

**STUDY THE PERCEPTION OF TEACHERS REGARDING TRAINING AT PRIMARY
 LEVEL CONDUCTED BY PITE, BALOCHISTAN PROVINCE OF PAKISTAN.**

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Abstract

Present study was to determine the perception of teachers regarding training at primary level conducted by Provincial Institute for Teacher Education Balochistan. A sample of one 100 respondents from the [Provincial Institute for Teacher Education, Balochistan, Quetta](#) were selected by using the simple random sampling. The finding reveals that the Most (40%) of the respondents having the graduate degree. More than (54%) of the respondent had fall in the age categories i.e. 21 to 35 years. Most (45%) of the respondents had received the 6 and 10 trainings. Followed by 35% of the respondents acquired the up to 5 trainings. Nevertheless, in this regard, the null hypothesis “In-service teacher trainings have positive impacts on instructional skills of teachers” was rejected in the favor of alternate hypothesis, 2 out of five statements about instructional skills of teachers. The null hypothesis “A teacher has never experienced any difficulty or challenge during training” was rejected in the favor of alternate hypothesis, one out of five statements about training vision. In view of the aforesaid conclusions, following strategies is also put forwarded. Teacher coach must adopt new teaching procedure alternatively of usual process and equip the student lecturers with the modern-day instructing approaches and techniques. Coaching should be aimed on the development and enhancement of linguistic and communicative competence of student lecturers now not conveniently providing degree. The appointment and switch of instructing employees is also obvious and political interference is also discouraged on this regard.

Key words: Balochistan, Perception, PITE, Primary, Training, Teachers.

INTRODUCTION

Training is comfortably outlined as the formal, ongoing efforts which can be made within an institution to give a boost to the efficiency of its staff. Training as an development parameters will also be described as an academic procedure which includes the sharpening of talents, standards, altering of attitude and gaining extra talents to increase the performance of workers. While new approaches are under steady development, a few customary training ways have proved to be enormously amazing. Training programs is also enthusiastic about individual performance or staff efficiency. In order to maximize the effectiveness of training and progress application, corporations have got to always examine and identify their workers present training and development desires to prepare them for his or her next positions to attain greater growth. In nutshell Training as a coaching is primary for organizational development and its success which is certainly fruitful to both employers and staff of an organization.

Education is claimed to be one of the most predominant element which contribution is important in the progress of a country and the prosperity of the lots. Consciousness is promoted among men and women by making them competent to learn the arena (Frier, 1987), and creates and mobilizes domestic resources (Adeeb, 2008), main to higher-order social and fiscal growth.

Education is said to be a robust catalyzing agent, which presents ethical, physical, ideological and mental progress to contributors of a society, with the intention to make them equipped to have complete abilities of their objectives, of their ambition in life and to make them in a position to achieve their objectives. Education is a source of the ethical progress and the meeting the basic desires of society members. According to Islamic thoughts, schooling is the one agent for bringing constructive change in of persons attitudes based on the worth of honorableness serving to them to build a

sound Islamic society (GoP, 1998). Education strains on the highest precedence among most important rights of the men and women underneath the constitution of Pakistan.

Schooling performs a dominant role within the development of a society in multi-dimensional ways. In the real sense, education civilizes, enlightens and makes continuation much progressive of the human-being. Accordingly, schooling may be very much foremost for the progress of man or woman and entire society. Education is a positively not ending approach of inside progress. It has been located that education is one of the vital additions which deliver to the progress of a nation and the success of the multitude. It gives your backing to attention between men and women by using carrying out them robust to 'read' the sector (Frier and Macedo, 1987; Prasad, 2013).

In the context of Pakistan, the schooling has been questioned and criticized infrequently with the aid of the concerned constituencies. So as to meet the developing demands of lecturers at quite a lot of levels, the teacher schooling process has long past by means of enormous quantitative enlargement, but the greatness of academics' training has been lost sight of and compromised. Commenting on the present state of instructor education in Pakistan, the country wide schooling coverage: 1998-2010 observes: "The qualitative dimension of trainer education program has received marginal concentration resulting in mass creation of academics with shallow figuring out of each the content and methodology of schooling" (GoP, 1998a). A recent report published by way of UNESCO about instructor schooling in Pakistan elements out that "nonappearance of superiority has to be tackled urgently in a context where trainer-learner interactions are mediated through a supportive management, and by using an enabling policy atmosphere" (UNESCO, 2008). Therefore, in the present research study was a try and check the perception of the respondents about their training needs.

To support the teachers to incredulous the inaction of outdated practices, learned through traineeship and observation of the teacher working at organizations, concentrated training of teachers is crucial (Lortie, 1975). However, Higher Education Commission in association is making significant involvement and investments in the proficient growth of teachers. They have presented dissimilar inventions specific action based prospectus, course modules for in-or pre service working out, skilled enlargement workshops, chance of contributing in seminars and symposiums, etc. All these actions are

intended for teachers to make for an archetype change from teacher-centered to learner-centered in the realm.

GOVERNMENT TEACHER TRAINING INSTITUTES IN BALOCHISTAN

There are two essential executive trainer coaching institutes in Baluchistan these are (1) Bureau of Curriculum and Extension Centre (BC&EC) and (2) Provincial Institute for inservice training education (PITE). Bureau of Curriculum and Extension Centre used to be centered in 1976 with the intention to study national Curriculum and furnish suggestions to federal govt. This pastime was carried out via the group of specialists from exclusive discipline areas. This institute used to be additionally accountable to provide pre-service trainer coaching to most important and middle school lecturers respectively by means of elementary colleges which might be nonetheless beneath the direct supervision of BC&EC. Now there are 16 elementary colleges (female and male) in the course of Balochistan.

PITE Balochistan was prepared with all these bodily and Human assets which were fundamental for accomplishment of these targets. Furthermore, PITE used to be additionally furnished with the offerings of 36 training out publish tutors who work at to facilities founded in the far flung areas of the province. The rationale of these centers is to serve as satellites of PITE and prolong in-carrier teacher education services to the teachers of those remote districts for enhancing excellent of education. Every training outpost Centre has three training outpost tutors (little toddlers) to carryout reputable progress movements. It also has two school rooms set-up in a enormous college of the district for the training purposes. The contact individual for these children is the director PITE, Quetta. Each and every center has two rooms and has been supplied with needed furnishings and many others. For authentic progress purposes. At reward a few of these to centers will not be practical.

PITE has been working with exclusive global and country wide Non Governmental organizations for the uplift of teacher education regular since its inception. These donor agencies supplied monetary support for improvement of content material and pedagogy of inservice teachers of all degree and technical input was provided by using PITE. Among these donor corporations, UNICEF is working in seven focused districts of Balochistan.

However, the international or local NGOs like UNESCO, WESS, RAHA, and Canadian International Development Aid (CIDA) almost covered all districts of Balochistan. Small print of instructor coaching funded through these companies can also be visualized by means of the following tables (PITE place of business files). PITE and BC&EC are nonetheless working in collaboration to increase the first-rate of education by way of special in-carrier and pre-carrier trainings with aid of one of a kind donors. With the support of United State of International Development Agency (USAID) education task, Pre-STEP has introduced special teachers reputable requirements to give a boost to teachers ability. To reap its mandate, PITE now in all its training correspondences emphasizes these specialized necessities.

RATIONALE OF THE STUDY

Professional development provides the essential foundation of knowledge that is absolutely necessary if one hopes to achieve success in teaching learning process. Professional development of teacher is key to the successful execution of any educational improvements. Trainings for primary teachers are thought to enable them with important knowledge and skills to mold students as per set learning standards of today. Therefore present study was filled up the huge gap with the term of knowledge acquisition and policy makers for the planning and implementation of the education program. The findings of the present study also identifying the gaps between teacher's perception about their training needs and their actual teaching practices. Present study not only helpful for policy makers or planners in the field of teaching, training needs, but also enhances their professional skill in multi-dimensional ways.

OBJECTIVES

To determine the biographical profile of the respondents.

To find out the opinion of teachers regarding effective teacher training, instructional skills of teachers and challenge during trainings.

To explore the challenges face by the trainees during the trainings.

HYPOTHESES

The hypotheses of the study were as below;

Government teachers Training institutes conduct effective teacher training packages.

In-service teacher trainings have positive impacts on instructional skills of teachers.

Teachers have never experienced any difficulty or challenge during training.

REVIEW OF LITERATURE

Dilshad (2010) explored the training needs and requirements of the teachers about academics at institutions. Trainers (teachers) in the schooling system in Pakistan have been due to the poor performance. Present research paper presents findings of a be trained designed to investigate exceptional of teacher education at three executive faculties for basic academics placed at the Islamia University of Bahawalpur in the education department,

Akber et al. (2013) investigated the training needs and compared the existing gaps between educating beliefs and teaching practices in educational institutions about new curriculum related to the B.Ed., and ADE in the entire schools of Punjab province. In this connection, keeping in view, the dimension of the training programs and its motivational aspect a state of the art program was arranged so as to cut down the huge educational gaps related the exact teaching practices of trainer educators in Pakistan.

Farah et al. (2014) conducted the study about the predominant motive of the present study was to the cursory survey of various previous research on academic coaching in the context of Pakistan. The function of schooling is undeniably significant in the development of human capital and as a consequence the complete society. Where, the significance of instructor is broadly permitted in making the way forward for human-being. Academics are those chosen men and women who, having the candle of enlightenment, capabilities and the key to success.

Fatima et al. (2014) conducted to investigate the reputed of government instructor coaching Institutes, teachers trained from these institutes and implementation of taught procedures at the study room stage. For this motive simplest those government training institutes of Balochistan had been targeted which provide in-carrier instructor trainings and essential lecturers of Quetta and Pishin districts have been constituted the populace of the be trained. The total pattern size thus analyzed was once 240. The data evaluation helped the researcher to conclude that fallacious procedures of

determining trainee lecturers, unequal opportunities for training, impact of strain agencies and political figures, lack of monitoring and analysis of training programs, flawed planning of trainings are the obstruction that impede efficiency degree of trainer education institutes and coaching applications. This study additionally recommends some suggestions to coverage makers and stake holders for better efficiency of trainer coaching institutes and growth in existing teacher coaching programs.

Scannell (2002) reviewed six strong trainer education programs in the U.S., and found following fashioned traits: 1) A thought of excellent instructing is apparent in courses and discipline experiences; 2) concept is taught within the context of apply; 3) increased discipline experiences are articulated and sequenced with theory; four) A well-outlined approved common of observe is used to guide coursework and clinical experiences and to evaluate them; 5) university/ college partnerships are established on shared beliefs; and 6) comparison is comprehensive and bonded to instruction, and results of comparison are used to make certain that candidates learning is applied to real situations.

RESEARCH METHODOLOGY

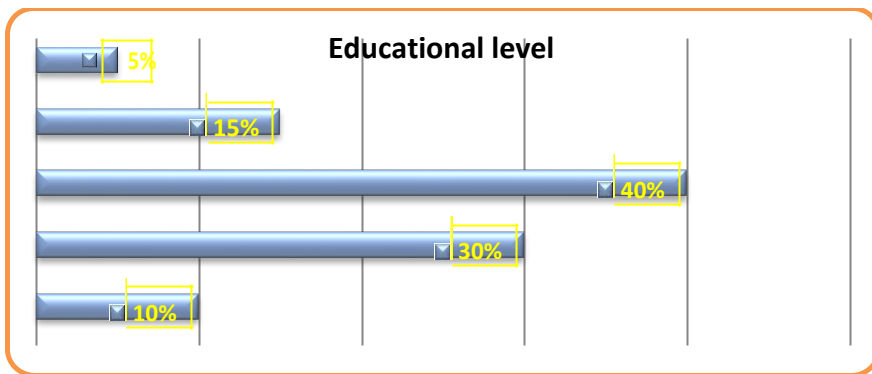
The research paper was based on quantitative survey. A sample of one hundred 100 respondents from the [Provincial Institute for Teacher Education, Balochistan, Quetta](#) (PITE) were selected by using the simple random sampling. To present study was conducted in the [Provincial Institute for Teacher Education, Balochistan, Quetta](#) (PITE) in order to record and check the perception of the respondents about the in-service activities. However, in this connection a questionnaire as research instrument were designed with the help of research supervisor and faculty members. The questionnaire (5 point Likert scale) as research instrument included two parts, the part one consisted the demographic information and part 2 composed general information by the respondents. The raw information as a data were prearranged and settled in a coding as a tally sheet. The data were analyzed by calculating frequencies, means and SD for individual importance about training theme, ranking of importance was assigned by the researcher based on mean scores. Independent simple t-test were used in order to denote and checked the variation between the perceptions of the teachers and calculated to test all the null hypotheses in this regard. With the help of coding sheet, all the data

were tabulated, summarized and analyzed with the help of SPSS, a statistical computer software.

DATA ANALYSIS

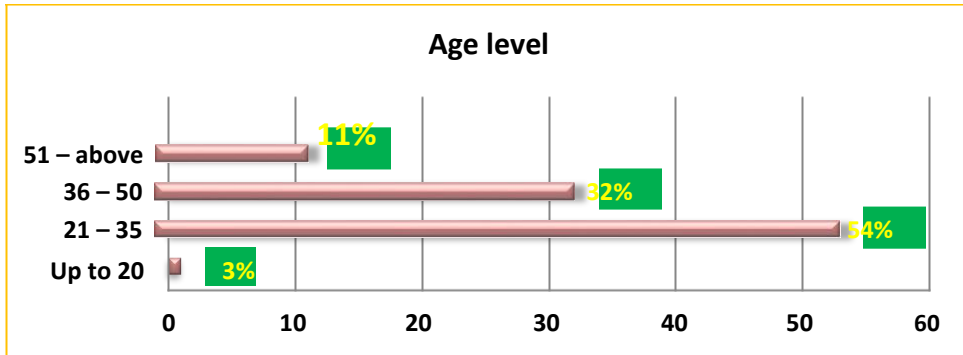
The overall function of the present research was determined the respondent perceptions about training in PITE institute Balochistaan Quetta. The accrued knowledge analyzed to interpret with the reason to draw pertinent conclusions and formulate right ideas regarding training. The socio-economic condition was regarded as the prime importance ability level of the respondents. Characteristics like age, schooling, farm measurement, land holding, social fame and so on. And these characteristics exert their stress on the behaviour of a man or woman.

Figure. No.1. Educational level of the respondents

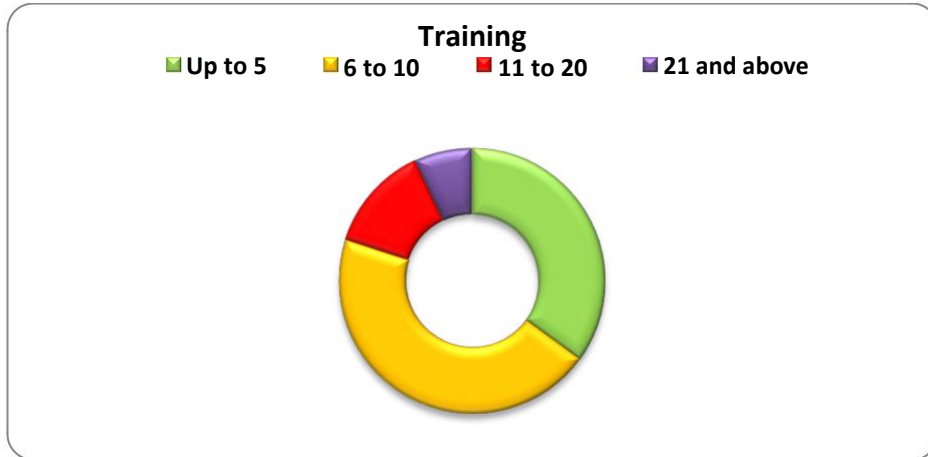


The educational level of the respondent was play vital role to adopt any technology as shown in figure.1. Most (40%) of the respondent having the graduate degree, followed by 30% of the respondents who had intermediate or F.Sc level education certificate. While 10% of the respondents having the matriculation and only 5% of the respondents who had others degree of certificate.

Figure.No.2. Age of the respondents



Age composition have imperative variable in the context of socio-economic characteristics as shown in figure.2. More than (54%) of the respondent had fall in the age categories i.e. 21 to 35 years, followed by 32% of the respondents who had fall in the age categories of 36 to 50. While 11% of the respondents had fallen in 51 and above age categories. and only 3% of the respondents who had fallen u to 20 years age categories. Figure.No.3. Training need of the respondents



The training play vital role with the term of competency dimension. The figure.3. depicts the relavent results in this regard. Most (45%) of the respondents had received the 6 and 10 trainings. Followed by 35% of the respondents who acquired the up to 5 training. Most 13-7% of the respondents had received the 11 to 20 and 21 and above trainings respectively.

General Characteristics of the respondents

Following items used as the variables and were labelled as:

Teachers believe that training is essential for achieving our educational goals.

Professional development is the essence of effective teaching style.

All trainings conducted by PITE Balochistan are effective.

Equal teachings training opportunity are not available to all primary teachers.

Well planned and organized training impact positively.

Teacher is very satisfied with trainings.

Teachers are provided favorable environment during training sessions.

Training conducted by PITE will raise the standard of teaching in you school.

Teachers receive training on curriculum and instruction for the students at different levels of learning.

Female primary teachers are more involved in the professional development training.

Table.No.1: Perceived score of respondents.

Variables	Instructor		Trainer		Std. Error Diff.	T-vale	Sig*
	M	SD	M	SD			
V1	2.48	1.111	2.88	1.288	.241	-1.663	.100 NA
V2	3.20	1.178	3.40	1.195	.237	-.843	.401 NA
V3	2.90	1.129	2.92	1.243	.237	-.084	.933 NA
V4	2.28	1.031	2.62	1.193	.223	-1.525	.131 NA
V5	2.40	1.212	2.90	1.182	.239	-2.088	.039*

* Significant (2-tailed) at 0.05 Level

Table-1, shows the Levene's Test for Equality of Variances to test whether the discrepancies of acuitiesbased on overall group insight by using 5-ppoint Likert scale (starting with 1- strongly disagree, 2-disagree, 3-undecided, 4-agree, and 5-strongly agree) T-test for equality of means demonstrations that there were statistical differences between group perception were persisted at $p\text{-value} > 0.05$. The independent samples t-test wide-open a statistically

significant inconsistency among the respondents were existed in 1 out of 5 items i.e. well planned and organized training impact positively ($t = -2.088$, $SED = .239$, $p < .005$). However, the null hypothesis “Government teachers Training institutes conduct effective teacher training packages” was rejected in the favour of alternate hypothesis, one out of five variables.

Table.No.2: Perceived score of respondents.

Items	Instructor		Trainer		Std. Error Diff.	T-vale	Sig*
	M	SD	M	SD			
V6	3.24	1.061	3.32	1.115	.218	-.368	.714NA
V7	2.72	1.196	3.44	1.198	.239	-3.008	.003*
V8	3.40	1.069	3.18	1.207	.228	.965	.337 NA
V9	2.92	1.243	3.82	1.119	.237	-3.805	.000**
V10	3.60	1.370	3.58	1.214	.259	.077	.939 NA

* Significant (2-tailed) at 0.05 Level

Table-2, demonstrations the Levene’s Test for Equality of Variances to test if the differences of insightsterm of group vision by using 5-ppoint Likert scaling. T-test for equality of means demonstrations that there were statistical differences between group perception were persisted at $p\text{-value} > 0.05$. The independent samples t-test unpredictable a statistically significant discrepancy among the respondentsperceptions were happened in two out of five items i.e. teachers are provided favorable environment during training sessions($t = -3.008$, $SED = .239$, $p < .005$) and teachers receive training on curriculum and instruction for the students at different levels of learning($t = -3.805$, $SED = .237$, $p < .005$) respectively. Nevertheless, in this regard, the null hypothesis “In-service teacher trainings have positive impacts on instructional skills of teachers” was rejected in the favour of alternate hypothesis, two out of five variables.

Table.No.3: Perceived score of respondents.

	Instructor	Trainer	Std.	T-	Sig*
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	M	SD	M	SD	Error Diff.	vale	
Stimulus variation	3.42	1.032	3.38	1.260	.230	.174	.862 NA
Planning and preparation of Lesson	2.84	1.017	2.74	1.192	.222	.451	.653 NA
Lecturingtechniues	3.56	.972	3.10	1.093	.207	2.224	.028*
Remedial teaching	3.08	1.085	3.00	1.262	.235	.340	.735 NA
Questioning answering	3.44	.972	3.50	1.216	.220	-.272	.786 NA

* Significant (2-tailed) at 0.05 Level

Table-3, reveals the Levene's Test for Equality of Variances to test if the differences of insight term of group vision by using 5-point Likert scaling. T-test for equality of means demonstrates that there were statistical differences between group perception were persisted at $p\text{-value} > 0.05$. The independent samples t-test statistically significant among the respondents' perceptions were occurred in one out of five items i.e. lecturing techniques ($t = 2.224$, $SED = .207$, $p < .005$). On the other hand, incidentally, the null hypothesis "A teacher has never experienced any difficulty or challenge during training" was rejected in the favour of alternate hypothesis, one out of five variables.

Conclusions and suggestions

Based on achieved results following conclusion was developed. Most (40%) of the respondent having the graduate degree. More than (54%) of the respondent had fall in the age categories i.e. 21 to 35 years. Most (45%) of the respondents had received the 6 and 10 trainings. Followed by 35% of the respondents who acquired the up to 5 trainings. Most 13-7% of the respondents had received the 11 to 20 and 21 and above trainings respectively. However, the null hypothesis "Government teachers Training institutes conduct effective teacher training packages" was rejected in the favor of alternate hypothesis, 1 out of five statements about teaching packages directions. Nevertheless, in this regard, the null hypothesis "In-

service teacher trainings have positive impacts on instructional skills of teachers” was rejected in the favor of alternate hypothesis, 2 out of five statements about instructional skills of teachers. The null hypothesis “A teacher has never experienced any difficulty or challenge during training” was rejected in the favor of alternate hypothesis, one out of five statements about training vision.

In view of the abovementioned conclusions, following suggestions are also put forwarded.

Teacher coach must adopt new teaching procedure alternatively of usual process and equip the student lecturers with the modern-day instructing approaches and techniques. There must be closed linkage between pre-service and in-service instructor coaching programmes. Ordinary choice criteria must be modified which is founded on academic attainment of scholar. The appointment and switch of instructing employees is also obvious and political interference is also discouraged on this regard. To increase the necessities of instructor education, father and mother may be inspired to cooperate with the heads of teacher education institutions.

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