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## **Analysis of the Training Needs of Secondary School Teachers of District Kohat, Pakistan**

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### **ABSTRACT**

The research was conducted to analyze the training needs of secondary school teachers of district Kohat. The main objective of the study was to identify the pedagogical training needs of teachers of secondary schools and to identify the mode of in-service training suitable for the teachers' professional development and to identify the general framework of in-service professional development programs. It was basically a survey study in which opinion of teachers and head teachers were collected on a three point Likert scale along with some of the open ended questions. All secondary school teachers for boys of district Kohat constituted the population of the study. From the entire population of 42 schools, 16 schools were selected through simple random sampling technique. In these schools, 16 Heads and 64 teachers from government secondary schools of District Kohat were selected as sample of this study.

After pilot study, the research instrument was finalized and data was collected from the sample. Data was analyzed with the help of SPSS. The results indicated that teachers should be

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trained in pedagogical skills especially in lesson planning, use of technology, problem solving skills, professional grooming, management of classroom, dealing with conflict at individual and group levels, delegating the tasks, dealing with behavioural issues and communication skills. The research was significant as the results of the study will be used to effectively develop a qualitative professional development in-service program for teachers at secondary level institutions in order to make them effective in their instructional leadership skills.

**Key Points:** Training, Pedagogical, Development, Framework, Technology

## INTRODUCTION

Teachers have been linked to artists, particularly when the literature refers to the process of teaching as being an art rather than a science. This idea was presented in 1891 by William James in his book *Talks to Teachers in Psychology* and still exists over a century later, despite the fact that little evidence has been gathered to support the concept of teaching being an art and that "little theoretical work [has been] devoted to analyzing what 'art' means in this widely used metaphor" (Delamont, 1995, p. 6). There are two points of interest raised by this metaphor: one being that it is usually employed by writers other than educational researchers (Trumbull, 1996); the other is that usually when the metaphor is used, there is no clarification as to what kind of artist the teacher is, whether he or she is executing his or her own production, or interpreting someone else's.

Different authors (for example, Grosso de Leon, 2001; Reynolds, 1992; Jegede, Taplin and Chan, 2000; Borko and Putnam, 1995; Glaser, 1987) have proposed different kinds of skills, knowledge, dispositions, and values in which effective teachers must be proficient. These include:

- General pedagogical knowledge: this includes knowledge of learning environments and instructional strategies; classroom management; and knowledge of learners and learning.
- Subject-matter knowledge: this includes knowledge of content and substantive structures; and syntactic structures (equivalent to knowledge of a discipline).
- Pedagogical content-knowledge: a conceptual map of how to teach a subject; knowledge of instructional strategies and representations; knowledge of students' understanding and potential misunderstandings; and knowledge of curriculum and curricular materials.
- Knowledge of student context and a disposition to find out more about students, their families and their schools. Knowledge and disposition towards families involved in the day-to-day work of the schools (Morales, 1998).
- A repertoire of metaphors (to be able to bridge theory and practice).
- External evaluation of learning.
- Clinical training.
- Knowledge of strategies, techniques and tools to create and sustain a learning environment/community, and the ability to use them effectively.

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- Knowledge, skills and dispositions to work with children of diverse cultural, social and linguistic backgrounds (Alidou, 2000; Gay and Howard, 2000).
- Knowledge and attitudes that support political and social justice, as social realities make teachers very important agents of social change.
- Knowledge and skills on how to implement technology in the curriculum.

Management in education sector is leadership, which has multidimensional responsibilities. It cannot be run on strict bureaucratic principles of administration. If flexibility and adaptation are the key words in today's management goals, then these skills must surely be found in our approach to the support services that we can provide for pupils and students. (Ian Lawrence, 1994).

Teachers need advice and interaction from supervisors that can help them develop into more confident teachers. Heads should provide systematic and adequate pedagogical support to teachers. School heads play an important role in establishing good parents-teachers relations. The head must support and uphold teachers' professional status and at the same time encourage parents to have a greater say in school level decision-making. (Cathy Gaynor, 1998)

A head of educational institution deals with scores of students, parents, teachers and senior and junior staff. This whole set up is established to ensure personality development and good academic performance of students. This goal can be achieved through effective management for which good managers rather champions are needed.

High performance does not happen by itself. It must be carefully planned, and experience indicates that it needs a 'champion' who provides leadership and organizational support. Some one has to decide and convince others that it is possible to be the best. (Howard Risher, Charles Fay, 1995).

McQueen (1999) stated that four out of five teachers said that they were not prepared to teach in today's schools. Almost one-third were teaching outside their subject area. "In 1998, the U.S. Department of Education found that fewer than 75% of teachers could be considered fully qualified (that is, have studied child development, learning, and teaching methods; hold a degree in their subject areas; and have passed state licensing requirements)" (Schargel et.al, 2001, p. 143).

The National Board for Professional Teaching Standards (NBPTS) (1999) identified five characteristics of high-quality teachers:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

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The problem is that very few of these activities are effective in changing teaching practices. Most professional development is fragmented and short-term, and rarely focused on curriculum for students. State and local recertification or continuing education requirements are very broad; and in many cases, the experiences do not have to be relevant to curriculum content or teaching practice (Cohen & Hill, 1998). Only 30% of teachers participated in professional development activities that required in-depth study of a specific field. Content and duration are very important for effective professional development.

## **REVIEW OF LITERATURE**

Education is an integral force in our social order. Since society is changing, new problems constantly appear. A dynamic school program is needed to keep children abreast of the time. This places on the teacher the responsibility to become conversant with social and economic problems and plans for changes. Only effective in-service problem can help the heads and teachers to equip themselves to shoulder these responsibilities.

In a country where education is expanding at a rapid rate, a shortage of adequately prepared head teacher is bound to be felt for a number of years. It will not be possible for hundreds of heads and teachers to enter the training colleges before entering the school. The program of in-service education is required to prepare the individuals practicing as teachers.

Haycock (1998) discovered that low-achieving students increased their achievement level by as much as 53% when taught by a highly effective teacher.

Wenglinsky (2000) found that certain types of professional development may have an impact on student achievement. Students whose teachers receive professional development in working with different student populations are 107% of a grade level ahead of their peers in math. Students whose teachers receive professional development in higher-order thinking skills are 40% of a grade level ahead of students whose teachers lack such training in mathematics. Students whose teachers receive professional development in laboratory skills are 44% of a grade level ahead of those whose teachers lack such training in science (p. 26). Professional development can bridge some of the gaps in education for classroom teachers.

### **Key Components of Effective Teachers Training Programs**

Teachers' in-service training can have a very positive impact on student achievement. The Council for School Performance (1998) has identified the following characteristics of effective professional development programs:

- Long-term programs embedded in the school year
- Active learning activities such as demonstration, practice, and feedback
- Collaborative study of student learning
- Administrative support for continuing collaboration to improve teaching and learning.

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Darling-Hamond (1998) made a strong argument for quality professional development by stating that each dollar spent on improving teachers' qualifications nets greater gains in student learning than any other used of an education dollar. Professional development is a valuable tool in improving teacher competency, but it cannot stand alone. It is most effective when used in conjunction with the other 14 strategies (Reimer, 2004).

## **Training**

The aim of training is to develop new skills, knowledge or expertise. The view is reflected in definitions of training. According to the Oxford Dictionary training means:

Discipline and instruction directed to development of powers or formation of character; education, fearing, brings up, systematic instruction and exercise in some art, profession, or occupation, with a view of proficiency in it.

The main purpose of training of teachers are to enable them to meet the new challenges of school needs. As well as training provides the teachers the knowledge about the new concepts and new practices that can be applied in school.

Khatoon (2007) cited, Truelove, S (1995):

“Training endeavors to impart knowledge, skills, and attitudes necessary to perform jobs related tasks. It aims to improve jobs performance in a direct way”.

The above-mention definition of training explains that training increases the individual's knowledge, skills and attitude and perception for the job, which he/she is performing. It means when a person is trained he can improve his/her job skills in related tasks.

The need for in-service education for teachers is based mainly on the need to reconstruct education. It is supported by the conviction that the teacher is the point and then key-point in the process of educational reconstruction.

In the past it was believed that once the teacher or head teacher goes through the training program, he/she develops all the necessary skills and competencies for teaching. This is no longer hold true. New developments in educational technology, new curricula and development in pedagogy, acceptance of the need, for providing for individual difference makes it imperative to re-orient the teachers already trained. In service education appears to be the only answers to this problem.

It is now accepted that pre-service education does not and cannot fully prepare a person to function effectively as a teacher and that it is always necessary and possible for a practicing teacher to become a better teacher.

## **Needs of In-service Training**

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Man is living in a dynamic complex, modern world in the horizon of human knowledge is widening rapidly. The science and technology have brought swift change and affected all ways of life. Educationist is feeling that old knowledge and practices are becoming out dated. They have realized that the day have gone when a teacher who had one received training could claim professional perfection. Teacher's knowledge would become absolute with in short span of time. So they are discovering and advocating the adoption of new trends and methods. A. K. Shah said that training is the part of learning that essentially improves job related knowledge, skills and attitude in a person and in concerned with work life of human being.

### **Training at Secondary Level**

For the management of educational institution and to face the challenges of 21<sup>st</sup> century, teachers and heads of school must have a relevant experiences as well as knowledge of management of educational institutions. According to Aremines, (2003) following are the needs of training at secondary level. So the heads and teachers must get training to fulfill the following needs.

- An adequate academic and professional qualification
- Knowledge and understanding about the methods and techniques of educational practices
- An ability to provide professional leadership to the school community
- An ability to plan, to communicate to motivate the various sections of school community to work in the interest of the school.
- A capacity to work effectively and efficiently with all the school members.
- A full understanding of both the national goals in education as well as the mission of the school.

The main purpose of training for teachers and heads are to enable them to meet the new challenges of school needs.

## **RESEARCH METHODOLOGY**

### **Pilot Testing**

The questionnaire was pilot tested for refining the items and statements related to the research. It provided an insight into how respondents completed the questionnaire. The major aim of the pilot testing was to evaluate the content and format of the research tool. For this purpose five government secondary schools were used. The researcher personally visited and administrated questionnaire among head teachers and teachers in each schools. The respondents were requested to give their suggestion freely for improvement of the questionnaire. They were also requested to change wording of the questionnaire, if required to make the questionnaire simple and understandable. Accordingly, the questionnaire was revised with some changes and then final version was developed.

### **Research Design**

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This is a survey study aiming at the training needs analysis of the secondary school teachers and head teachers for exhibiting better performance in the classrooms and in their leadership roles. The researcher investigated about the ways and means of conducting the in-service training programs for the teachers.

## **Research Approach**

Research approach used for this study was both qualitative and quantitative. It was qualitative because it had open-ended questions asked to know the views of teachers and heads, moreover majority of the questions were based on close ended responses in order to ascertain the needs of the professional training in view of teachers.. The close ended responses were limited to three point scale i.e., direly needed, if possible, and not needed.

## **POPULATION**

The population of the study included all the Government Secondary Schools for Boys of district Kohat. In all these schools the teachers and Principals of Boys Secondary Schools constituted the population of this study.

## **SAMPLE**

From the entire population of 42 schools, 16 schools were selected through simple random sampling technique. All the schools were listed and using a table of random numbers 16 schools were selected. In these schools, 16 Heads and 64 teachers from government secondary schools of boys district Kohat were selected as sample of this study.

## **RESEARCH INSTRUMENT**

After going through the related literature the research instrument was prepared. The three-point scale was used as an instrument for the data collection for this research that consisted of 30 closed items and three open-ended questions. All items were developed three-point scale except three open-ended questions. Each question has 1-3 rating in which 03 was the option of not needed, 02 was if possible and 01 was direly needed rating. Participants were requested to tick the most suitable option against each statement according to their own training needs which was based on their personal assessments. For accurate information, questions used in questionnaire were same to all sampled school.

## **DATA COLLECTION**

The researcher visited the sample schools for data collection. The researcher gave the instructions to all participants regarding the research purpose. 64 questionnaires were distributed among teachers and 16 questionnaires were distributed among head teachers of government secondary school. In some cases the participants requested for some time preferably one weekend to be given to fill in the questionnaire, therefore they were requested to send their questionnaires by post. For interviewing the head teachers the researcher got appointment from

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the 16 heads and it was most of the time after office hours, this helped very much in having detailed discussion with the heads regarding different dimensions of training needs of teachers as from their own perspective.

## DATA ANALYSIS

After scoring the data was statistically analyzed. Data analysis was done with the help of SPSS database to calculate percentages. The analysis of open-ended questions was done through coding and then through the discussion of responses made by respondents.

## PROCEDURE

The researcher visited the schools one by one and collected the data personally. The research instrument was pilot tested and amended according to the suggestion of participant of the pilot study. The researcher distributed the questionnaire to the sample schools.

After data collection, data were analyzed with the help of SPSS base for calculating percentage. Conclusion and recommendations have been drawn on the basis of suggestions of respondents and results of study.

## RESULTS AND DISCUSSION

### Results from School Head teachers

**Table 1: Assistance in giving Performance Feedback to the students**

Responses	Frequency	Percent
direly needed	4	25.0
if possible	10	62.5
not needed	2	12.5
Total	16	100.0

Options	Frequency	Percent
direly needed	4	25.0
if possible	10	62.5
not needed	2	12.5
Total	16	100.0

There were 25 percent respondents heads who said that teachers direly need training in assistance in giving performance feed back to students. 62.5 percent respondents said that if possible than they get and 12.5 percent respondents said that teachers do not need training in giving performance feed back to student.

**Table 2: Skill enhancement training for developing Creativity in the instructional process**

Options	Frequency	Percent
direly needed	13	81.3
if possible	2	12.5
not needed	1	6.3
Total	16	100.0

81.3 percent heads said that teachers are deficient in developing creativity in the instructional process therefore they direly need training for developing creativity. 12.5 percent respondents said that if possible and 6.3 percent respondents said that teachers do not need training for developing creativity in the instructional process.

**Table 3: Enabling how to delegate tasks properly**

Options	Frequency	Percent
direly needed	5	31.3
if possible	7	43.8
not needed	4	25.0
Total	16	100.0

There were 31.3 percent respondents who said that teachers should be trained for delegating tasks properly. 43.8 percent respondents said that if possible and 25 percent respondents said that teachers do not need training for delegating tasks properly.

**Table 4: Training in instructional planning or lesson planning**

Options	Frequency	Percent
direly needed	14	87.5
if possible	2	12.5
Total	16	100.0

This table shows that 87.5 percent heads said that teachers are deficient in instructional planning or lesson planning, so they direly need training in lesson planning. 12.5 percent respondents said that if possible and no one said that teachers do not need training in lesson planning.

**Table 5: Assistance in fostering critical thinking skills in students**

Options	Frequency	Percent
direly needed	11	68.8
if possible	3	18.8
not needed	2	12.5

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Total	16	100.0
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There were 68.8 percent respondents who said that teachers need training assistance in fostering critical thinking skills in students. 18.8 percent respondents said that if possible and 12.5 said that they do not need training assistance in fostering critical thinking skills in students.

**Table 6: Training in the use of technology in classroom**

Options	Frequency	Percent
direly needed	16	100.0

This table shows that 100 percent respondents said that teachers direly need training in the use of technology in classroom. Technology is very important now a day and teachers of government schools are lack of knowledge about technology, therefore they should be trained in use of technology in classrooms.

**Table 7: Development of skills in managing the change situation**

Options	Frequency	Percent
direly needed	10	62.5
if possible	3	18.8
not needed	3	18.8
Total	16	100.0

62.5 percent heads said that teachers should be trained in development of skills in managing the change situation. 18.8 percent respondents said that if possible and 18.8 said that they do not need training in development of skills in managing the change situation.

**Table 8: Training in the alternative assessments strategies for students right placement**

Options	Frequency	Percent
direly needed	12	75.0
if possible	2	12.5
not needed	2	12.5
Total	16	100.0

There were 75 percent respondents who said that teachers are direly needed training in alternative assessments strategies for students' right placement. 12.5 percent respondents said that if possible and 12.5 said that teachers do not need training in alternative assessments strategies for students' right placement.

**Table 9: Development of skills in conducting effective Parent teacher meetings**

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Options	Frequency	Percent
direly needed	6	37.5
if possible	2	12.5
not needed	8	50.0
Total	16	100.0

This table shows that 37.5 percent respondents said that teachers should be trained in development of skills in conducting effective parents teaching meetings. 12.5 percent respondents said that if possible and 50 percent said that they do not need training in training in developing of skills in conducting effective parents teacher meetings. The result shows that mostly heads thought that teachers do not need training for conducting effective parent teacher meeting because they have this skill already.

**Table 10: Development of skills in conducting effective staff meetings**

Options	Frequency	Percent
direly needed	7	23.8
if possible	2	12.5
not needed	7	63.8
Total	16	100.0

There were 23.8 percent heads said that teachers direly needed training in development of skills in conducting effective staff meetings. 12.5 percent respondents said that if possible and 63.8 percent said that they do not need training in training in developing of skills in conducting effective staff meetings. The result shows that mostly heads are not in favor of training for conducting effective staff meeting, because mostly teachers have skills for conducting effective staff meeting.

#### Data from teachers

**Table 1: Assistance in giving Performance Feedback to the students**

Options	Frequency	Percent
direly needed	20	31.3
if possible	30	46.9
not needed	14	21.9
Total	64	100.0

There were 31.3 percent teachers said that they direly need training in assistance in giving performance feed back to students. 49.9 percent respondents said that if possible than they get and 21.9 percent respondents said that they do not need training in giving performance feed back to student.

**Table2: Skill enhancement training for developing Creativity in the instructional process**

Options	Frequency	Percent
direly needed	29	45.3
if possible	25	39.1
not needed	10	15.6
Total	64	100.0

45.3 percent respondents said they should be trained for developing creativity in the instructional process. 39.1 percent respondents said that if possible and 15.6 percent respondents said that they do not need training for developing creativity in the instructional process.

**Table 3: Enabling how to delegate tasks properly**

Options	Frequency	Percent
direly needed	40	62.5
if possible	14	21.9
not needed	10	15.6
Total	64	100.0

The table shows that 62.5 percent respondents said that they direly need training for delegate tasks properly. 21.4 percent respondents said that if possible and 15.6 percent respondents said that they do not need training for delegate tasks properly.

**Table 4: Training in instructional planning or lesson planning**

Options	Frequency	Percent
direly needed	60	93.8
if possible	2	3.1
not needed	2	3.1
Total	64	100.0

According to 93.8 percent teachers, they should be trained for instructional planning or lesson planning. 3.1 percent respondents said that if possible and 3.1 said that they do not need training for lesson planning. In government schools mostly teachers face difficulty in lesson planning so that they direly needed training in lesson planning.

**Table 5: Assistance in fostering critical thinking skills in students**

Options	Frequency	Percent
direly needed	48	75.0
if possible	11	17.2
not needed	5	7.8

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Total	64	100.0
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There were 75 percent respondents said that they direly need training assistance in fostering critical thinking skills in students. 17.2 percent respondents said that if possible and 7.8 said that they do not need training assistance in fostering critical thinking skills in students.

**Table 6: Training in the use of technology in classroom**

Options	Frequency	Percent
direly needed	64	100.0

100 percent respondents said that they direly need training in the use of technology in classroom. Technology is very important now a day so that there were direly need in use of technology in classrooms. Most of the teachers have less knowledge about use of technology in classroom so that they should be trained in use of technology.

**Table 7: Development of skills in managing the change situation**

Options	Frequency	Percent
direly needed	40	62.5
if possible	17	26.6
not needed	7	10.9
Total	64	100.0

The table shows that 62.5 percent teachers said that they should be trained in development of skills in managing the change situation. 26.6 percent respondents said that if possible and 10.9 percent respondents said that they do not need training in development of skills in managing the change situation.

**Table 8: Training in the alternative assessments strategies for students right placement**

Options	Frequency	Percent
direly needed	41	64.1
if possible	15	23.4
not needed	8	12.5
Total	64	100.0

According to 64.1 percent respondents in favor of training in alternative assessments strategies for students' right placement. 23.4 percent respondents said that if possible and 12.5 percent said that they do not need training in alternative assessments strategies for students' right placement.

**Table 9: Development of skills in conducting effective Parent teaching meetings**

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Options	Frequency	Percent
direly needed	34	53.1
if possible	17	26.6
not needed	13	20.3
Total	64	100.0

There were 53.1 percent respondents who said that they direly need training in development of skills in conducting effective parents teaching meetings. 26.6 percent respondents said that if possible and 20 percent said that they do not need training in training in developing of skills in conducting effective parents teaching meetings

**Table 10: Development of skills in conducting effective staff meetings**

Options	Frequency	Percent
direly needed	34	53.1
if possible	15	23.4
not needed	15	23.4
Total	64	100.0

53.1 percent respondents who said that they should be trained in development of skills in conducting effective staff meetings. 23.4 percent respondents said that if possible and 23.4 percent said that they do not need training in training in developing of skills in conducting effective staff meetings..

## CONCLUSIONS

The study revealed that the teachers of Government Secondary Schools in Kohat need training in different pedagogical skills. The need analysis shows that these areas include:

1. Instructional and Lesson Planning,
2. Communication skills,
3. Delegating tasks,
4. Managing Change Situation,
5. Conflict resolution,
6. Use of technology,
7. Classroom management,
8. Subject area training needs,
9. Preparing additional resources,
10. Training in dealing with parents and support staff,
11. Dealing with behavior issues of students,
12. Professional grooming,
13. Special educational needs,
14. Classroom presentation skills,
15. Critical thinking and Problem Solving skills etc.

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The study also revealed that there was no regular system or programmes for teachers' in-service training. Short-term training workshops were held occasionally. The workshops were not compulsory and only the senior teachers had attended those workshops. There was a need for long term, intensive training for all teachers according to their class level. In the present condition, mostly the teachers try to update their job related knowledge personally. Though they feel no resistance in applying new technology and techniques, but majority of teachers are not well equipped with latest management techniques and technology. Therefore, training may be given to teachers in management techniques and job related knowledge. There should be proper arrangement of training for teachers according to their class level.

## RECOMMENDATIONS

Following recommendations are made from the study:

- There must be regular training programmes for teachers in the form of courses, workshop and seminars.
- Duration of the training should be more than one month in order to make it more effective because sometimes it is short to learn something.
- Competent resource persons may be involved in the training programmes.
- Training material should be developed and provided to the teachers so that they can refer to them when needed.
- Training should be organized within the district. Sometimes training is arranged in far off places so it is difficult especially, for female teachers to attend.
- Training should be conducting during summer vacation so that the teachers could participate fully since during vacations they have more free time.
- Continuous evaluation of the existing teachers' training programs should be conducted in order to analyze the training needs.

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