

THE EFFECTIVENESS OF IN SERVICE TRAINING PROGRAMME

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ABSTRACT

In service training plays Vital role in profession development for the head teachers as well as Teachers. The primary objective of this research study was to analyze the effectiveness of in-service training program 2015: Head teachers' perception. The population of this research study was all the primary head teachers of Sindh who had participated in-service training program 2015. The sample of this research study contains the head teachers of district Shaheed Benazirabad who attended this training program. Quantitative research methodology was adopted for this research. Random sampling was used for collection of the data, Effectiveness of the training was the main factor to analyze, in this study the researcher analyzed by taking section i: items of the research were analyzed by taking sum, percentage and mean of items. In section ii research questions were analyzed in relation with items. And in third section chi- square was taken for testing hypothesis with research question. There is significant relationship between in-service training program 2015 and Effectiveness of Head teachers' performance in the light of perception of participant head teachers. The study illustrated & recommended that the quality of education can be enhanced in the schools through professional administrator or a head teacher, the head teacher improve the teaching and learning process by merging the level of competencies with opportunity in service training to manage the schools proceedings specially teaching & learning process and have higher sense of appreciation towards teachers and student.

Keywords: Professional development, in-service training, pedagogical skills

INTRODUCTION

The government of Sindh education and literacy department has felt dire need for the primary school teachers of Sindh for the dynamics trend in the education, because education is the backbone for the amelioration of any society and it is the basic need of every individual. This research study is aimed at analyzing the impact of professional development program on the teachers in the implementing content and skill oriented textbooks 2012 for primary school teachers. In-service training, Professional development course provided by schools is to fulfill required need of the individual in general and special education teachers (Burns, 2007).

It means that aim of education is character building of an individual so that he should differentiate between good and evil and avoid following the evil path. The teacher of these days is a person who is not only concerned in children's collecting information and skills but also regularly involved in his whole improvement. Time to time various philosophers of education have introduced different philosophies of education as idealism, realism, naturalism behaviorisms and pragmatism are all the philosophies of the thinkers of the time. Education encompasses teaching and learning specific skills, positive judgment, well developed wisdom and profoundness (Duquette, 1993). The Textbooks 2012 reflects child as a center of activity, the new text books which are published in 2014 and 2015 are totally

based on activity so it is most important to provide awareness to the teachers from this dynamic situation of education.

The training of teachers is a vital task to equip new and innovative knowledge to the learners the pillars of the future generation. Trained teachers have positive effect on the student learning outcomes and achievements. Moon, Mayes and Hutchinson (2004) found that training have strength in understanding others. Trained Teachers can use their ability to impact and influence the pupil to perform. They know dynamic and innovative strategies and teaching styles.it showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. The stack holders of this training program are: i) Bureau of Curriculum and Extension Wing Sindh Jamshoro (BOC), ii) Provincial Institute of Teachers Education (PITE) Sindh, iii) Reform Support Unit (RSU), iv) Sindh Text Book Board Jamshoro (STBB), v) Sindh Teachers Education Development Authority (STEDA).

The plan was to train twenty four thousand primary teachers of whole Sindh and five hundred Head teachers of district Shaheed Benazir Abad Who participated in the training program 2015 during four phases.

RESEARCH OBJECTIVES

This research study aims at exploring the course participant's perception about effectiveness of the in service training program 2015 their improved pedagogy aligned withthe implementation of new textbook 2012.

1. To explore the perceptions of trained head teachers effectiveness of in service training program 2015 for implementation textbook 2012.
2. To study the improvement in the head teaching process aligned with the training program 2015 "implementation textbook 2012.
3. To analyze the level of improved pedagogical practice after cascading the training program 2015 "implementation textbook 2012.
4. Analyze the variety of strategies were adopted during training program by the facilitators to achieve objectives?

HYPOTHESIS

Hypothesis1(H₀) : There will be no significant positive change in the perception of trainee head teachers as a result of head teachers training program 2015.

Alternate Hypothesis2 (H₁):-There will be a positive significant change in the perception of the head teachers because of head teacher's in-service training program 2015.

The study follows the following basic hypotheses:-

Research Hypothesis: There will be no significant positive change in the perception of trainee head teachers as a result of head teachers training program 2015.

Alternate Hypothesis:-There will be a positive significant change in the perception of the head teachers because of head teacher's in-service training program 2015.

LITERATURE REVIEW

The literature about the training developed the conceptual and theoretical framework of the study by discussing its main themes in the light of current literature. The main themes of the study are effectiveness of professional development, in-service training, effective teaching

process head teachers perception and pedagogical skills its impact & implementation of textbook 2012. Professional development is concerned with the holistic development that enhance knowledge, skills and attitude of the teacher enable to teach very effectively, and it enhance teaching performance and competencies. In the designing strategies for learning is practice in the professional practice institutions, the challenge is to make assessable the knowledge of expert, who practices in special field. Professional development aimed at enhancing the professional status of educators through capacity building. These programs create effective and continuous professional upgrading opportunities for educators to build content competence, creative approach, methodological expertise and administrative qualities. Professional capacities ensuring access to relevant effective multimedia materials and resources to improve classroom-teaching practices. In a research, study by Gray (2005) majority of the head teacher's professional development for them had a little concern for the schools, so they consider it as a time and energy consuming. In understanding certain points about teacher education and training, various features considered essential. Training related to construct particular teaching strategies about lesson planning or teaching an individual. On the other hand, Development is a continuous process depending on the individual teacher. Teacher Training fulfils definite basic requirements such as, to assist an individual to command over the degree of confidence in what way the teacher wants to achieve. However, development is concerned over a broader sense a long-term achievement of a teacher to acquire knowledge and new strategies, to achieve new techniques and innovative thoughts and so, to remove professional weaknesses and all other feelings that one has expressed prior to the training. (Freeman, 1982). (Kaplan, 2004). It is noted that the challenges for teachers professional development are to provide learning area for the teachers to enhance their skills, widen their understanding and ongoing develop instructional approaches that support teaching and learning environment. (Walker, 2010). Teacher's basic requirements and needs have not considered, enough awareness provided to them about such courses.(Yan, 2005).

In-service teacher education is defines as the collective behavior and practices commonly fall under the umbrella of skilled enhancement. The continuous training of teachers is necessary task, no any reform is acceptable without ongoing training that makes teachers capable of facing challenges that come in their way of profession life, so that effectively promote and assist his students. It is an attempt to integrate the process of teacher training and re-training that complete process comes under the concept of teacher's skill attainment or professional development. These are collective attempt to enhance the concert of the teachers working in an institution to put into practice a particular improvement in a course.(Sapp, 1996). The in-service education and training of teachers generally abbreviated as (INSET), it is a planning of combined efforts to taken to replenish the teachers of primary, elementary and secondary and even at all level. In- service education is to improve the educational skills in such a way to provide knowledge and to equip the future generation successfully.

RESEARCH METHODOLOGY

The research design of the study was categorized as quantitative by method and descriptive by purpose. Quantitative research is the systematic empirical investigation of observable phenomena via statistical and computational techniques. Quantitative data is any data that is in numerical form such as statistics, percentages, etc. The researcher analyzes the data with the help of statistics. The researcher is hoping the numbers give an unbiased result that can be generalized to some larger population.

The population consist of 42900 primary school in the province of Sindh (REF) so total 42900 (only one teacher consider head teacher from each school) head teacher are working in this school but 24000 primary head teachers form the school have been selected by the

government the of Sindh for this in-service training 2015 program keeping in view this the population of this study was twenty four thousand primary head teachers of Sindh those who participated in in-service training program 2015.

The population of this study was 24000 primary head teachers who were participated in this service program 2015 this is the huge population so researcher selected Shaheed Benazirabad as target population which was 500. So out of this population 50 % of the head teachers were selected with the help of convenient random sampling.

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population (Orodho, 2005).

The instruments used in this study was a five point Likert scale questionnaire ranging from (1= strongly disagree, 2= disagree, 3=Disagree.4=Agree and, 5 =strongly agree) for the trainee head teachers in order to get perception from them about in-service training program 2015, their perception and effectiveness was examined. Keeping in view the research questions the item of tool was finalized.

The data collected by administrating a close ended questionnaire to the trainee head teachers. The questionnaire was distributed by the researcher himself in order to get perfect results. The researcher personally visited the schools whose head teachers had participated in service training program 2015. The researcher explained questionnaire. Enough time was given to the head teachers to understand and to fill the questionnaire so as to consider their responses valuable.

The researcher visited primary schools of district Shaheed Benazirabad with a view to determining the effectiveness of the in-service training program 2015, and the perception of trained head teachers about it." perceptions regarding effectiveness their in-service training program.

The collected data were categorized and analyzed in sum, percentage and mean of the items. The analysis was completed in three steps and each step was nominated as section so there are three sections of data analysis.

The first section was to analyze the number of items to calculate, sum, percentage from the questionnaires. The process of analyzing the data was adopted in collecting responses according to ascending numbers their sum total percentage and mean was calculated and graph was also plotted accordingly to show percentage of the result. In section ii was the analysis of research questions as related to the items, every research question and its related items was analyzed. In the section iii chi-square was taken to accept or reject the hypothesis.

DATA ANALYSIS

Table 1. Testing of hypothesis by chi-square

Options	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL
Fe	325	393	554	2970	3355	7597
Fo	250	250	250	250	250	
(fe-fo)	75	143	304	2720	3150	
(fe-fo)	5625	20449	92416	7398400	9780750	
$\frac{(fe-fo)}{Fe}$	17.3	52.03	166.81	2491	2915.2	5642.4

Level of significance = 0.05 **p= BY using chi-square, Decision Rule = Reject Null Hypothesis if calculated Value is greater than table value, Result; 5642.4.

Decision Rule = Reject Null Hypothesis if calculated Value is greater than table value, keeping in view the above table calculated value is greater than the table value. So as per decision, rule Null Hypothesis has rejected. It may be concluded that there is significant relationship between in-service training / professional development and Effectiveness of Head teacher's performance.

FINDINGS OF THE STUDY

According to the statistical result of the testing of hypothesis by chi-square, the null hypothesis rejected, there is significant relationship between in-service training / professional development and Effectiveness of Head teacher's performance.

As per findings of this research study reveals that in-service-training program is essential for the teachers to cope with the challenging and emerging situations arise time to time. The results of this study revealed that a significant influence of in-service training on head teachers' attitude towards, the result of these findings is highly correspondents with resembles to the findings of Udey (2002), Nakpodiya (2008) and Akin bode (1996). These researchers disclosed that in-service training for the head teachers as well as teacher's continuous process for up-dating teachers' knowledge, skills and attitudes in their chosen profession.

The findings of study agrees with Jibowo (2004) who earlier explained that in-serve training helped teachers to be abreast with existing development and trend in classroom instruction and this led to job effectiveness and after motivation on the job. On the other hand, the head teachers who not provided such opportunity lag behind in their professional life.

The findings of the study were as per perception of head teachers the approaches which were use during in-service training program were helpful to enhance their academic performance not only this but also the training was useful for the enhancement of pedagogical practices which helped to implement textbook 2012 . As for proceeding of training program is concern head teachers have positive perception and replied the facilitators shared useful practices regarding effective implementation of new text book 2012 in the classroom. All the facilitators adopted variety of strategies during training for the achievement of training objectives.

The general findings of the study were, attitude of teachers regarding professional development is positive as per the views of the head teachers, and the program content reflected the needs of the head teachers.

CONCLUSION

General recommendation is that the quality of education should enhanced in the school through professionally developed administrators as head teacher. The head teachers improve the teaching and learning process by uplifting the level of competencies with the help of in-service training program that help them to manage the schools properly. They should have higher sense of appreciation towards teachers and their students to bring up their morale and rate of participation as well as rate of retention. It is argued that our system of education is centralized, the authorities change, arrange its curriculum as well as schedules of study and they, imposed to perform, usually carry modifications. As a matter of fact, there is no concerned about head teachers and teachers, so it is suggested that realizing the reality, teachers and head teachers be involved in making modifications, they be the part of system.

RECOMMENDATIONS

The Specific recommendations emerged from the analysis of the findings of this research study are portrayed as under:

1. The head teacher should acquire new trends and innovative ideas through professional development; therefore, it recommended that the authorities should organize regular and systematic in-service training courses for the head teachers so that they might be aware from new and modern techniques of teaching, learning and administrative grounds of the school.
2. The professional development should be in form of training courses, seminars, conferences, workshops and short term as well as long term in-service training program because professional developer update, motivate and enhance head teachers' teaching and administrative skills.
3. Trained head teachers must create healthy environment and promote learning atmosphere to promote institutes development by focusing on students learning outcomes.
4. A trained Head teacher can play vital role in developing and promoting teacher's attitude and ongoing professional development of their staff, share their leadership skills with their teachers to enhance overall efficiency of the institute.
5. It is highly recommended that the school summer vacation should purposefully utilized for professional development, refresher courses and leadership skill development programs every year to enhance pedagogical practices.
6. The senior practicing classroom teachers must be involved in the planning and implementation of such programs because they are directly in touch with the learners and properly aware of their teaching and learning needs.
7. Teaching is a profession, for the development of in-service training computer skill be considered as a necessary part to get awareness from the emergent trends and innovative ideas though teacher education.

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