



AN EMPIRICAL STUDY ON TEACHERS' PERCEPTION OF TEACHERS TRAINING PROGRAMMES PROVIDED IN CANTONMENT/GARRISONS SCHOOLS OF PAKISTAN

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Abstract

This paper aims to analyse and identify various factors of teachers' training programmes for the teachers of Federal Government Schools. It was also aimed to conduct an empirical study of teachers' perception of their training programs which is provided to them. As a sample of the study, three hundred teachers were randomly selected from the Federal Government Schools working in the jurisdiction of 31st and 02nd Corps of Pakistan Army. The data was collected by administering a 44 items agree disagree four points Likert type scale. Result of the t-test, and one way ANNOVA show that adequate planning is required by the concerned authorities towards planning and conduct of various activities during the training sessions. For the effective training a handsome amount should be offered to the trainers and trainees as well for achieving better results. It may be concluded from the data that inadequate facilities were provided during the training regarding various aspects of training, no financial benefits were given to the trainees and trainers, teachers after attending the training were frequently felt improvement in using the appropriate teaching strategies, enhancement of professional expertise, and use of new information technology.

Key Words: Teachers' training; Garrisons Schools; Current Practices

INTRODUCTION

Teacher training help enable a teachers to become professional teacher who take the responsibility of their job. Teachers play a key in effecting changes in any educational system (Chandra, 2004). Training and professional enhancement is the central for identifying, modifying, utilizing, and recognizing the professional abilities of teachers. Any individual may not become a good teacher without having definite skills and applications, which are generally taught to pre-service teachers in educational courses at the colleges and universities.

Practical work is essential for those student teachers who will become teachers and needed to be given practical learning environment and opportunities to demonstrate and practice to achieve their teaching skills. Learning for teaching is a constant practice of expression, appraisal, evaluation, analysis and performance (Panda and Tewari, 1997).



In-service training includes all training activities which address the differentiated needs of teachers in schools (including teachers without pre-service training) to improve their knowledge, skills and attitudes for better instructions (Bhaskara, 2001).

In Pakistan, teacher training programmes are also considered the center of attention on the development of teacher's content knowledge and professional skills. There has been a large emphasis on knowledge about curriculum development, teaching strategies, techniques of measurement, educational psychology and methods of evaluation, school administration, effective learning environment, maintenance of discipline, use of instructional technology and theoretical or practical knowledge and skills in the profession of teaching (Shah, 2002).

Pakistani land is under pressure due to various threats of suicide attacks not only on general public but also on the stronger security agencies. Pakistan army is one of the strongest agency which is mostly suffered due to these attacks and most of its resources are being utilized to save its country from the enemy. Hence the educational institutions under the control of this organization are also suffered bitterly. So the performance of these institutions is decreasing day by day due to a cut in the budget provision to these schools.

In cantonments/garrisons of Pakistan, Federal government schools working in various corps of Pakistan Army arrange their teachers training activities under the instructions of Directorate of Education, which is located in GHQ Rawalpindi. The timing and duration is adjusted by the head of various regions of the corps in the vacations. This type of training course is known as Refresher Courses.

History of Federal Government Educational Institutions Cantts / Garrisons

History

Before, 1975, Federal Government Educational Institutions Cantts/Garrisons were under the control of respective Cantonments Boards and were commonly known as Cantonment Board Schools / Colleges.

In 1975, these institutions were nationalized and placed under the control of federal Ministry of Education. In 1977, their administration and management was transferred to the GHQ, Army Education Directorate. In 1981, a separate directorate was established to exclusively manage Federal Government Educational Institutions Cantt / Garrison while the responsibility of providing financial and budget remained with Ministry of Education. In 1992, the responsibility of dealing with financial and administrative matters of the Federal Government Educational Institutions Cantt / Garrison was shifted from the Ministry of Education to the Ministry of Defence. (Government of Pakistan, 2008)

Federal Government Educational Institutions Cantt / Garrison are our invaluable national assets, which are imparting virtually free of cost quality education to hundreds and thousands of wards of armed forces personnel as well as civilian residents of cants. The achievements and contribution of these institutions towards the promotion of quality education in the country can easily be compared with the attainments of the most reputed educational institutions being run by public as well as private organizations. Federal Government Educational Institutions Cantt/Garrison Directorate manage 310 schools and 41 colleges spread all over the country. The Directorate has a dual role i.e. it acts both as a Directorate of Inspector General Training and Evaluation Branch, GHQ, and as an attached civil department of the Ministry of Defence. It has more than 10,000 employees and the number of students in Federal Government Educational Institutions Cantts / Garrisons is approximately 02, 00,000. (Shahid, 2008)

The problem was selected with a view that Pakistan army is involved now a day in defending its country against terrorism. Main resources (man power and finance) are being utilized in its war against some unknown enemy. Furthermore, the school situated in cantonments were not easily approached and hence ignored by the researchers to conduct and evaluate the impact of teacher training programs on teachers' profession. The researchers evaluate the training programs of other schools of the province as being part of provincial education system frequently. The department of education support researchers to conduct research and have feedback to improve the existing situation of the schools. In army area located school like F.G. Schools usually are lacking to have such opportunities and recommendations for their future development. As have been part of the Pakistan Army in the past, the researcher felt a dyer need to include these schools in research activities



and selected the problem to analyse the training activities of F.G.Schools managed by Directorate of Education, GHQ, Rawalpindi, Pakistan.

The users of this study are the policy makers and planners of Federal Government Departments/Agencies (Conducting Teacher’s Training) for development in educational programme formulation and evaluation. This study will help them to plan the training in an effective manner and according to the needs of the teachers. The study will be fruitful for the trainee teachers to implement their knowledge in the class room in an effective manner. The trainers of training will be able to recognize other areas of concern along with the enhancement of trainees’ teaching skills. It will also facilitate the trainers in the development of training programme / curricula, which are not only responsive to the needs of the trainee but also socially and professionally feasible.

Objectives Of The Study

The objectives of the study were following: -

- 1 To review existing system of teachers training programmes of federal government schools in cantonments/garrisons of Pakistan.
- 2 To analyze existing training contents and training procedure.
- 3 To identify training needs of teachers to meet the quality standards.

METHOD

The survey method gathers data from a relatively large number of cases at a particular time (Best and Khan, 2008). So keeping in view the nature of the study which was descriptive, survey was conducted to collect the data.

Population And Sample

300 teachers were considered from 13 Federal Government Schools under control of 31st & 02nd corps of Pakistan Army to analyse the current teachers training of these institutions.

Research Instrument

The questionnaire of 44 items was administered, depended on Likert type scale. The relevant literature has been surveyed extensively. The reliability and validity of the instruments were established through a panel of experts.

Data Analysis

The detail of the summary of data analysis is given in the following format of table.

Table 1 Current Practices of Teachers Training

Item No.	Items	Agree Fr	%	Disagree Fr	%	Total
01	Planning of Training	5940	74	2114	26	8054
02	Significance of Training	2481	76	796	24	3277
03	Contents of training	4252	74	1520	26	5772
04	Training Process	2109	69	958	31	3067
05	Incentives of training	3117	85	533	15	3650
06	Quality of teacher’s trainers	3661	75	1195	25	4856
07	Effects of training on the professional development of teachers	5759	72	2282	28.38	8041
G.Total		27319	74.40	9398	25.60	36717
Paired Sample “t”Test	Agree Mean	390.27	Agree S.D	1507.35	t	7.253
	Disagree Mean	1342.57	Disagree S.D	662.43	df	6
					Sig	.000



As shown in table 1, 74% teachers indicated that the planning is made timely with their consultation but it is inadequate with lack of facilities in the laboratories and training halls. As regard of significance of training 76% teachers stated that although the training plays an important role in students learning but it is considered just a routine activity which made it a useless exercise. According to the trainees views related to the contents of training 74% teachers are agreed that they are trained to use A.V. Aids, latest educational technology, and evaluation techniques in the class rooms but they also stated that some aspects i.e. co curricular activities and child psychology are ignored in the training. Regarding training process 69% teachers are satisfied that they attended the training courses with full devotion because there is no compromise on discipline during the training and authorities take serious actions against their non serious attitude. Eighty five percent teachers gave indication of dissatisfaction in term of financial benefits and revealed that no such benefits have given to them. In view of quality of teachers trainers 75% recorded their agreed response that majority of the trainers as senior administrators having vast training experience, but no clear concept of training. Therefore, competent university teachers are invited to deliver lectures due to shortage of the teacher's trainers in F.G. schools. Seventy two percent respondents are agreed with the effects of training on the professional development on various aspects of teacher's profession. They are satisfied with the training procedure and denied that the training develops negative professional attitude among them. Majority of the teachers after attending the training frequently felt improvement in using the appropriate teaching strategies, enhancement of professional expertise, effective interaction with students, use of new information technology, planning of activities, and friendly behaviour towards students. The significant difference is also present in the current above set of response groups.

CONCLUSIONS

The following conclusions were drawn from the data:

1. Concerned authorities were found deficient in some skills of management. It leads to the conclusion that they maintained the discipline during training but did not have clear concepts of training as selection and arrangement of contents and trainers.
2. Being no promotions on behalf of attending the training and no attractive financial benefits, teachers were disappointed.
3. Teachers felt improvement in using teaching strategies and information technology, enhancement in professional expertise and planning their activities in an effective manner after got training.
4. It was concluded that the teachers had received pre-service training before joining their job. Majority of them had also received in - service training during their job.
5. It was revealed through data analysis that the training received by the teachers had not significantly affected their performance in their practical work.
6. Lack of facilities at training venue, laboratories and halls was found another weak point of concerned administrators which could be attributed to lack of training facilities in these institutions.
7. The trainee teachers found complaining about the training as a routine activity and a useless exercise which showed the ignorance and non serious attitude of concerned officials towards training.
8. Teachers were complaining about the contents selection that although they were trained to use a.v.aids, modern education technology, evaluation techniques, and etc yet these contents did not fulfill their needs and co curricular activities are totally ignored in training.
9. Discipline is strictly observed during the whole process of training and the authorities did not compromised on it in any case. In this regard all the teachers are equally treated on merit.
10. Teachers found complaining about shortage of competent trainers not only at F.G. Schools but also they felt their absence at training centers.
11. Majority of the senior administrators had vast experience of training but they were unable to select the content of training according to the needs of teachers.



RECOMMENDATIONS

In the light of conclusions, the following recommendations are made:

1. The concerned training authorities should be energetic, punctual, honest, cooperative, supportive and creative. They are supposed to be highly educated and skilled with sufficient scientific and latest knowledge and clear concepts about the growing discipline of teachers training.
2. The concerned officials should avoid needless duties and meetings in order to reduce the pressure of the office work. This is necessary for them to devote maximum time to the teachers' training for enhancing professional expertise of trainees.
3. The trainee teachers should be given special incentives and promotions in order to reward their performance in their field and the providence of TA/DA must also be ensured to attend the training.
4. Teachers' trainers should be well trained, with a strong administrative background and well aware of modern techniques of training. Moreover, they must be computer literate and also have sound knowledge of teaching strategies.
5. Fully equipped labs should be maintained at the schools in order to the practical training for the teachers as well as the theoretical training.
6. The training should be made more practical than giving theoretical knowledge to the trainees.
7. After training, the trainee teachers should possess competencies such as entering of the teacher in the classroom, readiness and motivational techniques for learning, democratic environment of the classroom, questioning techniques, awareness about instructional technology, and shift from theoretical to practical.
8. Although the teachers are trained to use various teaching strategies and techniques yet they did not use these techniques in class rooms. So the concerned authorities must ensure that the teachers are using these techniques in class rooms after got training.
9. The material which is provided during the training to the trainees should be relevant, latest which fulfill their needs. The providence of irrelevant material should be avoided.
10. The teachers training institutions are following lecture method. It is recommended to adopt modern and better teacher training methodology like demonstration, discovery or participation methods to attain qualitative improvements in teaching profession.
11. The real success of qualitative improvement in teacher training depends upon the sense of purpose, devotion and commitment of teachers Seminars, lectures, workshops should be frequently arranged to face the challenge.
12. Shortage of teachers' trainers at training centers must be removed. For this purpose a panel of competent teachers' trainers must be inducted at least in every region that will be responsible for the teachers training set up.
13. The administration wing should be separated and the need of establishment of training wings in federal government schools is essential for the professional enhancement of teachers.
14. The results of this study confirm the complaints about teacher training programmes, these programmes need re-evaluation and re-organization immediately to remove the obvious drawbacks.

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