

## ROLE OF GOVERNMENT TRAINING INSTITUTES IN THE PROFESSIONAL DEVELOPMENT OF PRIMARY TEACHERS OF BALOCHISTAN

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### ABSTRACT

*The study was conducted to investigate the status of Government Teacher Training Institutes, teachers trained from these institutes and implementation of taught strategies at the classroom level.*

*For this purpose only those government training institutes of Balochistan were focused which provide in-service teacher trainings and primary teachers of Quetta and Pishin districts were constituted the population of the study. The total sample size thus analyzed was 240. The data analysis helped the researcher to conclude that improper procedures of selecting trainee teachers, unequal opportunities for training, influence of pressure groups and political figures, lack of monitoring and evaluation of training programs, improper planning of trainings are the obstruction that hamper efficiency level of teacher education institutes and training programs. This study also recommends some suggestions to policy makers and stake holders for better performance of teacher training institutes and improvement in existing teacher training programs.*

**Keywords:** Professional Development, Student's Learning Outcomes, Quality Teacher Education

### INTRODUCTION

Teachers are the most important part of an educational hierarchy, as they are not only the builders of students' personality, but a source through which knowledge is transferred in a magnanimous way.

Education is said to be one of the fundamental factor which contribution is foremost in the progress of a country and the prosperity of the masses. Awareness is promoted among people by making them able to 'read' the world (Frier, 1987), and creates and mobilizes domestic resources (Adeeb, 2008), leading to higher-order social and economic progress.

Education is said to be a strong catalyzing agent, which provides moral, physical, ideological and mental development to individuals of a society, in order to make them able to have complete knowledge of their objectives, of their ambition in life and to make them able to achieve their aims. Education is a source of the moral development and the meeting the basic needs of society members. According to Islamic thoughts, education is the only agent for bringing positive change in of individual's attitudes in accordance with the value of honorableness helping them to build a sound Islamic society (Govt. of Pakistan, 1998).

Education lines on the top precedence among fundamental rights of the people under the constitution of Pakistan whereby the lawful undertaking of the government recognizes the conditions of access to education to every citizen. The rampant educational system of the

country consists of various levels such as primary, middle secondary, higher secondary, college and university (Farooq, 1993).

In order to develop a complete and an active personality of the individuals, education is a significant and single agent. One of the foremost educational functions is to make an individual able for adjustment according to the society in which he survives and adopt characteristics of that society. Changes in habits, behavior, feeling and thoughts of the individuals can be brought by education; these changes enable the individuals to be capable of all competencies for adjustment in the society (Quina, 1989).

Pakistan is combating a lot of difficulties in the parameters of education in order to educate its masses, among them the most important issues are, blatant and shameless inequality of general and vocational education, continuously degradation in the educational standards, inappropriate use of material and human resources on large scale, the low quality of education as compare to international standards, ill-managed and ineffective system of education. A question rises here that "what is the basic reason of such big problem?" The answer of this question might be that there is no appropriate and authentic system for evaluation of the abilities, competencies, and capacities of the students. Students in a large number are entered into different disciplines without any prior guidance or having aptitude or capability and get failed to do justice with their choices. Resultantly we suffer from wastage of best minds, precious time and financial resources (Hashmi, 2000).

National development process of a country depends upon the quality of education system it adopted. It would be rightly to say that a nation cannot progress without a profound system of education and no system of education can rise above its teachers.

Every educational system depends upon competent teachers. Competent teachers cannot be replaced with any other kind of teaching material. A teacher is more than what is commonly talked about. The professional responsibilities of teachers have many other aspects (Deen, 2000)

Teachers are said to be the central point of the whole educational process. Teachers having a clear vision and understanding of how to put relevant theory into practice are able to develop and initiate appropriate operational methods in their professional educational atmosphere. Teachers are also responsible for rebuilding the attitudes and social behaviors of the individuals (Aggarwal, 2010).

In this modern era, importance of teachers has acquired new aspects. They have to impart not only subject matter to the students but also facilitate them in use of knowledge for developing the competencies and abilities and talents with which they are born. If it is wished to bring a conducive change, to upgrade the standard of education, it is imperative to recruit teachers who not only have proficiency in their subjects, but also have required a positive attitude towards education and children.

The characteristics and responsibilities of teachers seem particularly significant now as, with professional competencies and a clear vision and understanding of the world, they can produce 'sophisticated' and 'cultured' individuals in this modern age of global competition (Rao, 2004). Teachers are the most significant element in the education process. The National Education Policy (1998 - 2010) of Pakistan recognizes the contribution of teachers by considering them the most important and influential element in implementing all educational modification at the grassroots level (Government Of Pakistan, 1998).

According to Satijia though essential infrastructure and competent teachers are basic requirements to progress the quality of secondary education, yet it cannot be said with assurance by making them accessible (Satijia, 1998).

The value of education can only be enhanced when curriculum, textbooks and teachers are managed effectively. These are certainly noteworthy speculation to the up gradation of quality of education, yet the deliverance takes up a far more considerable place to make these reserves meet the desired outcomes. In actuality, except the established management and deliverance scheme apply a drastic change to go well with the necessities of the speedily changed secondary education, as also to meet the challenge of insufficiency of assets, it appears to be slight optimism of increasing the quality of secondary education. According to the constitution of Pakistan a good excellence education system based on the stipulation and efficiently use of, instructional plans premeditated to persuade self-determining thinking, skilled, provoked, competent teachers, suitable, well intended curriculum, useful learning materials together with, but not limited to, textbooks, a suitable, well administrative learning environment and a relevant and trustworthy examination system and a well accumulative library as well.

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It is therefore, need of the hour to study critically that our training institutes are capable to train the teachers according to the emerging trends globally. Are these training institutes playing their role according to their job descriptions assigned for which these were established? The present study would be an effort to explore all possible options to enhance performance of the training institutes so that they would emerge as a hub of information and impart appropriate teaching techniques that help the scholars to absorb maximum knowledge. Additionally, effort will be made to acquire answers for all possible options to enhance training skills. With an advent of new era, the educational trends are changing day by day. New specialized trends are emerging in every field and same is case with education. It's now time to plan for effective roles and responsibilities of the teachers. Now teacher is not just confined as a tutor but is a facilitator. Its role is now distinguished as to assist the students and to provide an enabling environment in which a scholar's maximum potentials can be exploited. This is possible when teachers are prepared keeping in view the current requirements.

### **Government Teacher Training Institutes in Balochistan**

There are two main Government teacher training institutes in Baluchistan these are (1) Bureau of Curriculum and Extension Centre (BC&EC) and (2) Provincial Institute for Teacher Education (PITE). Bureau of Curriculum and Extension Centre was established in 1976 with the aim to review National Curriculum and provide feedback to federal government. This activity was carried out through the team of experts from different subject areas. This institute was also responsible to provide pre-service teacher training to primary and middle school teachers in the form of PTC and CT respectively through elementary colleges which are still under the direct supervision of BC&EC. Now there are 16 elementary colleges (male and female) throughout Balochistan. Along with pre-service trainings BC&EC has been conducting short -term refresher courses for in-service teachers from time to time.

The basic purpose of these refresher courses was to overcome the problems which teachers usually face during their teaching learning process. These refresher courses were need based and mostly focused only the content areas. Duration of these courses was 15 days maximum. Selection of teachers for these in-service training programs were mostly done by the higher educational authorities such as Directors of Schools or some times by the head teachers which resulted repetition of same teachers again and again and many teachers could not get a single opportunity to get benefit from these training programs. Later on in 1996 Provincial Institute for Teacher Education (PITE) was established with the assistance of Asian Development Bank (ADB) having the mission to improve the quality of education through amelioration of teacher education and to enhance the access for the neglected rural and female population by way of increasing the space and use of multitude training Techniques. Main objectives of PITE were:

1. To enhance the Quality of Education through In-Service Teacher Professional Development.
2. To work in the in the sphere of material development for the professional development program of teachers.
3. To carry out research activities in the field of education in the provinces to enhance the quality of practices.

PITE Balochistan was equipped with all those Physical and Human resources which were necessary for accomplishment of these objectives. Moreover, PITE was also provided with the services of 36 Training out Post Tutors who work at TO centers situated in the remote areas of the province. The purpose of these centers is to serve as satellites of PITE and extend in-service teacher education services to the teachers of these remote districts for enhancing quality of education. Each Training Outpost Centre has three Training Outpost Tutors (TOTs) to carryout professional development activities. It also has two classrooms set-up in a big school of the district for the training purposes. The contact person for these TOTs is the director PITE, Quetta. Each center has two rooms and has been provided with needed furniture etc. for professional development purposes. At present some of these TO centers are not functional .The 12 TOT (male and female) centers are located in the following districts as shown in the table 1 (Directory of Teacher education / Training Institutes in Balochistan 2009) .

**Table 1. TOT (Male and Female) Centers**

<i>S. No.</i>	<i>Female TO Centers</i>	<i>Male TO Centers</i>
1	Govt. Girls H/S Pring abad, Mastung	Govt. High School Barkhan
2	Govt. Girls H/S Hub	Govt. High School Dera Bugti
3	Govt. Girls H/S Loralai	Govt. High School Killi Sheikhan Zhob
4	Govt. Girls H/S Chaman	Govt. High School Muslim Bagh
5	Govt. Girls H/S Dera Bugti	Govt. High School Pasni
6	Govt. Girls H/S Dera Murad Jamali	Govt. High School Gwadar

Before 2008, PITE Baluchistan has been working under the supervision of Director BOC& EC but onwards it was announced as an autonomous body directly working under the Secretary of Education and the only institution responsible for in-service teacher training programs. Since then, PITE is providing in-service teacher training for the professional

development of teachers (all levels) and administrators. In the beginning, PITE has lounged two pilot programs of F.Ed (Diploma in Education, 10+3, 12+1½) and B.Ed (Sc) of duration 09 months respectively as shown in the table 2.

**Table 2. Programs Lounged By PITE**

<i>S.No.</i>	<i>Period</i>	<i>Program</i>	<i>Duration</i>	<i>No. of Participants</i>
1	1999- 2002	F.Ed	10+3 years	38
2	2002- 2003	Dip in Edu.	12+1½ years	35
3	2003- 2004	Bs.Ed	09 months	30

PITE also lounged number of trainings of Middle Education Project in 2003 in the areas of English, Urdu, General Science, Mathematics, Social Studies and pedagogy. PITE as a teacher training Institute got an honor to run professional development program of Second Science Education Project (SEC) in the period of 2003-2004.

PITE has been working with different international and national Non Governmental Organizations for the uplift of teacher education standard since its establishment. These donor agencies provided financial support for improvement of content and pedagogy of in-service teachers of all level and technical input was provided by PITE and BoC&EC. These national and international donor organizations are UNICEF, UNESCO, CIDA, Save the Children, Edlinks, Balochistan Education Foundation (BEF), ESRA and WESS. Among these donor organizations, UNICEF is working in seven focused districts of Balochistan, UNESCO in RAHA districts, Canadian Development Agency (CIDA) almost covered all districts of Balochistan, Save the Children, WESS and Edlinks worked in focused districts, and ESRA in five districts of Baluchistan and Balochistan Education Foundation (BEF) in community schools throughout Baluchistan. Details of teacher training funded by these organizations can be visualized through the following tables (PITE Office Records).

PITE and BC&EC are still working in collaboration to enhance the quality of education through different in-service and pre-service trainings with support of different donors. With the help of USAID education project, Pre-STEP has introduced detailed teachers professional standards to improve the quality of teachers. To achieve its mandate, PITE now in all its training programs focuses these professional standards.

### **RESEARCH STRATEGY**

The strategy of the study is evaluative study/survey research/action research. Its main purpose is to gather detailed information to be used as a basis for judging the effectiveness and accuracy of the study.

The population is the entire set under consideration. Samples are drawn from it. (Colorado State University). In this study, all master trainers, primary teachers of Quetta and Pishin districts of Balochistan were chosen as population. A good sample must present the entire population and must be adequate in magnitude to certify the reliability (Ibid P.76). The samples of 240 of the whole population enclosures of master trainers, primary teachers (80+160) respectively, were chosen randomly, for filling the questionnaire.

Visits of Government Training Institutes were done in the month of October and November, 2012 and meetings with Primary teachers of Quetta and Pishin Districts were conducted in the next month after the visits of training institutes. In these meetings and visits master

trainers and teachers were interviewed by the researcher and Questionnaires were got filled from them.

## **RESEARCH DESIGN**

A set of survey presents perceptions and opinions for the role of government training institutes in the professional development of primary teachers in Baluchistan. The surveyed Performa contained 25 close-ended questions to solicit answers pertaining to the role of government training institutes in the professional development of primary teachers in Baluchistan.

The close-ended questions contain a set of answers or multiple choices to be chosen by the respondent. Qualitative information contained in the questionnaire is described in results.

To arrive at a conclusion and to accomplish the research study, 25 questions were developed for the survey.

## **RESEARCH INSTRUMENT**

Two self reporting instruments were specially designed and used:

- I. Questionnaire
- II. Interview

The reliability of the instruments was estimated through chi-square test. The instrument was first tested for content or face validity to determine if it measures what it was intended to test.

## **DATA COLLECTION PROCEDURE**

### **Questionnaire**

A questionnaire was developed and administered to the samples and calculated personally. So the responses of the questionnaire were 100%. The whole process was monitored by the supervisor.

### **Interviews**

Master trainers, primary teachers which were trained from these institutes were interviewed.

### **Observations**

Personal experience and discussion with the concerned authorities.

### **Secondary Data**

Documents from the Beaurue of Curriculum and PITE, libraries and newspapers.

### **Data analysis**

The data collected from the respondents was then analyzed statically that includes:

- a. Frequency of the respondents.
- b. Percentage of the respondent's number.
- c. Chi-square test.

## **Hypothesis 1**

There is no significant difference in teachers trainings conducted by Government Training Institutes.

## Result

We find that tabulated  $\chi^2 = 9.49$  with  $DF = 4$  at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 319.15$ . Hence, the  $H_0$  is accepted and it is concluded that there is no significant difference in teachers trainings conducted by government teacher training institutes.

## Hypothesis 2

Government Teacher Training Institutes conduct effective teacher trainings.

## Result

We find that tabulated  $\chi^2 = 9.49$  with  $DF = 4$  at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 626.66$ . Hence, the  $H_0$  is accepted and it is concluded that PITE and BOC conduct effective teacher trainings.

## Hypothesis 3

In-service teacher trainings have positive impacts on instructional skills of teachers.

## Result

We find that tabulated  $\chi^2 = 9.49$  with  $DF = 4$  at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 426.66$ . Hence, the  $H_0$  is accepted and it is concluded that In-service teacher trainings have positive impacts on instructional skills of teachers.

## Hypothesis 4

In-service Teacher Trainings develop communication skills.

## Result

We find that tabulated  $\chi^2 = 9.49$  with  $DF = 4$  at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 498.16$ . Hence, the  $H_0$  is accepted and it is concluded that teacher trainings develop communication skills.

## Hypothesis 5

In-service trainings should be according to teacher's need.

## Result

We find that tabulated  $\chi^2 = 9.49$  with  $DF = 4$  at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 322.5$ . Hence, the  $H_0$  is accepted and it is concluded that in-service teacher training should be according to teacher need.

## Hypothesis 6

Lack of resources effects application of learned techniques in the classroom.

## Result

We find that tabulated  $\chi^2 = 9.49$  with  $DF = 4$  at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 564.16$ . Hence, the  $H_0$  is accepted and it is concluded that lack of resources effects application of learned techniques in the classroom.

## Hypothesis 7

In-service training opportunities are equally available to each teacher.

## Result

We find that tabulated  $\chi^2 = 9.49$ s with DF = 4 at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 30.82$ . Hence, the  $H_0$  is accepted and it is concluded that Training opportunities are equally available to each teacher.

### Hypothesis 8

In-service teacher trainings should be well planed and well organized .

### Result

We find that tabulated  $\chi^2 = 9.49$  with DF = 2 at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 960$ . Hence, the  $H_0$  is accepted and it is concluded that in-service trainings should be well planed and well organized trainings.

### Hypothesis 9

In-service trainings increase desired students learning outcomes.

### Result

We find that tabulated  $\chi^2 = 9.49$  with DF = 4 at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 510$ . Hence, the  $H_0$  is accepted and it is concluded that in-service trainings increases desired students learning outcomes.

### Hypothesis 10

In-service trainings help to identify where more improvements are needed.

### Result

We find that tabulated  $\chi^2 = 9.49$  with DF = 4 at  $\alpha = 0.05$  is lesser than the computed  $\chi^2 = 476.66$ . Hence, the  $H_0$  is accepted and it is concluded that in-service trainings help to identify where more improvements are needed.

## FINDINGS

The findings of the study are compiled on the basis of the responses collected from the Master Trainers/ Resource person and Primary Teachers. Majority of the responses of both the master trainers and the primary school teachers were similar which were as follows:

1. All government training institutes conduct effective trainings.
2. Teachers' in-service training has a positive impact on the instructional skills of the teachers.
3. Effective communication skills of the teachers can also be developed through the teachers trainings.
4. Equal teachers training opportunities are not available to all teachers.
5. Well planned and organized trainings impact positively.
6. Training designs was suggested to be in such a way that may transfer large amount of information in short time.
7. Teachers' trainings have to focus the content.
8. Friendly and cooperative environment of the training was recommended.
9. Desired level of the students can be increased through the trainings.
10. Training also helps the teachers to identify the areas of improvement.
11. One of the main reasons which effect the implementation of the learned techniques in the classroom is the lack of the resources in the schools.

12. Resource utilization planning inappropriateness increases hindrances in achieving the learning outcomes.
13. Appropriate instructional materials regarding the training needs are strongly recommended.
14. Better understanding of the topics in a course might be given through the training designs.
15. Contextual based use of training materials was suggested.
16. Need based training opportunities to be given to the teachers.
17. It was strongly recommended that the selection of the teachers through the educational authorities for the trainings may be done on the basis of merit and need.
18. Internal interferences by the department in the selection of teachers for trainings reduce effectiveness of the trainings objectives.
19. On the job support is necessary for the teachers after training.
20. Majority of the trainees after the trainings do not apply their learning in their classrooms.
21. Proper and continuous follow-up is strongly recommended for the purpose of effective implementation of learning.
22. Diagnostic research for the effective implementation of the trainings in the classrooms was suggested.

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