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## **Role of Instructional Technology in Training for NFBE Teachers in Pakistan**

**Muhammad Ashraf Malik, Ph.D. Candidate, Muhammad Aslam Adeeb, Ph.D.,  
Akhtar Ali, Ph.D., Aijaz Ahmed Gujjar, Ph.D. Candidate,  
Hassan Danial Aslam, M.S.**

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### **Abstract**

The use of instructional technology is appreciated in the teacher training of formal and nonformal systems. It is currently considered as a matter of making education more meaningful and effective.

The present study was undertaken with a view to evaluate the frequency and quality of instructional technology being used in the in-service trainings of nonformal basic education (NFBE) community schools' teachers, and to identify the problems related to the use of instructional technology.

Filled questionnaires were received from 200 basic education community school teachers from the upper, central and south districts of Punjab (Pakistan). The data were analysed by using percentages and mean scores through SPSS. It was noted that the use of instructional technology does not get its due status in the settings of basic education community schools' teachers training programme.

The major findings indicated that training courses does not include the use of all the essential components of instructional educational technology and surprisingly the trainers' attitude towards usefulness of instructional technology is less positive. Besides

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these, many other interesting findings were surfaced by the study. On the basis of the research findings some recommendations were made to make the teaching –learning process more effective with the help of instructional technology.

**Keywords:** Nonformal basic education, community school, instructional technology, teachers training

## **Introduction**

The use of instructional technology is appreciated in the teacher training of formal and nonformal systems. It is currently considered as a matter of making education more meaningful and effective. According to Kumari and Rao (2004) majority of educationists consider the use of instructional technology not only supportive but also effective for quality teaching learning process. It acts as a catalyst for enhancing the efficiency of the whole teaching learning process (Singh, 2005).

What Ahluwalia & Bais (1992) defined instructional technology 15 years ago seems still applicable to the current situation that instructional technology is anything and everything, which tries to improve teaching learning process systematically. It ranges from the teachers smile or frown at the appropriate moment, to the use of computers for assisting training or instructions during teaching learning process. To Uzma(2001) instructional technology comprises techniques and instructional aids used by a teacher or trainer to improve the process of human learning.

Rashid (2006) explored the importance of teachers' knowledge and his training with new situation that today the task of an ordinary teacher has become more challenging and demanding. Even the trained teachers now a day have been rendered out of date and less effective with constant developments in instructional technology and changing strategies. It appears that as long as education is concerned and knowledge of children continues to increase, the teacher has to learn something new. In fact 'learning to teach' is a life long pursuit.

In Pakistan almost all policies and plans (National Education Policy 1979, National Education Policy 1992, National Education Policy 1998-2010, Perspective Plan 2001-2011, and Education Sector Reforms 2002-2006) consider instructional technology as a useful tool for making education more meaningful. The white paper of recent Education Policy 2009 gives high priority to teachers and their training to render teaching-learning process more effective.

Ministry of Education (1990) has always considered teacher as nucleus of educational system and almost all policies documents explain that always prominently matters is teacher- the quality of his preparation and his maintenance as a professional. The National Education Policy 1998-2010 has included pre-service and in-service training of teachers as quality inputs for the improvement of the quality of education. Education Sector Reforms: Action Plan 2001-2005 also holds the similar views. Malik, Adeeb & Hussain (2009) concluded that whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers. The policy documents recommend that training with linkage to instructional technology is dire need of the day.

The training of nonformal basic education (NFBE) community school teachers was planned to organise every year, three days for in-service teachers every year and 15 days pre-service training for newly appointed NFBE teachers but the process of in-service training remains discontinued for the period of four years. (Govt. of Pakistan 1995, 1998) In year 2008, the Government has launched an in-service and pre-service training programme for NFBE teachers already working in NFBE community schools and newly appointed NFBE teachers in all over the Pakistan (NEF 2008).

The present study focused on the role of instructional technology during in-service training of NFBE community school teachers to analyse its use, and effectiveness.

### Research Methodology

The present study was delimited to the in-service training of nonformal community school teachers held in 2008. Population of the study consisted of all the nonformal basic education community school teachers participating in in-service training in Punjab, Pakistan. Three hundred NFBE community school teachers were randomly selected as sample from the districts of Punjab. A self designed yes/no type of questionnaire was used as a data collection tool. The participants were approached at their working place. A copy the research tool was given to each of the respondent. Filled questionnaires were received from 200 basic education community school teachers from the upper, central and south districts of the Punjab as detailed in Table 1.

Table 1  
*District wise detail of sample*

District	Sample	%
Rawalpindi	36	18.0
Rahim Yar Khan	83	41.5
Okara	81	40.5
Total	200	100.0

Data collected through questionnaire were coded and analysed by utilizing SPSS XIV in terms of frequencies and percentages.

### Findings

The findings drawn out from the data collected through the questionnaire are given below (see table 2-9).

Table 2  
*Support of Charts, Maps, and Pictures during NFBE Teachers Training*

	Charts		Maps		Pictures		Flip Chats	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	133	66.5	42	21.0	44	22.0	16	8.0
No	67	33.5	158	79.0	156	78.0	184	92.0
Total	200	100.0	200	100.0	200	100.0	200	100.0

Table 2 indicates that to 92% teachers training was supported by charts, whereas pictures, models were not frequently used during the in-service training.

Table 3  
*Support of Model, Projector, and Slides during NFBE Teachers Training*

	Model		Projector		Slides	
	Frequency	%	Frequency	%	Frequency	%
Yes	46	23.0	13	6.5	8	4.0
No	154	77.0	187	93.5	192	96.0
Total	200	100.0	200	100.0	200	100.0

According to Table 3, 96% teachers viewed that training was not frequently supported by models, projector, and slides.

Table 4  
*Support of Tape Recorder, Radio, and TV during NFBE Teachers Training*

	Tape Recorder		Radio		TV	
	Frequency	%	Frequency	%	Frequency	%
Yes	10	5.0	16	8.0	24	12.0
No	190	95.0	184	92.0	176	88.0
Total	200	100.0	200	100.0	200	100.0

Table 4 indicates the opinion of 88% teachers that training was not frequently supported by the tape recorder, radio, and TV.

Table 5  
*Support of Tape Recorder, Radio, and TV during NFBE Teachers Training*

	Multimedia		Computer		Internet	
	Frequency	%	Frequency	%	Frequency	%
Yes	10	5.0	14	7.0	14	7.0
No	190	95.0	186	93.0	186	93.0
Total	200	100.0	200	100.0	200	100.0

Table 5 indicates the opinion of 93% teachers that multimedia, computer and internet was not used frequently during the in-service training of NFBE community school teachers.

Table 6  
*Opinion about Importance of Charts, Maps, Pictures, and Flip Charts during NFBE Teachers Training*

	Charts		Maps		Pictures		Flip Chats	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	149	74.5	157	78.5	164	82.0	177	88.5
No	51	25.5	43	21.5	36	18.0	23	11.5
Total	200	100.0	200	100.0	200	100.0	200	100.0

It is evident from Table 6, that more than 85% NFBE teachers have a desire that training may supported by the frequent use of charts, maps, pictures and flip charts.

Table 7

*Opinion about Importance of Model, Projector, and Slides during NFBE Teachers Training*

	Model		Projector		Slides	
	Frequency	%	Frequency	%	Frequency	%
Yes	151	75.5	169	84.5	192	96.0
No	49	24.5	31	15.5	8	4.0
Total	200	100.0	200	100.0	200	100.0

It is apparent from Table 7, that 96% NFBE teachers desired that training may be made effective by making the frequent use of models, projector, and slides.

Table 8

*Opinion about Importance of Tape Recorder, Radio, and TV during NFBE Teachers Training*

	Tape Recorder		Radio		TV	
	Frequency	%	Frequency	%	Frequency	%
Yes	181	90.5	177	88.5	163	81.5
No	19	9.5	23	11.5	37	18.5
Total	200	100.0	200	100.0	200	100.0

Table 8 reveals that more than 81% NFBE teachers desired the frequent use of tape recorder, radio, and TV in their training.

Table 9

*Opinion about Importance of Tape Recorder, Radio, and TV during NFBE Teachers Training*

	Multimedia		Computer		Internet	
	Frequency	%	Frequency	%	Frequency	%
Yes	189	94.5	149	74.5	175	87.5
No	11	5.5	51	25.5	25	12.5
Total	200	100.0	200	100.0	200	100.0

It appears from Table 9 that more than 87% NFBE teachers valued the frequent use of tape recorder, radio, and TV in their training.

## Conclusions

On the basis of findings we arrive at the following conclusions:-

1. Training was supported by the use of charts in all the centres.
2. In most of the centres the training was not sublimated by the use of TV, radio, audio tape recorder, projector, slides, multimedia, computer and internet.
3. Most of the teachers expressed the desire that the training should be supported by the use of charts, maps, pictures, models, flip charts, tape recorder, radio, TV,

multimedia, computer, and internet.

## Recommendations

On the basis of finding and conclusions, following recommendations are made:

1. The course may be revisited to include all the essential components of instructional technology.
2. Trainers need more training to enhance their capacity to use instructional technology during the training.
3. The training may be supported by the use of charts, maps, pictures, models, flip charts, tape recorder, radio, TV, multimedia, computer, and internet to make the teaching learning process more effective.
4. Continuous monitoring and evaluation regarding the use of instructional technology should be introduced which will improve the implementation.

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Muhammad Ashraf Malik, Ph.D. Scholar  
Department of Education  
The Islamia University of Bahawalpur,  
Chairman SAVAP International  
Bright Home, Lodhran-59320  
Pakistan  
[ashrafmalik11@yahoo.com](mailto:ashrafmalik11@yahoo.com), [malik@iub.edu.pk](mailto:malik@iub.edu.pk)

Prof. Muhammad Aslam Adeeb, PhD  
Dean, Faculty of Education  
The Islamia University of Bahawalpur  
Bahawalpur-63100  
Pakistan  
[aslamadib@yahoo.com](mailto:aslamadib@yahoo.com)

Akhtar Ali, PhD  
Assistant Professor  
Department of Education  
The Islamia University of Bahawalpur  
Bahawalpur-63100  
Pakistan  
[akhtariub@hotmail.co.uk](mailto:akhtariub@hotmail.co.uk)

Aijaz Ahmed Gujjar, PhD Scholar  
Lecturer  
Federal College of Education  
Islamabad-44000  
Pakistan  
[seek\\_to\\_learn@yahoo.com](mailto:seek_to_learn@yahoo.com)

Hassan Danial Aslam, M.S.  
Lecturer  
Department of Management Sciences

Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Muhammad Ashraf Malik, Muhammad Aslam Adeeb, Akhtar Ali, Aijaz Ahmed Gujjar, and Hassan Danial Aslam

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The Islamia University of Bahawalpur  
Bahawalpur-63100  
Pakistan  
[hassan.danial@iub.edu.pk](mailto:hassan.danial@iub.edu.pk).