# EVALUATION OF IN-SERVICE TEACHER TRAINING PROGRAMME OFFERED TO UNIVERSITY TEACHERS IN THE STAFF TRAINING INSTITUTE, UNIVERSITY OF PESHAWAR, NWFP, PAKISTAN

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## ABSTRACT
The history of higher education shows that formal training for university teachers was not considered essential. From time to time some of the quarters voiced for the need of In-Service Training for University teachers. It was first forwarded in National Education Policy, 1979 and was materialized in the shape of establishment of an "Academy of Higher Education" under the auspicious of University Grants Commission (U.G.C). Peshawar University took the lead and established an In-Service Teacher Training Unit (ISTTU) on its premises for the newly recruited teachers in 1985. Later on, it was renamed as "Staff Training Institute" (S.T.I). The objectives of the study were to evaluate the effectiveness of In-Service Training programme availed by university teachers in the Staff Training Institute (S.T.I), University of Peshawar since its inception (1985), in term of raising the professional competence of teachers, to identify deficiencies and weaknesses of the programme and to put forward suggestions for improvement of the programme as organized for university teachers. The sample of the study included university teachers, who had undergone In-Service Training in S.T.I, Resource persons; Directress S.T.I and Chairmen of the respective departments. Three questionnaires, one each for the participants of STI, resource persons of STI and Chairmen of various departments of Peshawar University from which these participants were nominated for the training programme and  interview schedules were used for collection of required data. The collected data was tabulated, analyzed and expressed in percentage.

## INTRODUCTION

Most of the educationists agree that of all different factors, which influence the quality of education, the quality, competence and character of teachers are the most significant. To Iqbal (1996), "the quality of education imparted depends to a large extent on the quality of teachers". In reports of all the commissions and policies, it is stressed that the success of education system would largely depend on the competence of teachers and "No system of education is better than its teacher" (National Commission on Education1959).

In fact, a teacher plays a central role in the system of education. His position is crucial and carries the major responsibility for influencing the education policies, effecting change and innovations in the system and ensure the quality in teaching and conducive learning environment in the classroom. In most of the countries irrespective of developed and developing, teachers have to undergo intensive training together with substantial practical experience before entering into the teaching profession.

The rationale for teacher training is the technical nature of the teaching profession. Training in his field provides the knowledge, skill, to reshape the attitudes, remodel the habits and in a way to reconstitute the personality of a teacher. It helps teacher to minimize the evils of the "hit and miss" process; and save time, energy, money and trouble of the teacher and the taught as described by Muhammad and sheikh (1998).

Since Pakistan's independence, various measures have been undertaken to establish an efficient and effective teacher education system. Teacher education received attention and emphasis at national level for the first time when it was emphasized in the report of the National Commission on Education 1959. The Education Policy of 1972-80 had also suggested the assessment of teacher's need and the re-organization of teacher education. The subsequent failure to achieve the desired objectives has paved the way to establish strong case for massive restructuring and re-examining the education system.

The history of higher education shows that formal training for university teachers was not considered essential. Rather university teachers would have resented as a sort of insult any obligation to study educational theory and practice. Over the time the situation has changed a little, but surprisingly still in most institutions of higher education any formal pre-service teacher training is not compulsory even in the developed countries. On the other hand, in most of the developed countries pre-service training is obligatory in most of the occupations, particularly those in which high level is demanded. Similarly the case of in-service training is not very much different. From time to time some of the quarters voiced for the need of in-service training for university teachers.

As stated above in our colleges and universities, the teachers are generally recruited without any pre-service training. Keeping in view the need for the growth of their professional competence, the National Committee on Teacher Education (1976) recommended as under:

i.    Pre-service and in-service programmes should be so designed as to enhance the professional competence of teachers who are to teach at college and university levels.

ii.   To start with, a one-semester diploma course for teaching at higher level may be instituted as a pre-service programme and a six weeks programme may be instituted for-in-service education of college and university teachers.

iii.  In the pre-service diploma course, all those who possess an M.A./M.Sc. degree with first division will be eligible for admission irrespective of the fact that they are presently employed or not. During the first three years, preference for recruitment would be given to those who possess these diplomas. Thereafter, the Diploma will be made compulsory for all those who are seeking jobs in higher educational institutions throughout the country.

The National Education Policy 1979 has clearly laid down that separate units for organizing teacher training would be set up at provincial and federal level. Such training institutions would be equipped and strengthened and would provide training, up-to-date knowledge and skill. A regular in-service training programme would be launched for teachers at all levels.

The idea of in-service training for teachers at higher level was materialized in the shape of establishment of "Academy of Higher Education" and "Academy of Educational Planning & Management" under the auspices of University Grants Commission (U.G.C) and Federal Ministry of Education respectively. National Education Policy (1992) recognizing the importance of utilizing the knowledge and expertise of university and college teachers, proposed to set up an "Education Cadre" from which able and talented persons may be drawn for appointment to high position in education and non-education government departments and autonomous organization . The National Education Policy (1992) also declared that "a regular in-service training programme will be launched for teachers at all levels".

The training for university teachers was also realized by the National Education Policy (1998). The policy states" Much of the strength of the graduate study programmes and the quality of research is determined by the quality of teachers… We need a wide range of faculty development pogrammes for university teachers to fill the gap of qualified manpower".

The Higher Education commission (HEC), Pakistan has launched a number of programmes to enhance the quality of higher education in the country recently. Keeping in view the world wide practice that all new academic staff of educational institutions is required to participate in teaching and learning oriented courses, the HEC has launched a series of "faculty training courses" for the young teachers of public sector universities. In this regard, the "Department of Learning Innovation" of the

Commission has introduced a three month intensive residential courses in order to acquaint the young faculty members of public sector universities and institutions of higher learning with the latest and advanced process of teaching and learning. In each course, thirty five faculty members from public sector universities and institutions are nominated to enhance their teaching skills. The first faculty development course for university teachers under this programme was held in January, 2004 at HEC campus in Islamabad. The course has been designed for those teachers who are relatively new to teaching in higher education sector.

In NWFP, a Management Unit for System and Training (MUST) was established in 1980 for providing in-service training to college teachers, principals and administrators of education department. Peshawar University also established an In-Service Teacher Training Unit (ISTTU) on its premises for the newly recruited teachers in 1985. Later on, it was renamed as "Staff Training Institute" (STI) and was provided a separate building, equipped with essential facilities for the training purpose. The Syndicate Peshawar University (1987) explained the status and procedure of the head of STI in these words "The administration of Staff Training Institute at the University of Peshawar will be done by a Director, selected by the Vice-Chancellor and approved by Syndicate. The Director Staff Training Institute will have an administrative status similar to the Chairman of a Department of the University of Peshawar". The program offered by S.T.I. for in-service teachers' training is covered in one academic year, starting from July each year. The academic year is split into two semesters, each consisting of a teaching program followed by practical training for delivering lectures/seminars, preparation of assignments, and computer practice.

Almost two decades has passed of the existence of the Institute, which has been providing in-service training to the young university teachers. The question arises how effectively the STI contributes towards raising the professional competence of university teachers? And in what respects the institute needs changes and improvement in its programme. These questions in mind, the researcher intended to undertake a detailed investigation on the problem.

The objectives of the study were to evaluate the effectiveness of In-Service training programme availed by university teachers in the Staff Training Institute (S.T.I), University of Peshawar (N.W.F.P) since its inception (i.e. 1985), to raise the professional competence of teachers and to identity deficiencies and weaknesses of the programme.

**METHODOLOGY OF THE STUDY**
**Population**
The population of the study was heterogeneous in nature, so the nature and characteristics of the population of the study were as under.

*Population-I*
Population- I of the study consisted of all the participants of in service training organized by STI from 1985-2001(after 2001 STI went in a dormant/un-functional stage). So far one Hundred and twenty (120), University Teachers (Male and Female) with different qualifications (with average of eight participants per year) have completed this training.

*Population-II*
Like wise, the Heads/Chairmen of the Departments where from the teachers had participated in the training programme were included in the population.

*Population-III*
Similarly, the resource persons associated with in-service training programme of S.T.I and Directress S.T.I were also constituted the population of the study.

**Sample of the Study**
Basically, this is a case study of the S.T.I, University of Peshawar, so the characteristics of the sample of the study were as under:
i.      Seventy participants of the S.T.I who were then presently working in various

department/colleges/institutes of the University of Peshawar.

ii.  Eight Chairmen of departments from where teachers were nominated for training programme selected through random sampling process.

iii.  Randomly selected seven resource persons/trainers engaged in the S.T.I. training programme.

iv.  The Directress of Staff Training Institute (STI) University of Peshawar.

**Instrument**

Three questionnaires were developed, pilot tested and validated one each for the participants of S.T.I, resource persons of S.T.I and the chairmen of the respective departments and Interview schedule for Directress S.T.I were used for collection of required data.

**Delimitation**

The study was delimited to all participants, head of departments and resource persons of in-service training programme organized by STI from 1985-2001.

**Analysis of Data**

The data was organized, tabulated and expressed in percentage.

**Table 1   Department wise university teachers, who had undergone In-Service Training in S.T.I from 1985-2001**

| S.No | Dept;/Colleges /Institutes | No | S. No | Dept;/Colleges /Institutes | No | S. No | Dept;/Colleges /Institutes | No |
|---|---|---|---|---|---|---|---|---|
| 1. | College of Home Economics | 15 | 11. | Social Work | 3 | 21. | Zoology | 3 |
| 2. | Jinnah college | 8 | 12. | Anthropology | 2 | 22. | History | 3 |
| 3. | Islamia college | 8 | 13. | Psychology | 2 | 23. | Pashto | 1 |
| 4. | Pharmacy | 4 | 14. | Statistics | 5 | 24. | Islamic centre | 2 |
| 5. | Archeology | 1 | 15. | Physics | 5 | 25. | Islamiyat | 1 |
| 6. | Pol/Science | 3 | 16. | Geology | 5 | 26. | Lib/Science | 3 |
| 7. | I.R | 4 | 17. | Chemistry | 5 | 27. | Journalism | 2 |
| 8. | Arabic | 1 | 18. | Geology | 3 | 28. | English | 2 |
| 9. | IER | 7 | 19. | Commerce college | 2 | 29. | Philosophy | 1 |
| 10. | Sociology | 5 | 20. | IMS | 8 | 30. | Electronics | 2 |

**Table 2   Departments from where not a single teacher has been nominated (so far) for S.T.I Training programme since1985**

| S.No | Department/Colleges/Centre |
|---|---|
| 1. | Mathematics |
| 2. | Botany |
| 3. | Pak/studies centre |
| 4. | Area study centre |
| 5. | Environmental studies |
| 6. | Urdu |
| 7. | Pashto Academy |
| 8. | Persian |
| 9. | Law |

**Table 3     Academic Qualification of Staff Training Institute (STI) Participants. (N=70)**

| Qualification | Number | Percentage |
|---|---|---|
| M.A | 10 | 14.28 |
| M.Sc | 14 | 20.00 |
| M.Phil | 20 | 28.57 |
| Ph.D | 22 | 31.43 |
| M.B.A | 02 | 2.86 |
| LL.B | 01 | 1.43 |
| B. Pharmacy | 01 | 1.43 |
| **Total** | **70** | **100.00** |

**Table 4          Professional Qualification of S.T.I Participants (N=70)**

| Qualification | Number | Percentage |
|---|---|---|
| B.Ed | 04 | 5.17 |
| M.Ed | 05 | 7.14 |
| M.Phil (Education) | 01 | 1.43 |
| Ph.D (Education) | 03 | 4.29 |
| M.A (Education) | 01 | 1.43 |
| No Professional Degree | 56 | 80.00 |
| **Total** | **70** | **100.00** |

**Table 5   Teaching Experience of S.T.I Trainees at the Time of Admission in S.T.I. Programme**

| Range of teaching experience (In Years) | Number | Percentage |
|---|---|---|
| 1 – 5 | 44 | 62.86 |
| 6 – 10 | 20 | 28.57 |
| 11 – 15 | 04 | 05.71 |
| 16 – 20 | 02 | 02.86 |
| Above 20 Years | 00 | 0.00 |
| **Total** | **70** | **100.00** |

**Table 6   Views of the Participants towards Usefulness of the Courses Offered to them in STI Programme**

| Description of Courses | Most Helpful | | Helpful | | Not at all | |
|---|---|---|---|---|---|---|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| Educational Psychology | 22 | 31.43 | 30 | 42.86 | 18 | 25.71 |
| Pedagogical Skills | 27 | 38.57 | 27 | 38.57 | 16 | 22.86 |
| Research Methodology | 23 | 32.85 | 31 | 44.29 | 16 | 22.86 |
| Management Studies | 10 | 14.29 | 27 | 38.57 | 33 | 47.14 |
| Computer Studies | 20 | 28.57 | 20 | 28.57 | 30 | 42.86 |
| Philosophy of Education. | 19 | 27.14 | 27 | 38.57 | 24 | 34.29 |
| Philosophy of Science | 10 | 14.29 | 25 | 35.71 | 35 | 50.00 |
| English Language | 32 | 45.71 | 36 | 51.43 | 02 | 2.86 |
| Applied Statistics | 13 | 18.57 | 27 | 38.57 | 30 | 42.86 |
| Guidance and Counseling | 25 | 35.71 | 25 | 35.71 | 20 | 28.58 |

- The nature of courses had been sufficiently diversified. More than two third of the participants were satisfied with the courses offered in S.T.I, however, some courses like Philosophy of Science, Applied Statistics, Guidance and Counseling etc needed revision and improvement.
- The methods of teaching used in the training programme for university teachers were mostly traditional like lecture method dominated the situation. Participants had been least oriented in modern approaches like team teaching, micro teaching, brain storming and discussion in fish bowel fashion.
- Audio-visual aids and their use are in fact, integral part of instruction and enrich instructional process. The training programme was not ideally supported by the use of either conventional materials like charts, Pictures, teaching kits, or by the introduction of modern instructional teaching gadget like projectors, multimedia, films and well equipped computer lab; this was the main deficiency in the organization and development of institute for training purpose for university teachers.

**Table 7        Methods of Teaching used by the Trainers during S.T.I Programme**

| Type of Method | Frequently | | Occasionally | | Not at all | |
|---|---|---|---|---|---|---|
| | No | % | No | % | No | % |
| Lecture | 67 | 95.71 | 03 | 4.29 | 00 | 0.00 |
| Discussion | 30 | 42.86 | 35 | 50.00 | 5 | 7.14 |
| Team Teaching | 02 | 2.86 | 20 | 28.57 | 48 | 68.58 |
| Question Answer Method | 20 | 28.57 | 45 | 64.29 | 5 | 7.14 |
| Seminar | 05 | 7.14 | 30 | 42.86 | 35 | 50.00 |
| Micro-Teaching | 00 | 00.00 | 05 | 7.14 | 65 | 92.86 |
| Tutorial Method | 02 | 2.86 | 18 | 25.71 | 50 | 71.43 |
| Panel Discussion | 05 | 7.14 | 23 | 32.86 | 42 | 60.00 |
| Brain Storming | 06 | 8.57 | 24 | 34.29 | 40 | 57.14 |
| Fish Bowel Approach | 00 | 00.00 | 07 | 10.00 | 63 | 90.00 |

- Important teaching skills like lesson planning, communication, preparation of aids, classroom management, student evaluation and designing of courses were neither developed in the trainees during the programme nor used by the participations after training in their respective departments.

**Table 8        Development of Skill during the S.T.I Programme**

| Type of skill | Very much (maximum) | | To some extent | | Not at all | |
|---|---|---|---|---|---|---|
| | No | % | No | % | No | % |
| Lesson planning | 13 | 18.57 | 30 | 42.86 | 27 | 38.57 |
| Communication | 20 | 28.57 | 30 | 42.86 | 20 | 28.57 |
| Use Of Teaching. Aids | 12 | 17.14 | 18 | 25.71 | 40 | 57.15 |
| Class-room Management | 13 | 18.57 | 22 | 31.43 | 35 | 50 |
| Questioning | 16 | 22.86 | 30 | 42.86 | 24 | 34.28 |
| Students Evaluation | 10 | 14.29 | 27 | 38.57 | 33 | 47.14 |
| Research Report | 8 | 11.86 | 22 | 31.43 | 40 | 57.15 |

| | | | | | |
|---|---|---|---|---|---|
| Use of Innovations in Teaching | 7 | 10 | 23 | 32.85 | 40 | 57.15 |
| Participatory Approach | 12 | 17.14 | 30 | 42.86 | 28 | 40 |
| Term Paper Writing | 10 | 14.29 | 26 | 37.14 | 34 | 48.57 |
| Designing Courses | 2 | 2.86 | 18 | 25.71 | 50 | 71.42 |
| Preparation of Research Proposal | 11 | 15.71 | 24 | 34.29 | 35 | 50 |

Teacher-educators/resource persons engaged for training programme were experienced and 42.86 percent of them possessed teaching experience above 20 years. Majority of them were academically highly
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qualified but were not trained in pedagogical skills. In views of the trainees the teaching staff was not very much familiar with the purpose and spirit of the training of teachers

**Table 9** **Educational Qualification of the Resource Persons engaged In S.T.I Training Programme.  (N=7)**

| Qualification | Number | Percentage |
|---|---|---|
| M.A | 0 | 0 |
| M. Sc | 0 | 0 |
| MS | 1 | 14.29 |
| M. Phil | 1 | 14.29 |
| Ph. D | 5 | 71.42 |

**Table  10** **Teaching Experiences of the Resource Parsons/ Trainers of S.T.I**

| Range of experience (in years) | Number | Percentage |
|---|---|---|
| 1-5 | 0 | 0 |
| 6 -10 | 0 | 0 |
| 11-15 | 1.00 | 14.28 |
| 16-20 | 3.00 | 42.86 |
| Above 20 | 3.00 | 42.86 |

**Table 11** **Evaluation System Adopted in the S.T.I Programme**

| Nature of Evaluation | Yes | | No | |
|---|---|---|---|---|
| | No | % | No | % |
| Written test | 66 | 94.29 | 4 | 5.71 |
| Assignment | 68 | 97.14 | 2 | 2.86 |
| Term paper | 30 | 42.86 | 40 | 57.14 |
| Presentation | 40 | 57.14 | 30 | 42.86 |
| Research paper writing | 24 | 34.29 | 46 | 65.71 |
| Project | 10 | 14.29 | 60 | 85.71 |
| Assignment + test | 40 | 57.14 | 30 | 42.86 |
| Presentation + test | 24 | 34.29 | 46 | 65.71 |
| Term paper + test | 18 | 25.71 | 52 | 74.29 |
| Any other | 00 | 00 | 00 | 00 |

Teacher-educators/resource persons engaged for training programme were experienced and 42.86 percent of them possessed

teaching experience above 20 years. Majority of them were academically highly qualified but were not trained in pedagogical

skills. In views of the trainees the teaching staff was not very much familiar with the purpose and spirit of the training of teachers. Evaluation modality in the training institute for assessing the achievement of participants was mostly of traditional in nature. Giving written test and writing of assignments by participants were the common features. Other innovative approaches like writing a research paper, preparing a proposal for research study, were least practiced as part of the evaluation system.

## RESULTS AND DISCUSSION:

University teachers who had joined STI as participants, in its in-service training programme were holding diverse academic qualifications i.e. 40 percent, 28.57 percent and 31.43 percent were M.A./MSc.,M.Phil and PhD respectively. This diversity has therefore, necessitated to provide them professional orientation in there fields.

The number of participants who were possessing pre-service professional qualification like B.Ed and M.Ed were 20 percent only.

Sixty two percent of the participants who had been inducted in university service were young whose length of service ranged from 1 to 5 years. It was therefore, a right decision to provide them training in the teaching skills.

The benefits availed after going through the training were of various nature. 62.86 percent of them had availed increment. In rare cases they have availed foreign scholarship and have got transferred the credit of courses towards their M. Phil and PhD programme. The programme had least impact on their promotion to the next grade or position. Since 1998 all these incentives have been stopped by the University.

## RECOMMENDATIONS

Keeping in mind the findings and discussion of the study as well as suggestions given by the participations of the STI, the resource persons of STI and heads of the respective departments, the following suggestions/ recommendations are extended for the improvement of the STI programme in future.

- S.T.I. may be up-graded on the pattern of full fledge Teacher Training Academy as visualized in the early planned like Civil Services Academy Lahore or NIPA (National Institute of Provincial Administration).
- The In-Service Training may be made mandatory for all newly selected teachers in the university.
- Preference may be given in promotion and for awarding foreign scholarship to those university teachers who has undertaken the training in the institute.
- Philosophy of Education, Philosophy of Science, Statistics and Management Courses need revision and improvement. Measurement and Evaluation Techniques Course may also be added in the programme.
- Courses related with preparation and presentation of lectures, Research papers writing and Computers training, specifically emphasizing on E-mail, internet etc may be included in the program.
- Full time full-fledged Head/Director and professional trainers may be appointed.
- Specific Experts in various disciplines be invited as recourse persons.
- Experts from abroad also may be engaged on exchange basis from renowned universities.
- More extensive and participatory approach may be used by the trainers for the training of university teachers.
- Training about the use of modern audio-visual ands like video conferencing, multi-media, internet and projectors may be given to the participants.
- The evaluation system of STI may be included such elements like test, assignment, term paper, presentation and research report/paper writing.

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