

ROLE OF IN-SERVICE TEACHER TRAINING IN HUMAN RESOURCE DEVELOPMENT (HRD) AND QUALITY EDUCATION: AN EVALUATION OF A TRAINING PROGRAMME AT FEDERAL DIRECTORATE OF EDUCATION (FDE), ISLAMABAD

By
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Abstract

This paper is an attempt to highlight the importance of HRD through in-service training for teachers at school level and the role of an organization in conducting training programmes. As a case study, an In-service Teacher Training Programme conducted at the educational institutions under the ambit of Federal Directorate of Education (FDE), Islamabad, was evaluated. The FDE had managed 317 primary and elementary schools in 2001 with 3419 male and female teachers and 317 head teachers. In 2002 PC-I for the establishment of 20 Teacher Resource Centres (TRCs) was approved which facilitated the training programme. The in-service teacher training programme under study was a component of the bigger reform plan launched by Federal Ministry of Education under the title Education Sectoral Reforms (ESR). The study also enabled the researcher to suggest an INSET Model at the end for developing a comprehensive approach of in-service teacher training keeping in view the demands of a knowledge-based society in focus towards achieving the aim of quality education.

Introduction

The development of specialized studies has an impact on a vast field of Education in adding different directions to its areas and domains. In this respect, Human Resource Development (HRD) has offered a whole range of options for capacity building and training of teachers as its main focus is on integrated holistic, conscious and proactive approach to changing work, related knowledge and behaviour. The modern era encompasses all issues related to HRD and management. Therefore, even the field of education is hedged about with similar principles. The basis of HRD in educational institution includes skill-based and professional development, which is imparted through varied training courses. A series of such programmes would enhance the role of a teacher which is pivotal and crucial in the field of education. The findings of various researches in education reveal that the non-structured and in-effective in-service teacher

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training programmes is the major cause of lack of quality education in the country.

The two domains of HRD can be limited to education and training for professional qualification and in-service training for the capacity building of the already employed group. As education never received substantive priority in the development plans of the country, its outcome remains sketchy / adhoc particularly owing to poor implementation (Hayes: 1987, p.75). There are few islands of excellence, here and there and few models to follow. However, even after sixty years of independence, most of the syllabi and programmes are outdated and new perspectives are hardly incorporated. In fact, it is realized that the faster track of development in the field of education could be through in-service training for capacity enhancement of the existing staff. The community of teachers might be the biggest group in the country, but as the budgetary support is extremely low, it remains mostly ill-organized and hence unable to deliver the expected standards.

The present study was a quantitative research based on sampling of population regarding an in-service teacher training programme at FDE during the period of 2001-2005. The researcher had made special efforts to analyze this in-service teacher training programme as close to objectivity as possible. In order to collect evidences for evaluation of the programme, many factors were taken into account. The FDE as newly established organization to provide educational facilities to the residents of Islamabad, had experienced in-service teacher training for the first time. To start with, this was managed without any establishment of a training wing or section and also without dedicated training instructors. The group of existing teachers assumed roles of administrators, trainers and trainees for the pilot study. In 2002 the PC-I for the establishment of 20 Teacher Resource Centres (TRCs) was approved which facilitated the training programme. The in-service teacher training programme under study was a component of the bigger reform plan launched by Federal Ministry of Education under the title Education Sectoral Reforms (ESR).

Objectives of the study

The following three objectives were set for the present research:

- i) To analyze the in-service teachers training programme in terms of contents, duration and schedule.
- ii) To identify the strengths and weaknesses of the in-service teachers' training programme.
- iii) To suggest an INSET Model on the basis of findings of this study.

Delimitations of the Study

Keeping into consideration the time and resources available, the researcher confined the research study to the following:

- i) Islamabad Capital Territory (ICT) was selected as a geographical area for research;
- ii) The focus on the education system at elementary and secondary level was the domain of research;

In-service Teacher Training programme was implemented during time period year 2001-2005.

Research Hypothesis

The following research hypothesis were framed to carry out this research study:

1. There was a structured system of continuous professional development for the capacity building of teachers and administrators.
2. There was an INSET Model followed for the designing and implementing Training Programme.
3. The contents of the in-service training programme met the TNA and teachers standards / competencies.
4. The stakeholders were satisfied with the infrastructure and physical facilities of training and resource centres.
5. The stakeholders were satisfied with the quality of resource persons / trainers.
6. The trainees implemented the training skills in classroom environment.

Population

The population is the defined group to which the researcher plans to generalize the research results. The population frame of this research study included the following from FDE:

Categories	Population size
Policy makers / Planners / Resource Centre Coordinators	50
Master Trainers / Resource Persons	300
Trainees participated in different training programmes	3419

During the period 2001-2005, about 3419 male and female teachers and 317 head teachers were teaching in these schools. Although the teachers were trained however the need for continuous training to refresh and update their knowledge and skills through comprehensive in-service training was greatly felt.

Sample

Due to time – resource restraints, it was not possible to apply the research instruments to the whole population as it was quite big based on a huge number of 3419. The researcher adopted stratified random sampling technique to select the sample of the study from 03 different groups by keeping a balance among urban sectors and rural area schools. The gender balance was also maintained at 50% which included primary and secondary schools.

Category	Target	Population size	Sample size	Percentage
A	Policy Makers, Planners, Administrators, Resource Center Coordinators & Heads of Institutions	50	50	100%
B	Master Trainers, Resource Persons	300	50	16%
C	Elementary & Secondary Trained Teachers	3419	200	6%
Total			300	

Research Instruments

In order to collect data for the study, the following three tools were used:

- a) Questionnaire
- b) Document Analysis
- c) Open-ended Discussion session

Three questionnaires were separately designed with three divisions of pre-, during and post training sessions based on 45 items pertaining to important areas for each equally divided among the three levels. These questionnaires were given separately to Administrators, Resource Persons and Trainees in order to collect the relevant information. The information was, then, analyzed minutely by the researcher. The questionnaires greatly facilitated a comprehensive study of various stages regarding the significance of in-service training for teachers, its scope, application and implementation specific to the population of Islamabad under FDE during 2001-2005.

