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Evaluative Study of Teacher Training Workshop and Classroom Management Skills of Teachers Teaching at Federal Government Educational Institutions in Lahore Region

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Abstract: Standard of teacher training workshops in Pakistan has been exhibiting a span of accelerating and numerous reforms in a variety of disciplines incorporating classroom management skills. Present work was carried out to gauge the effectiveness of teacher training workshop o classroom management skills of teachers teaching at federal government educational institutions in Lahore. Classroom management was examined by subject matters and training methods. Effectiveness was described as the extent of standard through which classroom management skill was assessed. The survey method was utilized and sampling comprised of FGEI entity at Lahore Region. A comprehensive instrument consisting of relevant constructs was developed for generating research data. The retrieved data from 200 participants were processed through descriptive as well as inferential statistical tests. The hypothesis was accepted, which revealed a positive effect of teacher training workshop (IV) on classroom management skills (DV) of teachers at Lahore. The empirical work has suggested some implications such as revamping outlines of the workshop, motivation towards maximum participation in workshops, and close mentoring and monitoring by administrative authorities. It is assumed that findings and implications of this rigorous study will motivate development models for imminent irregularities and inadequacies in the preview of professional development programs.

Key Words: Classroom Management, Teacher Effectiveness, Teaching Models

Introduction

The quality of education exclusively depends upon the standard of attractive infrastructure and highly trained faculty of any educational institution. Internationally standardized educational programs revolve around some significant and pivotal educational ingredients such as professional development as well as classroom management, assessment, and pedagogical skills. Without the fundamental requirement of inevitable components of educational projects in the shape of instructional strategies, curricula activities, assessment techniques, educational conducive acquiring environmental scenario, and prevailing trends in society, objectives of quality

education may not be achieved. Accordingly, educational professionals and teachers must have consistently get professional training and collaborate with teacher training workshops' organizers. All this speaks that educational faculty must improve and acquire pedagogical knowledge, professional attitude, and all related competencies which are essential for scholastic achievement. According to [Darling \(2000\)](#), the most critical variable in children's scholastic achievement is the professional development of the teachers. Rhoton and Stile (2002) reveal and reflect that the departmental ability of the faculty may exhibit approximately 40 percent contributinal portion in learners' learning

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and acquirement. Possessing in view the significance and competency of teachers, it is pivotal to enhance their professional skills and classroom management competency for catering the up-to-date challenges and trends. However, numerous teachers in Pakistan demonstrate not to possess significant and well-oriented in terms of the importance of in-service teacher training workshops. The existing empirical study evaluated the extent of the effect of TTW on classroom management skills. In service faculties' training is illustrated in a variety of mechanisms. Villegas (2003) elaborates it as development in the departmental competency of an individual. The University of Delaware (2004) describes teachers training competencies as; the professional enhancement of all faculty members in pedagogical acknowledge and acquire the sense of responsibility towards improving not only individuals' own competencies but also the prevalent expertise and professionally current practices.

[Darling, Hyler & Gardner \(2017\)](#) also described in their related literature reviews and research findings the significance and growth of professionally teacher trainings for the teachers, as these are fruitful for to them for the sake of strengthening skills in teachers' pedagogical matter, subject knowledge and management skills for increasing learners' acquiring skills.

All the nations and countries have been converted into the worldly global village through information and technological devices. These information and technological linkages and associations starting boost created newly cognitive and informational skills, so the preservation in knowledgeable information was not being considered as paused and stagnated in that era of technology. The developing as well as extending global village requires new emerging challenges and sharp competencies for catering to the newly created terminologies in society. Accordingly, in the existing period, the faculties cannot stay competent until and unless they are not equipped with newly emerged terminologies and managerial skills. It was also debated and reported by [Holmes \(2005\)](#) that the prevailing grade of

knowledgeable access cannot be stood stagnant because this knowledgeable approach stands on the developmental and improving scenario and phenomena, subsequently, every span of time and everyone have to be linked with it purposefully. All the traditionally demonstrated pedagogical and managerial strategies accommodated by teachers have been altered, and these will also be rectified in future. The traditional techniques should not have existing exercises in the latterly ([Zulfiqar, 2016](#)).

The teacher training workshop (TTW) was philosophically elaboration as an important sector as well as a segment of varied kinds of academic programs and pedagogical projects. The inevitably intentional view of TTW in its domain and the exclusive disciplinary sector is to dispense and impart the knowledgeable skills for the sake of refinement the attitudinal and habitual natures so that the personal development of the individual may be reshaped in a purposeful manner. Concentrated strives are also executed to eliminate the practices of the trial and error exercise and spare periodic worth, extent value, economy and inadequacies of the teacher training programs and the educational strata (Sheikh, 2004).

[Samupwa \(2008\)](#), explores the influence of teaching development programs on the competency of teaching faculty in the pedagogical skill during the educational environment. they illustrated that due to teaching professional development, aptitude and attitude of teaching faculty is developed exclusively. In addition to that, [Schunk, Meece, and Pintrich \(2012\)](#) recommend that induction and refreshing courses make contributions essentially to enhance the academic mechanism. [Zimmerman, Boekarts, Pintrich, and Zeidner \(2000\)](#) suggested in their empirical study that a well-mentored teaching faculty is more successful and has the ability to devise improved approaches to guide learners in a plethora of prongs. That is due to training workshops; exclusively, the in-service teacher training workshops educate the teachers and expand the exposure about

awareness of specific execution, improve visional concept, and so convert into inevitable respondents. [Kazmi, Pervez, and Mumtaz \(2011\)](#) pointed out in their research work that in-service training workshops impart pedagogical skills and equip the teachers with systematic and psychological strategies to utilize in the classrooms. [Guskey \(2000\)](#) mentioned in his findings that TTW is a continuously and systematic platform that aims to enhance the students' cognitive competency and effective classroom managerial abilities so that the acquisitional outcome of the students might be improved. [Ball \(2003\)](#) revealed and reflected in an analytical study that it is clear and crystal dispensement between managerial skill, pedagogical coaching and departmental assistance. Effective teaching faculty should cater to individuals' teaching-learning process to generate a fruitful, friendly environmental atmosphere that is favourable to acquiring skills. Finally, successful teaching faculty accommodates a meritorious approaches for formulating classroom discipline and strategies, mentoring and mending misbehavior, and intercepting when decorum issues pop up. [\(Gronlund, 2006\)](#).

The Rationale of the Study

Federal Government Educational Institutions (Cantt/Garrison) Departmental Head office has combated the obstacle and outreaching assignment of managing classroom management workshops to FGEIs faculties, and it has purposefully conducted numerous professionally grooming trainings till mid-March 2016. However, the effectiveness of these crystallly administered professional courses have not been statistically gauged. This organization aims to develop the standard of managerial workshops [\(Zulfiqar, 2016\)](#). The educationists and academic scholars specifically focused on the underlying discipline to evaluate the effectiveness of the managerial training workshops. The existing empirical study is not the final study but the starting work of subsequently adventing educational projects in the future [\(Borg, 1975\)](#).

Contextual view of the Study

Educationists' inevitable and essential character in the educational contribution of the educational institutions and national strata is exclusively inspired and recognized in all sphere of life. The highly sustained countries such as Japan and China occupy equal opportunities, and their statuses embedded and embroidered on the worldly map and have been acknowledged motivationally acceding countries of the global map [\(Edwards, 1975\)](#). The success of their motivational role in leading development pool on their established and appreciated educational academic mechanism. Sustained educational and academic systems are banked on desired and targeted objectives, goals, developed economic and motivational academia. Referred in views countries bestowed priority and incorporated managerial workshops at all academic levels. Pakistan has left-back in the sector of teacher education and professional development for provincially administered educational institutions; teacher training workshops are administered through the Directorate of Staff Development (DSD). FGEIs 'have been short and insufficient in teacher training projects in Pakistan at every grade of education except pre-employment coaching. Inspector General of Training & Evaluation (IGT & E) initially felt the requirement and the necessity of injecting managerial and pedagogical education to the teaching faculty. Keeping in view the importance of professional development, Federal Government Educational Institutions on behalf of IGT began to cater to and carrying out teacher training workshops across Pakistan effectively and efficiently. In the existing research study, the scholar explored the inadequacies of TTW conducted by FGEI teachers in the Lahore region.

Governmental and non-governmental organizations have tried their best to manage teacher training workshops at the myriad of sectors across Pakistan (Punjab, 2007). Professionally development workshop is the basic and inevitable prerequisite for the recruitment mechanism of teachers in every Governmental and non-governmental

organization. Ostensibly, a prerequisite of professional training is essential where the extent of competency and credibility of teacher training is administered in terms of a few radical factors like competency of faculty, academic standard, socially background of teachers, acknowledgment of cognitive level of a teacher, well sustained with knowledge and inspired specialists, guest speakers. The preview of the prevalent training is to cater for knowledgeable skills, standardize, and pursuit for learned abilities. Teaching faculties achieve uplifted constructs, comprehend new experiences, exchange new perceptions, and develop new aptitude and believable trends regarding teacher training mechanisms. Teacher training is accurately embedded when providing resource persons, professional experts, and group discussion are accommodated. This systematic mechanism will abruptly occupy inevitable alterations that will gap the prerequisites of educational reforms and sustain prevailing managerial competencies for every respondent. This study also investigates that purposeful improvement occurs in faculties' experiences when individuals share highly developed professionally managed skills. ([Zulfiqar, 2016](#)).

[Ahmed, Munshi, & Jumani \(2015\)](#) pointed out in their research article that 80% of principals of elementary college responded that in-service training improved human growth and professional development of the teachers. 75% and 70% of principals highlighted that in-service training developed professional competency concerning to pedagogical strategies and assessment skills. 65% and 60% of principals endorsed that in-service training improved pedagogical ability and conducive learning environment. 60% and 55% principals supported the statement in-service training was favorable for improving subject matter knowledge and information communication technology. An empirical study conducted by Komba (2008) have discussed and dispensed the abrupt aptitude of teaching faculties towards TTW. Such research have pointed out that professionally managerial skills occupy the competency and hidden abilities to embellish teaching faculty with

essential managerial skills and stay the teachers associated with the up-to-date communication techniques.

The human resource department (HRD) have responsibility for managing the human capabilities / professional development needed in the scholastic programmes purposefully and fruitfully ([Gibbs, 2004](#)). Forgoing in experience the importance and vita contribution of human capital in FGEI(C/G), professional development project was conceived and recommended by HRD. Subsequently, its nomenclature was finalized as Academic Monitoring & Evaluation Cell/Branch. The professionally developmental mechanism for the teachers is devised in the sense of Excellency of competency. The prime purpose of this section is the provision and fulfillment of the fundamental requisition of standardized educational projects and developed pedagogical skills. An efficient mechanical system of training is basically ground to improve teachers' managerial abilities. Rectified and latest pedagogical strategies are fruitful for developing friendly learning environmental culture in the classroom. Eventually, the entire development of a teaching faculty includes all the prerequisite and basic pedagogical techniques (i.e. syllabus and break down content organizing, administration of pedagogical environment, multimedia and supporting aids and embellishing with Technological devices, soft skills, educational evaluation, learner-centered approaches, assignment, response, and outcome). Bubb (2004) reported that these are spans of informational, technological, and communicative that has revolutionized in all segments and sectors of life. It also suggests disseminating skills of informational technologies, up-to-date pedagogical strategies, and mechanisms for improving classroom management skills and contextual communication from the faculty to learners ([Schmitz, 2003](#)).

There is a dire need of an extended professional development mechanism for currently educating and ministerial faculties, including managerial stakeholders of FGEIs (C/G), for smooth functioning of educational institutions. An experienced and well-equipped with pedagogical trained faculty

should possess vast related knowledge concerning classroom management skills and professionally developmental abilities. The important and center of educational factor is such TTW which aims to enhance effectively change of professionally and developmentally devised mechanism in Pakistan. In this scenario, the researchers exhibited special attention and intention to evaluate teachers training workshop administered at Federal Government Educational Institutions (Cantt /Garrison).

Objectives of the study

Following were the main objectives.

1. Effectiveness of T T W on classroom management skills of FGEI teachers.
2. Inadequacies in Teacher Training Workshops conducted by FGEI teachers.

The current empirical study primarily aims to evaluate and contribute concerning related literature review of research work on the association between T T Ws and classroom management skills. Accordingly, the researcher administered to fulfill the study questions mentioned below :

1. What are the effects of TTW on classroom management skills of teachers at Federal Government Educational Institutions (Cantt /Garrison)?
2. What are the inadequacies in Teacher Training Workshops conducted by FGEI teachers?

Methodology

The primary purposeful aim of the empirical study is to evaluate the effective influence of TTW on the classroom management skills of FGEI teaching faculty. Descriptive nature in survey method had been devised in order to carry out the empirical work. All F G E Is of the Lahore region were considered as the population of the study. There was a total of

795 (seven hundred and ninety five) teaching staff. Twenty-four (24) total schools of Federal Government Educational Institutions (C/G) were at the Lahore region (Zulifqar,2016).

Non-probability (Purposive) sampling method was chosen out of the total population. As far as the sample was concerned, two hundred trainers in workshop program had been considered as a sample. Self-developed survey tool in 5- a point Lickert scale was presented in the study for retrieving the data. Respondents of the sample were asked to opt for the options as desired in the instrument. The teacher training workshop was only one independent variable conducted by FGEI).

Validation of the tool was specially managed through the piloting of study. Educational scholars were approached for seeking their insightful opinion for instrument validation. These three scholarly experts in the domain of psychometric mechanism carried out validation of the tool. Reliability was also measured by managing the instrument to 30 FG teachers who did not participate in the empirical research conducted at Lahore. The reliability score was measured as 0.86. Descriptive as well as inferential statistical tests were used through SPSS.

Results and Findings

Descriptive Analysis

“Descriptive Analysis” is defined as the statistically disbursing of data that is utilized to manage the frequent events, proportion, or percentage of data from a myriad of aspects. In point of view to Stone et al, (2008), the strategy is commonly accommodated to evaluate the description and qualities of the personal profile of the participants of rigorous empirical work. In respect of that, thus responses of the participants are descriptively analyzed in the mentioned below tabulation formate.

Table 1. Descriptive Analysis

Gender of Teachers		
Gender	Frequency	Percentage
Male	99	49.5

Gender of Teachers		
Gender	Frequency	Percentage
Female	101	50.5
Qualification of Teachers		
Matric	01	0.5
FA/FSc	05	2.5
BA/BSc	61	30.5
MA/MSc	132	66.0
Others	01	0.5
Subjects of Teachers		
English	34	17.0
Bio/ Chem	19	9.5
Math/ Phy	32	16.0
Urdu/ Islamyat	31	26.7
Others	84	42.0
Total	200	100.0
Experience of Teachers		
1-5 y	69	34.5
6-10 y	60	30.0
11-15 y	34	17.0
16-20 y	13	06.5
Above 20 y	24	12.0
Total	200	100

Table 1 reveals that there were 200 respondents in this study. And that ninety nine respondents were male and male were with the representation of (49.5%), and 101 were female with the representation of (50.5%). It also exhibited qualification, subjects taught to secondary classes, and professional experience of the respondents in the questionnaire.

Findings

RQ 1: What are the effects of TTW on classroom management skills of teachers at Federal Government Educational Institutions (Cantt /Garrison)?

H₀₁: Teacher training workshop doesn't affect Classroom Management skills of FGEI Teachers.

Table 2. Effect of T T W on Classroom Management skills of FGEI Teachers

Variable	Gender	N	Mean	St.Dev	Significance
Teacher training workshop and Classroom Management skills of FGEI teachers.	Male	99	101	4.13	0.129
	Female	27.64	26.84	3.26	

Table 2 demonstrates that the p-value (0.129) doesn't represent the significant value at $p \leq 0.05$ degree of significantly extent. Thus, the research null hypothesis "Teacher training workshop doesn't affect Classroom Management skills of teachers at Federal Government Educational Institutions (Cantt /Garrison) " is endorsed and conclusively

evaluated. TTW has no effect on the classroom management skills of teachers of FGEI .

H₀₂: In terms of gender, classroom management skills are not different at Federal Government Educational Institutions (Cantt /Garrison).

Table 3. Mean difference between male and female teachers' classroom management skills.

Variable	N	Mean	Df	t-value	Significance
Male	99	27.64	198	1.528	0.100

Variable	N	Mean	Df	t-value	Significance
Female	101	26.84			

Table 3 reflects that t-value (0.100) doesn't represent the significant value at $p \leq 0.05$ degree of significant extent. Thus, the research null hypothesis "Male and female teachers' classroom management skills are not different" is accepted. So it is concluded

that TTW did not influence the classroom management skills of teachers of FGEI.

H₀₃: The mean scores of teachers' Classroom Management skills in teacher training workshop based on qualification are not different .

Table 4. Effect of TTW on classroom management skills of FGEI Teachers.

Variable	Sum of Squares	fd	Mean Square	F	Sign.
Between groups	7.03	16			
Within groups	57.32	183	.440.313	1.404	0.144
Total.	64.35	199			

Table 4 reveals that p-value (0.144) doesn't represent the significant value at $p \leq 0.05$ degree of significant extent. Thus, the research null hypothesis "The mean scores of teachers' Classroom Management skills in teacher training workshop based on qualification are not different is accepted. So

it is concluded that there is no change and development of classroom management skills in terms of qualification.

H₀₄: The mean scores of teachers' classroom management skills in teacher training workshops are not different based on experience.

Table 5. Effect of TTW on classroom management skills of FGEI Teachers.

Variable	Sum of Squares	fd	Mean Square	F	Sign.
Between Group	45.731	16	2.85		
Within groups	305.42	183	1.66	1.71	0.047
Total.	351.155	199			

Table 5 indicates that p-value (0.047) doesn't represent the significant value at $p \leq 0.05$ degree of significant extent. Accordingly, the research null hypothesis "The mean scores of teachers classroom management skills in teacher training workshop are not different based on Experience " is rejected and

concluded. TTW had influential on the classroom management skills of teachers.

H₀₅: The mean scores of teachers ' classroom management skills in teacher training workshop are not different based on Subjects.

Table 6. Effect of TTW on total classroom management skills of FGEI Teachers

Variable	Sum of Squares	fd	Mean Square	F	Sign.
Between Group	129.65	16	8.10		
Within Groups	329.62	183	1.80	4.49	0.000
Total.	459.28	199			

Table 6 reports that the p-value (0.00) doesn't represent the significant value at $p \leq 0.05$ degree of significant extent. Thus research null hypothesis "The mean scores of teachers' classroom management skills in teacher

training workshop are not different based on Subjects " is rejected and concluded. T T W has endorsed the perception of teachers about classroom management skills.

Table 7. Statistical features with Effect Size

Objective	Independent Variable	Dependent Variable	Agreed %	Disagreed %	P-V	Effect size
Effect of teacher training workshop on Classroom management skills	Teacher Training Workshop(TTW)	Classroom management skills	82.5%	11.5%	0.017	0.02

The significant level is ≤ 0.05

Table 7 reflected that 0.02 Effect size according to Eta Squared considered the small effect of TTW on Classroom management skills of the teachers.

Question 2: What are the inadequacies of teacher training workshops of teachers at Federal Government Educational Institutions (Cantt /Garrison)?

Table 8. TTW improves Classroom Management skills

Statement	Level	St.D	D	Un.D	A	St.A
1-I think, classroom management can promote professional skills.(Classroom Management Skills)	Frequency	5	6	15	82	92
	Percentage	2.5%	3.0%	7.5%	41.0%	46.0%
2-I have an increased awareness of the characteristics and needs of classroom management.	Frequency	1	9	24	119	47
	Percentage	0.5%	4.5%	12.0%	59.5%	23.5%
3-Classroom 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%
4-I am equipped with a variety of instructional strategies to promote student engagement.	Frequency	5	17	28	125	25
	Percentage	2.5%	8.5%	14.0%	62.5%	12.5%
5-I feel better informed and knowledgeable about the new classroom management techniques	Frequency	2	18	20	117	42
	Percentage	1.0%	9.0%	10.0%	58.5%	21.0%

Table 8 describes that most respondents, 174 out of 200 with the representation (87%), revealed that classroom management can promote professional skills. Followed that participants 166 out of 200 with the representation of (83%) highlighted that teachers had enhanced exposure and orientation about qualities and functions of classroom management. Than the participants 159 (79.5%) supported the statement "teachers demonstrated developed information and awareness concerning newly introduced classroom management strategies". The least respondents, 131 out of 200 with the representation of (65.5%) opined

that Classroom Management is to some extent modified from pedagogical style into the classroom.

Discussion

The prevailing empirical research intends to investigate the effectiveness of T T W on classroom management skills. The effective influence extent was measured and analyzed through eta square, which is small on classroom management skills, and that it was clearly linked to the underlying empirical research 's objectives. It was inferred that respondents look tremendously satisfied at

the workshop. The new strategies were also introduced during the training session, i.e., audio-visual aid and managerial strategies. The present research work expands already conducted studies on the effective evaluation of the efficacy of faculty development training' projects to enhance just only pedagogically teaching skills. Shore (1995) revealed in the literature and its findings that a myriad of researches just evaluates the extent of effects on cognitive skills learned by the population and don't gauge contributitional share of acquired information in true spirit and practice in vogue. Quilitch (1975) reflected in his research findings that the workshop is not effective on numerous extended employees with boarding educational institutions.

The current findings and results exhibited an extensive approach which incorporates professionally developmental and classroom management skills. The present workshop presented a motivational effect on participated teachers and encouraged additional teaching faculty to collaborate with these training programs in the next terms. In the existing work, approximately entire the teaching faculty demonstrated its perception that they have developed their lesson planning skills and learned how to utilize A V Aids in a conducive learning environment effectively and purposefully following participation in the workshop. The current work carried out at FGEL, revealed that the teaching development mechanism had a positive effect on classroom management skills and are effectively fruitful for teachers.

The retrieval data were analyzed, which revealed that the participant teachers concaved on desired objectives of the training and raised important questions and issues during the workshop. Most participants enhanced their classroom management skills and had been able to gear up appropriate educational assessment instruments as per learners' desires. It was also found that an important improvement in the sector and segment of classroom management skills were demonstrated. Although, Male strata of training went ahead female teaching participants and achieved more improvement in the educational

administrative skills. On the contrary, females acquired classroom management skills that were is an eye-opening and interestingly amazing fact. Male participants were more interested in learning higher managerial skills than female respondents. The highlighted point of the research work was that a few participating teachers felt hesitation and sensitivity to exchange feedback during the classroom environment, although the workshop embellished their competencies in related sectors. Another empirical work of Nepal revealed that assessment skills were just restricted in those workshops. Sixty-one (61%) respondents responded that the desired personal objectives were gapped, and the principal objectives of such training were found clearly transparent and practicable. In addition to that, eighty-one (81%) participants revealed that the competency of lecture delivery was developed by the respective workshops (Roermund,2011).

Conclusion

The results and study findings concluded that the participants teaching faculty might prioritize to contribute in developing the classroom management skills. So that learners may feel satisfaction from the skilled knowledge of teaching faculty and facilitate their learner's educational achievement more effectively. The information retrieved from respondents also endorsed the FGEL's teachers to enhance their classroom management skills and also motivationally inspired them to encourage participating in forthcoming workshops. Same faculty development projects should be managed continuously to assist teachers in organizing professional development programs as FGEL teachers. Currently learned competencies and abilities should be exchanged by well-equipped faculties where the expertise and competencies of teaching faculties are recognized and inspired, and that chances are offered to share their classroom management skills.

Recommendations

The implications and recommendations are made that teachers' training workshops should be closely monitored by the higher authority. The female strata of FGEL should be

motivated to take an interest in participating in such workshops. The course outlines should be purposefully revised by the administrative and managerial authorities of FGEI(C/G).

Professional development programs need to be introduced and launched in far-

flung areas /provinces of Pakistan too. The Policymakers, curriculum developers, and FGEI administrative authorities may revamp outlines focusing upon the classroom management skills of the teachers. Educational assessment and evaluation skills may also be developed in the FGEI sector.

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