



Impact of Capacity Building of Teachers of Government Boys' Primary School on Class Room Teaching in District Swat, Pakistan

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ABSTRACT

The study attempted to find out the impact of capacity building of teachers of Government Boys' Primary Schools on classroom teaching. The objectives of the study were to find out the strengths and weaknesses of the capacity building initiatives for professional development of teachers in district Swat and to make recommendations for improving the current efforts of government and other agencies for capacity building of primary school teachers. Capacity is developed when individuals are motivated to use knowledge, skills and resources in order to enhance organizational objectives. An opinionnaire containing eleven statements was handed over to Head Masters, a questionnaire containing eleven questions were handed over to the teachers, who had received training and a checklist for classroom observation of 5th class students of 101 primary schools in district Swat. The relevant literature was reviewed, which provided indicators for development of tools. The data obtained were quantified and described. The results revealed that Head Masters could play more effective role for school effectiveness by developing clear vision; providing instructional feedback to teachers; effective monitoring and supervisory mechanism; setting a democratic environment conducive to teaching learning process and involving the stakeholders in decision-making. The results of the study further indicated that school effectiveness owed itself to capable Head Masters, committed staff, non-political intervention, a procedure of incentives and disincentives, positive feedback to teachers and last, but not the least, a continuous instructional supervision of what happened in classroom. The recommendations for improving classroom teaching required continuous on-the-job training, commitment of teachers to the teaching profession and improved pedagogical skills of teachers as well as updating classroom management.

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Introduction

The need for capacity-building and quality improvement of teachers of Government Boys' Primary Schools is recognized. It is important for the improvement of classroom teaching. Training and capacity building of teachers make important contribution to raise a school to the apex of excellence. It increases the productivity and internal efficiency of teachers through improvement of their pedagogical skills and mastery over their subjects. It contributes to quality education by reducing institutional barriers to the overall development of students. Teachers, who are trained and committed, are considered capable to benefit students' learning and development. In fact, Capacity-Building of teachers has been recognized as one of the most critical factors for improving classroom teaching. Thus, the recruitment, supporting and retention of capable teachers and their continuous professional development go a long way to improve classroom teaching.

The process of classroom teaching is based on the instruction given by teachers. Instruction is a process of producing planned changes in the behaviour of students. Active learning shifts the focus of instruction to what teachers teach or deliver to students and what they want the students to be able to do with their course material. When students learn actively they retain more course content for a longer time and are able to apply that material to a broader range of contexts.

Capacity building has long been recognized as an important component of most research-for-development activities. Since 1982 Government placed considerable emphasis on this area and

quickly found that, to ensure longer-term sustainability and impact of the outcomes of the teaching projects it funded, it was important that all those involved in the teaching improved their skills and understanding.

This phenomenon of 'Teachers' Capacity Building' is a continuous improvement process.. Hence, this study focuses on it. The objectives of this research were to explore perceptions of respondents about i) adequacy, ii) implementation, iii) appropriateness of the capacity building programs and iv) improved practices in terms of capacity building programs in Govt: Boys' Primary Schools in district Swat (Pakistan).

Capacity-Building of teachers covers a number of aspects including improvement of pedagogical skills of teachers and mastery over their subjects, which can be improved through their in-service training and orientation. The aim is to help them improve their classroom teaching for effective learning of students. Impact is the net effect on the teaching learning process which was measured on the basis of teaching of those whose capacity were built in different projects in relation to their teaching in classrooms that was observed.

The current strategy of the provincial Government covers three layers, Institutional, organizational and individual. The main thrust of the strategy is institutional and organizational development. The individual layer concerns itself to the development of human resources. The focus here in this study is on the professional development of teachers. In absence of better planning, monitoring and close supervision of teachers, the end product of any strategy would not deliver good results. The

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current strategy of government has been developed for attainment of the Millennium development goals of education for all project, which support the aims of the education reform project.

One of the most important gaps for improvement of learning is the lack of commitment of teachers. No training and orientation and no initiatives for capacity development take care of this important element. Lack of professional commitments of teachers to the teaching profession adversely affects all other efforts of the government. According to Miao and Lee (2010:2) capacity building covers a number of aspects from training of teachers to supporting them for content development. It highlights the critical issue that, without adequate capacity building, even well-designed policies and the most sophisticated technologies will not be able to achieve the desired results

According to Manohan (2004:3) sustained educational capacity building through Information and Communication Technology in today's advanced globalization process is to integrate sustained "local" capacity into a "global" educational environment. According to Cassidy (2003:80) the key components of capacity building of the teachers include a clear understanding and appreciation of the pre-service and in-service training institutions, their vision, coverage, the methodologies and the extent to which their interventions are effective.

According to Maldives (2001: 57-58) the term training describes the support given by one (usually more experienced) person for the growth and learning of another, and for their integration into and acceptance by a special community. According to a report of OECD (2009: 2) "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." Watson (2006:47) described teaching as an intensely psychological process and believes a teacher's ability to maintain productive classroom environment, motivate students and make decisions depending on her/his personal qualities and the ability to create personal relationships with her students.

According to Grauwe et al (2005:17) teachers, who are posted in their home areas are seen to be more committed and satisfied with teaching profession as compared to those who perform duties in different areas.

According to Malik (1991:33) Head Master determined the need for professional development of teachers when he realized that the training and orientation tended to be more effective than in-service training. The greatest opportunities for professional development of teachers reside under the roof of school.

Methodology of the study

It was a descriptive and explorative study. Data were collected through opinionnaires, questionnaires and a checklist for classroom observation in order to get answers for questions concerning the current performance of teachers of Government Boys' Primary Schools in District Swat. Data collected from relevant sources were then organized and made meaningful with the help of tables, figures and graphs. Relevant descriptive statistics were used for analysis of data keeping in view the nature of data received from opinionnaires, questionnaires and classroom observation. Inferences were drawn from the analysis of the data and viable recommendations were made to further improve the current strategy for Capacity-Building of teachers for the purpose of improving their classroom teaching.

The population of the current study included 841 head masters of 841 Government Boys' Primary Schools, 3034 Teachers and 50535 students in Swat district of Khyber Pukhtunkhwa (Pakistan). The sample of the study included 252 (30%) Head Masters of Govt: Boys' Primary Schools in district Swat, 910 (30%) Teachers and 15160 (30%) Students.

Data Collection and Analysis

The primary data were collected from teachers and Head Masters through questionnaires and opinionnaires and classroom observations while secondary data were obtained from office record, a study of documents and review of literature. Opinionnaires and Questionnaires were personally delivered to the respondents and collected back in person. Teachers were observed in their respective classrooms during teaching and the impact of their capacity-building was assessed from classroom observation.

The study used both quantitative and qualitative techniques for data analysis. Appropriate statistical measures were applied at different stages of data collection, analysis and results. The qualitative data obtained through observation of teachers in classrooms and interviews of respondents were placed under different categories and described for discussion and drawing inferences. The following table lists the responses of the subjects to 13 questions/statements on five point Likert's scale:

Outcomes of the Study

There was no significant difference in both the statements of Head Master and Teachers. The result revealed that Head Masters could play more effective role than Teachers for school effectiveness by developing a clear vision, providing instructional feedback to teachers, effective monitoring and supervisory mechanism, setting a democratic environment conducive to teaching learning process and involving the staff holders in decision making.

All the three questions of the study were examined and answered properly. The current strategy of the Department of Education focused on the Donors' driven policies which largely aimed at improving literacy, numeracy; critical thinking; improving school performance; strengthening community level management; capacity building; quality and relevance type of things. The GTZ also involved itself in promoting activity based learning and mentor teacher support programme. However, the actual requirements to strengthen their instructional and pedagogical skills as well as enhancing their mastery over subjects were not adequately addressed. Teachers were not motivated to promote their commitment to their profession.

The second question of the study was answered on the basis of classroom observations and interviews with teachers and the results were exhaustively explained in Chapter-4. The strengths and weaknesses of their capacity were highlighted. In view of the results of the study, viable recommendations were given to improve the current strategy of capacity development. The third question of the study required recommendations for improvement which are listed below.

Recommendations

1. Prior to the formulation of programme or Strategy for the capacity development of the working teachers it is imperative to identify gaps in the current capacity of the working teachers and remedial solutions proposed in the new strategy so that prior to the formulation of a programme or strategy for capacity development weaknesses are addressed in the right direction and efforts for capacity development are made fruitful.
2. No initiatives for capacity development of teachers can be realistically implemented unless the teachers are committed to their professional aims. It is, therefore, strongly recommended that teachers' commitment to their profession be ascertained with motivational incentives and occasional reinforcement of positive and negative feedback.
3. Different donors and stakeholders advances different strategies for capacity development of teachers, which, more often do not subscribe to the societal and professional aims of education.

Table No. 01. Responses of Headmaster, Teachers and Students

Option	Subjects	Questions													Total Responses	%age
		1	2	3	4	5	6	7	8	9	10	11	12	13		
Agree	Headmaster	0	1	0	0	1	1	1	1	0	0	1	0	0	6	5.94
	Teachers	1	0	1	1	1	0	0	1	0	0	0	1	1	7	6.93
	Students	1	0	0	0	0	1	1	1	1	1	0	0	1	7	6.93
Strongly Agree	Headmaster	0	0	1	1	1	1	1	1	0	1	0	0	0	7	6.93
	Teachers	1	1	1	1	0	0		1	1	0	0	0	0	6	5.94
	Students	1	0	1	0	0	0	0	0	0	1	1	1	1	6	5.94
Undecided	Headmaster	1	1	0	0	0	1	1	1	1	0	0	0	1	7	6.93
	Teachers	0	0	1	1	1	0	0	0	1	1	1	1	0	7	6.93
	Students	1	0	0	0	1	1	1	1	1	1	0	0	0	7	6.93
Disagree	Headmaster	0	0	1	1	1	1	1	0	0	0	0	1	1	7	6.93
	Teachers	1	1	1	0	0	0	1	1	1	1	0	0	0	7	6.93
	Students	0	1	0	0	0	0	1	1	1	0	0	1	1	6	5.94
Strongly Disagree	Headmaster	1	1	1	1	0	0	1	0	0	1	1	0	0	7	6.93
	Teachers	0	1	1	0	1	0	0	1	1	0	0	1	1	7	6.93
	Students	1	0	0	1	0	1	0	0	0	1	1	1	1	7	6.93

In order to streamline the efforts for capacity development of teachers, there is need to ensure uniformity in the different initiatives of the department, NGOs and donors by bringing them in line with the strategies of the National Education Policies.

4. There is dire need that every primary school teacher is exposed to the curriculum in each subject in which standards and benchmarks of each subject are provided; students' learning outcomes are given for each class; guidelines are provided for teachers for teaching and development of teaching and learning resources and procedure is laid down for assessment of students.

5. Teachers should be trained to know key learning areas for development of competencies of students in skills such as reading, thinking, writing, oral communication, formal and lexical aspects of language and appropriate ethical and social behaviours.

6. Teachers may be recruited on merit as those recruited on merit are punctual, devoted, efficient, cooperative and industrious workers who promote quality education and better class room teaching by virtue of their efficiency..

7. Continuous in-service training should be provided to the newly recruited teachers in order to enhance their capacity for better outcomes. The training must be continuing and regular after every five years.

8. Teachers must be granted motivational incentives for making them hard workers, regular and loyal to their jobs. The government should take steps in this regard.

9. The government must ban political interference inside school, which badly affect the smooth environment of school. This must be done by education department itself.

10. The district level officers should regularly supervise these schools. This will make the teachers regular, punctual and

honest which will further increase the effectiveness of teachers and classroom teaching.

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