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## Teachers' Training Impact on Teachers' Professional Development at Primary School Level



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**Abstract:** Researchers investigated how primary school teachers benefited from their training. A total of 150 public school teachers in primary schools (75 men, 75 women) participated in the study. Using the survey method, the researcher adopted a simple random sampling technique. The researcher employed a self-developed questionnaire with a five-point scale to compile the results. The questionnaire consisted of six main aspects. The validity of the research instrument was ensured in light of experts' opinions and pilot testing. The reliability was also ensured properly by applying Cronbach Alpha and its value was found .83. The data collected from respondents was organized properly. The data was analyzed through inferential statistics, and an independent-sample t-test was applied. The data was tabulated, presented and interpreted in a mean score, standard deviation and in the form of t- value to see the significant difference in mean score. It was concluded that teachers' training enhanced the teachers' professional competencies and recommended that teachers' professional training may be conducted continuously.

**Key Words:** Professional Development, Teachers Training, Subject Specialist, Pedagogical Impact, Public Schools

### Introduction

Education is vital for the development and progress of any nation. Many aspects of education are focused on policymaking in less developed countries. Education is the source to enhance the capabilities of individuals and positively mould their capabilities. Without proper management of individuals' educational activities, other efforts of development will not be entertained in any society (Javed, 2012). Education is considered a technique to change the social and cultural life of individuals in any society. Teachers may prove to

change agents to review the education of any country to meet the determined standards of a particular society. Teachers should always be committed to improving their professional skills. Teachers may enhance their professional skills only by the equipment of advanced and latest methods and techniques. Teaching and learning processes can only boost by using the latest techniques. The teachers using the latest techniques and skills are more effective and they use the available resources efficiently (Hussain, 2004).

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**Citation:** Jamal, B., Khan, S. R., & Shah, S. A. (2023). Teachers' Training Impact on Teachers' Professional Development at Primary School Level. *Global Social Sciences Review*, VIII(II), 324-330. [https://doi.org/10.31703/gssr.2023\(VIII-II\).29](https://doi.org/10.31703/gssr.2023(VIII-II).29)

Every education system and its quality is based on the educators' quality. In the reports of national educational commissions and policies, it was focused on that achievement in the education system depends on the professional competency of educators (Shami, 2005). Teachers' training motivated them to enhance their professional competencies. Several programs for training were planned to equip them professionally. Teachers were equipped with the best pedagogical techniques and skills. They are expected to have clear ideas in delivering the instructions (Hussain, 2004). Teachers had improved their pedagogical skills as a result of training. Hence, teachers' training contributed a lot to the perfection of the competencies improvement. With the help of training, teachers use different skills and play the role of facilitator. The trained teacher facilitates and guides the learner and gives them the right of learning to the learner. (Megginson, 2006).

The improvement in pedagogical skills depends upon teachers' training programs. However, an efficient teacher training program is needed for teachers' professional development (Merriam, 2001). The teachers' role is as a guide and facilitator in the classroom in the present era. Teachers only guide the learners and they both share their experiences. Several activities are accomplished through his/her direction. So learners of today are much more independent in the learning process and teachers only manage the resources for the learning process. The practice of low-cost materials and applying many methods for teaching is important. The learners participate in all activities of learning by playing the active learner role (Ali, 2011).

Students' learning outcomes are important indicators for the accomplishment of educational targets. These are the objectives that a teacher plans before instructional content. In training activities, most focus is given to this feature. Teachers are trained by a most experienced colleague and the less experienced teachers participate in the artificial classroom environment. The teachers play the role of students in real classroom activities (Merriam, 2001). Teachers' training is related to such a program that enhances teaching competencies. The experienced one imparts instructions and then motivated the less experienced to demonstrate the lessons with other partners. They are also motivated to share the experiences

or problems they are facing during delivering instructions. Further, the training of teachers impacts their professional skills and competencies and they improve their teaching competencies. They are taught how to respond to the different types of students and how to resolve the multi-problems of the class (Shami, 2006).

Teachers determine students learning outcomes according to the purpose and process of teaching and students' learning demands. Teachers also set these targets based on available resources. Students' learning outcomes should be planned according to teaching methods. (Bhargwa, 2010).

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### Research Objectives

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The objectives of the study were as follows:

1. To compare teachers' training based on academic qualification by examining the aspects i.e., the importance of training, lesson planning, pedagogical impact, classroom management, students learning outcomes and self-assessment among teachers at the primary school level.
2. To compare teachers' training based on professional competency (pedagogical impact) by examining the aspects i.e., the importance of training, lesson planning, pedagogical impact, classroom management, students learning outcomes and self-assessment among teachers at the primary school level.
3. To compare teachers' training based on gender by examining the aspects i.e., the importance of training, lesson planning, pedagogical impact, classroom management, students learning outcomes and self-assessment among teachers at the primary school level.

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### Review of Related Literature

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National Commission for teacher education (2009) emphasized teachers' training and through training, teachers develop their skills and knowledge about their professional competencies. The commission proposed competencies for discrepancies existing in teacher training programs. Training is very important to update knowledge, skills and values by also applying the technology. The technological application will make the process easy and efficient and they will

also feel comfortable in the transformation of knowledge. Hussain and Iqbal (2010) focused on teacher training as it will develop their professional skills and approach to pedagogical skills. Many teachers' training programs were designed to enhance teachers' professional competencies.

Akram (2010) claimed that a good teacher values every facet of knowledge and professional skills. He gains professional experience during professional training programs. This is the process that contributes directly or indirectly to a teacher when he accomplishes duties. However, it is the process of engagement in teaching that develops on-job skills. Javed (2012) argued that training activities boost the talents and inner capabilities of teachers in a professional way. Professional teachers not only equip themselves with the latest techniques but also effectively implement them in a real classroom. They use the available resources in a well-organized way to benefit from them for the sake of learning. It is proved that skilled teachers impart instructions professionally and effectively. The students also feel comfortable learning with skilled teachers because they use professional as well as psychological approaches to respond to the students' demands and issues.

Khan (2004 & 2016) explained that teachers' training is an in-service training program to enhance their professional skills. It is also an in-service activity for employed professionals to gain new knowledge, competencies, approaches, and procedure to achieve objectives efficiently. Further, teacher training is a framework to enhance teachers' capabilities. Shami (2006) said teachers' training is referred to as a program that enhances teaching competencies. Further, he clarifies that the training of teachers impacts their professional skills and competency. Perveen (2011) elaborated that teacher training can be viewed as professional growth. On-job training is usually considered normal growth from one step to another. Teacher training is in normal programs for teachers to assist them systematically. Options included for on-job teacher training are visits to colleagues, consultations with colleagues from other schools, internal training of school teachers, self-study, seminars, and courses (Saeed, 2009).

Farooq (2009 & 2012) observed that teachers cannot teach certain subjects effectively because they lack in their training. They also fall short in

the field of prevailing knowledge related to these particular subjects. So, the activities of training are organized to enhance the skills and respond to the issues of teaching positively. The activities of training change the views and approach to teaching due to the latest methodologies and changes in this field. Their approach and attitude also change over time. They are demanded to work with maladjusted students. They face students having different backgrounds and family environments. So, in a mix of types of students, they incorporate their methods of teaching and present it in an effective way using the resource in a well-organized approach. Hence, to meet these prevailing situations and demands a teacher should be equipped with special techniques, methods, knowledge, and skills because it is observed that a trained and well-equipped teacher proves more effective than un-trained. Investment in the area of education and training brings very effective and efficient results.

## Research Methodology

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The purpose of this descriptive and quantitative study was to investigate the effect that primary school teachers' training has on their professional competence and growth. Public school elementary teachers in the Mianwali District were recruited from 54 training and support institutions. One hundred and fifty primary school teachers from public schools participated in the study; 75 men and 75 women. For this study, we used a questionnaire that was both valid and reliable in order to collect information about six different factors: (1) the significance of training, (2) lesson planning, (3) pedagogical impact, (4) classroom management, (5) student learning outcomes, and (6) teachers' perceptions of their own performance. The research tool was pretested in the form of a pilot study, hence confirming the validity as well as reliability of the developed research tool. Reliability was ensured by applying Cronbach Alpha and its value was found .83. Using simple random techniques, the data was collected from respondents, consequently analyzed inferential statistics, and an independent sample t-test was applied. The collected data were properly managed, organized, examined as well as understood, tabulated, presented and interpreted in the mean score, standard deviation, and t- value to see a significant difference. It was found that teachers'

training developed the teachers' professional competencies and enhanced their skills to meet the challenges professionally. Concluded that the teachers having higher qualifications enhanced their professional competencies more than low qualification teachers while female teachers develop their professional development more than male teachers. It was recommended that professional training may be conducted continuously, and the trainers may be expertise in their specialized field of training.

### Data Analysis and Interpretation

The collected data were analyzed by applying inferential statistics i.e. independent-sample t-test by comparing teachers' groups based on academic qualifications, professional qualifications, gender-wise comparison and experience-wise comparison. The analyzed data were presented in the form of tables and in a mean score to examine the significant mean score difference among groups and interpreted accordingly

**Table 1**

*Academic Qualification Wise Comparison Difference in Teachers Training at the Primary School Level*

Statements	Group	N	X	SD	df	t	Sig
Academic wise difference in Importance of training	MA	75	21.9467	1.78108	148	-.418	.676
	BA	75	21.8267	1.73122			
Academic wise difference in Use of lesson plan	MA	75	21.8267	2.71519	148	-1.565	.120
	BA	75	21.6800	2.71213			
Academic wise difference in Pedagogical skills	MA	75	31.000	3.4045	148	-1.565	.121
	BA	75	30.2400	2.4932			
Academic wise difference in Classroom management	MA	75	27.1467	3.015133	148	-2.565	.009
	BA	75	26.0133	2.08400			
Academic wise difference in Students' learning outcomes	MA	75	21.4133	2.45881	148	-.598	.551
	BA	75	21.1867	2.17537			
Academic wise difference in Self-assessment	MA	75	26.7067	3.02142	148	-.822	.413
	BA	75	26.3067	2.94074			

When comparing instructors with different levels of education, Table 1 reveals that those with Master's degrees received more professional development opportunities than those with a graduate degrees. The mean gained score comparison showed that master degree holder teachers and graduate teachers' mean scores regarding giving Importance to training (*Mean* = 21.9467, *Mean* = 21.8267) reflected that master degree holder teachers give more importance to training as compared to graduate teachers in teacher training. The master degree holder teachers and graduate teachers regarding the use of lesson plans (*Mean* = 22.3733, *Mean* = 21.6800) depicted that master degree holder teachers use lesson plans more than graduate teachers after receiving teachers' training. The

mean score about pedagogical skills (*Mean* = 31.0000, *Mean* = 30.2400) showed that master degree holder teachers improved their pedagogical skills more than graduate teachers on the basis of teachers' training. The mean score for classroom management (*Mean* = 27.1467, *Mean* = 26.0133) reflected that master's degree holder teachers were more skilful about classroom management as compared to graduate teachers. The determining students learning outcomes (*Mean* = 21.4133, *Mean* = 21.1867) depicted that master degree holder teachers determine and care more than graduate teachers. The mean score for self-assessment (*Mean* = 26.7067, *Mean* = 26.3067) reflected that master's degree holder teachers care more about self-assessment after receiving the teacher training.

**Table 2**

*Professional Qualification Wise Comparison Difference in Teachers Training at the Primary School Level*

Statements	Group	N	X	SD	df	t	Sig
The professional wise difference in Importance of training	M.Ed.	75	21.9600	1.78916	148	.512	.610
	B.Ed.	75	21.8133	1.72183			

Statements	Group	N	X	SD	df	t	Sig
The professional wise difference in Use of lesson plan	M.Ed.	75	22.3867	2.80392	148	1.626	.106
	B.Ed.	75	21.6667	2.61665			
The professional wise difference in Pedagogical skills	M.Ed.	75	30.8133	3.07199	148	.789	.432
	B.Ed.	75	30.4267	2.93024			
The professional wise difference in Classroom management	M.Ed.	75	26.9733	2.74449	148	1.821	.071
	B.Ed.	75	26.1867	2.54140			
The professional wise difference in Students' learning outcomes	M.Ed.	75	21.9433	2.37426	148	1.022	.308
	B.Ed.	75	21.1067	2.25636			
The professional wise difference in Self-assessment	M.Ed.	75	26.8000	3.11057	148	1.208	.229
	B.Ed.	75	26.2133	2.82983			

Table 2 shows that teachers with M. Ed. degrees increased their professional skills more than teachers with B.Ed. degrees as a result of their training. The mean gained a score of M.Ed. degree holder teachers and B.Ed. degree holder teachers regarding giving importance to training, (*Mean* = 21.9600, *Mean* = 21.8133) showed that M.Ed. degree holder teachers give more importance to training. The mean score of M.Ed. degree holder teachers and B.Ed. degree holder teacher about the use of lesson plans (*Mean* = 22.3867, *Mean* = 21.6667) reflected that M.Ed. degree holder teachers use lesson plans more than B.Ed. degree holder teachers. The pedagogical skills (*Mean* = 30.8133, *Mean* = 30.4267) revealed that M.Ed. degree holder teachers improved more pedagogical skills as compared to B.Ed. degree

holder teachers. The mean score regarding classroom management (*Mean* = 26.9733, *Mean* = 26.1867) reflected that M.Ed. degree-holder teachers improved their classroom management skills more than B.Ed. degree holder teacher. The mean score for determining students' learning outcomes (*Mean* = 21.4933, *Mean* = 21.1067) showed that M.Ed. degree-holder teachers care more about the determination of students learning outcomes before teaching as compared to B.Ed. degree holder teachers. The mean score regarding self-assessment (*Mean* = 26.8000, *Mean* = 26.2133) reflected that M.Ed. degree-holder teachers care more about self-assessment as compared to B.Ed. degree holder teachers after receiving professional teachers training.

**Table 3**

*Gender-Wise Comparison Difference in Teachers Training at the Primary School Level*

Statements	Group	N	X	SD	df	t	Sig
Gender wise difference in Importance of training	Female	75	22.0667	1.83633	148	1.261	.209
	Male	75	21.7067	1.65449			
Gender wise difference in Use of lesson plan	Female	75	30.8133	2.79078	148	.299	.766
	Male	75	21.9600	2.67844			
Gender wise difference in Pedagogical skills	Female	75	30.8133	3.02768	148	-.789	.432
	Male	75	30.4267	2.97600			
Gender wise difference in Classroom management	Female	75	26.6400	2.98808	148	-.275	.784
	Male	75	26.5200	2.31703			
Gender wise difference in Students' learning outcomes	Female	75	21.4267	2.42383	148	-.688	.505
	Male	75	21.1733	2.21282			
The gender-wise difference in Self- assessments	Female	75	26.6933	3.01420	148	.767	.445
	Male	75	26.3200	2.94921			

Table 3 depicts that gender-wise comparison in teachers' training reflected that female teachers develop their professional skills more than male teachers in teachers' training. The mean score regarding giving importance to training (*Mean* = 22.0667, *Mean* = 21.7067) reflected that female

teachers give more importance to teachers' training as compared to male teachers. The mean score for the use of lesson plans (*Mean* = 22.0933, *Mean* = 21.9600) showed that female teachers used lesson plans during the teaching-learning process more than male teachers after receiving

teacher training. The mean score about pedagogical skills (*Mean* = 30.8133, *Mean* = 30.4267) revealed that female teachers improved their pedagogical skills more than male teachers. The mean score for classroom management skills (*Mean* = 26.6400, *Mean* = 26.5200) depicted that female teachers improved their classroom management skills more than male teachers after receiving teacher training. The mean score for determining students' learning outcomes (*Mean* = 21.4267, *Mean* = 21.1733) reflected that female teachers care more about students' learning outcomes during the teaching-learning process than male teachers. The mean score regarding self-assessment (*Mean* = 26.6933, *Mean* = 26.3200) revealed that female teachers care more about self-assessment as compared to male teachers.

## Discussion

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The main objective of this research study was to examine "Teachers' training impact on teachers' professional development at the primary level". The findings of the study link with the findings of Javed (2012) as findings reflected the importance of teachers' training programs and their role in the education system. It indicates that teachers' training proved a basic process to enhance the teachers' competency. The findings of the study also strengthen the findings of Farooq (2009) as reflected that training programs skills a teacher and make him/her prepare to meet different challenges professionally. The study indicated that the approaches of teachers were different in the field of the teaching process. Akram (2010) found that teachers showed different results

academically, professionally and gender-wise. Academic-wise, Master degree holders' teachers improved in all areas of training, while teachers having the degree M.Ed. improved in these areas more than those who had a B.Ed. degree. Gender-wise, this study concluded that female teachers developed all areas of training more than male teachers.

## Conclusions and Recommendations

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The study's findings led the researchers to conclude that, compared to their Graduate-level counterparts, teachers with Master's degrees benefited more from their training in terms of improving their professional abilities and academic skills. Comparing teachers with and without master's degrees in education reveals that those with an M. Ed. have superior professional training. According to the results, female teachers benefited more from their training than male instructors did across the board.

According to the study's findings, primary school teachers can benefit greatly from ongoing professional development opportunities provided by teacher training programs. Training programs for teachers can have a greater impact if they are led by trainers with experience in the field of teacher training. Cluster training and support centres are encouraged, for optimal outcomes, to categorize teachers according to their level of experience and education during training sessions. The purpose of this study was to investigate the effect that primary school teacher training has on the growth of teachers' careers. It's suggested that students continue studying it throughout elementary and secondary school.

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