

Identification of the Need for Teacher Training at The Primary School Level

Identification of the Need for Teacher Training at The Primary School Level

Muhammad Amir

Ph.D. Scholar, The Islamia University of Bahawalpur, Pakistan
Email: m.amir778956@gmail.com

Sabir Hussain

Ph.D. Scholar, The Islamia University of Bahawalpur, Pakistan
Email: sabirjanmarri@gmail.com

Shamsheer Muhammad

Ph.D. Scholar, The Islamia University of Bahawalpur, Pakistan
Email: shamsheer427@gmail.com

Received on: 16-01-2022

Accepted on: 17-02-2022

Abstract

The study's main objective was to determine the need for primary school teacher training. The study's major goals were to (a) investigate the importance of teacher training programs at the primary school level for the effectiveness of the teaching-learning process; (b) determine the need for teacher training at the primary school level; (c) determine the need for professional training at the primary school level, and (c) recommend specific measures to improve primary school teacher training. A survey technique was utilized to conduct the study. Through random sampling, one hundred thirty-eight (138) male-female public primary and Punjab Education Foundation (PEF) affiliated school teachers were selected from the five Tehsils of District Bahawalpur with an equal proportion of urban and rural schools. The data were collected through a questionnaire and interpreted through SPSS V23. The results showed that no one teacher had excellent knowledge of to use learning tools in the classroom, Knowledge of National Profession Standards for teachers, concepts of math, practical application of content knowledge skills and English Language skills. So, there is a need of training for teachers to use the learning tools in the classroom effectively, to know about National professional Standards for teachers, teaching skills of math, science, and English.

Keywords: The Need for Teacher Training at Primary Level, Importance of Teacher Training Programs at The Primary School Level.

Introduction

The success of teacher training determines the efficacy of a teacher in the classroom. To assess the efficiency of instruction, one must examine what is occurring in the school and,

Identification of the Need for Teacher Training at The Primary School Level

most importantly, the instructor's attitude during the teaching-learning process. Proper and continuous development would not only support teachers in facilitating effective learning, but it would also allow experienced teachers to collaborate with beginner teachers and become mentors to create conducive conditions for improving classroom learning (Torbeyns et al., 2020).

The quality of an education system will not exceed the quality of its teachers. Improving teacher competence in facilitating learning must be a priority if we want to improve the quality of learning. A teacher must have a solid professional education and training to teach present school content. A reliable, professional education teacher program is critical to advancing education quality (Crispel, & Kasperski, (2021).

Primary education is a significant part of the entering education system; competent, adequately educated, and passionate teachers are required at this level. The quality of education is inextricably linked to the quality of instruction in general and other factors such as curriculum. In teacher training institutes, teachers are prepared and grow professionally. Teacher education should be delivered so that the student-teacher can perform better in the classroom by utilizing new approaches and strategies. The current teacher preparation system fails to produce charismatic and passionate teachers. Teacher training improves students' behaviours and increases teacher interaction, which is necessary for the quality of education (Duong et al., 2019).

Training is an intentional intervention in many development initiatives and programs, and it is interwoven in the form of training activities. Training projects with many training activities based on training objectives are sometimes launched. These goals might include training new project employees and implementing new rules, processes, programs, and manufacturing techniques - in other words, the whole spectrum of technology transfer. As a result, specific training facts must be conducted (Tunjera, & Chigona, (2020).

At present, the government's teacher recruiting strategy has to be rewritten. Although a "teacher's certificate" was not required for any person desirous of initial employment at a school, it became necessary to have one to be made permanent in the teacher's position. The policy gap did not prevent a person from becoming a teacher, but he had to be deemed professionally qualified to be made permanent in that position. As a result, professional preparation with an understanding of teaching concepts and practice became imperative for excellent service. To maintain the respect for content mastery, the panel wisely recommended a shorter course for graduates and a more extended period for undergraduates, as the latter group required both general and professional education (Hussain, 2021).

According to Darling-Hammond (2020), teacher education and teachers themselves are critical components of educational transformation and growth. In the wake of the introduction of Information and Communication Technology and expanding conceptions of globalization, especially theories of free-trade market economy, efforts are being made worldwide to strengthen teacher education programs and boost teachers' professional development. The massive socioeconomic changes occurring at an unprecedented rate in the demographic, political, economic, cultural, and technical arenas have affected education reforms in general and teacher education reforms in particular.

Siddiqui et al., (2021) researched a superficial assessment of some previous studies on

Identification of the Need for Teacher Training at The Primary School Level

teacher preparation in Pakistan. Education plays an undoubtedly significant role in developing human capital. The value of a teacher in shaping the destiny of humanity is universally acknowledged; teachers are those chosen individuals who possess the light of enlightenment, wisdom, and the secret to success. The prosperity of a nation is determined by the success of its educational system, which is determined by the quality of teachers, whose rate is determined by the quality of teacher training.

According to Ping, Schellings, and Beijaard (2018), many institutions provide various courses and degrees relevant to teacher education. Education is teaching as an elective subject from 1st year in higher secondary schools to the university level as Ph.D. in education. In education policy 1970, presided by Noor Khan, it was recommended that 138,000 teachers be provided training and produce quality professional teachers in the report. Quaid-e-Azam Academy for Educational Development (QAEDs) and universities offer training courses to individuals with a B.A/B.Sc., Degree or above, B.Ed. And M.Ed. Degrees are available here, but colleges also offer two-year M.A. in Education degrees and B.Ed., M.Ed., M.Phil., and Ph.D. programs. Allama Iqbal Open University, on the other hand, uses correspondence teaching approaches to provide in-service teacher training.

According to Abdin (2001), teachers are not using the appropriate teaching methods due to a lack of training programs and have no command over the related subject. In addition, teachers do not have the skills to evaluate students' performance. The conclusion is that teachers' skills in teacher training programs B.Ed. & M.Ed. don't use in classrooms. Teachers must get training during teaching. Through training, they learn innovation in the teaching-learning process.

As Tyagi and Misra (2021) suggest, in-service training is continuing education for teachers and other educators that begins after their initial professional education and increases their professional competence in education throughout their careers.

OBJECTIVES OF THE STUDY

The study's aims were as follows:

1. To study the importance of teacher training programs at the primary level for the effectiveness of the teaching-learning process.
2. To determine the need for training areas for teaching at the primary school level like the use of learning tools in the classroom, pedagogical skills, subject-based skills (math, science, English, and professional development).
3. To identify the problems of the teacher training program at the primary level.
4. To recommend specific measures to improve the professional training of primary school teachers.

RESEARCH QUESTIONS

The study's research questions were as follows:

1. What is the importance of a teacher training program at the primary level?
2. What is the need for training areas for teaching at the primary school level?
3. What are the specific measures to improve the training at the primary school level?
4. What is the professional need of primary school teachers?

Identification of the Need for Teacher Training at The Primary School Level

RESEARCH METHODOLOGY

The study was quantitative survey type and exploratory. Descriptive was used to analyze the data. The researcher tried to identify the need for teacher training at the primary school level and the importance of training programs established by the Quaid-e-Azam Academy for Educational Development (QAED) and the Punjab Education Foundation (PEF). Scholar develops a questionnaire with different factors, like the use of learning tools in the classroom, pedagogical skills, subject-based skills (math, science, English, and professional development and get the views of primary teachers and identify their subject-based teaching problems and need the emergency training on those subjects and classroom management.

POPULATION AND SAMPLING

The study's participants were all primary public and Punjab Education Foundation (PEF) affiliated male and female school teachers in the Bahawalpur area. As suggestions by Kotrlík and Higgins (2001) minimum sample size required for the survey research was total (of 138) male-female, public, and PEF affiliated primary school teachers were selected through a random sampling technique from five Tehsils of District Bahawalpur with an equal proportion of male-female, public and PEF affiliated primary schools.

DATA COLLECTION

A five-point Likert scale was used to collect data from teachers. The scale contained questions about the class environment, pedagogical skills, and subject-based skills like math, science, English, and teacher professional development. The tool was pilot tested, and the reliability of the tool was .89.

DATA INTERPRETATION

The data were analyzed using descriptive statistical tests like simple mean, standard deviation, and percentage in the Statistical Package for Social Sciences (SPSS) version 22. The study's outcomes were provided, and relevant actions were proposed to offer recommendations for future development based on these findings.

RESULTS OF THE STUDY

Table No. 1 Class Environment

Theme	Scale	F	%	Mean	S. D
Use of learning tools in the classroom	Unsatisfactory	1	0.7	3.01	0.586
	Average	97	68.1		
	Satisfactory	23	14.5		
	Good	17	16.7		
	Excellent	0	0.00		
Total		138	100.0		

Identification of the Need for Teacher Training at The Primary School Level

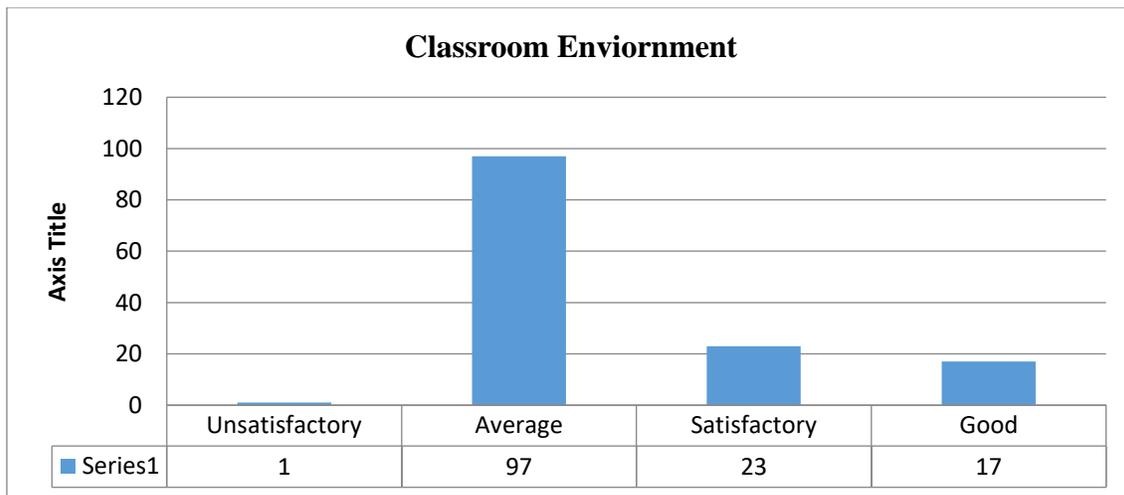


Table No. 1 describes the teacher’s competency in learning tools in the classroom as teacher-student interaction is the most critical parameter of learning tools. The data table reveals that 68.1% were found on average, and only 16.7% of teachers have good in-classroom learning tools. In comparison, 14.5% of the teachers have seen satisfactory, and no one teacher was found who knows entirely how to use learning tools in the classroom. Empirically, it can be said that most of the teachers did not know how teacher-student interaction. The mean score of the statement was 3.01, which showed an inclination toward unsatisfactory. Based on research evidence, it can be said that teachers need training on the use of learning tools in the classroom.

Table No. 2 Pedagogical skills

Theme	Scale	F	%	Mean	S. D
Knowledge of National Profession Standards for teachers	Unsatisfactory	1	0.7	2.93	0.590
	Average	23	16.7		
	Satisfactory	85	61.6		
	Good	26	18.8		
	Excellent	3	2.2		
Total		138	100.0		

Identification of the Need for Teacher Training at The Primary School Level

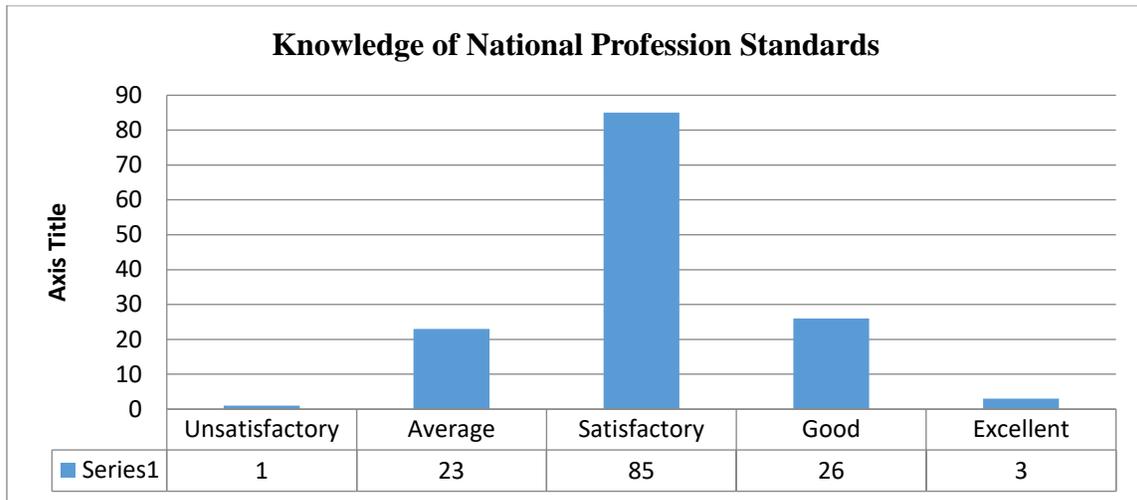


Table No. 2 describes the teacher’s competency related to Knowledge of National Profession Standards for teachers. The data table reveals that most of the teachers, 61.1%, were found to have satisfactory levels, and only 18.8% of teachers have good Knowledge of National Profession Standards for teachers’ skills. In comparison, 16.7% of the teacher have seen an average, and only 2.2% of teachers were found who know completely about the Knowledge of National Profession Standards for teachers. Empirically, it can be said that most of the teachers did not know about the Knowledge of National Profession Standards for teachers. The mean score of the statement was 2.93, which shows an inclination toward unsatisfactory. Based on research evidence, it can be said that teachers need training on Knowledge of National Profession Standards for teachers.

Table No. 3 Subject Based (Math)

Theme	Scale	F	%	Mean	S. D
Concepts of Math	Unsatisfactory	18	13.0	3.01	0.586
	Average	90	65.2		
	Satisfactory	29	21.0		
	Good	1	0.7		
	Excellent	0	0.00		
	Total	138	100.0		

Identification of the Need for Teacher Training at The Primary School Level

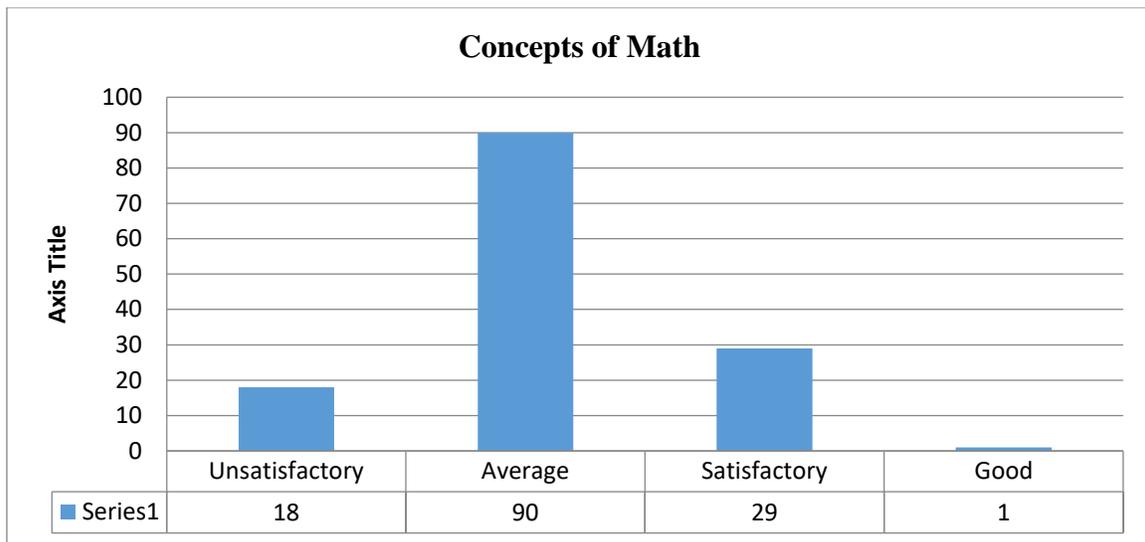


Table No. 3 describes the teacher’s competency related to Concepts of Math. The data table reveals that of most of the teachers, 65.2% were found an average, while 21.0% were found satisfactory level only 0.7% teachers have good Concepts of Math skills and no one teacher was found who know the Concepts of Math entirely. Empirically, it can be said that most of the teachers did not realize how Concepts of Math. The man score of the statement is 3.01, which shows an inclination toward unsatisfactory. Based on research evidence, it can be said that teachers need training in Concepts of Math.

Table No 4 Subject Based (Science)

Theme	Scale	F	%	Mean
Practical application of content knowledge	Unsatisfactory	13	9.4	2.97
	Average	103	74.6	
	Satisfactory	21	15.2	
	Good	1	0.7	
	Excellent	0	0.00	
	Total	138	100.0	

Identification of the Need for Teacher Training at The Primary School Level

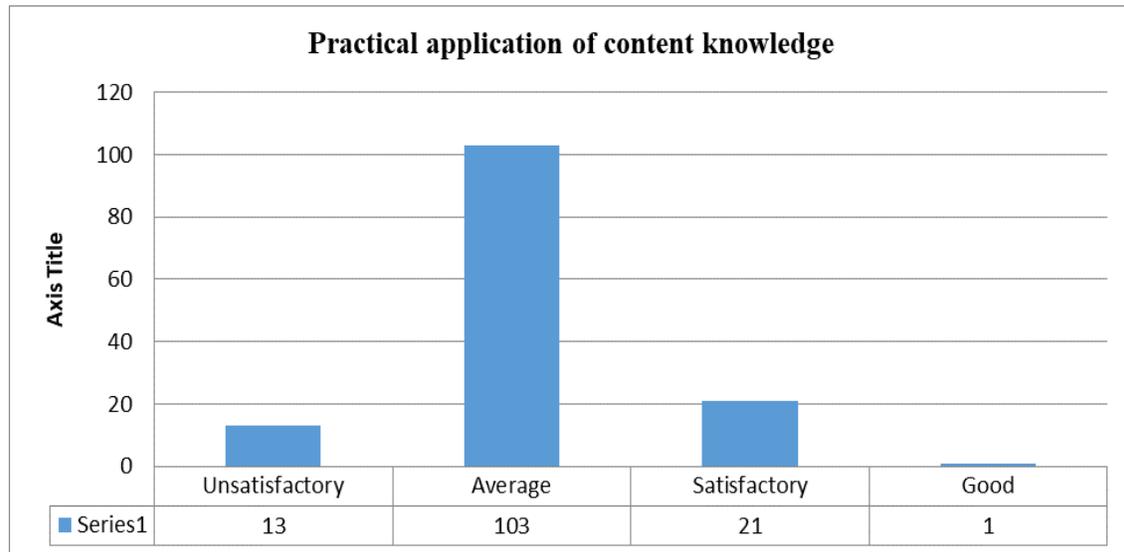


Table No.4 describes the teacher’s competence in the practical application of content knowledge. The data table reveals that the majority of the teachers, 74.6%, were found on average. In comparison, 15.2% were found to have a satisfactory level. Only 0.7% of teachers have good practical application of content knowledge skills. No one teacher knew entirely how to the practical application of content knowledge. Empirically, it can be said that most of the teachers did not know how practical application of content knowledge. The man score of the statement is 2.97, which shows an inclination toward unsatisfactory. Based on research evidence, it can be said that teachers need training in the Practical application of content knowledge.

Table No. 5 Subject Based (English)

Theme	Scale	F	%	Mean	S. D
English Language skills	Unsatisfactory	15	10.9	2.98	0.771
	Average	98	71.0		
	Satisfactory	24	17.4		
	Good	1	0.7		
	Excellent	0	0.00		
	Total	138	100.0		

Identification of the Need for Teacher Training at The Primary School Level

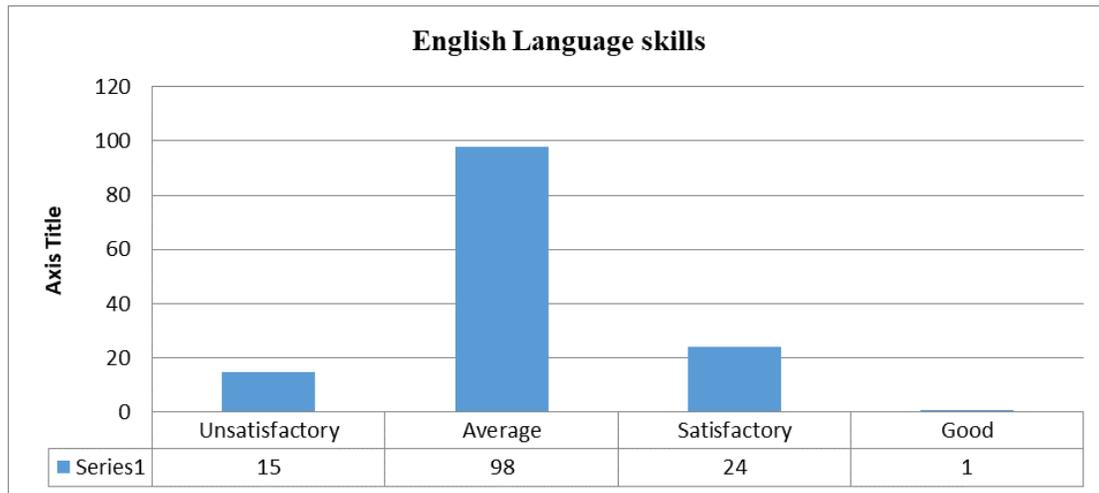
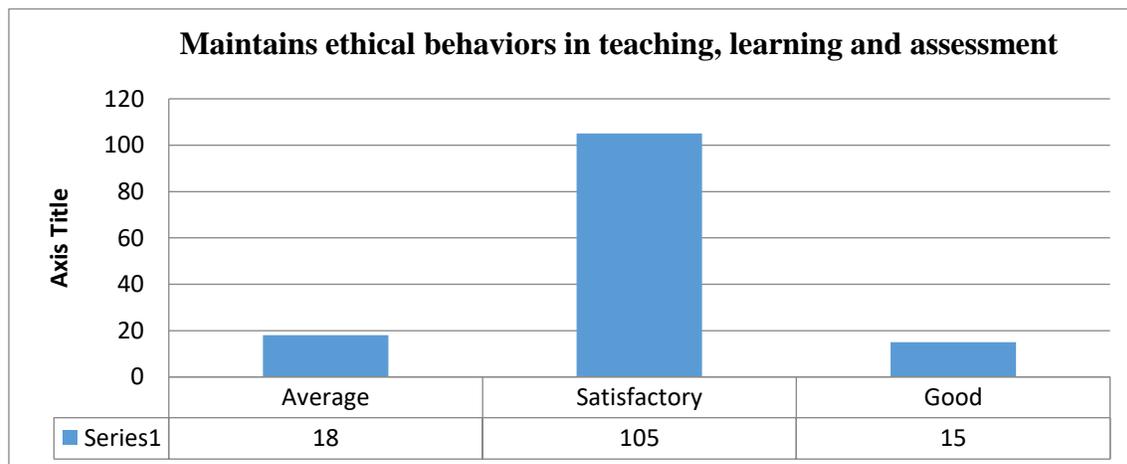


Table No. 5 describes the teacher’s competency related to English Language skills. The data table reveals that 71.0% were found on average. In comparison, 17.4% were found to have a satisfactory level. Only 0.7% of teachers had good English Language skills. No one teacher was found who knew entirely how to English Language skills. Empirically, it can be said that most of the teachers did not realize how the English Language skills. The man score of the statement is 2.98, which shows an inclination toward unsatisfactory. Based on research evidence, it can be said that teachers need training in English Language skills.

Table No.6 Teachers Professional Development

Theme	Scale	F	%	Mean	S. D
Maintains ethical teaching, learning, and evaluation practices.	Unsatisfactory	0	0.0	3.00	0.486
	Average	18	13.0		
	Satisfactory	105	76.1		
	Good	15	10.9		
	Excellent	0	0.0		
Total		138	100.0		



Identification of the Need for Teacher Training at The Primary School Level

The teacher's competency in maintaining ethical practices in teaching, learning, and evaluation is described in Table No. 6. Supports ethical behaviors in teaching, education, and assessment as the essential parameter. According to the data table, 76.1 percent of teachers were satisfactory, while 13.0 percent were found to be average. Only 10.9 percent of teachers were found good to maintain ethical behaviors in teaching, learning, and assessment. No teacher knew thoroughly how to keep ethical behaviors in teaching, education, and judgment. According to empirical evidence, most instructors are unaware of maintaining ethical practices in teaching, learning, and evaluation. The statement's mean score was 3.00, indicating a poor tendency. According to study findings, teachers require training in maintaining ethical attitudes in teaching, learning, and evaluation.

FINDINGS

1. The data table reveals that most teachers were satisfactory; only a few teachers had good knowledge to use the learning tools and in-classroom skills, but no one had excellent knowledge to use learning tools in the classroom.
2. The data table reveals that most teachers were found to have satisfactory levels; only a few teachers had good Knowledge of National Profession Standards for teachers' skills. In contrast, some teachers had the average knowledge, and only 2.2% of teachers were found to know excellent Knowledge of National Profession Standards for teachers.
3. The data table showed that most of the teachers were found to have an average command of math subjects, new concepts, and teaching methods. In contrast, there found only a few teachers who had the precise concepts and teaching of math were satisfactory, and no one teacher was found who knew the concepts of math and teaching skill of math subject entirely.
4. The majority of the teachers were average in the practical application of content knowledge of science subjects. In contrast, few were found to have a satisfactory level of knowledge. Only a few teachers have good practical application of content knowledge skills, and no one teacher was found who knows the excellent practical application of content knowledge skills.
5. The data table reveals that most of the teachers found average English language skills, while few teachers had good English Language skills, and no one teacher was found who knew excellent English Language skills.
6. The data table showed that most teachers were satisfactory in maintaining ethical teaching, learning, and evaluation practices. In contrast, few teachers were found to maintain ethical teaching and evaluation practices at an average level. No one teacher was found who maintained ethical teaching, learning, and evaluation process excellent.

RECOMMENDATIONS

Identification of the Need for Teacher Training at The Primary School Level

1. There is a need for training for teachers to use the learning tools in the classroom effectively.
2. For excellent pedagogical skills and knowledge of national profession standards for teachers, there is a crucial need for teacher training for primary level, because trained teachers know better than untrained teachers.
3. For practical teaching of math, there is a need for training for primary schools teachers. Master trainers should be trained teachers in math skills and clear their concepts.
4. For the practical application of content knowledge, science teachers should be trained. There is a crucial need to train the teachers.
5. There is an emergency need to train the primary teachers in English language skills.
6. Teachers lack the knowledge to maintain ethical teaching, learning, and evaluation practices; it is crucial to conduct training for teachers to enhance their skills.
7. The curriculum is changed or modified almost every year or after two to three years, and new materials, research, and innovations are added to the curriculum. Still, teachers are not trained according to the invention. So, teacher training is the basic need for quality education and meeting the new challenges.
8. It is also recommended that teachers be more professional; if teachers have no professional education, the government should provide an opportunity to enhance their professional education like B.Ed., M.Ed., M.Phil. Education and Ph.D. in Education.

REFERENCES

1. Abdin, Z. U. (2021). Acquisition of Teaching Skills During Teacher Training Programs (B. Ed & M. Ed) and Actual Classroom Practices: A Comparative Study. *Sukkur IBA Journal of Educational Sciences and Technologies*, 1(1), 66-70.
2. Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 25(9), 1079-1090.
3. Darling-Hammond, L. (2020). Accountability in teacher education. *Action in teacher Education*, 42(1), 60-71.
4. Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2019). Brief teacher training improves student behavior and student-teacher relationships in middle school. *School Psychology*, 34(2), 212.
5. Hussain, S. (2021). Quality of Education in Public and Daanish Schools at Secondary Level. *International Research Journal of Education and Innovation*, 2(2), 297-306.
6. Kotrlík, J. W. K. J. W., & Higgins, C. C. H. C. C. (2001). Organizational research: Determining appropriate sample size in survey research appropriate sample size in survey research. *Information technology, learning, and performance journal*, 19(1), 43.
7. Ping, C., Schellings, G., & Beijaard, D. (2018). Teacher educators' professional learning: A literature review. *Teaching and Teacher Education*, 75, 93-104.
8. Siddiqui, K. A., Mughal, S. H., Soomro, I. A., & Dool, M. A. (2021). Teacher Training in Pakistan:

Identification of the Need for Teacher Training at The Primary School Level

Overview of Challenges and their Suggested Solutions. *IJORER: International Journal of Recent Educational Research*, 2(2), 215-223.

9. Torbeyns, J., Verbruggen, S., & Depaepe, F. (2020). Pedagogical content knowledge in preservice preschool teachers and its association with opportunities to learn during teacher training. *ZDM*, 52(2), 269-280.
10. Tunjera, N., & Chigona, A. (2020). Teacher Educators' appropriation of TPACK-SAMR models for 21st century pre-service teacher preparation. *International Journal of Information and Communication Technology Education (IJICTE)*, 16(3), 126-140.
11. Tyagi, C., & Misra, P. K. (2021). Continuing Professional Development of Teacher Educators: Challenges and Initiatives. *Shanlax International Journal of Education*, 9(2), 117-126.