JOURNAL OF AGRICULTURE & SOCIAL SCIENCES
1813–2235/2006/02–2–112–113
http://www. fspublishers.org

Evaluation of Teachers' Training Programme at Higher Education Level

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ABSTRACT

In order to make the University teachers sound in teaching techniques and other relevant professional training criteria, it is always direly needed to organize short term training programs for fresh entrants. Such programs convert the technically sound but professionally un-trained teachers into competent communicators. Keeping the said aspect in view, 32 teachers of the University of Agriculture, Faisalabad were given short term training for one month regarding fundamental aspects of professional training in teaching. After the expiry of specified period the students' views were obtained who pointed out such programmes to be highly comprehensive, useful and practicable, but they had strong reservations about the knowledge level, psychological implications, use of A.V. aids and some other areas of teacher's training programme in order to make it more worth-while.

Key Words: Teacher; Training programme

INTRODUCTION

Teaching is an art and skill by dint of which a teacher can transfer knowledge to the students in an efficient and effective manner. A successful teacher is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his profession. Kakkar (2001) is of the view that teacher of today is an individual, who is of course not only interested in children acquire knowledge and skills but also equally involved in his total development. According to Rauf (1993), the proficiency in the subjects, physical fitness and moral health of the teacher have been identified as the most important qualifications in addition to the professional training. Although, all the above mentioned characteristics are important at their places, yet the professional training is the most important one. It is pity that no weightage is given to this aspect at college and university levels. In this regard Sorenson (1984) was of the view that all teachers at all levels should be strongly competent in the subjects they teach and must have sound body of knowledge about the students' physiology and psychology.

A fresh entrant in the teaching profession may be expert in his subject, but benefits obtained by the students will be limited due to lack of communication skills on his part. Malik *et al*. (2003) recommended that short term teachers training programme be made compulsory for all the University teachers especially the fresh entrants. It must contain aspects like teaching methodology, educational psychology, use of audio-visual aids, evaluation techniques etc. Alvorado (1988) also supported the need for imparting professional training to the teachers at all levels including the higher one.

In order to enhance competence of the teachers and equip them with the techniques of effective teaching it is imperative to impart professional training to them with regard to the latest teaching methods. At present such training arrangements for teachers of higher learning institutions are non-existent. Due to this very reason their efficiency and effectiveness as good teachers are always questioned. Because they are neither fully aware of the teaching skills nor of maintaining discipline in the classes.

In order to meet the professional requirements of the teachers with regard to their effectiveness in teaching a short term training programme lasting for 30 days was launched in the Department of Agriculture Education, University of Agriculture, Faisalabad. The main theme lying behind this training programme was to make the teachers sound both professionally and technically besides engulfing the gap between the teachers and the taught. Furthermore, such programmes play a pivotal role in making teaching learning process more effective besides enhancing the understanding level of the students and efficiency of the teachers. It is hoped that the launched course on teaching methods would be helpful in overcoming the problem of ineffective teaching and minimizing the ever growing problems of student indiscipline and thus creating conducive environment in the institution.

MATERIALS AND METHODS

In the light of importance of professional training for the newly recruited teachers of University of Agriculture, Faisalabad a short term training programme lasting for one month was organized during the year 2001 - 02. Thirty two teachers attended the course covering almost all aspects of professional education in teachers' turning. After the expiry of scheduled period, an evaluation with regard to effectiveness of the programme was conducted with the help

of an interview schedule. The data so collected were analyzed to draw conclusions and suggest recommendations.

RESULTS AND DISCUSSION

Table I Depicts that a large majority of the respondents considered the organization of training programmes as professionally required, useful, practicable, comprehensive and reliable in evaluation. This range of the responses falls between 59 to 88%, whereas a nominal percentage of respondents ranging from 3 to 12%, were not at all having favorable attitude towards such programmes.

Table II reveals that most of responses ranging between 47 to 78% were suggestive of the satisfaction of the respondents with the course contents being offered during the training programme. However, a reasonable percentage of respondents were not or partially satisfied with the teaching of course contents like use of A.V. aids and teaching techniques.

Table III indicates that the satisfaction level of the respondents towards the resource persons in respect of knowledge, being dutiful, professional soundness and emphasis on A.V. aids was in need of great improvement as depicted by the respondents. Surprisingly 34% and 31.25% respondents were not at all satisfied with the performance of resource person particularly in the areas of using A.V. aids and being knowledgeable.

Table IV is concerned the suggestions presented by the participants for the improvement of teachers' training programmes in future. In this regard they emphasized that individualistic teaching techniques, teachers competencies, psychological implications, evaluation and examination techniques and use of modern A.V. aids should be given prime importance, while organizing such programs in future, because they were highly critical of these flaws in the concluded teachers training programme.

CONCLUSIONS

All the participants fully favored the organization of teachers training programme for university teachers particularly for fresh entrants. However, the resource persons should be competent and knowledgeable with regard to use of different professional training techniques. According to their suggestions the teachers centered training techniques be avoided and practical aspects and students human nature be given more importance.

Table I. Level of satisfaction of the respondents towards the teachers training programme

Responses	Fully		Partially		Cannot Say		Not at all	
	No.	%	No.	%	No.	%	No.	%
Practicable	24	75.50	04	12.50	02	6.25	02	6.25
Useful	27	84	03	9.50	0	0	02	6
Comprehensive	21	66	05	16	02	6	04	12
Professionally Required	28	88	02	6	01	3	01	3
Reliability in Evaluation	19	59	07	22	03	9.50	03	9.50

Table II. Opinion of respondents towards the utility of course contents

Responses	Fully		Partially		Cannot Say		Not at all	
	No.	%	No.	%	No.	%	No.	%
Teaching Technique	19	59	07	22	03	9.50	03	9.50
Educational Psychology	20	62.50	05	16	04	12.50	03	9
Discipline and Behavior	25	78	04	13	0	0.0	03	9
Use of A.V. aids	16	50	08	25	04	12.50	04	12.50
Evaluation and Examination	15	47	06	19	06	19	05	15

Table III. Views of the respondents about the competence of resource persons

Responses	Fully		Partially		Cannot Say		Not at all	
	No.	%	No.	%	No.	%	No.	%
Knowledgeable	14	43.75	06	18.75	02	6.25	10	31.25
Professionally sound	17	53	07	22	02	6.25	06	18.75
Cooperative	16	50	07	22	04	12	05	16
Dutiful	21	66	06	18.75	02	6.25	03	9
Emphasis on A.V. aids	11	34	06	19	04	13	11	34

Table IV. Suggestions regarding the improvement of teachers training programme

Responses	Fully		Partially		Cannot Say		Not at all	
	No.	%	No.	%	No.	%	No.	%
Individualistic Teaching Techniques	27	84	04	13	0	0.0	01	3
Teachers Competencies	26	81	04	13	01	3	01	3
Psychological Implications	27	85	03	9	0	0.0	02	6
Evaluation Techniques	26	81.25	03	9.50	01	3	02	6.25
Use of Latest A/V Aids	28	87.50	02	6.25	02	6.25	0	0.0

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(Received 18 February 2006; Accepted 17 March 2006)