



An Exploratory study on the Identification of the Need for Teacher Training at the Primary Level in Punjab

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ABSTRACT

The main goal of the paper was to identify the need for primary-level teacher training in Punjab. The study was descriptive in nature, with information gathered using a qualitative approach. The study considered the school teachers in the three districts of southern Punjab i.e. Bahawalpur, Rajanpur, and Chakwal. Through probability sampling methods, 245 teachers took part. The collected data was analysed using the Thematic evaluation. According to the data, most teachers are at an average level, only a few have good classroom arrangement skills, some of them are satisfied with their performance, and even no teacher knows how to arrange a classroom completely. Information reveals that many teachers were found to be at an average level, with only teachers possessing good classroom arrangement skills. It is recommended training should be arranged by periodic and proper evaluation should be done by higher authorities to maintain the quality of education through teachers.

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1. Introduction

Education is viewed as a powerful agent capable of fetching modifications in a country's cultural and social environment. The entire educational process is shaped and molded by the human personality known as the teacher, who plays a pivotal role in any educational system, and the preparation of such an important functionary should receive the highest priority. It is a difficult profession, and only those prepared teachers with a professional attitude can shoulder the heavy responsibilities of nation building. Nation-building course preparation denotes the development of adequate skill dictation to teaching, as well as a dedication to lifelong learning and growth. Teaching is regarded as a profession and teachers are given professional status all over the world. Professional educators are anticipated to employ best practices and calculated strategies to meet high expectations from their profession, which includes imparting knowledge and developing essential skills and attitudes in students.

Teacher personality, in the attitudinal sense, has been asserted to be a significant behavior that has a considerable impact on student achievement. The teacher must possess both the ability to learn from experiences and the art of communication to function professionally. They ought to be competent to help teachers with professional and people skills in their classrooms regarding student behavior, attitude, and achievement. Information of the subject matter and the ability to teach pupils that knowledge and help them develop their skills are both components of teacher education (Darling-Hammond, 2012). Various teacher training programmes are created and put into place worldwide to improve teachers' topic knowledge,

provide them the skills they need, or maximize their potential in terms of material and/or pedagogy (Uusiautti & Määttä, 2013).

Every individual has a different attitude, which can be positive or negative and can change depending on their favorability or disfavor ability for various attitude objects. Professional attitudes can be surveyed in many useful ways, and by understanding these attitudes, surveys of various other things can also be conducted. Teachers' professional attitudes are heavily influenced by their personality traits in this role. Both appear to be closely related because the teaching profession necessitates a certain dominant behavior that demonstrates the teacher's intellectual drive for excellence, extended professionalism, and commitment to teaching as a career. Service is valued more highly in this profession than individual gain. A clear set of objectives, a passion for the profession, and undoubtedly a more cheerful outlook are requirements for the teaching profession. Pakistani government's teacher education department is in charge of advancing the teaching profession. If the teacher is well-trained and initiative-taking, learning will be improved. The improvement of teachers' positive professional attitudes not only encourages their effectiveness but also aids in making school more appealing to both students and teachers.

Pakistan needs teachers who are professionally sound and well-trained, and from the perspective of teacher training institutions, there is a great deal of responsibility. These institutions should exert their best efforts to provide future teachers with not only the necessary teaching abilities but also professional signal attitudes. The success of teacher preparation programs determines how well educators perform in the classroom. To gauge how well a lesson is working, one must look at what's occurring in the class, and most importantly, the teacher's attitude during the teaching-learning session. The knowledge and skills a teacher possesses have an impact on how well he performs in this process. A solid professional education and training are required for the method of instruction and learning to be successful. To develop intent, teachers must complete teacher education. as well as formulate and maintain a cheerful outlook toward the profession among prospective teachers. A solid professional education teacher program is critical to the qualitative improvement of education (Shah, 1995).

The primary goal of pre-service education is to prepare future teachers for the challenges that they will face in the classroom. Teacher training is an experiential phenomenon designed to change an individual behavior and influence learning, resulting in a change in knowledge, skill, and attitude, and thus in job performance. As a result, training is designed to develop highly specific and immediately applicable skills. Teacher training is a type of learning that focuses on improving a person's job-related knowledge, skills, and attitude and is associated with the working life of humans. Thus, a specialized and important area of education known as teacher education involves systematic preparation for the growth of teaching abilities among those who are drawn to the teaching profession. The role of the teacher is centered on improving educational standards at all levels. Primary education is a critical component of entry education system; it is the most critical stage of life. Teachers at this level must be competent, professionally trained, and enthusiastic.

2. Review of Literature

In order to create effective results in a particular activity or set of activities, training is a process that use a number of tactics to change attitudes, abilities, or behaviours (Collin, Karsenti, & Komis, 2013). Training, according to Creemers, Kyriakides, and Antoniou (2012), is the methodical development of knowledge, attitudes, and skills required for someone to be able to perform successfully in a job or assignment whose requirements can be fairly well defined in advance and which demand a fairly standardised output from anyone who attempts it. According to Collin et al. (2013), a process is described as the use of a variety of strategies to alter attitudes, abilities, or behaviors in order to produce effective results in a specific task or set of tasks. Osler and Starkey (2017) includes professional skills, complete pedagogy, and instructional techniques. The existing method of teacher preparation falls short of inspiring pupils to take pride in their work. Complaint against educators who ignore long-desired teacher systems. The teacher education program performant targets dissatisfaction. Our teachers are always blamed for failing to fulfill their tasks and obligations effectively and properly. These expressions of dissatisfaction with teaching attitudes are not based on any scientific evidence (Sadker & Zittleman, 2007).

Parveen, Cheema, and Javed (2022) conclude that the training at the time of appointment may lead to responsibility acceptance and it also improves academic and professional qualification. Therefore, education is crucial for everyone's development—both personally and for the social, economic, and moral well-being of society as a whole (Hussein & Vostanis, 2013). The teachers give students the opportunity to explore their surroundings, research natural occurrences, and add to the body of knowledge (Bauer & Prenzel, 2012). A small amount of work was done to assess the effectiveness of teacher preparation programs in helping aspiring primary school teachers in Punjab develop professional attitudes. Professional behavior and attitude refer to a person's commitment to their profession or job. It is certain that the teacher's performance will improve and that his efforts will be successful if he or she is dedicated and upbeat. The ability and effectiveness of the teacher determine the quality of education, which is an activity that builds nations. Although the programs receive quality attention, the 1998–2010 National Educational Policy reports show that they do not adhere to the required educational standards (Gopang, 2016). However, there are a number of drawbacks with these teacher preparation programmes, from budgetary difficulties to worries about human capital (Azam, Omar Fauzee, & Daud, 2014a).

Therefore, this study intends to analyze the problems with teacher training in Pakistan and how these problems might be overcome to enhance the teacher training programmes in Pakistan utilising the literature that is currently accessible on the topic. Siddiqui, Mughal, Soomro, and Dool (2021) concentrated on the value of teacher preparation. Inadequate teacher induction, a lack of resources in teacher training institutes, teacher demotivation, an uneven distribution of trained and productive instructors, a dual training system, and infrequent trainings are among the difficulties revealed by this study. Ahmed, Pasha, and Malik (2021) put emphasize on the training and Evaluate the motivational strategy employed by professional Trainers and Developers training sessions are not very efficient in inspiring in-service teachers and building professional abilities in them as they are supposed to be. The researchers advise training programs to abandon their conventional methods and modernize in order to better serve instructors' contemporary demands.

In Punjab, the Directorate of Staff Development (DSD) oversees providing primary through secondary level teacher training at various clusters. However, it is uncertain whether teachers will attend training sessions. The causes of teachers' disregard for training have been determined by various national research studies. The primary factor cited in studies was that the resource person's content was not appropriate for the training. It was imperative to conduct a separate study to determine Punjab's need for teacher training programs at the primary level determine the Teacher's Training Needs at Primary Level" is the study's official title. The intentions of the research are to examine the value of primary-level teacher training programs for the efficiency of the teaching-learning process, to pinpoint the issues with the primary teacher preparation program in Punjab, to determine the areas in which primary school teachers need training in Punjab and to determine whether primary-level professional training is necessary in Punjab.

3. Research Methodology

The researcher carefully examined and evaluated the content of the directorate of staff development (DSD), Punjab Education Foundation (PEF)-prepared existing teacher training programs. Since the study's goal was to be descriptive, the survey method was employed. All the primary school teachers in district Bahawalpur made up the study's population. Because the study was a survey, it was based on multistage cluster sampling, a probability sampling technique that (Connolly, 2007) claims is the basis for all statistical tests. Five tehsils make up the Bahawalpur district, where the sample was taken. 35 teachers, both male, and female were chosen as a sample for the study from each tehsil. After verifying the accurate number of teachers, 245 teachers were chosen from the seven tehsils with an equal distribution of urban and rural schools to represent each group.

The issue was examined qualitatively because the observational checklist allowed for a more thorough analysis of the primary school teacher training requirements. Gay (2005) observed the respondents' teaching environments in which they were currently exemplifying, applying, and practicing during their classroom instruction. To determine the requirements of the primary-level teacher training program, an observation sheet was created. Based on

presumptive required content and competencies that were the most crucial for teachers at the primary level, an observational checklist was developed. Azam, Omar Fauzee, and Daud (2014b) abled to gather empirical evidence for their classroom teaching practices thanks to this observation.

4. Results of the study

In the district of Bahawalpur, the researcher personally collected data from a sample of the research population. Before beginning the data collection, prior consent from the participants and the institution was obtained. The findings of the thematic analysis were reported after the results were obtained, and based on these findings, suitable actions were recommended to make recommendations for further improvement in the current teacher training manual and the content areas that are the most crucial and need-based.

Table 1: Identification of Teacher Training Needs

Sr. No	Competency	Present Status of Teacher	Teacher's Training Needs
1	Classroom Environment	When primary school teachers are observed in the classroom, most of them only have a basic understanding of classroom management strategies, discipline, interaction with students, and the use of instructional tools.	The need for teachers to receive classroom management training and instruction on various classroom setup methods is urgent. The most crucial aspect of any learning tool is its application.
2	Pedagogical Skills	The most crucial aspect of teaching is the understanding and use of pedagogical skills. During a classroom observation, most teachers were found to be performing satisfactorily. They have some knowledge of instructional style, assessment quality, use of the blackboard, time management, and effective teaching techniques.	The study advises using efficient teaching strategies by teachers who were found to be ineffective. The majority of teachers used the same teaching methodology across all subjects. Teachers must therefore receive training on how to teach various subjects using various teaching methods. Islam, Urdu, English, Math, and Science, for instance.
3	Subject Matter	Classroom management	Which subject areas are the teacher candidates interested in teaching?
4	Subject Base teaching (Mathematics)	According to the study's findings, it is evident that the majority of teachers avoid teaching the challenging chapter in mathematics, i.e. (Set and Geometry). Most teachers were unable to describe the methodologies or techniques to which the various parts of mathematics may be taught when asked how to teach mathematics.	According to this study, subject-based training should be set up, with the trainer concentrating on the inductive and deductive teaching methods for teaching geometry and sets.
5	Subject Base teaching (Science)	At the primary level, science is the most significant subject. The majority of teachers were unaware of the various forefront and novel scientific terminologies. Even the demonstration method and the experimental method of teaching science were foreign to them.	Teachers must receive training in cutting-edge science teaching techniques. The teachers should be taught the key terminologies, and they can be taught using a scientific method.
6	Subject Base teaching (English)	The mother of all subjects, English is regarded as one of the fundamental subjects. The majority of English teachers only employ textbook-based teaching and learning techniques. They can only teach English grammar and phonetics to a limited extent.	This study suggests that phonetics and grammar instruction should make up the majority of the training.
7	Lesson Planning	The majority of teachers expressed the opinion that they never prepare a lesson before a class. Only a small percentage of teachers could identify the main stages of lesson planning when asked by an observer.	The use of lesson plans should be emphasized while teachers are being trained because they are an essential component of the teaching and learning process.

8	Learner Psychology	When teachers were observed for their understanding of learner psychology. The majority of educators thought that using punishment to impart knowledge to students was a promising idea. Even the most fundamental individual differences among the students were unknown to them. They had no idea how to handle students who were slow, lean, gifted, able, and disabled. To deal with each student, they use the same stick.	It is suggested that teachers receive training on how to deal with students' difficulties in light of the actualities of the situation. Since education and learning are most important for the development of people,
9	Assessment	Assessment is a crucial component of instruction because it shows how well students are getting closer to standards. Teachers must possess a thorough understanding of the various assessment techniques. The primary duty of the teacher is to continuously assess students' internal learning while they are being taught in the classroom. Teachers who are knowledgeable about assessment can make valid and reliable assessments and give feedback through ongoing internal evaluation. When teachers were observed, the majority of primary school teachers were unaware of how tests are developed and how they are marked.	This study recommended developing training on the SOLO taxonomy, the table of specifications, and the bloom taxonomy.
10	Social Skills	A teacher's understanding of Islamic values and social skills is crucial. As skills and Islamic ethical principles promote peace, unity, and social adjustment on a national and international scale. A competent teacher constantly models and exercises social skills while teaching in the classroom. The ability to teach tolerance, Islamic principles in the classroom, and general values to students are made possible by teachers' understanding of Islamic values and social life skills. During a classroom observation, it was discovered that the majority of teachers did not teach social values to their students.	The most crucial element of the teaching and learning process is social well-being.
11	Teacher Personality	The most crucial element of the teaching and learning process is the teacher's personality. Most teachers I observed in classrooms did not adhere to the teaching code of conduct. Their attire, footwear, and other aspects of cleanliness did not meet the standards set by teachers.	They could be taught how to dress, how to speak, and other personality traits through appropriate training sessions on personality development and other codes of conduct.
12	Information Communication Technology (ICT)	An essential component of classroom instruction is the use of effective communication and information technologies. For teachers to effectively facilitate learning, communication skills are crucial. According to an observation of primary-level classroom instruction, the teacher is technologically savvy and appreciates the value of effective communication in the classroom and laboratory. However, the majority of teachers lacked knowledge and comprehension of ICT.	On the application and use of ICT in the classroom, teacher training sessions must be scheduled.

Theory and practice should be equally emphasized in teacher education programs. Before teaching a lesson in the classroom, the course participants should visit the institution to get a feel for the community thereby speaking with the staff, attending classes, and meeting the students. The pre-teaching exercises aid the students in carefully planning their lessons. Teachers should be hired based on merit, and they should be chosen based on competency rather than grades or degrees. Unfortunately, our educational system is entirely focused on grades, which leaves little room for creativity, critical thinking, or competence. Most private institutions for teacher education only use education as a means of raising funds, so they

evaluate educational quality in other ways. But regrettably, our government has not made any significant efforts to train teachers to raise the standard of education in the nation. According to this study, all private institutions of higher learning should be shut down because they support "briefcase culture." As a result, this culture gained popularity quickly and has continued to grow. In some educational institutions, visiting faculty with the same faces, briefcases, and transparencies but different students are a major source of funding.

To encourage teachers to pursue excellence, a performance-based system of teacher evaluation and compensation is necessary. Promotions should be based more on a teacher's skills than on their level of experience. A system of institutional performance evaluation should also exist to track institutional success concerning predetermined curricular objectives and goals. What is required is the establishment of a monitoring wing within each teacher in preparation for the administrative supervision of the federal regulatory body, to oversee, ensure, and aid in quality control. The institutional management would be motivated by this wing, among other things, to constantly introduce new and innovative teaching methods for teacher training. For all students, the curriculum should be rigorous, pertinent, and balanced to improve students' reading, writing, and numeracy abilities. Between the teacher and the students as well as between the students themselves, the teacher should foster a sense of mutual respect, understanding, and empathy. A teacher should create a comfortable learning environment for their students.

When secondary school teachers were observed in the classroom, the majority showed poor communication and ICT usage. Many principals claimed that teacher training facilities used outdated technology and only trained students in manual labor. To provide teachers with the most up-to-date methods of instruction, it is advised that teacher training institutions be outfitted with innovative technology. Partnerships and collaboration are crucial to a student's development. Teachers are the center of the educational system when it comes to teaching, so when that process goes wrong, parents, administrators, and even students place the blame on them. Parental involvement in education should never be disregarded. Parents ought to understand their responsibility and work with the teacher and administration.

Considering the significance of teacher professional development, it is imperative to examine current entrance-level professional policies for teachers as well as initiatives for on-the-job or in-service teacher training. It is advised that teachers closely adhere to professional development standards. There is a need to direct career development through credentials, degrees, and career ladders that are connected to pay that are commensurate with education and training. Based on accomplishment and experience, these accomplishments need to be financially adequately compensated. If possible, secondary school teachers should use medium of English in the classroom, and when using the direct method or the grammar-translated method, they should do so tactfully. Students may not be permitted to communicate with one another in any other language in the classroom.

5. Conclusion

Even if Pakistan's teacher education system has a number of issues, there is always opportunity for development. In a democratic society and one that places a high value on education and human development, concerns about teacher quality and teacher education are always given top attention (Hanushek & Rivkin, 2012). Since Pakistan is moving toward democracy, significant efforts should be made in the area of teacher preparation. The government of Pakistan must support educational organizations, instructors, and put effort into teacher training programs, according to (Azam et al., 2014a), who highlight the importance of teacher training for Pakistan. This would help the country reach its Millennium Development Goals (MDGs). As a result, student performance will improve (Siddiqui, 2020a). A proper education standard is essential for any country's proper development. Hiring, giving instructors facilities, and increasing the amount of instructional materials (Parveen et al., 2022). Additionally, it is important to run professional development programs for teachers more consistently so that they can integrate the curriculum in their classes and help the state meet its objectives (Siddiqui, 2020b). Additionally, it costs enormous amounts of money to hire and maintain well-trained professors. However, the majority of low-income nations, like Pakistan, experience a financial crisis as a result of a number of circumstances (Azam et al., 2014a). It is suggested that teacher training can be made successful even with low resources provided ineffective spending is reduced and corruption is managed. Promoting teacher preparation

should receive more emphasis from policymakers. Additionally, teacher education shouldn't be restricted to professional degree programs. In the age of globalization, it is important to start online courses and promote informal teacher training.

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