

# AN OVERVIEW OF THE BENEFITS OF IN-SERVICE TRAINING PROGRAMME REGARDING IMPROVEMENT IN TEACHING SKILLS OF SECONDARY SCHOOL TEACHERS

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## Abstract

*The quality of teachers is closely related to the quality of instructions being imparted by them in the classroom. The effectiveness of teaching-learning process is interrelated with the teaching skills which are further dependent on professional training given to pre-service and in-service teachers. This study aimed at discussing the benefits of In-service training programme and highlighting the impact of In-service training programme on the teaching skills of the teachers. For this purpose, 30 in-service secondary school teachers were selected. They had gone through in-service training of four-week duration under the Science Education Project (Phase II), launched by the Government of Punjab in district Bahawalnagar. A questionnaire was developed and administered to the teachers. The collected data were statistically analyzed. The literature on In-service training stressed that In-service training programme was essential for quality instruction and the collected data showed that In-service training programme brought improvement in their teaching skills regarding the areas of methodology, content-mastery and the use of information and communication technologies.*

## Introduction

The role of the teacher in nation building is unique. Teacher is the person who is responsible for building the nascent minds of students who will ultimately turn to be the citizens of a nation. Progress of any nation depends on the youth, and the role of teacher in making youth responsible and useful for a nation is very crucial.

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Stones, Edgar and Sidney Morris S (1980, p.233) in their book on teaching practice-problems and prospects, have identified minimum abilities which a teacher should possess. These are as follows:

1. To perform stimulus-response operations (questions, structure, probe).
2. To manipulate different kinds of knowledge.
3. To perform reinforcement operations.
4. To diagnose student's needs and learning difficulty.
5. To communicate and empathize with student's parents and others.
6. To perform in and with small and large groups.

With the changing scenario, to cope with the changes in all fields, the training is needed. In recent years the need of training has been increased due to tough competition in the world. The Man Power Services Commission of the United Kingdom (1981) has defined training as: "A planned process to modify attitudes, knowledge and skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization."

A teacher can impart knowledge in proper way if he/she has command over his/her subject. As Report of the Commission on National Education 1959 states:

"The teacher needs not only to deepen his knowledge of all the subjects he is to teach, he must also learn the techniques and methodology of teaching and have time of practice these as well as to acquire insights into child psychology and the nature of child growth (Report of the Commission on National Education 1959." p.261

The training provides people with an opportunity to increase their level of existing knowledge about something. Training covers the following areas:

*Attitude or personal development training, skill training and field training. (Jitendra, 1999).*

## Literature

A study done by Warick and Reimers (1995) about teacher education in Pakistan states that:

“Teacher’s certification, which is designed to improve the quality of instruction, has no relationship with three of the four achievement tests and a weak relationship with the fourth.”

The teachers should teach in the class rooms what they know themselves. It is noted that the curriculum of teacher training programmes does not meet the needs of the time and does not fulfill the demands of the learners. As the teachers learn that curriculum which has no relation with the actual phenomena, so the teaching learning process remains improper.

In report of the Commission on National Education 1959, the duty as what to teach is assigned to the teacher training institutions. It is described in the report in the following words:

“What to teach is as important as how to teach it and it is the responsibility of the training institution to ensure that graduating teachers are probably equipped with the ability to teach the subjects required at the level for which they are expecting to qualify”.

But it seems that these institutions fail to do their duty as it was expected from them. UNESCO report on Teacher Education (2006) describes that: The teacher education programmes currently being run by the government institutes are not of the caliber to significantly raise the level of knowledge and skills of teachers and to have any measurable impact on the students learning. The curriculum of these programmes fails to develop in the teachers the required pedagogical skills, subject knowledge, classroom delivery and questioning skills that would make these courses/programmes worthwhile.

When the teachers attend trainings with the aim to pass time there and earn some money in the form of travel allowance and daily allowance, and they come back in the classrooms after training they join their classes as they left, there seems no change in the teaching practice.

According to Mughal (2006):

“It is universally recognized that an instructor’s education does not finish at the end of his/her initial training period. Those who teach, must constantly seek opportunities that can help them acquire the knowledge and skills essential for tutelage... Teachers who attend training courses are unable to solve problems relating to teaching and learning in a systemic way. They are unable to reflect on their teaching. Teachers are unable to conduct action research. There is no doubt that action research is a way to improve classroom teaching through a cyclic process of planning, acting, reflecting and again re-planning.”

### **Key Issues and Problems in Teacher Education**

UNESCO (2006, pp.45-49) in its report *Situation Analysis of Teacher Education: Towards a Strategic Framework for Teacher Education and Professional Development (2006)*, points out the following issues and problems related to teacher training in Pakistan:

1. **Lack of Policy and Standards:** To date, all teacher-training programmes are operating without a viable policy framework. The government is aware of this vacuum, yet it has not taken any concrete steps to implement a policy to bring all teaching programmes under a single umbrella. This has led teaching institutions to develop and implement teacher education programmes at their discretion leading to uneven and sometimes poor quality curriculum, teaching methods and practices. Hence, lack of standards and accreditation has led to varied and substandard training programmes.
2. **Lack of Linkage between the Institutions:** There exists a wide communication and collaboration gap between the provincial training institutes. Instead of working towards sharing good practices, research and experiences, they have more or less worked in isolation.
3. **Core Competencies:** Teachers have invariably lagged behind in developing core competencies fundamental to their profession. These core competencies are the pillars on which subsequent knowledge and skills are built upon.
4. **Curriculum:** The current curricula being taught does not focus on nurturing a creative and learning environment involving questioning and problem solving. Subject matter is not regularly updated to keep pace with recent subject advances. There is no attempt to integrate subject knowledge with pedagogical skills. For most programmes, teacher trainees employ rote learning to

