

# **COMPARISON OF IN-SERVICE TEACHER TRAINING PROGRAMME AT UNIVERSITY OF PESHAWAR (UOP) AND GOMAL UNIVERSITY (GU) D.I.KHAN**

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## **ABSTRACT**

*The purpose of the study is to compare the program of in-service teacher training at University of Peshawar (UOP) and Gomal University (GU), D.I.Khan. The research was carried using quantitative research methods. In-service training activities were investigated through questionnaire. On the basis of the findings of the study, suggestions are made about the in-service training program at both the universities. The study indicated that in-service training program is based upon likes and dislikes.*

**Keywords:** *In-service teacher training, Quantitative research, Likes/dislikes*

## **INTRODUCTION**

Teachers play very important role in over-all development of the students. Therefore teacher's qualifications, competencies, professional development and character are always given importance. According to Iqbal (1996) the quality of education mainly depends upon the quality of the teachers. To produce better quality of teaching teachers may be provided trainings. As Epstein (1993) stated that systematic training of teachers can produce the quality of education, and it is also necessary for the professional development of the teachers. Barnes (1993) described that teacher training have lasting benefits for students. In-service teacher training is the essential part of teaching profession. According to Sheikh (1998), training for teachers provides them knowledge, new skills and modify their personalities. Bansal (2007) mentioned that teachers cannot be expected to do all things without proper training, because in this way they get new ideas, information and skills. Teacher education in Pakistan has also great significance. According to the education Policy (1972-80) teacher education and assessment of teacher's need are essential part for the professional development of the teachers.

## **LITERATURE REVIEW**

### **In-service Teacher training**

In –Service training for teachers has many advantages. Locke (1984) described that in-service training is an effective method for new skills, increasing knowledge and to promote positive beliefs of teachers. According to Perron (1991), “a variety of activities and practices in in which teachers become involved in order to broaden their knowledge

improve their skills and assess and develop their professional approach” is called in-service training. Sapp (1996) stated that in-service training is a systematic effort to enhance the performance of the teachers. It is also helpful for professional development. In this regard Saiti (2006) explained that in-Service training for teachers is a key factor in promoting the professional development of teachers and helpful for increasing their knowledge. A teacher can live successful life by doing his job honestly. According to Freeman (1982) with the help of in-service training a teacher can do better job and achieve personal and professional growth. In this way teachers get confidence in their teaching. Bezzina (2006) said that in-service training not only enhances professional development of the teachers, but also increases their skills and knowledge. In this way teachers are made enable to teach more effectively.

### **Training Approaches**

Rama, Etling and Bowen (1993), stated that basically there are following three approaches to training;

- The Traditional Approach: It includes the objectives, contests, teaching strategies, lesson plans, assignments, motivation and evaluation. Main focus in this approach is the involvement of training staff.
- The Experiential Approach: In experiential approach trainers and learners both actively participate. Trainers and learners together set objectives. In this approach trainers work as facilitators.
- The Performance-Based Approach: This approach is related to specific goals. Emphasis is given on acquiring specific observable skills for a task. Therefore it is mostly task or skill- centered approach.

### **Types of Training**

Basically, there are two types of training; pre-service training and in-service training.

- Pre-Service training: With the help of this training individuals are made ready to enter a certain kind of professional job. According to Bahal (1992) pre-service training is more academic in nature and quite useful for further job.
- In-Service Training: In-service training is helpful for the purpose of improving the performance of a person holding a job with responsibilities. It is also called a process of staff-development. In this regard Malone (1984) stated that in-service training is useful to gain knowledge and mastery of techniques. He further explained that in-service training may be divided into five different types; i. Induction or orientation training ii. Foundation training iii. On the job training iv. Refresher or maintenance training v. Career development training.

- Phases of training: According to Yan (2003) there are three phases of training process: planning, implementation and evaluation.
- Planning Phase: Planning Phase is very important for training. It includes training needs, identification and curriculum development. A training program has a good chance for success, when its training strategies are carefully selected.
- Implementation Phase: After planning phase of a training, implementation phase comes, which is very important? In this phase trainer activates the training plan. In other words it is the process of putting a training program into operation.
- Evaluation Phase: Evaluation is always important for any kind of program. Evaluation phase of training checks the relevance, effectiveness and impact of training in the light of set objectives. According to Raab (1987), evaluation is “a systematic process of collecting information for and about a training activity which can then be used for guiding, decision making and for assessing the relevance and effectiveness of various training components”.

### **Objectives of the study**

Following were some important objectives of the study.

- To know about the professional development of the teacher.
- To investigate about the continuous improvement of the teachers.
- To eliminate the deficiencies in the background preparation of the teachers.

### **METHODOLOGY OF THE STUDY**

The research study was descriptive in nature. Quantitative research method was adopted for precise and accurate measurement.

#### **Population**

The population of the study (teachers) was taken from two universities; university of Peshawar and Gomal University D.I.Khan. Teachers of both the universities;

(UOP = 557 and GU = 312)

#### **Sample**

Random sampling technique was applied and its size was taken according to Gay,L.R.(2004);

Number of teachers = 269 (30.95%)

#### **Development of Research Tool**

For the purpose of data collection, a structured questionnaire based on five points Likert scale was administered to teachers.

## ANALYSIS OF DATA

The collected data was statistically analyzed and interpreted. For precise and accurate results mean percentage and test were applied.

**Table No. 1**

Opinion about provision of in-service training to teachers

S.No	Statement	Levels	University of Peshawar			Gomal University			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
1	In-service training facility is provided to teachers.	SA	34	23.13	2.86	20	20.20	3.02	0.859
		A	26	17.69		20	20.20		
		UNC	9	6.12		10	10.10		
		DA	41	27.89		40	40.41		
		SDA	37	25.17		9	9.09		

Table 1 proves that 40.82% respondents of UOP were agreed that in service training facility is provided to teachers. 6.12% were uncertain and 53.06% were disagreed. Where as 40.40% respondents of Gomal University were agreed, 10.10% were suspicious about the statement and 49.50% disagreed. The mean scores of University of Peshawar and Gomal University were 2.86 and 3.02 respectively while the value of t-test was 0.859.

**Table No. 2**

Opinion about provision of long term training to teachers

S.No	Statement	Levels	University of Peshawar			Gomal University			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
2	Long term training is provided to teachers on merit.	SA	34	23.13	3.46	40	40.41	3.78	-1.797
		A	61	41.50		30	30.30		
		UNC	11	7.48		5	5.05		
		DA	21	14.29		15	15.15		
		SDA	20	13.60		9	9.09		

Table 2 confirms that 64.63% respondent of University of Peshawar were agreed that long term training is provided to teachers on merit. 7.48% were uncertain while 27.89% disagreed. As regard to Gomal University 70.71% respondents were agreed with the

statement, 5.05% undecided and 24.24% disagreed. The mean score of University of Peshawar was 3.46 and Gomal University 3.78, whereas the value of t-test was -1.797.

**Table No. 3**

Opinion about likes/dislike regarding In-service training program

S.No	Statement	Levels	University of Peshawar			Gomal University			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
3	In-service training program is based on likes/dislikes.	SA	40	27.21	3.72	30	30.30	3.71	0.090
		A	60	40.82		40	40.41		
		UNC	20	13.61		10	10.10		
		DA	20	13.61		8	8.08		
		SDA	7	4.75		11	11.11		

Table 3 explains that 68.03% respondents of University of Peshawar were agreed that in-service training programme is based on likes/dislikes. 13.61% were uncertain while 18.36% disagreed. Whereas 70.71% respondents of Gomal University were also agreed with the statement, 10.10% undecided and 19.19% were disagreed. The mean score of University of Peshawar was 3.72 and Gomal University 3.71, whereas the value of t-test was 0.090.

**Table No. 4**

Opinion about in-service training program at par according to the international standards

S.No	Statement	Levels	University of Peshawar			Gomal University			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
4	In-service training program is at par according to the international standards.	SA	42	28.57	3.67	40	40.40	4.07	-2.662
		A	58	39.46		40	40.40		
		UNC	15	10.20		8	8.08		
		DA	20	13.61		8	8.08		
		SDA	12	8.16		3	3.04		

Table 4 proves that 64.63% respondents of University of Peshawar were agreed that In-service training program is at par according to the international standards. 10.20% were uncertain and 21.77% disagreed. As regard to Gomal University 80.80% respondents were agreed with the statement, 8.08% uncertain and 11.12% were disagreed. The mean score of University of Peshawar was 3.67 and Gomal University 4.07, while the value of t-test was -2.662.

## FINDINGS

Following are some important findings;

- Majority of respondents of UOP (53.06%) and GU (49.50%) did not agree with the statement that in service training facility is provided to teachers. The mean scores of University of Peshawar and Gomal University were 2.86 and 3.02 respectively while the value of t-test was 0.859. (Table 1)
- 64.63% respondent of UOP and 70.71% respondents of GU admitted that long term training is provided to teachers on merit. . The mean score of University of Peshawar was 3.46 and Gomal University 3.78, whereas the value of t-test was - 1.797. (Table 2)
- 68.03% respondents of University of Peshawar and 70.71% respondents of Gomal University were agreed that in-service training programme is based on likes/dislikes. The mean score of University of Peshawar was 3.72 and Gomal University 3.71, whereas the value of t-test was 0.090. (Table 3)
- 64.63% respondents of University of Peshawar and 80.80% respondents of Gomal University were agreed that In-service training programme is at par according to the international standards. The mean score of University of Peshawar was 3.67 and Gomal University 4.07, while the value of t-test was - 2.662. (Table 4)

## RECOMMENDATIONS

Following are some important recommendations.

- In-service training facility should be provided to all teachers on merit.
- Likes and dislikes should be discouraged regarding in-service training program.
- All kind of facilities should be provided during in-service training program.

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