

- Global Regional Review (GRR)
- URL: [http://dx.doi.org/10.31703/grr.2022\(VII-II\).01](http://dx.doi.org/10.31703/grr.2022(VII-II).01)



Analysis of the Relationship Between Teacher Training Workshop and Assessment Skills of Teachers Teaching at Federal Government Educational Institutions at Kharian Region

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| ▪ Vol. VII, No. II (Spring 2022) | ▪ Pages: 1– 10 | ▪ DOI: 10.31703/grr.2022(VII-II).01 |
| ▪ p- ISSN: 2616-955X | ▪ e-ISSN: 2663-7030 | ▪ ISSN-L: 2616-955X |

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Abstract: *The prime objective of the study was to explore the relationship between teacher training workshops and assessment skills of teachers teaching at federal government educational institutions in Kharian region. It was descriptive research with the nature of the survey design. Five points Likert scale instrument was developed by the researcher himself. Data was personally retrieved from participants of the teacher training workshop. There were two research objectives, 1. Explore the extent of the relationship of a teacher training workshop with assessment skills FGELs' teachers teaching at Kharian Region. To find out the nature of teacher training workshop and assessment skills of FGELs' teacher teaching at Kharian Region. Data was analyzed through SPSS with descriptive as well as inferential statistical tests. Eighty-two percent of respondents debunked that workshop enhanced their ability to select the best and latest assessment strategy for measuring students learning. It is recommended that it may be replicated and monitored with wee intentioned mode.*

Key Words: Assessment, Evaluation, Teacher Training Workshop, Observations, Effectiveness

Introduction

School Effectiveness requires a myriad of educational components and is a continual challenge. Professional development is an adequate factor of effective pedagogical processes and successful educational institutions. Marriot and Goyder, (2009) endorsed that an effective teacher training workshop is a pivotal ingredient of a teaching-learning process and eventually, successive educational initiative. Hence, teacher training has reached away but is significantly essential for the performance of the school. The liability of school staff exclusively, teachers and managerial slots don't cater to indicate how you may impart individual classes. Without professional training and coaching, they don't know how to deliver a national curriculum.

The teacher training workshop is a mechanism to acquire the determined ability in a stipulated subject. The workshop is a vital exercise for the educationists to better individual pedagogical strategies. A well-qualified with training individual has more abilities and strategies to be accommodated for the enhanced scholastic performance of teachers (Ulla, 2018). An educator possessing improved pedagogical skills may also navigate students' interest in a specific subject (Giovazolias et al., 2019). Numerous researchers including (Oliveira et al., 2019; Supriatna, 2015; Ulla, 2017) pointed out the significance of training workshops. Such training workshops dispense the solutions to academic issues (Schütze et al., 2017).

The teacher training workshop is a mechanism in which the skills are imparted i.e. how well a school proceeding is done,

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Citation: Khalid, M. N., Shakir, M. A., & Ahmed, S. (2022). Analysis of the Relationship Between Teacher Training Workshop and Assessment Skills of Teachers Teaching at Federal Government Educational Institutions at Kharian Region. *Global Regional Review, VII(II)*, 1-10. [https://doi.org/10.31703/grr.2022\(VII-II\).01](https://doi.org/10.31703/grr.2022(VII-II).01)

managing strengths and weaknesses and what should be managed to carve out improvements. Accordingly, teacher training workshop is essential and crucial for developing the assessment skills of teachers in educational institutions. Evaluation of teacher training workshop is pivotal because

it assists in meeting the outcome with observed objectives of workshop mechanism for the sake of conformity of its validity. In addition to that, it investigates the strengths and weaknesses of training workshops and provides feedback for its improvement (Mishra, 2005).



Figure 1

It is a recognized fact that improving teaching standards is an essential variable in developing the initial and tertiary education system in the United States. Although, the foremost objective of the *No Child Left Behind Law* is to provide a "highly equipped with up-to-date knowledge individual" within every classroom management. In spite of numerous researches, hence, there is still a need for democratic perception about the enhancement of teacher quality. The researcher focused here on the relationship between teacher training workshops and the assessment skills of teachers. Previous research regarding teacher training have navigated inconsistent findings and tossed a restrictive policy perception. A few empirical pieces of research revealed that formal education is significant and these had been disrupted as allied assistance for sustaining present teacher training mechanism in educational institutions and enhanced assessment skills (Harris, D. N., & Sass, T. R., 2011).

Another study reported the uncertainty concerning teacher training workshops that previous studies remained unable to cater for methodological mechanisms in determining the effectiveness of workshops on teaching quality. It was far more challenging to interpret productivity, particularly in a pedagogical process where individuals' own

competency, the impact of peer group and additional components of educational institutions also have affected the performance. The wrong interpretation is exaggerated by the acknowledgement that tasks of teachers and taught is rampantly not perhaps random and navigate towards predetermining teacher characteristics and undetermined students attitudes teacher quality Harris and Sass (2007). It was also reported that access to reliable data and provision of comprehensive detail regarding a wide range of teacher trainings was difficult. Combating all mentioned issues in a sole research work dispenses important data and forthcoming difficulties.

The principal goal behind organizing the teacher training workshop was to sustain and make an effective educational assessment mechanism for the Students of Federal Government Educational Institutions in Pakistan. The training workshop was carved out in a systematical mechanism to secure the SLOs of the single National Curriculum and to develop assessment projects at primary and secondary level programs. The organizers of the workshop strived to develop the assessment strategies linked with Bloom's taxonomy (Cognitive, Affective and Psychomotor skills) bearing SLOs of the curriculum in view (Clark, 2004). Eventually, the current training workshop incorporated

only three aspects of the cognitive domain as Knowledge, comprehension and application. The central focus and crux of the workshop was how to enhance and ultimately develop rubrics for the educational assessment strategies of :

- i. MCQs (Multiple Choice Question)
- ii. CRQs (Constructed Response Questions)
- iii. ERQs (Extended Response Questions)

[Shaker \(2004\)](#) reported that ensuring an individual's achievement in class, I believe, is as significant as examining them on homework tasks. In the case of the latter, educationists also sometimes have to be cognizant of the probability that the assignment might have been determined by someone other than the students to whom it was assigned. Ensuring an individual's excellence when the task in class becomes important in disciplines like statistics, mathematics, accounting or physics. It also stimulates teachers to determine whether the problem just elaborated needs to be repeated to a particular student or not. If applied to the class overall, this becomes a good guide for the teacher and he/ she can then figure out which points or points need to be reiterated. The advantage of the present strategy in-class I observation is that the teacher may rectify mistakes at an accurate time and on the spot when an individual is conducting it and the second advantage is that teachers can also gauge their own performance. The strength and size of the ideal class must be within twenty-five and not more than 25 for any such observation to be natural and realistic.

Questions answer sessions during class carried out verbally can also play a significant and vital role in measuring whether students comprehend what is being inculcated in the classroom. An appropriate manner of inquiring questions can navigate individuals to develop the effectiveness of their own interpretation and to reduce any complex or psychological issues. It is a better and more comprehensive mechanism of incorporating all of the individuals in the teaching-learning process. Students can also be assessed providing them friendly and conducive learning situations fundamentally banked upon the problems or issues just interpreted

in a class by the taught and teacher. The individuals are inquired to resolve these complicated situational, problems either on the board or in a group. These tests, as their nomenclature would propose, are used to evaluate the strength of ability in a student, to get the learners active and to familiarize students with the situational environment ([Shaker, 2004](#)).

Educational Assessment requires individuals to manage their scholastic knowledge in critical and complex issues. Pictorial material and projections, as well as assigned work, are also significant mechanisms to appraise a student's performance. They stimulate skills acquired in class and make students, more adaptable in complex problem-solving. Homework assignments are more important because there is no point in giving them if one is not going to check them. Homework assignments should be allotted last and minimum weightage as well as per with appropriate sub need. In fact, assignments, home tasks and exercises should be kept only in those disciplines where practical ability is critical for comprehension. Written tools and instruments are the standard forms of assessment in most schools in Pakistan. In addition to that grasp of the subject under examination, such tests guide students to sharpen exam-taking skills like doing questions within stir elated time ([Yousaf & Shaker, 2000](#)).

Regretfully, the mode of exam-based assessment has become grinding in our government managed and monitored educational institutions. The entire procedure that is concerning to, speak, the annual, matric or intermediate exams incorporates the settings of the curricular, alterations to the syllabi, dispense the exams timetable to individuals, developing exam instruments, and their marking mechanisms and so on. There are important, ostensibly till tasks, issues at every sphere and the outcome is that our board exams are reduced to a span and their results demonstrate little credibility. What is especially, complicated, is the very awkward standard of marking and paper setting, something that the government has to look into, if we are to see any improvement in our local assessment system.

It was also debunked that there is a myriad of reasons as to why our country is exhibiting an ill-intentioned attitude and least interested in the field of pedagogical sectors. One of these is that our education system does not allow and care for aptitude analysis and testing of teachers. In our professional development and assessment system, the necessary things related to the construction, presentation and evaluation of teacher training workshops are seldom bosomed. This study is meant to analyze the relationship between teacher training workshops and assessment skills of teachers teaching at federal government educational institutions in the Kharian region. It is hoped that this study is of high interest and advantage for FGEIs (Cantt/ Garrison) general and the institutions and researchers interested in assessment and teacher education for professional development particularly. This study is also of prime importance for further research in the area of professional skills. A number of studies have been conducted on the effectiveness of training workshops across the world as well as in the land. The main goal of the present study is to bridge the gaps in knowledge in the area of assessment and teacher training workshops. In addition to that, the researcher intends to explore overlooked and hidden aspects of the topic.

Statement of the Problem

The teacher training workshop banks upon numerous factors and prongs but under investigation study discusses the elements of organizing, assessment skills and teacher competency. That is why the study "The analysis of the relationship between teacher training workshop and assessment skills of teachers teaching at federal government educational institutions at Kharian Region was carried out.

Objectives of the Study

The main research objectives were to :

1. Explore the extent of the relationship of a teacher training workshop with assessment skills FGEIs' teachers teaching at Kharian Region.
2. To find out the nature of teacher training workshop and assessment skills of FGEIs' teacher teaching at Kharian Region.

The Significance of the Study

The present empirical work will exhibit exclusively productive for educationists, teachers, students and educational managers and teacher education curriculum wing as they would possess additional knowledge concerning mandatory factors developing teacher training workshops. The current study will also have pivotal significance for educators as they facilitate feedback during the teaching-learning process. The study will also dispense opportunities to motivate psychometricians and assessment experts' discussion around the evaluation process. The study may guide and navigate to an organization for consistent capacity building of concerned teachers in connection with the assessment and appropriate feedback. The literature and results of this study will disseminate collaborating acquisition of workshop as well as assessment skills among principals, teachers and learners in educational institutions to uplift the standard of education and school effectiveness.

Hypothesis

The following were the Hypothesis of the study:

- H₀₁:** Teacher training workshop doesn't affect the assessment skills of FGEI's teachers.

Table 1. Significant effect of T T W on Assessment skills at Kharian Region

Variable	Gender	N	Mean	St.Dev.	Significance
T T W and Assessment skills of FGEI teachers.	Male	99	20.15	2.99	0.233
	Female	101	19.65	2.88	

Table 1 debunks that the t-value (0.233) does not significantly affect at $p \leq 0.05$ level. Thus, the null hypothesis "Teacher training workshop doesn't affect the assessment skills

of FGEI's teachers" is indorsed.

H₀₂: Gender difference doesn't exist in the mean score of teachers' assessment skills at Kharian Region.

Table 2. Gender disparity in the Mean score of teachers' assessment skills at the Kharian region.

Variable	N	Mean	Df	t-value	Significance
Male	99	20.15	198	1.197	0.715
Female	101	19.65			

Table 2 indicates that the p-value (1.715) doesn't fulfil the requirement of significance at $p \leq 0.05$. So our null hypothesis "gender difference doesn't exist in the mean score of teachers' assessment skills at Kharian Region." is endorsed. Additionally, the mean (20.15) of the male teachers is higher than the mean (19.65) of the female teachers. Thus, it

concludes that male teachers are comparatively well-skilled than that female strata in terms of assessment.

H₀₃: Gender difference doesn't exist in the mean score of teachers' assessment skills at Kharian Region on the basis of qualification.

Table 3. Gender discrimination in the Mean score of teachers' assessment skills at the Kharian region.

Variable	Sum of Squares	fd	Mean Square	F	Sign.
Between groups	8.35	15	.557	1.830	0.033
Within groups	56.00	184	.304		
Total.	64.35	199			

Table 3 debunks that the p-value (0.033) meets the requirement of significance at $p \leq 0.05$ point. Thus the null hypothesis "Gender difference doesn't exist in the mean score of teachers' assessment skills at Kharian Region on the basis of qualification" is rejected and it

is concluded that teacher training workshop significantly affects the assessment skills.

H₀₄: Gender difference doesn't exist in the mean score of teachers' assessment skills at Kharian Region on the basis of Experience.

Table 4. The disparity in the mean score of male and female teachers on assessment skills at Kharian Region

Variable	Sum of Squares	fd	Mean Square	F	Sign.
Between Group	62.188	15	4.146	2.64	0.001
Within groups	288.96	184	1.57		
Total.	351.155	199			

Table 4 indicates that p-value (0.001) is significant at $p \leq 0.05$ level of significance. So our null hypothesis "Gender difference doesn't exist in the mean score of teachers' assessment skills at Kharian Region on the basis of Experience" is rejected and it is concluded that teacher training workshop has a significant effect on the assessment skills of teachers.

Methodology of the Study

The prime aim of this research work is to analyze the extent of the relationship between teacher training workshops and the assessment skills of FGEI teachers. The quantitative method was adopted in this empirical work. It is a descriptive study as well as the facts and figures were dispensed as retrieved from the respondents. As far as, the population of the study is concerned, all the Federal Government Educational

Institutions FGEI(C/G) of the Kharian Region were considered in this research work. The total number of staff comprises 550 (five hundred and fifty). The sample was randomly chosen through a lottery mechanism for the existing research work. Two hundred male and female teachers were considered as sampling from work. The researcher himself constructed a research instrument in the format of a questionnaire that was piloted and deemed in order to retrieve data from the participants in this study. The research ethics were also kept in view while the collection of data. The research data were retrieved personally by the researcher himself.

Data Analysis

Both inferential, as well as descriptive significantly statistical tests, were linked to

computerize the data. Descriptive statistics tests involve and were specified Means, St. D and, percentages for calculating the demographic and profile data. While in inferential statistics, Pearson product-moment correlation (Pearson r) were used to find the correlations between Teacher training workshop and assessment skill of FGEI teachers in Kharian. One-way ANOVA was considered on demographic variables like age, gender, education and work experience and a t-test was utilized to compare the difference among the Mean Score of male and female teachers in Kharian.

The present segment demonstrates the frequencies along with the percentages of the responses of the participants.

Table 5. Descriptive responses of the participants in terms of Qualification in (TPSMS)

Qualification	Frequency	Frequency
Matric	01	0.5
FA/F Sc	05	2.5
BA/BSc	61	30.0
MA/MSc	132	66.5
Others	01	0.50
Total	200	100

Qualification of MA/M.Sc has the largest strength which is 132 persons

Table 6. Descriptive responses of the participants in terms of Age in (TPSMS)

Age Group	Frequency	Percentage
20-30years	40	20.0
31-40years	107	53.5
41-50years	40	20.0
51-60years	13	6.5
Total	200	100

Age group 31-40 years is the largest in (TPSMS)

Table 7. Descriptive responses of the participants in terms of Experience in (TPSMS)

Experience	Frequency	Percentage
1-5 years	69	34.5
6-10 years	60	30.0
11-15 years	34	17.0
16-20 years	13	6.5
Above 20 years	24	12.0
Total	200	100

Table 8. Frequencies and percentages of the Participants in terms of Subject in (TPSMS)

Subject	Frequency	Percentage
English	34	17.0

Bio/Chem	19	9.5
Math/Phy	32	16.0
Urdu/Islamiyat	31	15.5
Others Subjects	84	42.0
Total	200	100

Table 9. Frequencies and percentages of the Participants in terms of Gender in (TPSMS)

Gender	Frequency	Percentage
Male	99	49.5
Female	101	50.5
Total	200	100

Table 10. Frequencies and percentages of the responses in (TPSMS)

Statements		St. D	D	Un. D	A	St. A
1-You think the training achieved the intended objectives.	Frequency	12	42	18	112	16
	Percentage	6.0%	21.0%	9.0%	56.0%	8.0%
2-The purpose of holding the workshop was to upgrade participants' assessment skills, etc in Multigame teaching so that they can work more efficiently.	Frequency	8	16	22	90	64
	Percentage	4.0%	8.0%	11.0%	45.0%	32.0%
3-The teacher training workshop was useful for your assessment development.	Frequency	9	23	27	95	46
	Percentage	4.5%	11.5%	13.5%	47.5%	23.0%
4-I was encouraged and motivated to think critically about my experiences in light of new knowledge.	Frequency	1	14	24	103	58
	Percentage	0.5%	7.0%	12.0%	51.5%	29.0%
5-A trained teacher has the Potential for assessment growth (possibility of improving one's own assessment skills)	Frequency	2	11	25	100	62
	Percentage	1.0%	5.5%	12.5%	50.0%	31.0%
6-A variety of assessment approaches were used in the course.	Frequency	11	27	26	96	40
	Percentage	5.5%	13.5%	13.0%	48.0%	20.0%
7-I will be able to improve my assessment ability by training.	Frequency	4	10	36	108	42
	Percentage	2.0%	5.0%	18.0%	54.0%	21.0%
8-I have an increased awareness of the characteristics and	Frequency	1	9	24	119	47
	Percentage	0.5%	4.5%	12.0%	59.5%	23.5%

Statements		St. D	D	Un. D	A	St. A
needs of teacher training management.						
9-Teacher training Management is something different from teaching in class.	Frequency	11	24	34	89	42
	Percentage	5.5%	12.0%	17.0%	44.5%	21.0%
10-Teacher training Workshop helps a teacher to feel a little uneasy among students of multi-culture.	Frequency	8	43	21	98	30
	Percentage	4.0%	21.5%	10.5%	49.0%	15.0%
11-I know better how to evaluate and use assessment techniques according to my classroom needs.	Frequency	2	6	22	120	50
	Percentage	1.0%	3.0%	11.0%	60.0%	25.0%
12-I have the ability to select the best and latest assessment strategy for measuring students learning.	Frequency	1	12	24	126	37
	Percentage	0.5%	6.0%	12.0%	63.0%	18.5%

Findings

It was reflected that the t-value (0.233) was not significant at a $p \leq 0.05$ level of significance. Accordingly, the Teacher training workshop did not influence the assessment skills of teacher teaching in the Kharian region. Hence it was also indicated that male teachers had better skills than those female teachers. Highly qualified participants/teachers reported that there was a significant effect on assessment skills. A significant effect of teacher training workshops on the assessment skills of teachers was endorsed by experienced teachers. One hundred and twenty-eight teachers from participants revealed that the teacher training workshop had achieved effectively its objectives. Eighty-two per cent of respondents described that workshop enhanced their ability to select the best and latest assessment strategy for measuring students learning.

Discussion

The major research problem of the present research was to bridge the gulf and explore the overlooked aspect of teacher training workshops as well as the assessment skills of teachers in FGEI (Cantt/ Garrison). Descriptive research in the nature of the survey method was adopted to analyze the gaps and hidden aspects of the problem. Null hypotheses were devised in order to measures objectives as well as respond to research questions. [Schütze et al., \(2017\)](#) defined it in their literature review and findings that the teacher's training provides the solutions of educational problems. [Harris, D. N., & Sass, T. R., \(2011\)](#), highlighted that formal education is significant and these had been disrupted as allied assistance for sustaining present teacher training mechanism in educational institutions and enhanced assessment skills. [Yousaf & Shakir, \(2000\)](#), reported in their related review literature that apart from helping judge their grasp of the subject under examination, assessment tests help students sharpen exam-taking skills like doing questions within stir elated time. Harris and

Sass (2007) reported that access to reliable data and provision of comprehensive detail regarding a wide range of teacher trainings was difficult. Combating all mentioned issues in a sole research work dispenses important data and forthcoming difficulties. The present research findings revealed that gender discriminately reported the effect on assessment skills. Female strata possess fewer assessment skills than that male participants. All qualified participants indiscriminately exhibited an effect on assessment skills. The majority of participants reported that the present workshop increased assessment skills with objective fruitfulness. A very small segment of the respondents negates the statement.

Conclusions

This prime objective of empirical work is to analyse the relationship between teacher training workshops and assessment skills of

teachers teaching in the Kharian region. There were entirely two hundred participants and respondents. Male and female teachers were trained and imparted assessment skills along with pedagogical skills. There were mixed feelings and responses of the participants. However, it is concluded that the teacher training workshop had fulfilled its predetermined objectives for the purpose effectively and efficiently. Male participants had more effectively acquired assessment skills than that female teachers. Keeping in view the findings and conclusion, it is recommended that the higher management of FGEI closely monitored the workshop mechanism for effectiveness. Female teachers should be navigated to acquire assessment skills. Regional offices of FGEI enhance the momentum of such trainings in different pedagogical strategies too. Such workshops/research may be replicated in other regions of FGEI too.

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