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## Exploring the Role of Teachers Training Institutions in Enhancing Teaching Practices of Secondary School Teachers in District Kech, Balochistan, Pakistan

### Abstract

*Social and economic growth in a country is achieved through education. In Balochistan, two training institutions namely, Bureau of Curriculum and Provincial Institute for Teacher Education provide pre-services and in-service teacher training programs. The aim of this study was to explore the role of teacher training institutions in improving teaching practices of secondary school teachers in District Kech, Balochistan, Pakistan. The study adopted descriptive survey type technique to conduct the research. Random Sampling technique was used to select head teachers and secondary school teachers. The questionnaire tools was used to collect data. The data was analyzed through SPSS. The findings of this study suggest that the teacher training institutions should improve their in-service teacher trainings that teachers become able to develop and practice the all components of teaching practices.*

**Key Words:** Teaching Practice, In-Service Trainings, Training Institutions

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## Introduction

Economic and social development of a country depends on education and its application in every field of life (Shaikh, 2009). Education role is very important to develop people in every field of life (Iqbal Ahmad, 2013). Teacher trainings support to advance the teaching and learning process. Teacher training programs improve the teachers teaching practice, pedagogical knowledge and methods of teaching (Farah Azam, 2014). Teaching practice is an important part to all teacher educational programs.

Bureau of Curriculum & Extension Centre (BOC & EC) and Provincial Institute for Teacher Education (PITE) are teacher training institutions at public sector in the Province of Balochistan that provide pre-service and in-service teacher education and training programs. The purpose and objectives of these training institutions are to enhance the quality of education and teaching practices of school teachers through in-service teacher training programs (Balochistan, 2013). For this purpose, the role of teacher training institutions has become very important to bring improvement in teaching practices of secondary school teachers for an active learning environment in the classes.

### **literature review**

In the provinces of Pakistan, the teacher training facilities are provided through different teacher training institutions namely, autonomous bodies, public and private universities, and degree awarding and chartered institutions, BOC & EC, PITE, Elementary Teacher Training Colleges and Decentralized Teacher Resource centers which were established under the education reform program (USAID, 2005).

According to Education Sector Plan of Balochistan (2013-18), there are two institutes namely Provincial Institute of Teacher Education (PITE) and Bureau of Curriculum & Extension Centre (BoC & EC) which are responsible to manage training programs for in-service teachers. A research conducted by Yashumati

and Jamwal(2013) on role of teacher training institute in 21st Century in India. The study explored the teacher role as a guide, philosopher, leader, innovator to learners. The study also explored the role of teachers training institution to provide comprehensive and effective training to teachers that they can be able to prepare the lesson plan through power point presentation.

Arshad Ali(2009) conducted a study to evaluate the effectiveness of in-service training programs offered by University of Peshawar. The study identified the weakness of in-service teacher education in term of improving the teaching skills of teachers. The study also suggested to improve the quality of in-service teacher training programs for university teacher

### **Objectives of the study**

1. To explore the role of teachers training institutions of Balochistan.
2. To recommend practical suggestion to improve the teacher training system of training institution.

### **Significance and justification of the study**

The main purpose of Teacher's training institutions is to enhance the quality of education through teacher training programs (BEMIS, 2017). The all continuing teacher training programs and professional development procedures should be evaluated through research to fulfil the needs of teachers and students(Pakistan, 2009) but unfortunately the effect of teacher training programs has never been evaluated and documented (Balochistan, 2013).

So, this study explored and evaluated the role of teachers training institutions in improving teaching practices of secondary school teachers. This study also provided proper direction to teacher

training institutions in improving teacher training programs to enhance teaching practices in secondary schools in Balochistan.

## Research methodology

The design of the study is descriptive in nature, survey method was used to conduct the study.

## Research model

After performing a deep literature survey, the following model was proposed;

After a deep study of previous literature, the study explored that the collaborative learning, teaching skills, classroom management, assessment skills, new ideas implementation, teaching interest, lesson plan, content knowledge, instructional material and interaction with students are components of teaching practice (Koross, 2016). The proposed model describes that teaching practices of secondary school teachers is improved through in-service training programs

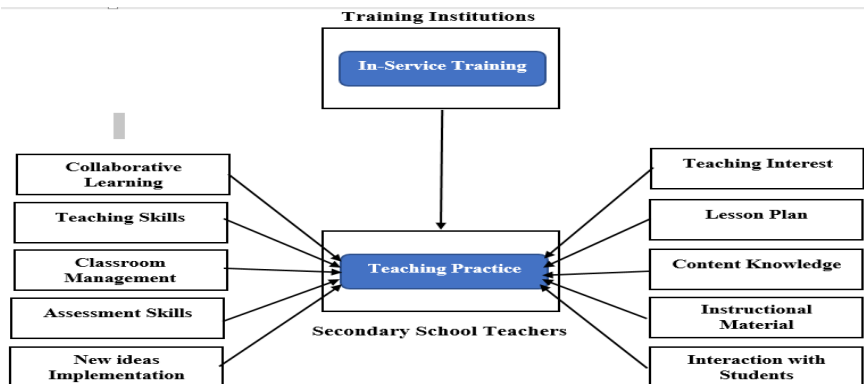


Figure 1: Proposed Research Model

### Population and sample of the study

This study used Simple Random Sampling (SRS) technique to select schools and respondents of the study. The following table show the population and sample of the study;

**Table 1: Demographic of the study**

Gender	Secondary schools	Secondary school teachers
	Sample/population	Sample/population
Male	6/44	42/322
Female	4/30	19/150

**Source: EMIS Kech, 2016-17**

### Research instruments

Two well-structured questionnaires were adopted, one to acquire responses of the respondents of the study. One questionnaire for the perception of secondary school teachers and one for the perception of head teachers.

### Pilot study

A pilot study was conducted before the actual research study to test the research instruments in government secondary schools (Girls & Boys) at district Kech Balochistan. The purpose of the pilot study was to know the reliability of the instruments. The reliability is an indicator to estimate the consistency of scores (CHAUDARY, 2014).

### reliability of instruments

The following table show the reliability results;

**Table 2. Questionnaires' Reliability Statistics**

Questionnaire	Cronbach's Alpha	N of Items

Head Teachers' Questionnaire	<b>.886</b>	14
Teachers' Questionnaire	<b>.915</b>	14

The results of the reliability indicate that the both questioners were reliable measurement instruments

### **data analysis**

The collected data were analyzed through the SPSS 23 for descriptive analysis.

### **results and findings**

As the results data collection and data analysis, the following were the findings:-

### **descriptive analysis results of secondary school teachers**

The following table show the descriptive analysis results of teachers' data:

**Table 3: Descriptive Analysis Results of Teachers**

<b>Items statistics</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
1. CL1. In-service Teacher training programs helped me to teach the students in groups.	60	3.97	.181
2. TS1. In-service teacher training program (s) enhanced my teaching skills.	61	4.26	.513
3. TS2. In-service teacher training program (s) helped me to acquire those valuable and practical skills which are associated with an outstanding teacher	61	<b>3.98</b>	.619
4. CM1. In-service teacher training program(s) helped me to control the class	61	4.15	<b>.727</b>

effectively.			
5. AS1. In-service teacher training program (s) helped me learn to use assessment skills in teaching properly	61	4.20	.628
6. NI1. In-service teacher training program (s) gave me an opportunity to try out new ideas and theories implementation in a classroom.	61	4.26	.480
7. IT1. In-service teacher training program(s) developed my interest of teaching.	61	<b>4.28</b>	.552
8. LP1. In-service teacher training program (s) helped me to learn how to plan my lesson topic.	61	<b>4.28</b>	.552
9. LP2. In-service teacher training program (s) supported me to prepare the lesson plan properly.	61	4.26	.575
10. LP3. In-service teacher training program(s) helped me to present my lesson topic in teaching appropriately.	61	4.18	.646
11. CK1. In-service teacher training program (s) helped me to broaden my knowledge of teaching.	61	4.13	.670

12. CK2. In-service teacher training program (s) helped to improve my content of knowledge.	61	4.00	.632
13. IM1. In-service teacher training program (s) helped me to use instructional materials perfectly while teaching	61	4.16	.553
14. IS1. In-service teacher training program (s) gave me an opportunity to interact closely with the learners.	61	4.21	.710

The results of descriptive analysis of teachers are much satisfactory as mean score for the items range from 4.28 to 3.97, which are much higher than the midpoint value 2.5, the standard deviation values range from .727 to .480. The average mean score is 4.21. These results indicate that the participants have highly positive remarks about in-service teacher trainings.

**Table 4: Descriptive Analysis Results of the Head Teachers**

Items statistics	N	Mean	Std. Deviation
1. CL1. In-service Teacher training programs helped SSTs to teach the students in groups.	60	3.97	.181
2. TS1. In-service teacher training programs have enhanced teaching skills of the SSTs	10	4.10	.876
3. TS2. In-service teacher training programs have helped the SSTs to get the valuable and practical	10	4.20	.632



skills for becoming outstanding teachers.			
4. CM1. In-service teacher training programs have helped the SSTs to control the classrooms effectively.	10	4.10	.738
5. As1. In-service teacher training programs have helped to SSTs to assess the students in classroom properly	10	4.40	.516
6. NI1. In-service teacher training programs have given an opportunity to the SSTs to try out new ideas and theories implementation in classrooms.	10	4.60	.516
7. IT1. In-service teacher training programs have developed the interest of teaching in the SST.	10	4.40	.699
8. LP1. In-service teacher training programs have helped the SSTs to plan the lesson topics.	10	4.30	.675
9. PL2. In-service teacher training programs have supported the SSTs to prepare the lesson plan properly.	10	4.00	1.054
10. LP3. In-service teacher training programs have helped the SSTs to present lesson topic in classes appropriately.	10	4.40	.516
11. CK1. In-service teaching training programs have helped to improve the content knowledge to the SSTs.	10	3.90	.876
12. CK2. In-service teacher training	10	4.30	.675

programs have helped the SSTs to broaden their knowledge of teaching.			
13. IM1. In-service teacher training programs have helped the SSTs to use instructional materials in teaching perfectly.	10	4.30	.483
14. IS1. In-service teacher training program (s) gave an opportunity to SSTs to interact closely with the learners.	61	4.21	.710

The results of descriptive analysis head teachers are much satisfactory as mean score for the items range from 4.60 to 3.90, which are much higher than the midpoint value 2.5, the standard deviation values range from 1.054 to 0.483. The average mean score is 4.180. These results indicate that the participants have highly positive remarks about in-service teacher trainings programs in improving teaching practices of secondary School teachers.

### **conclusion**

On the basis of findings the study draw the conclusions that the average mean scores are 4.21 and 4.180 for teachers and head teachers. The results indicate that the role of the teacher training institutions is much satisfactory in improving teaching practices of secondary **schools** teachers in District Kech Balochistan.

### **Research implications**

The findings of this research are useful for government teacher training institutions, master trainers, training designers and policy makers of teacher training programs for secondary schools for several reasons;

Second, it will help to provide a proper mechanism for assessment and monitoring of teaching practices in future.

Third, it will help to understand the effectiveness of teachers' training programs for secondary school teachers in Balochistan.

Fourth, it will help to provide a proper direction to training institutions for proper design and implementation of trainings for improvement in teaching practices.

### **Research recommendations**

The results of this study enable us to present the following recommendations to the policy makers of secondary education and secondary school teachers' training institutes.

1) The policy makers of secondary level should approach to the teacher training institutions for time to time conducting of trainings for teacher to improve their teaching practices in classrooms. Such trainings should include use of technology in classrooms.

4) The teacher training institutions should review their training programs on the basis of recommendations for improvement in the components of teaching practices.

### **limitations**

Every research has some limitations; in same way this research also has some limitations which can be filled by future research. This research was limited to the secondary school heads' and secondary school teachers of the government secondary schools in district Kech, Balochistan.

### **future directions**

Such research can be conducted to a higher population that may include school teachers from other disciplines such as middle school teachers and primary school teachers.

Similar research may be conducted in other districts of Balochistan and other provinces in order to have a broader understating of the domain.

Such type of research can also be carried out on the impact of in-service teacher training programs on students' academic achievement.

A comparative study can also be conducted to compare the performance of in-service trained and pre-service trained teachers.

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