

ROLE OF IN-SERVICE TEACHER TRAINING IN HUMAN RESOURCE DEVELOPMENT (HRD) AND QUALITY EDUCATION: AN EVALUATION OF A TRAINING PROGRAMME AT FEDERAL DIRECTORATE OF EDUCATION (FDE), ISLAMABAD

By
Maqsud ul Hassan

Abstract

This paper is an attempt to highlight the importance of HRD through in-service training for teachers at school level and the role of an organization in conducting training programmes. As a case study, an In-service Teacher Training Programme conducted at the educational institutions under the ambit of Federal Directorate of Education (FDE), Islamabad, was evaluated. The FDE had managed 317 primary and elementary schools in 2001 with 3419 male and female teachers and 317 head teachers. In 2002 PC-I for the establishment of 20 Teacher Resource Centres (TRCs) was approved which facilitated the training programme. The in-service teacher training programme under study was a component of the bigger reform plan launched by Federal Ministry of Education under the title Education Sectoral Reforms (ESR). The study also enabled the researcher to suggest an INSET Model at the end for developing a comprehensive approach of in-service teacher training keeping in view the demands of a knowledge-based society in focus towards achieving the aim of quality education.

Introduction

The development of specialized studies has an impact on a vast field of Education in adding different directions to its areas and domains. In this respect, Human Resource Development (HRD) has offered a whole range of options for capacity building and training of teachers as its main focus is on integrated holistic, conscious and proactive approach to changing work, related knowledge and behaviour. The modern era encompasses all issues related to HRD and management. Therefore, even the field of education is hedged about with similar principles. The basis of HRD in educational institution includes skill-based and professional development, which is imparted through varied training courses. A series of such programmes would enhance the role of a teacher which is pivotal and crucial in the field of education. The findings of various researches in education reveal that the non-structured and in-effective in-service teacher

* The writer is a former Director General, Federal Directorate of Education, Islamabad.

training programmes is the major cause of lack of quality education in the country.

The two domains of HRD can be limited to education and training for professional qualification and in-service training for the capacity building of the already employed group. As education never received substantive priority in the development plans of the country, its outcome remains sketchy / adhoc particularly owing to poor implementation (Hayes: 1987, p.75). There are few islands of excellence, here and there and few models to follow. However, even after sixty years of independence, most of the syllabi and programmes are outdated and new perspectives are hardly incorporated. In fact, it is realized that the faster track of development in the field of education could be through in-service training for capacity enhancement of the existing staff. The community of teachers might be the biggest group in the country, but as the budgetary support is extremely low, it remains mostly ill-organized and hence unable to deliver the expected standards.

The present study was a quantitative research based on sampling of population regarding an in-service teacher training programme at FDE during the period of 2001-2005. The researcher had made special efforts to analyze this in-service teacher training programme as close to objectivity as possible. In order to collect evidences for evaluation of the programme, many factors were taken into account. The FDE as newly established organization to provide educational facilities to the residents of Islamabad, had experienced in-service teacher training for the first time. To start with, this was managed without any establishment of a training wing or section and also without dedicated training instructors. The group of existing teachers assumed roles of administrators, trainers and trainees for the pilot study. In 2002 the PC-I for the establishment of 20 Teacher Resource Centres (TRCs) was approved which facilitated the training programme. The in-service teacher training programme under study was a component of the bigger reform plan launched by Federal Ministry of Education under the title Education Sectoral Reforms (ESR).

Objectives of the study

The following three objectives were set for the present research:

- i) To analyze the in-service teachers training programme in terms of contents, duration and schedule.
- ii) To identify the strengths and weaknesses of the in-service teachers' training programme.
- iii) To suggest an INSET Model on the basis of findings of this study.

Delimitations of the Study

Keeping into consideration the time and resources available, the researcher confined the research study to the following:

- i) Islamabad Capital Territory (ICT) was selected as a geographical area for research;
- ii) The focus on the education system at elementary and secondary level was the domain of research;

In-service Teacher Training programme was implemented during time period year 2001-2005.

Research Hypothesis

The following research hypothesis were framed to carry out this research study:

1. There was a structured system of continuous professional development for the capacity building of teachers and administrators.
2. There was an INSET Model followed for the designing and implementing Training Programme.
3. The contents of the in-service training programme met the TNA and teachers standards / competencies.
4. The stakeholders were satisfied with the infrastructure and physical facilities of training and resource centres.
5. The stakeholders were satisfied with the quality of resource persons / trainers.
6. The trainees implemented the training skills in classroom environment.

Population

The population is the defined group to which the researcher plans to generalize the research results. The population frame of this research study included the following from FDE:

Categories	Population size
Policy makers / Planners / Resource Centre Coordinators	50
Master Trainers / Resource Persons	300
Trainees participated in different training programmes	3419

During the period 2001-2005, about 3419 male and female teachers and 317 head teachers were teaching in these schools. Although the teachers were trained however the need for continuous training to refresh and update their knowledge and skills through comprehensive in-service training was greatly felt.

Sample

Due to time – resource restraints, it was not possible to apply the research instruments to the whole population as it was quite big based on a huge number of 3419. The researcher adopted stratified random sampling technique to select the sample of the study from 03 different groups by keeping a balance among urban sectors and rural area schools. The gender balance was also maintained at 50% which included primary and secondary schools.

Category	Target	Population size	Sample size	Percentage
A	Policy Makers, Planners, Administrators, Resource Center Coordinators & Heads of Institutions	50	50	100%
B	Master Trainers, Resource Persons	300	50	16%
C	Elementary & Secondary Trained Teachers	3419	200	6%
Total			300	

Research Instruments

In order to collect data for the study, the following three tools were used:

- a) Questionnaire
- b) Document Analysis
- c) Open-ended Discussion session

Three questionnaires were separately designed with three divisions of pre-, during and post training sessions based on 45 items pertaining to important areas for each equally divided among the three levels. These questionnaires were given separately to Administrators, Resource Persons and Trainees in order to collect the relevant information. The information was, then, analyzed minutely by the researcher. The questionnaires greatly facilitated a comprehensive study of various stages regarding the significance of in-service training for teachers, its scope, application and implementation specific to the population of Islamabad under FDE during 2001-2005.

Five point Likert scale was used to get the intensity of responses i.e. Strongly Disagreed (SDA), Disagreed (DA), Undecided (UD), Agreed (A) and Strongly Agreed (SA). For the analysis of data collected in tables, the five categories were reduced to three simple responses of Agreed, Undecided and Disagreed. This helped the researcher to simplify the quantification for drawing clearer conclusions. To validate the questionnaire for determining internal consistency, the split – half procedure of correlation between odd – even items was used. For this purpose, the main three questionnaires were further divided into three parts including, pre-, during and post training with the test items split into half on odd-even basis.

The difficulties / ambiguities in item analysis which were caused due to diction, semantics and structure, research instruments were updated and finalized in consultation with supervisory committee to facilitate the respondents. The research instruments were finally viewed according to these three domains: (a) Relevant / irrelevant; (b) Clear / unclear; and (c) Difficulty level. An open-ended discussion session was conducted towards the end to receive verbal responses. This session was judged on the frequency of topics brought under discussion.

Literature Review

Joy-Mathews and Megginson (2004: pp.5-11) define the dimension of HRD as an “integrated holistic, conscious and proactive approach to changing work-related knowledge and behavior, using a range of learning strategies and techniques.....There are many strands to HRD, e.g. personal development, development for a current job or situation; development in or for new work settings; activities through which individual and organizational goals may be reconciled; and development leading to a better, fuller life for individuals, organizations and wider communities.”

According to Muhammad and Sheikh (1998: p.303), “the tremendous increase in scientific knowledge and the increasing rapidity with which the new knowledge is being added has made it evident that it is not advisable to be satisfied with the pre-service training alone. There is a constant need for frequent in-service training to give the teacher insight of the latest changes in the curriculum, teaching strategies and instructional aids for the improvement of instruction. Such training programmes are required to: (i) convince the teacher of the value and benefit of innovative strategies; and (ii) orientate the teacher about factors facilitating change.”

Gough and James, (1990: pp.14-17) point to "two approaches to INSET: a) the teacher as receiver of INSET and b) the teacher as designer of her/his own INSET. When teachers are receivers, INSET is seen as reception of knowledge in one situation, in order to apply it later in the classroom. This situation prevails when teachers who steer their own INSET are educating themselves by identifying problems relating to their professional life and by exploring them in order to clarify them and to develop new possibilities for solving them."

Singh and Sudershan (1996: pp.273-5) discuss various issues related to field of education, training and development of teachers. To a large extent, this has arisen from dissatisfaction with traditional approaches to INSET whereby individual teachers attend an externally-planned course which is too theoretical and general with the result that they are unable to implement its recommendations in their schools due some particular circumstances which prevail there. The response to this dissatisfaction in many countries has been to provide INSET which is more directly focused upon the needs, tasks and problems of particular schools and of such groups within them.

Malik (1991: pp.127-130) analyzed the dimensions of HRD and teacher training. According to him: "HRD gets priority in Managerial functions and no organization or administration of whatever level can ignore or relegate it to a secondary position. He elaborates that the personal development starts after the induction formalities along with initial training in some cases. Such practices enhance individual responsibilities and efficient handling of the organization. Training is an essential component as the job requirements change and rotational possibilities grow with the growth of the organization. Malik is of the view that the professional development of man-power resources from the induction to the retirement is of prime importance to the manager of men. He further stated that HRD is a key concept in management systems of organizations. Organizations can ill-afford to ignore it. The problem, however, lies in carefully analyzing the organizational needs (which should coincide with individual needs if maximum efficiency is to be achieved), formulating general and specific objectives whether for training or development, selecting the trainees and trainers based on their past performance records, devising course content and methodologies, building supervisory controls inside the system and preparation of suitable evaluation system to ensure realization of training or development objectives and their modification after post-training feed back. It is in this backdrop that the present research revolves around HRD in the field of education, teacher training procedures and suggesting of an INSET model specifically restricted to the institutions of Islamabad.

A movement called competency-based teacher education (CBTE), or performance-based teacher education (PBTE) emerged during the late 1960s. According to this model as described by Zafar (2002: pp.211-212), Teacher Performance refers to observable behaviours both verbal and nonverbal.

Misra (1993: pp.160-161) defines 'Competency based Teaching Approach as "Task-Oriented Teacher Education". It is performance based teacher education. It stresses that teacher education should enable teachers to handle a variety of tasks inside and outside the classroom.

Singh (2006: pp.134-135) defines knowledge as both hierarchical and varied in its nature. It is not uncommon to use the terms like higher and lower knowledge. The theoretical framework for this model for teacher education is derived from the perceptual humanistic psychology which locates the causes of behaviour in the belief systems of behaviour.

According to Bansal, H. (2007: p 222-29), educators throughout the world realized that Internet and Intranet have expanded classroom resources dramatically by making many resources from all over the world available to students and teachers not only in the area of ICT but also in other areas as well. It can bring information, data, images, and even computer software into the classroom from places otherwise impossible to reach and it does this almost instantly. Access to these resources can give rise to individual and group projects, collaboration, curriculum materials and idea sharing not found in schools without Internet access. Many approaches towards in-service training for teachers make it desirable that keeping the challenges of 21st century in focus, the programme may be designed to make a student a researcher with or without the help of ICT applications so that he explores the knowledge-based society without having to wait for a change in the curriculum. The teacher training should be such that a student is made independent and a teacher is given the expertise to manage learning.

Stones, E. (1984: pp.136-137) describes the significance of an enthusiastic response to promote institutional cooperation. This liaison resembles INSET relationship but with an accent upon reciprocity since the schools must be the test beds of pedagogy and the ethnography of teaching and the teachers are the ones most accessible to students in their attempts to operationalize theory.

The Government of Pakistan has taken help from international agencies for many of its in-service training programmes. To begin with a group of teachers from NGO's in Karachi managed to establish Teacher's Resource Centre (T.R.C) in 1986 with an initial grant by Agha Khan Foundation (AKF). Later, in

1992, Trust for Voluntary Organization (T.V.O) also came to sponsor it. NORAD, CIDA, UNICEF, OXFAM, Pepsi Foundation, WMF and IUCN were also attracted for its funding through various projects. T.R.C designed short one week (five working days), workshop-type courses with two hour sessions per day and managed to enroll 25 participants in each workshop. TRC aims at (a) providing a forum for in-service training of teachers in Karachi, (b) replacing unhealthy competition among schools with cooperative endeavor and (c) bridging the gap between rich and poor schools by sharing expertise, information and sources.

Master of Education (M.Ed) Degree Programme of the Institute for Educational Development (IED), Agha Khan University (AKU) Karachi, first time started in 1994, is in-service in its nature as it enrolls experienced and practicing teachers from various public and private schools and its graduates remain in the AKU to offer, with the assistance of IED Faculty, two months programme for teachers from IED cooperating schools. This programme has been designed to produce leaders in teacher education, who *are* able to assist in bringing positive changes to their respective home schools. The programme emphasizes; (a) It is field-based i.e. the training of M.Ed's takes place within actual classrooms because effective teaching skills are best acquired on the job; (b) The training is reflective in nature i.e. the M.Ed's of IED may become reflective practitioners; (c) Classroom based research is the major feature of the training.

The In-Service Teacher Training Programme conducted by Ali Institute of Education (A.I.E.), Lahore caters for the training of primary school teachers working in the rural areas of Pakistan. A.I.E., established in 1993 by a private family trust, launched this in-service programme in collaboration with UNESCO and Institute for Education Development, Agha Khan University. The training was provided through workshops and short term courses. These workshops were held in the subjects of English, Science, Mathematics, Education, Arts Education etc and some workshops were mixed and integrated in nature. AIE in-service programme has been developed on the basis of a number of innovations to ensure that the training is student-centered, easy for access and uses the language with which the participants are more comfortable. (www.un.org)

Analysis of Data

The analysis of the data collected from the questionnaires of three groups of administrators, trainers / resource persons and trainees was projected through tables and comments as per received responses expressed in percentages and Mean of the opinion scores. For obtaining inferential statistics, as necessary, Chi-Square was applied on 16 tables. Furthermore, a session was conducted for

discussion on open-ended questions and the responses were projected as per frequency of topics. Collectively, there were some overwhelming responses which emerged as the strength of the programme, however, a few responses were found contradictory revealing the areas for further improvement. Based on the insight gained from the literature review and comprehensive analysis based on the data obtained through the questionnaires, the researcher proposed a new Research Based INSET Model.

To evaluate the training programme, the data of questionnaires at Mean value 4 which is around 80% was considered as a standard confirmation of success. At a glance, the responses as per Mean values for the three groups are shown below:

Evaluation of the Training Programme on the basis of Mean Value

S.No.	Category	Mean Value 4 & above	Mean Value 4 – 3	Mean Value 3 & under
1.	Administrators	27	16	02
2.	Trainers/Resource Persons	23	18	04
3.	Trainees	10	27	08

It becomes obvious from the collective responses of the administrators and trainers that the proclaimed enthusiasm for the first ever in-service teacher training programme for FDE was immense. With 50 responses out of 90 for the first two groups above Mean value 4, and 34 between 4 – 3, it was realized that the programme was started with a lot of support, pride and ambition. However, the target group of trainees with only 10 responses above Mean value 4, reveal the fact that the programme needs greater depth for the translation of idealism into reality. The research thus, has evaluated the responses of the first two groups with the opinion of the trainees in the perspective. The fact that the trainees were having the first ever experience of its kind, it was important to consider if their responses / opinions were personal or professional. With mean value 3 and under, there were 14 responses. The two such responses from the administrators relate to allocation of time frame for the sessions during training and realization of training expectations during the workshops. All stake holders were conscious to substantially enhance the competencies which due to various short falls could not be achieved to a level anticipated in the beginning. Its for the 04 weak responses from the trainers/resource persons, these pertained to, provision of sufficient honorarium, follow – up plan of the training, visits to provide guidance to the participants and contact among the resource persons.

Third group of the trainees projected 08 weak responses which included, nomination as per choice, feasible schedule of the training programme, convenience of training during vacations, new jobs/responsibilities after training, action plan for implementation of training, resource persons visit for guidance, follow – up visits for feed back and cluster meetings of trainees for sharing of experiences. Out of total 135 questions for the three groups 16 responses entered into analysis as a hypothesis and were subjected to inferential analysis where 04 statements were rejected and 12 responses accepted.

Analysis of Open Ended Questions

For the analysis of open-ended questions, the true responses of all the 300 participants were collected in the last part of the questionnaire as open ended. A relaxed environment was created wherein the respondents were facilitated to freely express their opinions on any aspect of in-service training programme. To analyze the component of open-ended questionnaire, the researcher categorized the responses on the basis of frequency where the major areas were identified for the most frequent responses. The areas discussed and the responses thereof are shown below in the table:

S.No.	Category	Agreement	Disagreement	Recommendations
1.	Professional Development	43	05	07
2.	Quality of Resource Persons	30	23	19
3.	Impact of student performance	19	03	04
4.	Honorarium / TA,DA	15	32	33
5.	Planning	13	09	07
6.	Timings	06	49	34
7.	Heads' cooperation	06	13	11
8.	Contents	05	05	01
9.	Location, Access of venue/resource centres	05	49	26
10.	Instructional material	05	06	05
11.	Follow-up support / visits	04	05	25
12.	Physical facilities	02	01	03
13.	Duration	01	37	26
14.	Refreshment	01	10	04

Overall Discussion

The present study focused on the evaluation of first ever in-service teacher training programme of FDE from 2001 to 2005. FDE, as an organization, had realized that the faster track of development in the field of education could be through in-service training for capacity enhancement of the existing staff. As most of its teachers were Matric and F.A. with outdated and low-merited professional certificates of PTC and CT, in-service training became an essential component to adjust with the job requirements which varied from time to time. The rigid traditional ways of rote learning and practices of Grammar Translation Method had deprived students of new interactive methodology and an interactive classroom environment. It was, therefore, essential for FDE to assume the responsibility of HRD for professional qualification and in-service training for the capacity building of the already employed group.

The quantified evaluation of FDE's in-service teacher training programme substantiates the foundations of a training system. It is realized that learning initiative and innovation can be capsuled in short duration programmes of teacher training where the teachers as Human Resource could be developed to heighten their potential and capabilities towards attaining quality education. In Pakistan, the scope and potential of education is yet to be fully exploited. With experimentation in various aspects of academia, teacher development and school environment, there is hardly any well-proclaimed system. At all levels, it is realized that one year or less duration for pre-service professional education for a teacher is neither sufficient nor it is yielding credible standards. Consequently much burden falls on in-service training for teachers. In the given scenario, the fact that in-service teacher training is still not institutionalized is a serious concern. In this context, any new experiment reveals a potential for greater development and interest.

The present study focused on teachers as human resource and the in-service programme as the means to enhance the competence of teacher population. Training became an essential component as the job requirements vary with the passage of time. Quality education demands modern strategy and methodology to match with the needs of teaching-learning classroom environment. As a large number of teachers in schools under FDE were less qualified without any training, the need to initiate an in-service programme was immense.

In the present knowledge based society, it is not difficult to update the materials taught in the class. The younger generation is found more technology friendly as compared to the older ones. Islamabad area schools have the

privilege of computer labs with internet connections in most of its secondary level institutions. With sea of information at the door step, the scope of in-service teacher training has to be widened where the teacher will emerge as the manager of learning with adequate strategies to make every student an independent learner.

Findings

After having worked on the data, the researcher analyzed the objectives of the study. The findings are placed under each objective separately:

- i. The contents were designed on the basis of Training Need Assessment (TNA), in consultation with administrators and Resource Persons. The trainees show 77% agreement, confirming the fact that the content of the in-service programme supported the immediate needs of training. The high percentage of the responses of Administrators and Resource Persons i.e 80% and 86% respectively indicated a careful implementation of first ever in-service training programme in Islamabad. Whereas the responses of the trainees indicated higher expectation towards learning newer things, techniques, innovation and methodology etc.
- ii. The duration was found manageable. It was realized that the teachers considered summer break as free time, even when they were on duty as government servants. The open-ended session projected an equal dissatisfaction from the participants with 26 recommendations for improvement.
- iii. For the schedule during summer vacations, the study revealed that the mindset of the teachers to accept summer vacations as the right time for training needed a little settlement. Due to shortage of teachers, it was not feasible to impart training to teachers without disturbing the routine of schools, hence option for summer vacation was approved by the administrators and resource persons/ trainers. The topic was brought under discussion during the open-ended session where 34 recommendations were given for improvement.

Strengths of the Training Programme

In order to find strengths of the programme, the data with Mean Value at 4 i.e. about 80% was selected. Out of 45 questions each per category divided

equally in pre, during and post training, Administrators showed 27 responses as strengths, trainers as 23 and trainees only supported 10 responses. Thus, strengths which are supported by all the categories are placed as under:

- i. **Professional development:** Continuous professional development programme for teachers was necessary to impart quality education. This point is the basis of the teacher training programme as it intends to bring in the desired change of promoting quality education. The open-ended discussion also established it as the most appreciated area.
- ii. **Training based on TNA:** The administrators and trainers endorsed the fact that TNA was given due importance to design the training programme.
- iii. **Willingness to participate:** Willingness to attend the Training Programme secured high percentage. For the success of a training programme, motivation of teachers played a vital role.
- iv. **Use of Audio-visual aids:** Teaching through Audio-visual aids and other facilities at the resource centres was strength as supported by trainers and trainees.
- v. **Information at Resource Centres:** Among the administrative steps taken to arrange the in-service programme, the common strengths with all groups were for the selection of training centre, training facilities, sufficient size of the centre, furniture, material for activities. The topics of physical facilities, refreshment, location / access of venue / resource centres were brought under discussion in the open ended session with number of recommendations for further improvement.

Weaknesses of the Training Programme

Some major weaknesses emerged as the data with Mean Value under 4 i.e. 70% and less were:

- i. **Selection procedure for training:** The training programme was to address the professional deficiencies of the trainees. However, the majority of the trainees held the view that nominations for the courses were not as per their choice. Thus to develop competencies for the proposed INSET model, this area will be taken into consideration.
- ii. **Training Objectives:** Training objectives were not specified for the trainees as laid down originally in the training programme. The trainees opposed the fact that the objectives were realistic and achievable. Thus the expectations of the trainees were not fulfilled

to quite an extent. The trainers also expressed their opinion with 32% response to oppose the statement that the expectations of the teachers were fulfilled.

- iii. **Follow-up Plans:** Follow-up plans, meetings and visits came out to be weak areas as shown through the data for the trainers and trainees. 25 recommendations were given for the improvement of this area during the open-ended discussion session.
- iv. **Contradictions:** Some of the contradictions appear through the responses of the trainees which reject the claims of the administrators and the resource persons. For example the roles of the principals negated the possibility of implementing the outcomes of the training programme. Thus it can be perceived that the success of the training programme was partially compromised by the role of the Principals. From the Principals' point of view, shortage of teachers could be one of the reasons for this feedback. The heads' cooperation was a definite recommendation, even in the open-ended discussion session.

Conclusion

The following conclusions were derived from the major findings and cross analysis of the responses of Administrators, Trainers and trainees:

- i) Majority of the respondents had consensus that pre-service training of the teachers was weak and theoretical based as the teachers were normally lacking the basic teaching core competencies and did not meet the standards of teacher education. They re-iterated that continuous professional development was mandatory component to strengthen their teaching skills to promote quality education in the country.
- ii) Majority of the stakeholders unanimously agreed that they were contacted before designing the in-service training programme and asked for training needs of the trainees. However, the contents of the training programmes did not match as per the demands of the trainees. It may be due to diversified needs and expectations of the teachers and the contents of the training based on broader generalized areas.
- iii) All three categories of the respondents agreed that the training objectives were framed before launching the training programme. However, the trainees differed with trainers and administrators and declared the objectives of the training programme as

- unrealistic. They considered these objectives as over ambitious and difficult to materialize.
- iv) The responses of the stakeholders on the registration of the trainees have different shades. The administrators and the trainers considered the registration process satisfactory however the actual cliental i.e. trainees were entirely dissatisfied with it. They considered that the registration was normally made by head of the institution / Area Education Officer irrespective of their actual needs and choices. They demanded that registration system may be revised to enable the trainees to directly enroll in training programme as per their choices and needs.
- v) The nomination process of the training programme is the weakest area considered by the respondents. As per their argument, the nominations were normally made less than one week prior to the start of training programme which made them inconvenient to adjust to attend the training programme. Some respondents categorically lodged complaints that they had been asked telephonically to attend the training programme without receiving any formal nomination letter.
- vi) The respondents had disagreements on the selection of venue for the training programme. Majority of the administrators and trainers were satisfied with the venue of training however the trainees were uncomfortable about the venue of the training as it was far away from their residence / workplace. They demanded to select the venue at sector / institution level.
- vii) The respondents except administrators, were of the opinion that the schedule of the training programme during summer vacation was not feasible because it was leave period. Both trainers and trainees demanded that the schedule of the training programme may be revised and fixed during working days as part-time training programme.
- viii) All the stakeholders of the training programme were fully satisfied with the training facilities including furniture, refreshment arrangements, multimedia etc.
- ix) All the respondents including administrators, trainers and trainees were not satisfied with the amount of honorarium paid. They considered it insufficient and demanded to raise the

honoraria to attract the potential trainers and trainees of the programme.

- x) All the respondents categorically disagreed about the implementation and follow-up plan. This part of the training programme was considered as the weakest area and needed to devise a structured follow-up programme for its implementation. There is no follow-up or contact of trainers and trainees for the guidance and implementation of the training programme. The trainees categorically mentioned the negative role of head of institution in the implementation of the training. There is a need to strengthen the role of head of institution to keep them on board before and after implementation of the training programme.
- xi) Research Based INSET Model has been evolved on the basis of newer knowledge, technology and innovation which is still open for further experimentation and research.

Recommendations

The following recommendations were drawn from the conclusions:

- i) A structured continuous professional development programme is needed to be devised on the basis of core teaching competencies and teaching standards.
- ii) Before designing the contents of training programme, a comprehensive need analysis should be conducted to realistically assess the shortcomings as well as to accommodate the legitimate expectations of teachers.
- iii) A structured system of Pre and Post training assessment may be adopted as regular feature of INSET while the focus on during training may be purely according to the purpose and objectives of the training. This would facilitate to judge the progress and deficiencies of training programme.
- iv) Principals would review the training needs by nominating those teachers whose training needs matched with the objectives of the training. The principals must also ascertain that every teacher should attend the training programme at-least once in a period of 3 to 5 years.
- v) The venue of the training programme may be decentralized and fixed near the residence / workplace of the trainees as much as administratively possible by making it acceptable and convenient to the maximum number of participants.

- vi) The rates of honorarium i.e. per head and traveling / meal charges may be realistically enhanced to satisfy all the stakeholders. In this regard, a separate budget for the monitoring and implementation of training programme may be fixed.
- vii) Head of institution has a key role for the implementation of any training programme. S/he may be sensitized on the concept of training programme and kept on board through formal meetings. Feedback reports be obtained from the Heads during the follow-up phase.
- viii) In-service training may be linked with career progression to motivate teachers and develop interest in the INSET Programmes. The successful completion of training programme should become a pre-requisite for their promotion and career ladder. Teacher training track record may be kept in teachers' dossiers.
- ix) A structured follow-up plan is needed to be devised by the active participation of all stakeholders during the planning of any training programme. A structured mechanism along with tools for the follow-up and action plan may be devised and shared with the heads of institutions / Area Education Officers.
- x) Only theoretical discussions and conceptual presentations during in-service training should not be considered sufficient. Activity based in-service training approach should be adopted involving model lessons approach and micro-teaching.
- xi) A separate research is needed to pilot test the suggested INSET model to judge its validity, reliability and applicability. On the basis of findings, the INSET model may be implemented to strengthen and refine education standards in other parts of the country.

Proposed Model

The present research considered the strong and weak points of FDE's training programme, coupled with the impact of methodology tried by other groups and agencies to propose a new model of training bridging the gap between the archaic and the fresh. Viewing through the framework of HRD, the researcher found that FDE is to project its role as an organization of human resource development to its stakeholders through a dedicated training unit with dedicated staff for all its institutions spread out in the rural and urban areas of Islamabad. From the published news report of the training wing in FDE Newsletters (Appendix E), it is apparent that the enthusiasm of training programmes has started encompassing professional inadequacy of teachers

keeping in focus the emerging needs and challenges of educational parameters. With the collaboration of international agencies like USAID, UNICEF, INTEL, Microsoft, South Korean Interactive Computer Teaching Training programme, International Development Partner (IDP) Norway, Sightsavers International, a meaningful group of trained teachers is available to bring FDE training programme at a level of higher merit. Added to that, is the availability of computer labs in all secondary level schools. Hence, the proposed Model will be based on research methodology bringing an interactive involvement from the teacher and student both to link the textbook with global understanding. This planned strategy would fill-up the gap from present state to a desirable future state. Core features of the proposed Research-based Model for in-service teacher training at FDE are enumerate below:

Vision:

To develop teachers' role as managers of learning

Mission:

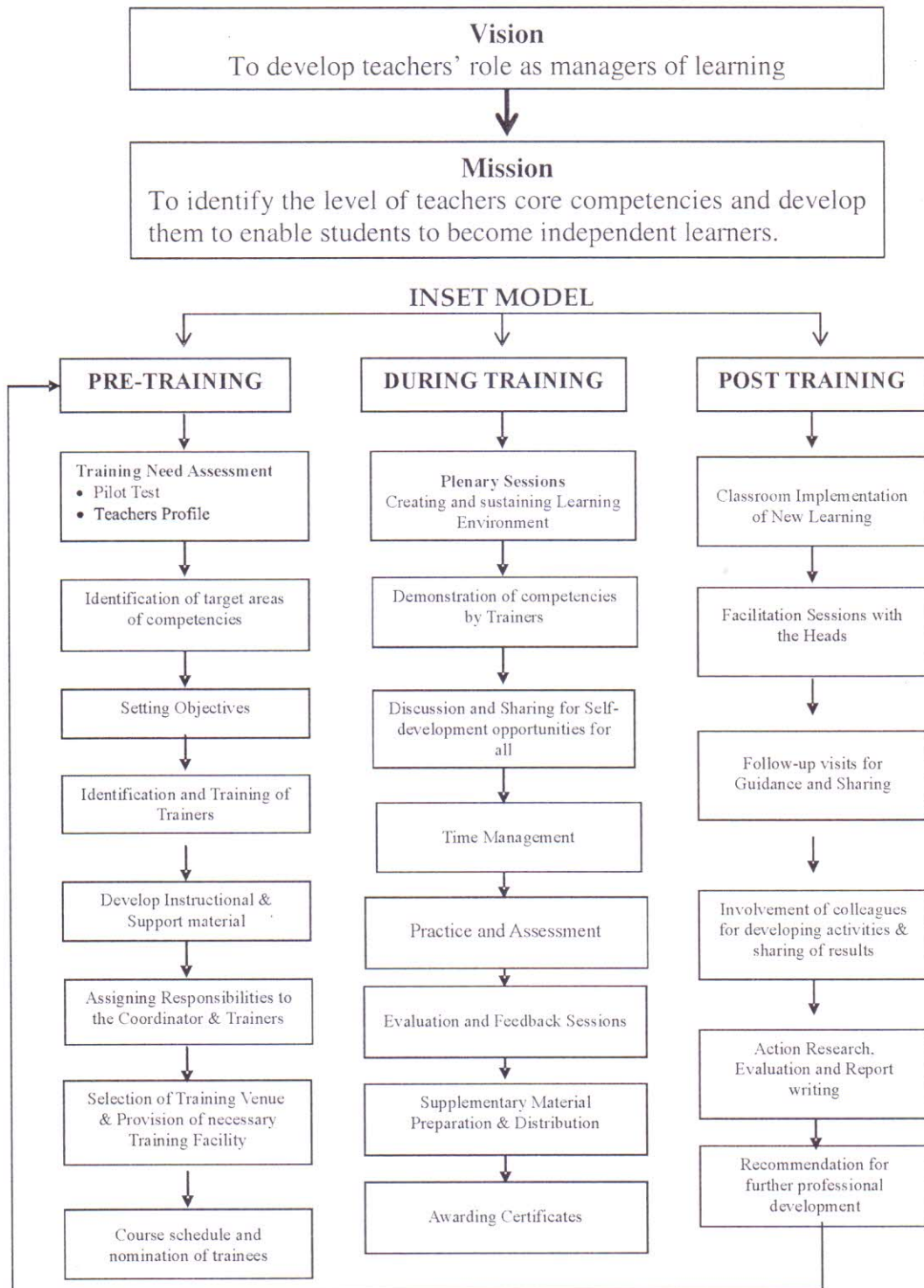
To identify the level of teachers core competencies and develop them to enable students to become independent learners.

Objectives

After the completion of the training, the teachers will be able to:

- i. Deepen their understanding and pedagogical methods to enhance competencies towards improving their professional abilities.
- ii. Cultivate practical teaching abilities through research method to enable the students become independent learners.
- iii. Involve computer links for imparting latest knowledge by downloading material supplementing the textbooks.
- iv. Enhance interactive and communicative classroom environment focusing on the development and grooming of the students.

RESEARCH-BASED INSET MODEL (DIAGRAMMATIC FORM)



BIBLIOGRAPHY

- Bansal, H. (2007). *Teacher Training Concepts*, New Delhi, APH Publishing Corporation.
- Gough, B. & James, D. (1990). *Planning Professional Training Days*, Milton Keynes, Open University Press, Philadelphia.
- Hayes & Louis, D. (1987). *The Crises of Education in Pakistan*, Lahore, Vanguard books Ltd.
- Iqbal, Z. (2002). *Trends & Issues in Teacher Education*, Islamabad, Tahir Printing Press.
- Megginson, D., Banfield P. & Matthews, J.J. (2004). *Human Resource Development*, New Delhi, Crest Publishing House.
- Misra, K.S. (1993). *Teachers and Their Education*, Ambala Cantt., The Associate Publishers, India.
- Muhammad, G.R. & Sheikh, M.A. (1998). *Allied Material for Teacher Education in Pakistan (M.Ed)*, Islamabad, National Book Foundation.
- Sing, U.K. & Sudershan K.N. (1996). *Teacher Education*, New Delhi, Discovery Publishing House.
- Singh, R.P. (2006). *Training Teachers problems and issues*, New Delhi, Gyan Publishing House.
- Stones, E. (1984), *Supervision in Teacher Education*, London, Muthuen & Co. Ltd.

Web References:

- <http://www.un.org>. Accessed on January 25 & February 01, 2009)