

## DEVELOPING TEACHERS' CAPABILITIES THROUGH FORMAL MODE OF TRAINING IN PUNJAB

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ARTICLE INFO	ABSTRACT
<p><i>Article History:</i> Received: 10 Dec 2019 Revised: 11 Mar 2019 Accepted: 19 May 2020 Available Online: 25 Jun 2020</p> <hr/> <p><i>Keywords:</i> Effective Training, Education, Teachers, Counseling, Assessment</p> <hr/> <p><i>JEL Classification:</i> H21, O16</p>	<p>Teachers are nation builders and they can perform their duties up to the marks with the help of professional's skills. Thus, teacher training through formal mode at M.Ed. level in Punjab has been focus of study for many educational researchers. It helps to know the aspects which may be intervened to increase the teacher's professional capabilities towards teaching. Objectives of the study were to investigate the contribution of existing teacher training programs through formal education system in Punjab. Two questionnaires were developed for this purpose. Data was collected, organized, tabulated and interpreted. The population of the study included the students and teachers of M.Ed program of Sargodha University and Pir Mehar Ali Shah Arid Agriculture University Rawalpindi. Total population of teacher student ratio was 18 and 99. By applying formula of Gay, R.L. (2000) the sample was taken as 16 and 80. Results showed that both the groups of respondents agreed that instructional material was easy to understand and curriculum fulfils the needs of concerning teaching of M. Ed. program. Teachers were regular, necessary guidance and counseling was provided to students. All the students were agreed that examination was conducted on time and examination centre's were accessible to students. Teachers agreed that course contents were comprehensive and according to the national level. They also agreed that they used modern technology in teaching learning process. Teachers/ agreed that final examination fulfils the purpose and need of summative assessment.</p>

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### 1. INTRODUCTION

#### 1.1 Problem Statement

Education is an amazing phenomenon to give mental, physical, spiritual training in the best possible way. While exploring the national resources for nation building, it is found that education is one of the most valued resource training within the practical framework of education (Shih, Gau, Mao, Chen & Lo, 2001). Among all the sectors of national development, education is exclusively concerned with the development of human resources. Education of a person is the key element for the progress of a nation in all the branches of national life (McDougall, 1920). Quaid-e-Azam in his message sent to the Pakistan Educational Conference held at Karachi from 27<sup>th</sup> November to 1<sup>st</sup> December 1947, emphasize the importance of education, he said

*"Education does not merely mean academic education; there is immediate and urgent need for given scientific and technical education to our people. We should try by sound education, to instill in him the highest sense of honor, integrity, responsibility and self-service to nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life (Educational Conference 1947, p.1)"*

There is no logic to deny the fact that future of a nation depends upon its young generation (McDonald, 2000). The more the youth are conscious, civilized and educated, the more the country makes progress (Egorychev, Mardakhaev, Akhtyan, Sizikova & Shimanovskaya, 2019). Education plays a pivotal role among human development sectors. Youth is playing a sensitive and crucial role in the transference of the most updated knowledge (Vieira, Barbieri, Kellis, Oliveira, Aquino, Cunha & Santiago, 2020). A nation become strong and progressive if its youth plays a conscious, sensible, awarded part for the development of the country. Ghayas-ud-Din (1999) stated, "Nobody rejects the importance of education. Education is a weapon, which is the backbone for the development and success of any country".

Teaching is one of the most important components of the education process (Ikromova, 2020). To transfer the effective knowledge, the worth of teachers within a society is undeniable (Boyle, Anderson & Allen, 2020). Teacher is a tool to interact effectively with the learners academically. So training is very important for teachers. Without proper training, teachers will not be able to transfer the knowledge to the students, because their knowledge, skills, attitude and his/ her commitment depends upon their professional preparation and training through both types of pre-service and in-service training (Janssen, Mainhard, Buisman, Verkoeyen, Heijltjes, Peppen & Gog, 2019)

### 1.2 Significance of The Study

The teacher training programs assist the teachers in their professional development by providing necessary training (Reimers, 2020). The nature and scope of this training contributes effectively to improve the performance of teachers. Thus, keeping in view the importance of effective teachers in teaching learning process, a study entitled "Comparison of Teacher Training Program through Formal and Non-Formal Modes at M.Ed. level in Punjab" was taken. In the nutshell one can recapitulate three important objectives in this regard.

- Teaching
- Learning
- Training of teachers.

These three worthy parameters can decide the destiny of a nation.

### 1.3 Objectives of the Study

Following were the objectives of the study:

- To find out the contribution of existing teacher training through formal education system in Punjab.
- To investigate the weaknesses in teacher training programs in formal education.

## 2. LITERATURE REVIEW

Ilyasin (2020) told that standard of education depends on the process of teaching. Teaching and learning is a social activity where teacher occupies the major role. The quality of education depends on the quality of teachers (Hota & Sarangi, 2019). Teachers are well trained, mature then process of learning becomes rapid and beneficial. Teachers carry the ability to reshape the learner's attitude. All this is possible if an effective, organized training is provided to them. Teacher training investigates unusual chances of progress for nation (Wehmeyer & Zhao, 2020). Abbasi (1995) stated that "a system of education is above the standard of its teachers". From earliest days of Islam, teaching was assigned a higher place. Teachers carry a prominent place among all masses. The sayings of many Muslim scholars like Imam Gazali, Ibne Khuldom prove the above mentioned fact. They devised such methods of teacher training that are considered skillful even now a days in the Education Policy of Pakistan (Butt, Siddiqui, Soomro & Asad, 2020). Special references are added on teacher training programs both at provincial and federal level. Many agreements are being made with some foreign agencies (in the context of education) for qualitative teacher training programs. In fact, training in this field provides the knowledge and skill which seeks to reshape the attitude, remodel the habits and in a way to reconstitute the personality of a teacher. Training helps teacher to save time, energy, money and trouble. Appropriate training makes a teacher effective. As stated by Arora (1990):

*"The importance of a teacher in the educational process is unquestionable. However, the entire edifice of education is shaky if the teacher's education is weak and ineffective. An effective teacher is the foremost factor contributing to educational enhancement and improvement, which are trying hard to achieve target."*

In service teachers training programs were also suggested in various units of national educational policies. Many teacher training institutions are well equipped with modern strategies and updated knowledge (Curtis, 2019). Academy of Higher Education that was established under the supervision of University Grants Commission is among one of the best examples. Government of Pakistan (1992) recognizing the importance of utilizing the knowledge and expertise of university and college teachers, proposed to setup the "Education Cadre" to draw capable and talented persons for appointment to high position in education, non-education government departments and autonomous organization. Government of Pakistan (1992-2002) also declared that a regular in-service training program will be launched for teachers at all levels. The training for university teachers was also realized by the National Educational Policy (1998-2010). The policy states much of the strength of the graduate study program and the quality of research is determined by the quality of teachers. We need a wide range of faculty development program for university teachers to fill the gap of qualified manpower. Even at the advent of 21<sup>st</sup> century, Pakistan is facing great challenges in the education field. The key to the improvement and expansion of education system is to increase the number and quality of professional teachers (Hoodbhoy, 2020). Many colleges and universities are offering professional programs like B.Ed., M.Ed., M. Phil., and Ph.D. through formal system. In Punjab, Directorate of Staff Development, Government

Elementary Colleges and many universities for teacher training are fulfilling the real agenda of effective sharing and transferring of knowledge through teacher training programs.

The study was based on the following hypotheses:

H1 - Formal education has significant relation with professional skills

H2 - Formal education has significant relation with confidence of prospective teachers

H3 - Skills provision to prospective teachers has significant relationship with formal education is significant.

### 3. RESEARCH METHODOLOGY

It was a quantitative study based upon numerical calculations and evaluations (Attneave & Arnoult, 1956). Our population was 18 teachers from formal system and 99 students of M.Ed. (teacher education) of Sargodha University and Pir Mehar Ali Shah Arid Agriculture University, Rawalpindi session 2012-2013. The sample of the study was consisted of 16 teachers and 80 students of Sargodha University and Pir Mehar Ali Shah Arid Agriculture University Rawalpindi as formal system session 2012-2013. Two questionnaires were designed with five point Likert scale for students and teachers/tutors of Education Departments of both the systems.

#### 3.1 Development and validation of Research Instruments

Two questionnaires were designed on five point Likert scale, one for students and other for teachers of Education Departments of both the universities. The questionnaires were validated by the pilot study from 2 teachers and 5 students which were part of the population. Necessary amendments were incorporated and improvements were made on the basis of observations.

### 4. ANALYSIS OF DATA

Data was tabulated and analyzed by using statistical package for Social Science 20.0 (SPSS) by working out percentage, mean and T test.

Formula for calculating mean is:

$$\text{Mean Score} = \frac{f_{SA} \times 5 + f_A \times 4 + f_{UNC} \times 3 + f_{DA} \times 2 + f_{SDA} \times 1}{N}$$

Where

- $f_{SA}$  = Frequency of strongly agreed responses
- $f_A$  = Frequency of agreed responses
- $f_{UNC}$  = Frequency of uncertain responses
- $f_{DA}$  = Frequency of disagreed responses
- $f_{SDA}$  = Frequency of strongly disagreed response

The formula used for T test is as under:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{(\sum X^2 - \frac{(\sum X)^2}{N_x}) + (\sum Y^2 - \frac{(\sum Y)^2}{N_y})}{N_x + N_y - 2} \right] \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Use the following formula to calculate the *t-ratio*.

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{(\sum X^2 - \frac{(\sum X)^2}{N_x}) + (\sum Y^2 - \frac{(\sum Y)^2}{N_y})}{N_x + N_y - 2} \right] \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

- $\sum$  = sum the scores
- $M_x$  = mean for Group 1, i.e. Formal Education
- $M_y$  = mean for Group 2, i.e. Non-Formal Education
- $X$  = score in Group 1
- $Y$  = score in Group 2

$N_x$  = number of scores in Group 1  
 $N_y$  = number of scores in Group 2

The questionnaires were distributed among 80 students of Sargodha University and Pir Mehar Ali Shah Arid Agriculture University, Rawalpindi. The responses were 80. The responses of the formal education, i.e. Sargodha University and Pir Mehar Ali Shah Arid Agriculture University were 94.12 percent.

Table 1 shows that in formal education 66.25 percent were male while 33.75 percent were female.

**Table 1.** Distribution of students by sex

Education Mode	Male	Percentage	Female	Percentage
Formal Education	53	66.25	27	33.75

Table 2 points out that the age of students of formal education was 31.25 percent for 20-25 years, 37.50 percent for 25 to 30 years, for 30-35 years it was 18.75 percent while for 35-40 years 8.75 percent and above 40 was 3.75 percent.

**Table 2.** Age of students for formal education

Age of students	Formal Education	Percentage
20-25 years	25	31.25
25-30 years	30	37.50
30-35 years	15	18.75
35-40 years	7	8.75
above 40 years	3	3.75

Table 3 explains the academic and professional qualification of students of formal education. It points out that for formal education the academic qualification of students, that 77.50 percent were BA/B.Sc., 20.00 percent MA/M.Sc. and 2.50 percent had other qualification. The professional qualification of students of formal education was 43.75 percent with PTC certificate, while 56.25 were CT in addition to B.Ed. which is basic qualification.

**Table 3.** Qualification of students

Qualification	Formal Education	Percentage
Academic		
BA/B.Sc	62	77.50
MA/M.Sc.	16	20.00
Other	02	2.5
Professional	28	43.75
PTC	36	56.25
CT	80	-
B.Ed		

Table 4 shows that 84% students of formal system agreed that process of admission was based on merit, 6.2% were uncertain about the statement while 10% disagreed. The mean score of formal system was 4.34. The value of t-test was 2.52 which lies in the rejection region. Therefore, the hypothesis is rejected at 95% level of significance which indicates that there is a significance difference in the admission process of formal education.

**Table 4.** Opinion about the merit based admission process

Statement	Levels	Formal System			t-test
		Frequency	%age	Mean Score	
Process of admission was based on merit.	SA	48	60.00	4.34	2.52
	A	19	23.75		
	UNC	5	6.25		
	DA	8	10.00		
	SDA	0	0.00		

Table 5 elaborates that 85% students of formal system agreed that curriculum fulfills the needs of concerning teaching of M.Ed. program, 5% were uncertain about the statement. The mean score was 4.06. The value of t-test was 1.35 which lies in the critical region.

**Table 5.** Opinion about the curriculum at M.Ed. program

Statement	Levels	Formal System		Mean Score	t-test
		Frequency	%age		
The curriculum fulfills the needs of concerning teaching of M. Ed program	SA	30	37.50	4.06	1.35
	A	38	47.50		
	UNC	4	5.00		
	DA	3	3.75		
	SDA	5	6.25		

Table 6 indicates that 73.7% students agreed that AV aids facilities are available, 13.8% were uncertain about the statement while 12.4% disagreed. The mean score was 3.68. The value of t-test was 4.38, which lies in the rejection region. Therefore, the hypothesis is rejected at 95% level of significance which indicates that there is a difference between the availability of AV aids.

**Table 6.** Opinion about the availability of AV aids

Statement	Levels	Formal System		Mean Score	t-test
		Frequency	%age		
The AV aids facilities are available in formal modes.	SA	6	7.50	3.68	4.38
	A	53	66.25		
	UNC	11	13.75		
	DA	9	11.25		
	SDA	1	1.25		

Table 7 indicates that 96.3% students of formal system agreed that library facility is available in the institution, while 3.8% were uncertain about the statement. The mean score of formal system was 4.50. The value of t-test was 10.07, which lies in the rejection region. Therefore, the hypothesis is rejected at 95% level of significance which indicates that there is a difference between availability of library facility in both formal and non-formal educational system.

**Table 7.** Opinion about availability of library facility

Statement	Levels	Formal System		Mean Score	t-test
		Frequency	%age		
Library facility is available in the institution.	SA	43	53.75	4.50	10.07
	A	34	42.50		
	UNC	3	3.75		

The questionnaire was distributed to 16 teachers of Sargodha University and Pir Mehar Ali Shah Arid Agriculture University, Rawalpindi. The responses were 100%. Table 8 explains the academic and professional qualification of teachers. It states that 68.75 percent were MA/M.Sc, 18.75 percent M.Phil and 12.50 percent were PhD. The professional qualifications of teachers of formal education, 46.15 percent were M. Ed while 53.85 percent had additional qualification of B. Ed.

**Table 8.** Teachers Qualification

Qualifications	Formal Education	Percentage
Academic		
MA/M.Sc.	11	68.75
M.Phil.	3	18.75
Ph.D.	2	12.50
Any other	-	
Professional		
B.Ed.	14	53.85
M.Ed.	12	46.15
Any others	-	-

Table 09 indicates that 100% of teachers agreed that course contents are according to the national curriculum. The mean score was 4.88. The value of t-test was 2.98, which lies in the rejection region.

**Table 9.** Opinion about course contents

Statement	Levels	Formal System			t-test
		Frequency	%age	Mean Score	
Course contents are according to the national curriculum.	SA	11	68.75	4.69	2.98
	A	5	31.25		
	UNC	0	0.00		
	DA	0	0.00		
	SDA	0	0.00		

Table 10 indicates that 100% of teachers agreed that student teacher interaction encouraged in teaching process. The mean score was 4.56. The value of t-test was 0.57.

**Table 10.** Opinion about the teacher/student interaction

Statement	Levels	Formal System			t-test
		Frequency	%age	Mean Score	
Students' teacher interaction is encouraging in learning process.	SA	5	31.25	4.31	0.57
	A	11	68.75		
	UNC	0	0.00		
	DA	0	0.00		
	SDA	0	0.00		

Table 11 indicates that 75% of teachers agreed that library facility is available at the university campus while 25% respondents showed uncertain behavior about the statement. The mean score was 4.0. The value of t-test was 2.24, which lies in the rejection region.

**Table 11.** Opinion about the library facility

Statement	Levels	Formal System
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		Frequency	%age	Mean Score	t-test
The library facility is available at the university campus.	SA	10	62.50	4.38	2.24
	A	2	12.50		
	UNC	4	25.00		
	DA	0	0.00		
	SDA	0	0.00		

**5. RESULTS AND DISCUSSION**

On the basis of the data analysis, following findings were made based on the data collected from the students. A vast majority of respondents (84%) of formal system agreed that process of admission was based on merit. The mean score was 4.34. The value of t-test was 2.52. An overwhelming majority of respondents (96%) of formal agreed that admission schedule was advertised in time. The mean score was 4.54. The value of t-test was 0.85. An overwhelming majority of respondents (96%) of formal system agreed that library facility is available in the institution. The mean score was 4.50. The value of t-test was 10.07. A vast majority of respondents (88%) of formal system agreed that necessary guidance was provided to fill in the admission form. The mean score was 4.12. The value of t-test was 1.28. A vast majority of respondents (86%) of formal system agreed that necessary guidance and counseling is provided by teachers/tutors. The mean score was 4.14. The value of t-test was 2.06.

A vast majority of respondents (86%) of formal system agreed that teachers/ tutors encouraged the students in their learning process. The mean score was 4.10. The value of t-test was 5.49. A vast majority of respondents (86%) agreed that teachers are regular in classroom. The mean score was 4.25. The value of t-test was 2.24. A vast majority of respondents (85%) of formal system agreed that curriculum fulfills the needs of concerning teaching of M.Ed. program. The mean score was 4.06. The value of t-test was 1.35. A vast majority of respondents (84%) of formal system agreed that instructional material is easy to understand. The mean score was 3.9. The value of t-test was -0.83. A vast majority of respondents (81%) agreed that teachers guide the students for their examination. The mean score was 4.02 the value of t-test was 3.96. A large majority of respondents 76% respondents of formal system agreed that duration of the program is appropriate. The mean score was 3.76. The value of t-test was -0.83. A large majority of respondents (74%) of formal system agreed that AV aids facilities are available in formal modes. The mean score was 3.68. The value of t-test was 4.38.

Following are the findings from the data collected from teachers. All (100%) teachers of formal system agreed that course contents are comprehensive. The mean score was 4.69. The value of t-test was 1.32. All (100%) teachers of formal system agreed that language of instructional material is easy to understand. The mean score was 4.81. The value of t-test was 2.95. All (100%) of formal system agreed that course contents are according to the national curriculum. The mean score of formal system was 4.88. The value of t-test was 2.98. All (100%) of formal system that teachers observe punctuality in the classes. The mean score was 4.75. The value of t-test was 2.52.

All (100%) of formal system agreed that student teacher interaction encourage in teaching process. The mean score was 4.56. The value of t-test was 0.57. All (100%) of formal system agreed that students are punctual in the class. The mean score was 4.31. The value of t-test was 0.84. An overwhelming majority of respondents (94%) teachers of formal system agreed that teachers involve in students to take interest in theory related information. The mean score was 4.50. The value of t-test was -1.69. A vast majority of respondents (86%) of formal system agreed that teachers provide guidance to their students in selecting the reference material. The mean score was 4.06. The value of t-test was 2.44.

A vast majority of respondents (88%) of formal agreed that lecture method is commonly used in teaching learning process. The mean score was 4.62. The value of t-test was -4.06. A vast majority of respondents of formal system (87%) disagreed that teacher are competent in teaching. The mean was 4.31. The value of t-test was -16.38. A vast majority of respondents (87%) of formal system agreed that teachers use modern technology in teacher learning process. The mean score was 4.25. The value of t-test was -0.06. A vast majority of respondents (87%) of formal system agreed that final examination fulfills the purpose of the external examination. The mean score was 3.75. The value of t-test was -1.24. A vast majority of respondents (87%) of formal system agreed that process of issuing library books is easy. The mean score was 4.38. The value of t-test was 6.93. A vast majority of respondents (82%) of formal

system agreed that students are allowed to discuss their study problems in tutorial meeting/ regular classes. The mean score was 4.7 .The value of t-test was -1.21 (Table 4.2.14).

A vast majority of respondents (81%) of formal system were uncertain that teachers encourage students through comments on their assignments. The mean score was 3.44. The value of t-test was -10.56. A large majority of respondents (75%) of formal system agreed that library provides free internet facility to the students. The mean score was 3.81. The value of t-test was -5.31. A large majority of respondents (75%) of formal system agreed that library facility is available at the university campus. The mean score was 4.0. The value of t-test was 2.24. The teachers (50%) of formal system agreed that library has sufficient reference of study materials. The mean score was 4.19. The value of t-test was -2.48. The teachers (50%) of formal system agreed that the examination system is up to the mark. The mean score was 3.75. The value of t-test was -2.02.

## 6. CONCLUSIONS

Process of admission was based on merit. Library facility was available in the institution. Result cards were issued on time to the respondents. Process of receiving degree was easy. Necessary guidance was provided to the students for filling the admission form. Necessary guidance and counseling was provided by teachers. Teachers encouraged the students in their learning process. Teachers were regular in the classroom. Curriculum fulfills the needs of concerning teaching of M.Ed. program. Instructional material was easy to understand. Examination centre were established with the access of respondents. In conclusion we can say that as per the teachers' responses, course contents were comprehensive. Language of instructional material was easy to understand. Course contents were according to the national curriculum. Teachers observed punctuality in the classes. Student teacher interaction is encouraged in teaching process. Students were punctual in the class. Teachers involved students to take interest in theory related information. Teachers provided guidance to their students in selecting the reference material. Regular classes were useful to enhance the learning process. Lecture method was commonly used in teaching learning process. Teachers were competent in teaching. The examination system was up to some extent appropriate. Academic policies for formal education were not changed on the basis of evaluation.

Enrollment in M.Ed program in formal system may be improved by the examination controller as well as the examination system may be made up-toned of the society, and government should make policies regarding fee charges of M.Ed. program in formal system and should work to reduce them. Government should also arranged seminars and workshops to improve the formal system, and should also focus on the improvement of course content.

### 6.1 Delimitations of the study

The research was delimited to:

- Teachers of M.Ed. (teacher education) Education Department of Sargodha University and Pir Mehar Ali Shah Arid Agriculture University, Rawalpindi as formal institution for the academic session 2012-2013.
- Enrolled students of M.Ed. (teacher education) program of both the systems for the academic session 2012-2013.

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