

Evaluation of District Training Educators' Performance in Term of Teachers' Training in Punjab

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Abstract: *The study was conducted to see performance of DTE (District Teacher Educators) in terms of teachers training of primary schools in Punjab. The main objectives of the study were: (i) To review the DTEs' program for teachers' training in Punjab and (ii) To analyze the performance of DTEs' in perspective of teacher training program 100 Primary schools teachers, 100 DTEs and 25 cluster heads were selected randomly from Rawalpindi district. A questionnaire with minor changes was developed and used for the collection of data from the respondents. The questionnaire was primarily structured to keep the research within predefined boundaries. Data collected were analysed in light of objectives of study and it was found that performance of DTEs is satisfactory in respect of teacher training program. Due to its effectiveness it is recommended that the said program should be launched at secondary level also in the province and such program should be launched in other areas of Pakistan.*

Key words: *primary education, primary school teachers, District Teacher Educators, teachers training, professional development*

Introduction

Teaching requires different levels of competence. It is well known that the performance of trained teachers is much better than untrained teachers. Mostly need continuous professional development to meet the challenges of this job. Teachers play a key role in the educational process, and influence the future personal, social and economic lives of pupil. The demands on them are significant and these can be met only by creating a scientifically based profession, which is supported by a body of theoretical and practical knowledge.

In Punjab (the largest province containing 60% of total population) Punjab Education Sector Reforms Program' (PESRP) were introduced in 2003, with the primary objective of enhancing access to students; improving the quality; and governance of education. The education reforms focus on increasing enrolments (with net primary enrollments rates of only 45 percent) and retention, especially for girls, and in improving sector governance and monitoring. The program has stressed that the goal of quality education cannot be achieved without improving professional competence, motivation and accountability of teachers (Govt. of Pakistan, 2003).

To achieve these objectives, Directorate of Staff Development, (DSD) Punjab has developed a conceptual framework for Continuous Professional Development (CPD). The CPD framework provides scheme for teacher development in Punjab which can broaden the scope of teacher development from mere "teacher training" to "continuous professional development" for quality learning of students. It combines in-service training of teachers (INSET) with follow-ups, in-class, teacher support, mentoring, monitoring, accountability, incentives, and teacher career growth. These measures were previously not included in the teacher development in Punjab (Government of Punjab, 2012).

Due to importance of teachers training in Punjab by the District Training Educators (DTEs), it was decided to conduct present research. It was expected that this research will provide new dimension for further researchers. It will also enable the higher authorities and policy maker to know the facts regarding the effectiveness of teacher training arranged by DTEs hence they will be able to make future decisions.

REVIEW OF LITERATURE

The Directorate of Staff Development

The Directorate of Staff Development as an apex organization is committed to develop the pedagogical skills and knowledge through a continuous process of professional development of teachers in Punjab. The core objective is to enhance the quality of learning at all levels of education by training and nurturing the teaching cadre both at DSD and simultaneously in the field (Government of Punjab, 2012).

DSD has created support network to provide in-service training, follow-ups, pedagogical support and mentoring to the primary school teachers. Accordingly, each district has been divided into clusters of schools, called Cluster Training and Support Centers (CTSCs) on the base of strength and location of PSTs in the district. DTEs were selected from teaching cadre and were trained to train PSTs in CTSCs (Government of Punjab, 2010).

Teacher Motivation and Quality Assessment

Drawing a linkage between pre-service and INSET and career development is essential to ensure teacher motivation, which in turn enhances teacher performance and thus impacts learning outcomes positively. Such a link is absent in developing countries (Ministry of Education and Vocational Training, Zanzibar, 2005).

On the issue of TPD assessments, all reviewed developing countries follow mostly quantitative assessment indicators. South Africa is an exception and has undertaken creation of a holistic performance assessment system which tracks progress on qualitative issues (Parker, 2002).

Professional Development

Professional development refers to skills and knowledge attained for both [personal development](#) and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and [informal learning](#) opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage (Speck & Knipe 2005). National Professional Development Center on Inclusion (2008) describes that there are a variety of approaches to professional development, including consultation, coaching, practice, lesson study, mentoring, reflective supervision and technical assistance.

Specific continuous professional development linked to the introduction of new educational reforms and organised by the relevant authorities is in general a professional duty for teachers in all countries (Eurydice, 2008; European Commission, 2009). In the OECD (2005) study, it is found that teachers frequently make a financial contribution to the costs of transport, course fees or course materials in recognised professional development programmes. The major exceptions are Chile, Northern Ireland and Sweden where teachers generally do not contribute to such costs.

Guskey (2000) reminds us that many teachers perceive CPD to be irrelevant to their needs and of the fact that we still know relatively little about its impact (p.32). The international literature on teacher CPD (Harland and Kinder, 1997; Joyce and Showers, 1988; Day, 1999; Ingvarson et al., 2003) has drawn often discouraging picture. There is ample evidence, for instance, of the failure of attempts to implement change (Fullan, 2001) and of the superficial nature of the gains achieved (Cooley, 1997).

Continuous Professional Development (CPD) has been receiving high priority at in Pakistan for some time (Govt. of Pakistan, 2001; 2007; & 2009) and there is a growing awareness among teachers also for the importance of continuous professional development. There are currently three main providers: education colleges run by provincial and municipal

educational authorities; tertiary teacher education and other institutions of higher learning; and overseas institutions and organisations.

The programme is based on the premise 'that professional learning is more likely to improve student learning outcomes if it increases teachers' understanding of the content they teach, how students learn that content and how to represent and convey that content in meaningful ways' (Ingvarson et al., 2003).

Responsibility of a District Teacher Educator (DTE)

The responsibility of a District Teacher Educator (DTE) is to promote the quality of student learning by providing on-site and on-going professional support to his/her fellow primary school teachers. The tasks to be performed by a DTE can be divided into three major areas i.e., training, mentoring, and coordination. The present study is concerned with role DTEs in respect of teachers training.

Major Tasks of a DTE

According to DSD Lahore (2006) the DTEs has to perform following tasks as a teacher trainer:

- To assess and identify professional development needs of primary school teachers within the cluster;
- To organize in-service training courses for the teachers as per identified needs within the overall CPD framework;
- To work with the head teachers to plan and organize school-based in-service training (INSET) and other professional development activities.

Specific Responsibilities of a DTE

- To visit and provide professional support to one teacher/mentee per day. A second teacher/mentee may be covered during the same day only under specific instructions of CTSC or DTSC head concerned.
- To plan and conduct Professional Development Day (to be notified by the Education Department in due course) every month on which all PSTs will gather at their respective CTSCs. DTEs will review the activity of the whole month and will also help the PSTs to develop lesson plans. PSTs will keep a record of the concepts and ideas learnt on PD days in the PST Log Book provided to them.

- To participate in training courses and other professional development activities organized by DSD or other institutions designated by DSD.
- To seek professional advice from the CTSC head and/or Teacher Educator (TE) concerned to address any problems or difficulties faced while providing pedagogical support to the teachers.
- To maintain records of professional events and advice given to the individual teacher within the cluster (DSD, 2006).
- To devise a work plan, in consultation with CTSC head, on CTSC Form 1 (Monthly Work Plan) to schedule visits to the primary schools attached to his/her CTSC.

The National Professional Development Center on Inclusion (NPDCI) (2008) reviewed the literature and state that professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences.

In addition, teacher training have positively impact teachers and students' knowledge of a subject matter. The teaching method used to share information by teachers helps children not only stay in school, but also engages young students and encourages them to keep learning (Morton, 1992 and Semiotics Consultants, 1994).

Teacher training in Pakistan is primarily a provincial responsibility. Federal government also plays its role in teacher training through its Curriculum Wing, which is also responsible for teacher education institutions.

One in-service training experiment is the Field-Based Teacher Training Program, which was started in the Northern areas of Pakistan in 1984. This program adopts a new approach in teaching, which shifts the emphasis from the teacher to the student as the center of the teaching-learning process. The most distinctive feature of this program is the practical application of the theoretical concepts that are taught in the classroom of the PTC course.

While these and other initiatives are welcome, it is clear that the quantity and quality of teacher training program in Pakistan must improve in order for the next generation of Pakistanis to be better educated and better citizens than previous ones.

METHODOLOGY

Statement of Problem

The research study was conducted to investigate the performance of district training educators in term of teachers' training of primary school teachers in Punjab

Objectives

The objectives of the study were:

- To review the DTEs' program for teachers' training in Punjab.
- To analyze the performance of DTEs' in perspective of teacher training program.

Methods

Following procedure was adopted to conduct the research:

Population of the Study

- All District Training Educators comprises the population.
- All the primary school teachers working in public primary schools of the Punjab.
- All the cluster heads

Delimitation of the Study

Due to limited time and resources the study was delimited to Rawalpindi district only.

Sampling

100 DTEs, 100 PST and 20 Cluster head were selected using simple random sampling technique. The detail of the sampling is as under.

Table 1: Detail of Sampling

Sr. No.	Tehseel (sub district)	Strength		Percent age
1	Rawalpindi city	Cluster head	5	25%
		DTE	25	
		PST	25	
2	Kallar Syedan	Cluster head	5	25%
		DTE	25	
		PST	25	
3	Kahuta	Cluster head	5	25%
		DTE	25	
		PST	25	
4	Gugar Khan	Cluster head	5	25%
		DTE	25	
		PST	25	

Tool

Self administered Questionnaire consisting on five point rating scale was applied to collect the data from all the stakeholders with minor difference. Strongly Agree, Agree, Mandatory Agree, Disagree and Strongly Disagree was assigned 5,4,3,2 and 1 score respectively.

Validity and Reliability of Instrument

The questionnaire was validated by panel of expert and reliability was checked by collecting the data from 20 (8 DTEs, 8 PSTs and 4 CH) respondents. Richardson formula was applied for the said purpose.

2. Findings

Table 2: Regular Training under CPDF

Sr. No.	Designation	N	Mean	Standard Deviation
1	Cluster Head	20	4.32	.61
2	DTE	100	4.59	.54
3	PST	100	4.45	.51

Table two indicates the opinions of the respondents regarding the regularity of primary schools teachers training under CPDF program. The means values of all the stakeholders show that teacher training under the said program is found regular.

Table 3: Arrangement of P Day within every three month

Sr. No.	Designation	N	Mean	Standard Deviation
1	Cluster Head	20	4.02	.62
2	DTE	100	4.48	.58
3	PST	100	4.42	.41

Table three is about the opinions of the respondents regarding the arrangement of P Day of primary schools teachers training under CPDF program. The means values of all the stakeholders indicate in favour of the statement. It shows that teacher training under the said program is found regular.

Table 4: Effectiveness of DTEs Training

Sr. No.	Designation	N	Mean	Standard Deviation
1	Cluster Head	20	4.25	.59
2	DTE	100	4.63	.51
3	PST	100	4.42	.48

Table 4 is about the opinions of the respondents in term of effectiveness of DTEs training given to primary schools teachers. The mean values of all the stakeholders are in favour of the statement. The table also indicates that DTEs opinions are more in favour of themselves than that of others.

Table 5: Beneficial for Teachers in their Profession

Sr. No.	Designation	N	Mean	Standard Deviation
1	Cluster Head	20	4.37	.65
2	DTE	100	4.54	.57
3	PST	100	4.53	.56

Table 5 is to explain the opinions of the respondents regarding the improvement of professionalism of teachers under the DTEs training. The mean values of all the stakeholders indicate in favour of the statement. It indicates that teacher training under the said program is found effective in respect of improvement of teachers' professionalism.

Table 6: Practice of Activity Base Teaching

Sr. No.	Designation	N	Mean	Standard Deviation
1	Cluster Head	20	4.42	.54
2	DTE	100	4.49	.64
3	PST	100	4.41	.61

Table 6 narrates the opinions of the respondents about the practice of activity base teaching of teachers under the DTEs training. The mean values of all the stakeholders show that teacher training under the said program is found effective in respect of activity base teaching.

Conclusions and Discussion

- a) On the base of findings it is concluded that DTEs are performing well in respect of training the primary school teachers. All the aspects of their duties are found regular and effective. It may be due to proper training of DTEs by the DSD or due to high professionalism of DTEs.
- b) The CPD programme looks at the importance of professional development of teachers as part of a philosophy of life-long learning and in ensuring that teachers meet the expectations with regard to up-to-date and relevant knowledge and skills. The focus of this aspect is on the personal responsibility of individual teacher to ensure that they are competent to provide teaching services and to give relevant and high quality education to students.
- c) From the aspect of a national or provincial association, DTE is intended to be helpful to associations in planning and implementing their CPD programme and ensuring that their trainees are competent and up-to-date after training.
- d) The responsibilities of Punjab government and education department are to make CPD available and how participation in CPD activities should be monitored.
- e) The strategy looks at the role that the DTE might play in encouraging member associations to introduce CPD requirements and in ensuring adequate provision of CPD opportunities, in particular through the Education Committee.

Recommendations

1. The training program of DTEs to train primary school teachers is very effective hence it should be continued.
2. It is found some primary school teachers were not given training due to any reason. It is recommended to improve the program so that every teachers' teaching at primary level must be trained by DTEs. For the said purpose, more DTEs may be appointed and more cluster schools may be declared.
3. There is ambiguity in the service structure of DTEs. Hence it is recommended to develop a clear service structure of DTEs so that DTEs can be promoted to the next scale on the base of performance.
4. As program of teacher training is found effective hence it is recommended to launch such program at middle and secondary school teachers.
5. This program is in practice in Punjab only, it is recommended to develop such programs of in-service teacher training in other areas/provinces.

6. For further researchers, it is suggested to replicate the research by adopting qualitative paradigm(direct observance, interview and documentary evidence) and quantitative paradigm(different sampling from backward districts, using some other statistical tools).

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