EFFECTIVENESS OF IN SERVICE TEACHERS TRAINING PROGRAMMES OFFERED BY DSD AT PRIMARY LEVEL IN PUNJAB

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ABSTRACT: *The underlying purpose of the study is to investigate the effectiveness of in-service teacher training (ISTT) programmes conducted in Punjab by Directorate of Staff Development (DSD). It further evaluates the strength and weaknesses of the various executed training programmes by DSD within Punjab, Pakistan. The following Quantitative study intends to highlight the various variables which act as a comprehensive tool for the acquisition of expected or desired outcomes. It further states those variables involved which act as a catalyst to bring a significant change within the classroom premises, institutions or working places and the attitudes, methodology and teaching practices of teachers or professionals. For that purpose, surveys were conducted by using questionnaires in various areas of Punjab, Pakistan. The data was analyzed by using coding and SPSS-16. The conclusion drawn from the data analysis illustrates the positive influence of ISTT within the classroom as well as on individuals. It enables the teachers to identify their strengths and weaknesses as it has been proved as an efficient tool for self-evaluation, self learning and reflection. ISTT also bring change within in the classroom as it enables the teachers to understand the complexity of learning process more explicitly.*

KEY WORDS: professional development (PD), in-service teacher training (ISTT), effectiveness, DSD, attitude, knowledge, skill, practices, evaluation.

INTRODUCTION

Background of the Study

Education is very significant not only for the success of an individual but for the nation as well. Education is defined as to increase knowledge, skills and character of the students. Its main objective is to enable an individual learn about how to level with the society by improving intellect, enabling one's self to cope with the facts of life and by realizing self-potential and hidden talents of an individual. A successful teacher should have the qualities like mastery of subject matter, professional training, sound physical and mental health, dedication to his profession (Hanushek, 2004). Teacher of today is the person who is not only concerned with children's knowledge and skills but also equally concerned in his total progress (Kakkar, 2001).

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The thinking style of a teacher often influences the level of obligation and achievements. It is a significant representative of the quality teaching and has large impact on teachers and students' performance. In an ideal teacher, the awareness about strengths and characteristics are essential which directly reflects the power of one's own teaching and self efficacy. It is therefore, essential for successful teaching. Hence, improving the awareness of a teacher regarding teacher's role increases the quality of teaching. The level at which one evaluates the job necessities also affects one's teaching capabilities, organizational competence and teaching efficacy.

In-service training program for the teachers
In-service training plays a vital role in enhancing teaching capabilities of teachers. The quality of education depends on the capability, hard work and devotion of the teacher. If a teacher is unable to keep himself in touch with the quick scientific and educational advancements then he would become incompetent and unproductive as indicated in the National Education Policy (1998-2010), that "the teacher is considered the most vital factor in implementing all instructional changes at the grass root level. It is a fact that the academic qualifications, knowledge of the subject, capability and skills of teaching and the obligation of the teacher have effective influence on the teaching learning process".

Many factors are responsible of quality teaching. These include ideological and socio-economic desires, existing format of education system, and distinct theories and practices of teaching and learning. Teacher education program, being an essential part of the education system, has greatly extended and will increase further for catering to the rapid increasing requirements of the country. Teachers are great assets of nation. It is the quality of teachers on which the population of a country depends for superiority.

Teacher training and professional development frequently includes giving knowledge of content and skills in instruction, classroom management, or evaluation and increasing teacher knowledge and skill. It enables teachers to reflect seriously on their practice and move towards new knowledge and ideas about content, pedagogy and learners. Training and development can be thought of as processes formulated to increase the professional knowledge, skills, and attitudes of educators so that they might, in turn, increase the learning of students.

Training is an essential part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other significant aspects of teaching that can only be nurtured by reflective strategies and experiences. Training teachers is more likely to lead to diversity in practice at all levels of instruction. There are various outcome areas that are potentially influenced by teacher training program. These include:

1) Teacher knowledge
2) Teacher attitudes and beliefs
3) Teaching practice
4) Student achievement
5) Teacher identity

Purpose of training is to generate the conditions that enable the practice to be selected and used properly. There are many critical aspects in teacher training that should pay due attention (Asu,

24

2004). Training is a continuous process in the educational life of a teacher. Teacher's training goes on improving with the passage of time by attaining experience and study through-out the life span of a teacher. It is a way to get educational reforms that will persist.

In-service education and training includes all those activities that contribute to professional growth and qualifications of an employee e.g. reading educational generals, participating workshops, seminars, conferences and observational visits to educational institutions that give the employee a sense of security and a feeling of self confidence while performing his routine duties in the school. It is a continuous education of teachers and other educational workers that paves the way to the improvement of their professional proficiency. With the rapid growth in human knowledge new approaches, new methods of teaching, and new avenues for the teachers are being introduced. If a teacher is unable of keeping himself in touch with these developments he is proving himself as unproductive. In order to achieve this end it is necessary that a great many opportunities of in-service education should be provided for teachers.

Techniques of in-service training

Different techniques of in-service training included:
i. Refresher courses
ii. Workshops
iii. Seminars
iv. Conference
v. Lectures
vi. Study Circle
vii. Correspondence courses
viii. Science club
ix. Publications
x. Vacation institutes
xi. Demonstrations
xii. Project group
xiii. Field trip
xiv. Panel's presentation
xv. Debate, symposium, informal panel
xvi. Film

Aims and objectives of teacher's training

The aims and objectives of teacher education are as follows:
1) To familiarize the teachers with basics of education and learning theories.
2) To provide the teachers with instructional skills and make them aware of basic curriculum designing and planning.
3) To aware teachers with new and modern teaching methods and principles with unusual stress on children's participation and creativity in teaching learning process (Govt. of Pakistan, 1995).

Teacher education in Pakistan

Teacher training is the back bone of any education system. Pakistan is a developing country with a poor education system. In Pakistan, at public sector level, teachers find insufficient opportunities

of training and other professional development chances. There are training institutes at provincial level, but the quality of training given to the teachers is always questioned and criticized from certain quarters.

In Pakistan due to pathetic job of the public sector in teacher education, the private sector organizations have taken the accountability and are interested in teachers training activities (Sheikh & Rasool, 1998). But due to less availability of resources the aspect of quality is either overlooked or sacrificed. A research by Quality of education could be enhanced only by producing quality teachers (Darling & Hammond, 1999).

However, in order to be successful, the teacher preparation programs need continuous judgment, modern and be need oriented. Teacher education in Pakistan is shaping well and still it needs improvement according to modern trends in education and teacher education at primary and graduate levels (Mehmood, 2008).

There have been a number of in-service teacher training programs in Pakistan since independence, but it is generally perceived that they had an insignificant impact in bringing about large reforms in the quality of teaching and learning in the classroom. This reliable proof of limited success, as reported in the CPD framework, led to in-service training planners and providers coming up with a more effective training model/framework. The problem is increased when such a model/framework must deal with a large number of teachers, and where bringing them to be trained in one place is not viable.

Despite the wider criticism of the cascade model of teacher training, it was the only suitable option for training thousands of teachers over a large geographical region such as Punjab. Moreover, it was impossible to take teachers out of their schools for training, especially in the many single teacher schools in the rural areas.

There are several institutes imparting in-service training in Pakistan. The most significant ones are:
  i.   Directorate of Staff Development (DSD);
 ii.   Agha Khan Central Education Board refresher courses;
iii.   AIOU Primary Teacher Orientation Course;
iv.   Learning modules of Non-formal Wing of Ministry of Education.

The in-service training of government primary teacher is being conducted mainly by various donor-funded projects, including the Teacher Training project, Primary Education project developing the learning environment in NWFP, Sindh Primary Education Development Program, Baluchistan Primary Education program, while Punjab is training middle school heads and teachers through Middle Schooling Project (Abbasi, 1995).

Role of Directorate of Staff Development (DSD) in teachers' training in Punjab
The Punjab government with the active support of the World Bank and specialized agencies of the United Nations including UNESCO and UNICEF has been involved in a massive program of Education Sector Reforms. Punjab Education Development Policy Credit (PEDPC) program has

26

outlined a series of policy reforms to build capacity of the educational system to ensure availability of universal educational opportunity from pre-school to grade 10 and to improve the quality of educational opportunities to enhance the schools' ability to retain and graduate those who come to their doors.

The key objectives of pillar I include allocating adequate public expenditures that are commensurate with educational needs of the province and to strengthen each district's financial capacity for meeting the needs of education service delivery in that district. Reform pillar II calls for "Increasing equitable access to education and improving quality and relevance of education". The key objectives of pillar II includes increased participation and retention rates of schools; encourage participation of private sector for contributing to access to equitable and quality education; develop an integrated strategy for improving quality of teachers through innovative and comprehensive programs of both pre-service and in-service training of teachers; and Continuous Professional Development through a reorganized Directorate of Staff Development (DSD). Pillar III calls for "Improving Public Education Sector Governance and Management". Although different institutions play their role in different time at district and national level to train the teachers before starting their jobs and during job but now days, Directorate of Staff Development (DSD) is mainly performing this duty.

Statement of the problem

Teachers Training in Pakistan have been criticized by concerned constituencies for excessive quantitative expansion and poor quality. Training programmes are undergoing serious problems that impede its overall performance and effectiveness. It is need of hour to evaluate the effectiveness of existing teacher training programmes. Therefore, the sole purpose of this research is to analyze and evaluate the effectiveness of In-Service Teachers Training Programmes offered by DSD in Punjab.

Research Questions

1)   Is the training being conducted in Punjab by DSD meet to the teacher's needs?
2)   Is the process of evaluation of teachers training program appropriate?
3)   How do the teachers perceive the effectiveness of these programs?
4)   What is the impact of these programs at classroom level?

Hypothesis

In-Service Teachers Training Programmes offered by DSD in Punjab are effective.

Significance of the study

The in-service training program for the teachers tends to enhance the capabilities possessed by a good teacher which positively influences the performance of a teacher. In the modern world, in service training plays a central and key role in development of education. To give quality education, awareness about the job of a teacher is vital and is likely to be measured by various techniques. Many indicators defining good teacher can serve as an indirect way for evaluating the impact of training program. To fulfill institutional requirements regarding skills and knowledge, the roles and capacities of the trainees can be enhanced by in-service training. Only the trained teachers can set goals for teaching and can plan for attaining goals (Pintrich & Schunk, 2002).

27

Effective teachers have good ways for serving student. Training acts as a catalyst which provokes an important change in a teacher, redefines role, broadens vision and increases the attributes of a teacher.

REVIEW OF LITERATURE

Pardhan *et al*., (2004) investigated the effectiveness of in-service teachers' education programs offered by University of Education, Lahore.Yigit (2008) evaluated the effectiveness of an in-service training course for primary school teachers in Trabzon, Turkey. Data indicated that most teachers had positive attitudes towards the use of instructional technologies.Ali *et al*., (2009) evaluated the in-service teacher training program offered to the university teachers in the staff training institute, University of Peshawar, NWFP, Pakistan.Gunawardhane (2011) carried out a study on effectiveness of short-term in-service teacher training in the teaching learning process in Sri Lanka.Shah *et al*., (2011) compared the performance of trained (INSET) and untrained teachers (NON-INSET). Results revealed that INSET teachers were comparatively better than NON-INSET.Wati (2011) studied the effectiveness of the English teachers training program of elementary school English teachers in Riau province, Indonesia. The research findings revealed that English language training program was highly effective in terms of overall effectiveness and in improving teachers' confidence and motivation as EFL teachers.

Wreikat *et al*., (2011) studied the effectiveness of training for Jordanian EFL teachers.Uysal (2012) evaluated the in-service training program for primary school language teachers in Turkey. Data revealed the positive attitudes of teachers towards training program.Zareen *et al*., (2013) also studied the effectiveness of teachers training program by district training educators in Punjab. The results proved the training programs to be effective in improving quality of education.Suleman et al., (2011) studied the effectiveness of teaching performance of in-service promoted secondary school teachers in Khyber Pukhtunkhwa. The study was conducted to assess the effectiveness of the teaching performance of the in-service promoted secondary school teachers in Khyber Pukhtoonkhwa (Pakistan).

The study explored the teaching performance and attitudes of the promontory secondary school teachers. The main objectives of the study were; to evaluate the teaching performance of the in-service promoted secondary school teachers and to find out the week and strong points of the teaching performance of the in-service promoted secondary school teachers. All the students at secondary school level in Khyber Pukhtunkhwa constituted the population of the research study. Only 4650 students of science group at secondary school level were selected randomly as a sample in 12 districts out of 24 districts of Khyber Pukhtunkhwa province (Pakistan) i.e. Mardan, Nowshera, Peshawar, Kohistan, Bannu, Swabi, Bunner, Karak, Abbottabad, Malakand, D.I.Khan and Lakki Marwat. The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data.

After analysis of data, the researchers arrived at results that the teaching performance of in-service promoted secondary school teachers is very poor. It was found that majority of the in-service promoted school teachers have no knowledge of teaching methods. They have no subject mastery and majority of the students were not satisfied with their teaching methods. It was also found that

28

they do not use technology in teaching learning process. In nutshell, it came to surface that their overall teaching performance was nil and zero.

Mahmood and Iqbal (2010) studied the effectiveness Of Continuous Professional Development (CPD) Programme for teachers In Punjab, Pakistan. The evaluation study assessed the actual implementation of the CPD program. The sample included six experimental and three control districts of the Punjab. The results revealed the idea of providing training to the teachers at their workplace is in conformity with concept of CPD but the existing framework falls short in terms of forcing internal empowerment of teachers. A very limited evidence of change in classroom practices and student learning achievement was found.

METHODOLOGY

The study was carried out to measure the effectiveness of in-service primary teachers training programs, offered by Directorate of Staff Development (DSD) in Punjab. To operationalize the purpose of the study, Quantitative research methodology was employed.

Research instruments
Using survey methodology as organizational framework for the present study, the research method, research approach and the source of data were decided. Survey methodology offers two methods to collect empirical data: questionnaire and interview schedule (Neuman, 1997). In this research project, questionnaires were used to collect the data from in-service trained primary school teachers. Now, as the type of data involved in the study was quantitative (perceptions were quantified through ordered categories labeled by numbers), so, quantitative approach was selected. Finally, primary school teachers of district Narowal were the source of data collected for this study. It means that the unit of analysis was individuals not institutions (Grix, 2004). In the remainder of this chapter, the data source and data collection method are discussed in detail.

Population
The study was concerned to measure the effectiveness of in-service teachers training programs that is being conducted by DSD in Punjab. The primary school teachers (ESE and EST) of district Narowal constitute the population.

Sampling
District Narowal contains a large number of primary schools. Therefore, sample was randomly selected from various primary schools, keeping in view that there should be equal representation of both male and female teachers. A detail of sample drawn from the institutions is given in Appendix-A.

Size of the sample
The sizes of the sample were within the usual range required for small scale survey studies that is between 30 and 250 (Denscomb, 2007). The size of the prospective teachers' sample was 100.

Development of the instrument
For collecting data on research questions, a questionnaires was constructed (see Appendixes, B). The questionnaire was divided into three sections. These questionnaires had four alternate options for each statement. Weights assigned to these alternatives, as suggested by Edwards (1957), are as under:

Response	Score for item	
	Positive affect	Negative affect
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Finally, on the face sheet of the questionnaire, a general introduction was added to initiate the respondents into the purpose of data collection and for assurance of confidentiality of information and anonymity of their identity.
The length of the questionnaires was four pages, each that was within the acceptable range of length (Dornyei, 2007, p. 110). To meet the layout requirements, sections were labeled A, B and C, main questions were numbered as 1, 2, 3 and their subparts were lettered as a, b, c etc.

Procedure of data collection
First of all, their consent was sought with the prior intimation about the data collection, specifying date, time and the venue. Questionnaires to both samples were self-administered separately and the response rate was close to 100%. The researcher personally visited various primary schools of district Narowal for final comprehensive data collection Clear instructions were prepared for the respondents. They were requested to go through the general instructions first and then to respond. The researcher himself was there to guide the respondents properly. The respondents were asked to decide about their agreement with the statements and mark the relevant response category honestly on the questionnaires. Questionnaires were distributed to the subjects with the request to complete and return it as soon as possible.

Procedure of data analysis
The filled questionnaires were coded and entered into the computer for analysis with SPSS-16. After entering the data, it was checked for any entry mistakes. The missing information was detected and excluded from any subsequent calculation. After all these preparatory steps, two types of statistics were employed for two purposes. For summarizing data, mean (*M*) and standard deviation (*SD*) were calculated. The decision to run these statistics, both for data description and significance testing, were made according to the guidelines provided in the research textbooks on SPSS analysis. (e.g., Connolly, 2007, Muijs, 2011).

DATA ANALYSIS
The research was conducted in Narowal Tehsil, Punjab, Pakistan. The participants of case study were public sector primary school teachers. A sample of 100 teachers was selected from primary schools of Tehsil Narowal. The key purpose and objective of this case study was to analyze the effectiveness and efficiency of in-service teachers' training (ISTT) programmes, a formal way or

form of the domain of professional development, designed and executed by Directorate of Staff Development in Punjab, Pakistan.

The sample includes the 70% of female teachers as compared to 30% males as mentioned in table 1. All the participants in sample selected have obtained pre-service training. 83% have obtained short term training in contrast to 13% who obtained long term training.

Age Difference

There was a significant variation among participants' age who somewhere took part in some kind of in-service training programme. This age variation is shown in table 4 where 24% respondents age was 20-25 years, 31% respondents age was 25-30 years, 38% respondents were 30-35 years old and 7% respondents were 40 and above respectively. The result shows that the novice teachers or beginners take part in training programmes more often as compared to senior or experienced teachers. However according to OECD (1998), the development of teachers beyond their initial training can serve a number of objectives including:

- To update individual's knowledge of a subject in light of recent advances in the area;
- To update individual's skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- To enable individual's to apply changes made to curricula or other aspects of teaching practices;
- To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- To exchange information and expertise among teachers and others;
- To help weaker teachers become more effective.

In account of the above mentioned objectives, the senior teachers of above 40 yrs of age should take part in training programmes whose participation rate is extremely low as compared to novice and beginners. It is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports in their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation (Zulkifli, 2014).

Qualification Difference

There is a significant variation among the participants' qualification. As mentioned in table 5, 20% of respondents academic qualification was matric, 15% respondents qualification was F.A/F.Sc, 23% respondents qualification was B.A/B.Sc, 41% respondents qualification was M.A/M.Sc and 1% of respondents qualification was M.Phil. The following data implies that the qualification of most of primary teachers is till Masters with the exception of few. But the overall sample shows symbolic difference between the qualifications of participants who took part in in-service training. The participants with least academic qualification were those who claimed least participation in such training programmes of professional development (PD). This would appear to be a worrying finding, as those who might benefit most from further professional development, are getting the least. This may raise questions of equity, particularly if such teachers are employed in more challenging schools. This notion of equity also highlights the exercise of power relations in our education department. In such training programmes, only those teachers can participate freely who are being nominated by the heads or schools' principals; those who are in good relation with

31

authoritative bodies get an opportunity to seek professional excellence, development and growth in such training programmes and the most deserving of these training programmes left behind. This creates a culture of disparity in education department. In order to terminate it, the administrators of such training programmes must make policies in which every professional can apply for in-service training and the officials of the programme will choose the participants on the basis of their previous qualifications, or experiences etc. There should also be separate categories with distinct designed objectives for each group of teachers having varied qualifications so that they will receive professional education according to their prior knowledge and experiences. In other words, before conducting such training programmes, necessary need analysis is required.

Among those participants whose qualifications were more than Bachelors and Masters, 63% were B.Ed degree holders and 37% were M.Ed, i-e. One year degree programmes in education. These programs are considered as professional qualification or professional development programmes with the objective to prepare perspective or novice and pre-service or in-service teachers to teach different subjects with professional skills, competency, effectiveness, efficacy and efficiency. Hence this aspect of data collected illustrates the notion that the majority of the participants of case study had adequate and comprehensive understanding of the meaning of professional development as shown in table 7.

Professional Development as Lifelong Learning

The 73% of the participants claimed that they know the significance of lifelong learning as compared to the attainment of a certain static point of expertise in professional development as mentioned in table 8. They showed willingness in the acquisition of new knowledge in order to update their prior schooling, understanding, teaching practices and skills. The 69% of the participants agreed on a statement that they were willing to acquire new knowledge and to do so they attend training workshops according to their requirements as mentioned in table 9 and 10. Professional development falls into a number of general stages, each with its own specific requirements. The first phase consists of teacher preparation in initial teacher education courses within higher education institutions, providing the basic knowledge and skills (the so-called 'pre-service teacher education') for those wishing to become teachers. The second stage covers their first independent steps as teachers in the classrooms and is generally known as the 'induction phase'. Finally, the third phase consists of CPD for those professionals who have overcome the initial teaching challenges and have chosen to make a career of teaching in schools, also known as 'in-service training' (Knudsen et al., 2013). So the need of every professional varies according to their prior knowledge, experiences and respective stage of their profession.

As mentioned earlier, the key purpose of in-service teacher training programs is to foster new and updated knowledge and skills among participants so that they will be enable to modify their teaching practices and techniques according to the modern paradigms of learning process. According to Ong (1993), In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. In this account, 90% of the participants agreed that they keep themselves up-to-date about changes and improvements in teaching practices and by knowing the core purpose of the training programmes as mentioned in table 11. So the participants showed their profound belief by strongly agreeing to the 'ongoingness' of professional development or as an evolutionary, iterative and continuous phenomenon.

Professional Development as a Learning Process
Professional development is a collaborative process, a domain of participation, and construction, in which every variable play its vital role to give a more comprehensive and beneficial output. Therefore, in-service teacher training, in addition to changing the attitude and skills of teachers, further increases the performance of students. It also can help to change the procedures, approaches and practices teacher teach, the way student learn and would also help to create an excellent school culture in schools (Zulkifli, 2014).

As mentioned in table 12, 94% of the participants claimed that they can plan professional development activities for their colleagues. This aspect of data illustrates the notion of reflection, collaboration, collegial and holistic learning in the informal ways of professional development. According to Mezirow (1990), reflection is an 'examination of the justification for one's beliefs primarily to guide action and to reassess the efficacy of the strategies and procedures used in problem solving'. So the reflective practitioners use their experiences as a guide or as a map to pave the way towards their destinations in order to modify their practices and to make them more effective in order to acquire the desired outcomes in learning process.

Cultural support in PD
In-service training is a significant stage of the continuum of teacher education as a whole. Yet it is not only related to the development of the professional career but also to the development of the school, its policy, and the society in general. It is viewed from various perspectives, arousing many a controversial discussion, but its importance cannot be denied (Lazarová &Prokopová, 2004). Various experts have demonstrated the socio-cultural perspective of teacher development in which the culture of school plays a vital role in professional development and growth. According to Lave & Wenger (1991): teacher learning is the movement of teacher from peripheral (novice) to full knowing and thinking which define particular school circumstances.

The 88% of the participants of research agreed with the support of their school management in their professional development process. They claimed that authorities give them enough autonomy to practice their reflective outcomes within their working places as reflection plays an integral part in one's professional development and growth as mentioned in table 18 and 19. Reflection open ways to innovations for professional as it is a process of self learning in which teacher compares his/her practices with prior experiences and knowledge of theories with the key purpose to improve teaching and student's learning. It's a vehicle to self learning and self evaluation which leads to a professional development as an evolutionary process in a process of becoming other. The data collected ensures the environment of collaborative, collegial and sharing within school, as mentioned in table 20 and 21, in which the colleagues have effective communication among each other on various individual or collaborative researches on teaching practices and they do share their problems to get the stance or opinion of each other for the improvement of their teaching practices. It also ensures the cooperation of school management in conducting research studies within the premise of their working place. Majority of the participants agreed that the school authorities provide a comprehensive support to teachers to face challenges in coping with their studies and working schedule. The 60% of the participants claimed that the school easily grants them leaves for their studies in order to ensure their professional learning and growth as mentioned

in table 22 while 36% disagreed and felt that the school administration does not facilitate them for professional development. The table 23 describes that 51% respondents agreed that leave is easily granted for higher studies where as 45% disagreed with this statement.

Peretti (1998) includes the following options of in-service training into the "plan of education" demonstrating the significance of informal ways of learning in PD:
• visits to colleagues classes
• education through meetings with colleagues from other schools (exchange of experience, excursions, joint events)
• internal formation at school, organized for teacher teams by external instructors
• team formation at school through work on specifically school-targeted projects or studies
• self-study
• individual or team formation off school, in line with external offers (seminars, courses, stays)
• internal formation at school, organized by the staff
• Open formation at school for groups of teachers, parents, and pupils (e.g. on perspectives, professional orientation, work methods, etc).

94% participants of the case study showed their agreement with the importance of class observation as a vehicle to professional development or as a mean to improve teaching skills. They further claimed that heads conduct classroom visits in their schools very often as a tool for PD.
Apart from professional support, the school authorities also play their part in evaluation of the activities of PD in order to analyze their outcomes that whether they are beneficial and effective for teachers' practices or not. 44% of the participants agreed with this notion but majority showed disagreement on the statement of financial support or any incentive from school in the form of annual increments for their efforts made in the domain of professional development. Such invisibility of financial support from administrative bodies evidently influence the professional growth of teachers as it will act as demotivating agent for them.

Professional Development as an Inquiry Process
Due to the significance of collaborative work and reflection, as mentioned earlier, in professional development, it has become a process of an inquiry for every stakeholder involve in this process whether they are students, officials, administrators or teachers. Through its broader scope of formal and informal ways, PD has become an evident tool for self learning, self development and self evaluation. It's not only provides opportunities for self inquiry or evaluation for teachers but also for students as they are an obvious variable of PD process.92% of the participants agreed with this notion that PD provides an opportunity for self-inquiry and evaluation as mentioned in table 28. They further agreed that they analyzed students' progress in order to assess their teaching practices and skills and then they further provide students with opportunities to evaluate their own work. Hence professional development is an active vehicle for evaluation as the underlie purpose of both are the enhancement and improvement of teaching practices, teaching skills and students' learning.

Impact of PD

In order to analyze the influence and effectiveness of in-service teacher training programmes, the participant were asked various questions regarding the efficacy of the programme. 95% respondents claimed that the development programme enable them to carry their duties with relatively more expertise and self confidence. Majority of the participants showed their agreement in training programme as an inquiry process which provides an opportunity for self learning and self evaluation for teachers. Such evaluation helps in identifying the various positives and negatives in teaching practices for the enhancement of learning process. Majority of the participants showed their agreement with this notion of self evaluation. The majority of the participant reported a significant change in their teaching practices after attending training programmeand this change brings a positive reform to their professional activities and teaching practices. On the contrary 59% of the respondents do agree with the statement that teacher training programmes are being attended by professional with the intentions of just to add weightage to their professional qualification and expertise. They attend training programmes not for qualitative but for quantitative purpose in order to acquire a status of qualified teacher as a consequence of training programme. This aspect of result add a negative relation between the rate of participation of teachers in training programme and the intensity of the effectiveness of such training programmes in account of their teaching practices. Majority of the participants claimed that these training programmes are being designed according to assessment of needs of schools or institutions rather than individual but they do influence the learning process of students positively by enhancing their learning ability with the improved teaching practices as an outcome of training programme. This contradictory result shows inconsistent views of participants regarding the effectiveness of teacher training proramme. Most of the respondents showed their positive attitude toward the productivity of workshops of traiing programme. They showed disagreement with the notion the workshops are just time consuming activity rather than to improve professional expertise. They also did not claim any challenge or conflict between their working schedule and professional development activities of training programme.

According to the analysis of results through Independent sample t-test for mean difference between male and female about the factor perceptions about importance of in-service courses, attitude of school management and impact of training, there is a significant difference derives between the perceptions of male and female gender. Therefore the results indicate that the needs of both genders differ from each other as the attitudes of female participants toward in-service teacher training were more inclined and positive than males.

Whereas the Independent sample t-test for mean difference between short term and long term training holders about the factor perceptions about importance of in-service courses, attitude of school management and the impact of training demonstrates no significant difference between their perceptions. These results indicate a negative relation between the time period of the courses and its expected outcomes. Rationally the long term training course must have long term impact on the participants in account their broader aims and purposes as compared to sort term courses. The One way Anova for effect of "different age" on affecting of factor perceptions about importance of in-service courses indicates a pronounced difference among participants' perceptions. So it indicates that the need of participants differ according to their age and experience in their respective profession or field of expertise. On the contrary the one way Anova for effect

of "different age" on affecting of factor perceptions about attitude of school management and the impact of training indicates no significant difference among participants perceptions as these are the objective factors in the process of professional development.

Similarly one way Anova for effect of "different qualification" on affecting of factor perceptions about importance of in-service courses indicates a noticeable difference among the perception of the participants whereas there is no significant difference has been reported among their perceptions regarding the attitude of school management and general impact of training as well. Similarly the difference of professional qualification also did not affect their perception regarding the importance of in-service courses, attitude of school management and general impact of training.

The overall analysis of the data collected for the present research study supported the significance of performance development among school teachers, it also emphasized the impact of PD on student learning and student achievements. Lack of facilitations regarding PD activities from the school administration was one of the factors where less than 50% of the respondents disagreed with this statement about schools proceeding TA/DA and giving leave of absence for participating in PD workshops and seminars.

CONCLUSION

The sole purpose of this research was to analyze and evaluate the effectiveness of In-Service Teachers Training Programmes offered by DSD in Punjab. In order to draw a conclusion from the conducted research, the underlying research question must be answered in account of the data collected from research.

The first most question of this research work was about assessing the foremost need of the teacher. The question states that 'Does the training being conducted in Punjab meet the teachers' needs'. In order to answer the question regarding the fulfillment of teachers' needs from in-service teacher training, it has been concluded from the collected data that majority of the teachers agreed with the statement that ISTT help them to meet professional challenges regarding the updated teaching practices and skill. It also helps them to understand the learning process more appropriately in order to improve the teaching practices, instructional methodology and students' learning.

The second underlying research question was 'Is the process of evaluation of teachers appropriate'. In order to answer this question, the collected data distinctly signifies the importance of student as well as parents' consensus regarding the evaluation of teachers' practices. The teachers' works are being evaluated by the school officials or heads as well as students' are also involved in the assessment of teachers' practices as they are the outcomes of their teaching practices.

The third question of the research states 'How do the teachers perceive the effectiveness of these programs. The data evidently demonstrates the answer to the question, majority of the school teachers claimed that they do understand the significance of lifelong learning and professional development or growth as these in-service programmes enable them to cope with advance development in their subject field and in the field of generic knowledge of teaching practices and

skills. They further claimed that they have comprehensive understanding of their needs and they do participate in these in-service training programmes according to their needs.

Regarding the design and the execution of these training programmes, the collected data signifies a coherent approach towards the effectiveness of these programmes, they are well supported by the schools administration and are well supported by the positive attitude of the teachers. These programmes are well resourced by the government and they are being designed for the improvement of prospective teachers' expertise, practices and skills. Their execution is highly reinforces by the school body by providing professional support to their teachers. They underpin the implementation of these programmes by ensuring cultural support to teachers to exercise maximum autonomy within the institution to practice new teaching methodologies within their classes for the enhancement of learning process through reflection.

The conclusion drawn from the data regarding the impact of training programmes illustrate the positive influence of ISTT within the classroom as well as on individuals. It enables the teachers to identify their strengths and weaknesses as it has been proved as an efficient tool for self evaluation, self learning and reflection. ISTT also bring change within in the classroom as it enables the teachers to understand the complexity of learning process more explicitly. It has improved the learning ability of the students as a consequence of improved teaching abilities of teachers due to the effective execution of ISTT. It also provides opportunities to students within class to evaluate their own work and to do comparisons with the work of their fellow students. Apart from positive influences of ISTT, the results have shown that 58% of the participants agreed with the statement that they attend in-service training programmes just to acquire status of a qualified teacher in order to acquire a comprehensive opportunities in their professional life. Therefore the current trend is established by their emphasis on the acquisition of an objective body of knowledge rather than believing in knowledge of practice or learning by actions through the provision of their improved and innovated teaching practices within their working places and classrooms.

The conducted research has proved that other than formal ways of professional development such as workshops and structures lectures, informal activities add comprehensive weightage to the professional development process. It demonstrates the significance of collaborative approach in the domain of professional development with fundamental emphasis on collegial work, collaboration, peer discussion, individual and collaborative research, peer observation and reflection. According to the acquired results, it has been concluded that these informal activities play as a catalyst role in bringing change to teaching practices, knowledge and skills. All this aspects of professional development defines the qualities and attitudes that comprehensively contribute to teachers' effectiveness and efficacy.

It has been concluded from the various result of one way Anova test that the subjective aspects influence the perceptions of participants than the objective ones; as the perception of participants regarding the importance of in-service training programmes differ with the age and qualification difference. It was interesting to note the gender difference which indicates a pronounced difference between the perceptions of both genders regarding the importance of in-service course but their perceptions remains same regarding the attitude of school management and the impact of training

programmes. Hence the need of every professional differs according to his/her age signifies the stage of his/her expertise within the respective profession, his/her academic qualification signifies their prior knowledge, attitude, values and believes and their gender signifies their distinct priorities and preferences of life; but their perceptions regarding the attitude of school management and the general impact of training remains same regardless of their age, gender and qualification. Findings indicated that although the teachers' attitudes were positive towards the course in general, the program had limitations especially in terms of its planning and evaluation phases. Data revealed the positive attitudes of teachers towards training program as well as positive impact of training has been revealed on the participants according to the results.

RECOMMENDATIONS

On the basis of the conclusion drawn from results, there is a need to make amendments and reforms in the field of planning and evaluation phase of an in-service teachers' training programmes. The fundamental step of a planning phase must involve conducting a need analysis survey within a population of target audience as their needs differ according to their age, qualification and gender as well.

Secondly, the objectives must be developed according to the assessed needs of the participants. There must be separate groups formed for both genders, and for each group within the same gender. These groups must b formed on the basis of their age which signifies their experience and expertise; on the basis of their qualification which signifies their prior knowledge, attitudes and believes.

Thirdly, the instructions or content of the training programme must be designed differently according to the assessed needs of each groups. These instruction or content of course must be able to fulfill their demands and needs in the process of professional development.

Lastly, there must be a conduction of summative as well as formative evaluation throughout the execution of the training programme. The formative assessment must be done by the school bodies by doing assessment of the teachers through the improved outcomes of their students learning. Students and parents should also be involved in the assessment of teachers as they are an evident variable of professional development process. It will help the teachers to implement their professional knowledge and learning acquired from training courses more effectively. Formative evaluation will serve as a continuous feedback for teacher in order to improve their teaching abilities through self learning, self evaluation and reflection. The summative evaluation must be done by the administrators of the training programmes in order to evaluate the outcomes of the programmes that whether they are fulfilling the need of professionals or not and to analyze the strengths and weaknesses of the programme which should be kept in consideration for future planning and execution of training programmes.

The school authorities must provide annual increment as an incentive to the teachers in response to their professional development and growth. The official of training programmes should also provide financial incentive to the participants of the training programmes at the end of the course. Such incentives will act as a motivating agent for the participants which will enhance their learning and will boost up their morale for future participation in such professional development

38

programmes. These incentives will play a vital role of a catalyst to bring change not only within the individual but also within the class and the premises of their work places in the form of their enhanced teaching practices and professional growth.

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