

# In Service Training: A Contributory Factor Influencing Teachers' Performance

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## Abstract

The study was carried out to examine effect of Higher Education Commission's sponsored in-service teacher training on the trainee's concept about good teachers. It was hypothesized that there will be a significant change in perception of the trainees, regarding qualities of a good teacher as a result of in-service teacher training. The sample consisted of 46 female Lecturers and Assistant Professors from University of Peshawar and Frontier Woman University Peshawar. Pre and post test design was used. An open ended questionnaire regarding qualities of a good teacher was administered before and after completion of the said training. Results indicated a significant change in perception of the trainees between pre and post in-service training program. These results can serve as a reference for reform of the teachers, teaching at the post graduate and university level.

**Keywords:** Higher Education Commission, In-Service Teacher Training, Trainee's Qualities of a Good Teacher, Perception of the Trainee

## Introduction

Education is extremely important not only for the success of an individual but for the nation as well. Education is defined as to develop knowledge, skills and character of the students. Its major objective is to make an individual learn about how to level with the society by developing intellect, equipping one's self to deal with the reality of life and by facilitating realization of self-potential and latent talents of an individual. Education encompasses teaching and learning specific skills, positive judgment, well developed wisdom and profoundness (Duquette, 1993). A successful teacher is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his profession (Hanushek, 2004). According to kakkar (2001) the teacher of today is an individual who is not only interested in children's acquired knowledge and skills but also equally involved in his total development.

The thinking pattern of a teacher often affects the level of commitment and achievements. It is an important indicator of the quality teaching and has great impact on teachers and

students' performance. In an ideal teacher, the perception regarding strengths and characteristics deemed necessary which directly indicates the power of one's own teaching and self efficacy. It is therefore, a prerequisite of successful teaching. Hence, improvement in the perception of a teacher regarding teacher's role enhances the quality of teaching. The level at which one evaluates the job requirements also influence one's teaching abilities, organizational efficiency and teaching effectiveness (Haycock, 1998).

The in-service training program for the teachers of the post graduate level tends to increase the qualities possessed by a good teacher which positively affect the performance of a teacher. Harris and Sass (2001) studied effects of the teacher training on the teacher value added. The result showed that training of the teacher was positively associated with productivity in middle and high school maths. The result further revealed that more experienced teachers appeared more effective in teaching elementary and middle school reading.

Samupwa (2008) examined the effects of teacher training on the administrative work and teacher's behavior in the classroom. Result showed significant changes in behavior of the teachers in classroom and on the administrative work. In the modern world, in-service training plays a crucial and pivotal role in improvement of education. To provide quality education, awareness about the role of a teacher is critical and is likely to be measured through different techniques. The numbers of indicators defining good teacher can serve as an indirect measure for evaluating the effects of training program. To meet the institutional needs in terms of skills and knowledge, the roles and capacities of the trainees can be improved through in-service training. Only the trained teachers can set goals for teaching and can organize plans for reaching those goals (Pintrich & Schunk, 2002).

Effective teachers have good strategies for helping student (Bockerts, Pitrich & Zeidner, 2000). Training works as a catalyst which provokes a significant change in a teacher, redefines role, broadens vision and enhances the attributes of a teacher. The in-service teacher training enables the teachers to be more systematic and logical in their teaching style (Kazmi, Pervez, Mumtaz, 2011).

## **Research Methodology**

### **Rational of the Study**

Due to growing need of the public education throughout the world there has been a great emphasis on the students' academic achievement and teachers' pedagogical skills. One important problem related to this issue is teacher training to improve the quality of education and to bring a positive change in perception of the teachers regarding qualities of a good teacher. Keeping in view this issue the present study was designed to examine the effects of Higher Education Commission (HEC)'s sponsored in-service teacher training program on perception of the trainees regarding qualities of a good teacher

### **Hypothesis**

The study follows the following hypotheses:

Hypothesis1: There will be a significant change in perception of the trainees, regarding qualities of a good teacher as a result of in-service teacher training.

**Method****Sample**

The sample consisted of 46 female Lecturers and Assistant Professors from Jinnah College for women, College of Home Economics, and Department of Biotechnology University of Peshawar and Frontier Women University Peshawar. The age range of the sample varied between 25-45 years.

**Instruments****Personal Data Sheet**

It was used to obtain demographic characteristics of the sample such as age, education and service grade. An open ended questionnaire regarding various aspects of a good teacher was used. It was instructed in the questionnaire to please illustrate your perception regarding those qualities which a good teacher should possess. The questions regarding qualities of a good teacher were put into four different categories, namely, personality, knowledge, communication skills and commitment. Responses like, the teacher should have command over his /her subject, the teacher should be knowledgeable were put in the category of knowledge. The teacher should be soft spoken, lenient, having good manners. This type of responses was put in the personality category. Similar procedure was followed for the other two categories. Each response was given one score. Scores of both conditions were added.

**Procedure**

The present study was designed to see the effect of HEC's sponsored in-service training program on perception of the trainees regarding qualities of a good teacher. A 25 days training workshop was arranged by HEC in Frontier Women University Peshawar (FWUP). The major objective of the said training was to bring a qualitative change in perception of the trainees regarding qualities possessed by a good teacher and to enhance the role of the teacher as a whole. As per instructions by HEC, a predetermined training schedule was followed which included six training modules. These modules prepared by the Learning and Innovation Department (LAID) included were, Educational psychology, Curriculum Development, Administrative Planning and Communication Skills, Advanced Teaching Skills, Research Skills and, Educational Measurement and Evaluation. Pre and Posttest design was used. The questions regarding qualities of a good teacher was administered before the commencement of the training and responses in writing were collected. The same question was again asked immediately after the completion of the training. Number of responses collected under both pre and post conditions were put into four different categories, namely, personality, knowledge, communication skills and commitment. Responses like, the teacher should have command over his /her subject, the teacher should be knowledgeable were put in the category of knowledge. The teacher should be soft spoken, lenient, having good manners. This type of responses was put in the personality category. Similar procedure was followed for the other two categories. Each response was given one score. Scores of both conditions were added. In order to see the significance of difference between two conditions *t*-test analysis was carried out.

## Results

Table 1

*Mean, Standard Deviation, and t values between pre and post in-service training results*

In-service training	N	M	SD	t-Values	Sig
Pre	46	4.35	1.449	<b>-7.748</b>	<b>0.000</b>
Post	46	8.96	3.765		

df =44 , \*p< .01

The results in table 1 indicate that there is a significant difference between responses of the trainees' pre and post in services training program. These results suggest that the training brought a significant change in perception of the trainees.

Table 2

*Mean, Standard Deviation and t-values between responses of the trainees' pre and post in service training on Questionnaire*

Qualities	Pre		Post		t-Values	Sig(2-Tailed)
	M	SD	M	SD		
Personality	1.143	(1.186)	3.57	(1.882)	4.317	0.000
Knowledge	0.87	(0.542)	1.70	(1.051)	-4.737	0.000
Communication Skills	1.00	(0.943)	1.96	(0.987)	-1.080	0.283
Commitment Skills	1.04	(1.151)	1.739	(1.191)	-2.811	0.006

df =44 , \*p < .01, p > .05

The results in table 2 show that trainees after the completion of the said training have scored significantly higher on personality, knowledge, and commitment skills than the scores they obtained before commencement of the training. However table also reveals that no significant change was perceived among the trainees on communication skills before and after the training regarding qualities of a good teacher.

## Discussion

Education is essential to bring about a desired change in the social and cultural life of a nation. The person who shapes this whole process of education and plays a vital role in the development of the society is the teacher. It is the teacher who creates interest in students to develop progress and achieve whatever aims they set for themselves. Thus, teaching is a challenging profession. Only those teachers can shoulder this responsibility of the nation

building, who are adequately prepared, well trained and have a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision delivers his /her lecture more effectively as compared to the one who restricts himself/herself in a particular domain. For improving scientific methods and capabilities we need good teachers and for good teachers, effective training is compulsory (Gautmen, 2001).

The present study focused on the impact of the training on the participants' concept about a good teacher. The results revealed a significant difference between the responses of the participants pre and post training and hence support our hypothesis that there will be a significant change in perception of the trainees, regarding qualities of a good teacher as a result of in-service teacher training. Present finding is similar to Johnson and Sloat (2006) that training has effects on behavior of the teachers after conducting training in five phases, namely: information, instructions, guided practices, cording practices and performance. Result showed significant increase in positive behavior of the teachers by end of the course. Bressoux (1996) showed that training significantly improved in students' score mathematics on achievement of the third grade pupils. Angrist and Lavy (2001) examined effect of in-service teachers training on the students' achievement without reducing class size or adding school hours revealed a significant positive effect of this program on the students' test scores. Present finding contradictory to Khattak and Abbasi (2010) that training course was ineffective in terms of the trainees not being able to utilize it mainly due to lack of resources at the workplaces. The study stressed for providing facilities to the trainees for implementation of the training input.

Personality traits are considered to be the strongest factor to affect the students attitude (Hanushek, 2004). The present data also revealed that maximum number of responses given by the participants focused on personality traits which emphasizes that personality is a potent force influencing students.

Communication skills deemed to be another important factor. Results of the present study also highlights the importance of communication skills which is yet another proof that present training enhanced the vision of the participants regarding teacher having command in communication. The weight age ( $M= 1.96$ ) given to the communication skill in the post test results indicates that perception of teachers about communication skills has undergone considerable change as a result of the said training but this change was not found statistically significant. Present study has the support of previous researchers (e.g., Aberti & Emmons, 1995; Everson, Emmer & Worsham, 2003) that Good communication skills are directly needed for the teachers to convey their messages assertively rather than being aggressively or manipulatively. However, in present study the teachers who received training obtained greater mean value after training on communication then before. This indication is similar to Santrock (2006) that managing classroom issues also need command over communication skills and Hanushek (2008) that teachers who have good communication skills are more explanatory tend to students who learn and rate them more positively as compared to teachers who lack these qualities.

The present study has brought a significant change in perception of the teacher about the knowledge category, due to the in-service training. In short the over all scenario of a good teacher has undergone tremendous change because of the said training programme. There is

a strong relationship between students performance and teachers knowledge about subject (Hanushek, 2004). A study conducted by Jahangir (1988) also suggests the importance of teacher intellect for their student.

### **Conclusion**

The imperial evidence in this study suggests that in-service training is effective in improving perception of the trainees. The importance of the teacher training cannot be underestimated. The better a teacher is trained, the better he or she can educate tomorrow's generation of Pakistan.

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