals effectively and individual development.
4. Trainee should identify in-service training needs, objectives, selection and designing programs, carrying out training and evaluating feedback. This is known as a training systematic cycle.

Teacher Training Programmes at Primary Level According Educational Policies

There is major three teachers training programmes at primary level; the conventional teacher training programme, field-based teacher training programme and teaching training through distance education. Each training programme has its own goals and targets.

Conventional Teacher Training Programme

Background: the general expectation for teacher training programme do not appear in a single document but can be found in guidelines and recommendations in many policy documents. The educational authorities at Pakistan Education Conference expressed a need for better teacher training programmes immediately after independence in 1947. Rationalization of the education system is the first and foremost serious step taken by the Commission on National Education in 1959.

Field-Based Teacher Training Programme

Today a new type of educational training is in experimental stage in the Northern Areas of Pakistan. A few schools were there in the whole region before 1945. A huge amount has been denoted by the Ismailis' leader for starting and improvement of children education in the locality in 1945. This stimulate the local Ismailis to follow the order of there religious leaders. So they immediately open schools of different types. These schools were later called Diamond Jubilee Schools (D.J.S).

Role of PITEs in Teacher Education/Training

The important of teacher education cannot be underestimated. A better trained teacher can educate tomorrow's generation of Pakistan. The existing system of teachers training is not up to the level and because of which a great portion of teachers are unable to deliver the standard education to our young generation. Some grand attempts have been made at improving the professional development institution such as the ADB (Asians Developments Bank) program in the mid of 1990's. They support the establishment of PITEs (Provincial Institutes of teacher's Education)

Objectives Of the Study

Objectives of the study were as under:

- ▶ To identify the strengths of the prevailing training strategies for in-service teachers of secondary schools in public sector.
- ▶ To find out the weaknesses of the prevailing training strategies for in-service teachers of secondary schools in public sector.
- ▶ To point out the aspects of the training strategies that needs improvement.

Sample of the Study

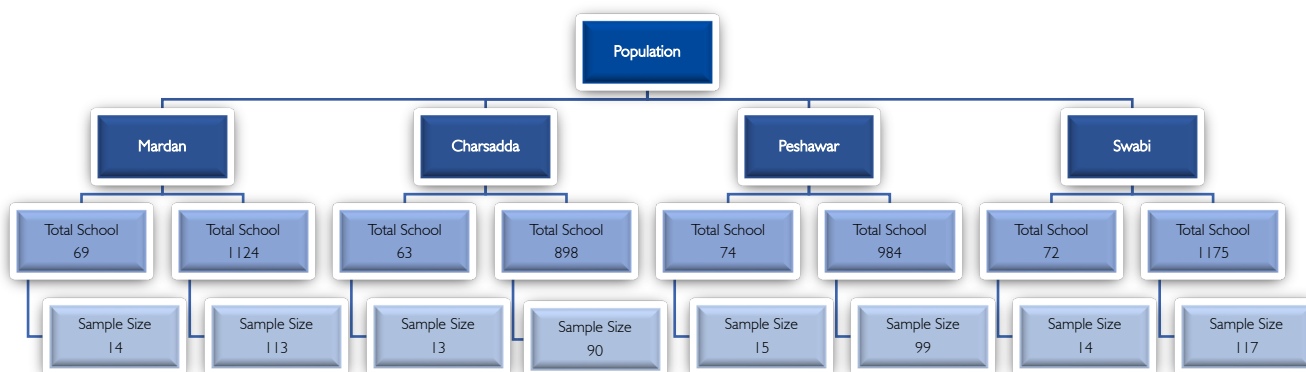
The researcher obtained the list of teachers from the E.D.O. (Male) offices of the four selected districts and the RITEs of Mardan and Peshawar. The researcher used two types of sampling techniques. The researcher decided to use



probability random sampling for the selection of the teachers at the rate of 10% of total population and non-probability random sampling technique was used for the selection of the schools at the rate of 20% of total population for the collection of the data to examine and investigated the problem.

Figure 1

Sampling and Population of the study



Data Collection Instruments

Two self-made questionnaires were utilized for collection of data. An interview type open questionnaire was developed for the instructor of the RITEs of the selected districts. The questionnaire was developed to examine the different aspects of in-service training and divided into 8 parts while the part of demographic information was kept optional.

The 1st part of the questionnaire was comprised on contents of training, the 2nd part was about the methodology of the training, and the 3rd part of the questionnaire was consisted of 11 items which was about the trainers' commitment/interests. The 4th part had 11 items that present trainees' commitments/ interests. The 5th part of the questionnaire was about the professional development of the teacher that had five items.

The 6th part of questionnaire contained on seven items which denoted about the evaluation aspect of the training. The 7th had 10 items and the final part of questionnaire had 10 items on belief of the trainees towards training.

Data Analysis and Interpretation

Table 1

Analysis of the Contents of the Training

Scale	Mean	Standard deviation
ct1	3.93	1.076
ct2	4.02	1.049
ct3	3.82	1.054
ct4	3.72	.989
ct5	3.76	1.120
ct6	3.68	1.236
ct7	3.71	1.092
ct8	3.83	1.030
Total Scale	30.46	3.127

Eight items were designed for the data collection regarding content of the training. Mean and standard deviation were applied on each item to analyse each item.

The table was ranged from 3.68-4.02, the maximum mean for the objectives of the training are very clear indicates that the tendency of the respondents were found in the favor of clarity about the objectives while the minimum mean for the availability of contents for all trainees reveals that majority of the respondents were in the favour of contents availability. The total scale shows that they were in the favour of awareness of objectives, validity and relevancy of the contents, and availability and value of the contents.

Table 2*Analysis of the Methodology of the Training*

Scale	Mean	Standard deviation
mt1	3.67	1.225
mt2	3.71	1.319
mt3	3.66	1.070
mt4	3.57	1.226
mt5	3.69	1.074
Mt6	3.98	1.089
Mt7	3.43	1.202
mt8	3.83	1.091
mt9	4.24	1.095
mt10	3.76	1.105
Total Scale	37.53	4.285

Eleven items were designed for the methodology of the training. Mean and standard deviation were applied on each item to analyze each item.

The table was ranged from 3.4-4.24, the maximum mean for the need of more modern training technologies shows majority of the respondents were not satisfied with the traditional kinds of technologies and were found in the favour of more modern technologies in the training while the minimum mean for the trainers and trainees basic knowledge in the CAI indicates that the respondents were remained undecided because they did not want to disclose his views about the basic knowledge of trainers and trainees.

Table 3*Analysis of Trainer's Commitment and Interest*

Scale	Mean	Standard deviation
tnrci1	3.46	1.232
tnrci2	3.63	1.046
tnrci3	3.49	1.113
tnrci4	3.25	1.165
tnrci5	3.14	1.290
tnrci6	3.44	1.227
tnrci7	3.71	.921
tnrci8	3.56	1.227
tnrci9	3.50	1.191
tnrci10	3.44	1.020
tnrci11	3.46	1.232
Total Scale	38.11	3.532

Eleven items were designed for trainer's commitment and interest. Mean and standard deviation were applied on each item to analyze each item.

The table was ranged from 3.14-3.71; the maximum mean for the providing opportunity for active participation reveals that majority of the respondents were in the favour that trainers provide opportunity to every trainees for active participation while the low responses for providing necessary equipment needed for training reveals that the respondents were remained neutral because they did know. What are requirement of such trainings and what are available and provided in the training.

Table 4*Analysis of Trainees' Commitment and Interest*

Scale	Mean	Standard deviation
tessci1	3.65	1.122
tessci2	3.46	1.188
tessci3	3.34	1.070
tessci4	3.16	1.078
tessci5	3.60	.941
tessci6	3.32	1.179
tessci7	3.45	1.133
tessci8	3.29	1.135
tessci9	3.46	1.180
tessci10	3.77	.866
tessci11	3.79	.891
Total Scale	38.26	3.553

Eleven items were designed for trainees' commitment and interest. Mean and standard deviation were applied on each item to analyze each item.

Table was ranged from 3.16-3.79 The maximum mean for trainees are moved by the positive attitude of the trainers reveals that the tendency of the responses in the favour of trainers' positive attitude indicates that the trainers' attitude play an important role in the training while the minimum mean for providing a suitable environment in the real classroom to the trainees show the low responses in the favour of suitable environment in real classroom situation shows that they were remained neutral and undecided.

Table 5*Analysis of Professional Development of Teachers*

Scale	Mean	Standard deviation
pd1	4.30	.933
pd2	4.15	.909
pd3	4.22	1.007
pd4	4.04	.914
pd5	4.20	.873
pd6	3.83	1.107
Total Scale	24.75	2.644

Six items were designed for professional development. Mean and standard deviation were applied on each item to analyze each item.

The table was ranged from 3.8-4.3 the maximum mean for trainings are needed for professional development expose that the high tendency of the responses in the favour of training needs for professional shows that training plays an important role in advancement of trainees, while the minimum mean for training effects on teacher performance in the real classroom show that they also in the favour of it. The total scale shows high responses in the favour of professional development.

Table 6*Analysis for Evaluation of the Training*

Scale	Mean	Standard deviation
E1	3.68	1.013
E2	3.81	1.019
E3	4.00	.952
E4	3.69	1.029

Scale	Mean	Standard deviation
E5	3.33	1.309
E6	3.85	.926
E7	3.39	1.255

Seven items were designed for evaluation of the training. Mean and standard deviation were applied on each item to analyze each item.

The table was ranged from 3.3-4.0 the maximum mean for division of the training into different session illustrates that the high tendency of the responses in the favour of training are divided into different session shows that it is necessary for every training, while the minimum mean for proper implantation of the training show that they were found undecided because they have some hesitation about the proper implementation of training. The total scale shows that most of the respondents were in the favour of formative and summative evaluation, evaluating enhances effectiveness.

Table 7

Analysis of the Policies, Planning and Implementation

Scale	Mean	Standard deviation
ppi1	3.43	1.288
ppi2	3.22	1.167
Ppi3	3.23	1.247
ppi4	3.57	1.292
Ppi5	3.42	.965
ppi6	3.53	1.022
Ppi7	3.84	.914
ppi8	3.33	1.121
ppi9	4.1	1.086
ppi10	4.06	.924
Total Scale	35.62	3.074

Ten items were designed for policies, planning and implementation. Mean and standard deviation were applied on each item to analyze each item.

The table was ranged from 3.2-4.1 the maximum mean for teachers involvement in the policies and planning demonstrates that the high tendency of the responses in the favour teacher participation in policies making shows that it is very essential that teachers should be involved in the policy making to streamline the process because teachers are the implementer of these policies and planning, while the minimum mean for existing planning at each level related to subject matter in education show that they were found undecided The total scale shows that most of the respondents were found neutral and undecided about planning without alignment with ground realities, framing of policies for challenging achievements, effective policies does not ensure it implementation except flexible, democratic and long term policies are useful for formulating training objectives.

Table 8

Analysis for Belief of the Trainees Towards training

Scale	Mean	Standard deviation
bttt1	3.97	1.100
bttt2	3.43	1.260
bttt3	2.80	1.254
bttt4	3.04	1.086
bttt5	3.58	1.234
bttt6	3.37	1.135
bttt7	3.87	.924
bttt8	3.79	1.005
bttt9	3.53	1.022
bttt10	3.94	1.018
Total Scale	35.32	4.605

Ten items were designed for belief of the trainees towards training. Mean and standard deviation were applied on each item to analyze each item.

The table was ranged from 2.8-3.97 the maximum mean for trainings are useful and training help in achieving organization goals positively reveal that the high tendency of the responses in the favour of training usefulness show that trainings are very essential to enhance capabilities and get predetermined goals while the minimum mean for trainees' shame in participating such trainings show that they were found undecided and did not want to point out something about their shame. The total scale shows that most of the respondents were found neutral and undecided about participating for remuneration, insufficiency of training duration, enhancement of basic knowledge except training improves sense of responsibilities, prepare for future challenges and achievement of organizational goals.

Findings

Objectives of the Training

The majority of the respondents were in the favour of the objectives, language and contents relevance and validity was found to be the total items mean 30.46, and with 3.13 standard deviation with 3.8 average mean of the contents of the training. (Table 1)

Methodology of In-service Teachers' Training

Trainees of in-service teachers' training expressed their views in majority about the need of modern techniques to be implemented in it with the total items mean 37.53, and with 4.285 standard deviation with 3.75 average mean but majority of the respondents were strongly in the favour of methodology of the training, the trainees decided to have modern training methodologies (Table 2).

Interest and Commitment of Trainers

It was found that most of the trainers do not take interest in in-service teachers' training, with the total items mean 38.11, and with 3.532 standard deviation with 3.4 average mean of the trainers' commitments and interests shows that the trainers were remained neutral because they did not know or did not want to express their views about the trainers' commitments and interests, it also shows lack of interest in training and are not committed to the purpose of the in-service teachers' training (Table 3).

Interest and Commitment of Trainees

From the analysis of data it was found that majority of the trainees were undecided about the trainees' commitments and interests with the total items mean 38.26, with 3.553 standard deviation and with 3.47 average mean reveals the indecision of responses (Table 4).

Professional Development

Teachers' responses in the favour of professional development was found to be with the total items mean 24.75, and with 2.644 standard deviation with 4.12 average mean of the trainees professional development through trainings (Table 5).

Evaluation

Evaluation in in-service teachers' training was found to be useless with the total items mean 25.73, 3.610 standard deviation and with 3.65 average mean of the evaluation of the training shows that majority of the respondents were in the favour about the process of evaluation of the training most of the trainees thought that evaluation of the training enhances the effectiveness/ productivity of that training but less participants share their learning with other staff in their concerned schools (Table 6).

Policies and Implementation

Policies are framed but very few are adequately implemented with the total items mean 35.62, 3.074 standard deviation and with 3.56 average mean of the planning, policies and their implementation about the training shows that

most of the respondents were strongly in the favor of items about the planning, policies and implementation of the training and most of them undecided the respondents answered that framing of policies at strategic level is not democratic in nature whereas some responses came in favour of teacher's involvement in planning and policies making. (Table 7)

Belief of the Trainees towards Training

Trainees believe in the usefulness of the training with the total items mean 35.32, with 4.605 standard deviation and with 3.5 average mean of the belief of the trainees towards training shows that majority of the trainees were remained neutral about the belief of the trainees towards training. Some respondents thought that in-service teachers' trainings are useful for them; these trainings enhance trainees' knowledge and capacity. (Table 8)

Recommendations

The recommendation of the study can be given in the following;

Objectives Should be Clear and Productive: Objectives of the in-service teachers' training should be clear, concise and productive for the trainees. The trainees need to be fully aware about them in advance.

Blend of IT with Teaching Methodologies: Due to rapid advancement of information technology and communication, the teaching methodologies should need to be aligned with the demands of the current age.

Commitments and interest of trainers and trainees: The trainers' commitments and interests play an important role in the training process. Therefore, best resource persons should be selected on the basis of qualification and related experience for conducting in-service teachers' trainings.

In-service teachers' training should be compulsory: Government should make in-service teachers' training compulsory for each and every teacher to enhance their capacities and improve their skills.

Evaluation of the training: Every training should be evaluated to investigate the short-term output. This will help the policy makers to find out the shortcomings and hence may plan for remedial solutions.

Democratic planning and policy making: The planning and framing of policies should be democratic which means that all the stakeholders must be involved. Teachers should be asked in promulgating any policy at any level.

Different types of trainings: Different types of trainings should be introduced and teachers should be given the opportunity to get knowledge of different subjects and methodologies.

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