

1 Comparison between the Performance of Trained and Untrained 2 Teachers in Lahore

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7 **Abstract**

8 Training plays its crucial part in every field. In this research work, the role of training is
9 evaluated in education sectors in Pakistan through primary data. The data was collected from
10 trained and untrained teachers. The performance parameters are determined and then the
11 performance of teachers is evaluated on these predetermined parameters. It was concluded
12 that there is a significant difference between the performance of trained and untrained
13 teachers in specific performance areas.

15 *Index terms—*

16 **1 Introduction**

17 Education is very important for an individual's success in life. It provides pupils those skills that prepare them
18 physically, mentally and socially for the world of work in later life. It is considered as a foundation of society,
19 which brings sound economy, social prosperity and political stability. Although there is a great role of teachers in
20 promoting education, but the efficiency and effectiveness of teachers depends upon the teacher's training. If the
21 teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success
22 is ensured. But, if on the other hand, they lack training in education and if they cannot give their heart to their
23 profession, the system is destined to fail. The teachers are dynamic force of school. A School without teacher is
24 just like a body without soul. This research is conducted to find out and prove the impact of teacher's training
25 on their performance in Pakistani perspective. Successive education policies in Pakistan have also emphasized
26 the role of teachers and need for their training. According to the recommendation of All Educational Conference
27 in 1947, trained teachers were essential to build up the educational system. In 1959 National Education Report
28 stated that no system of education is better than its teachers. It recommended far-reaching reforms in the
29 education and training of teachers. In Educational policy 1972-80 it is recommended to establishment of Open
30 University with a strong faculty for teacher education. In National Education policy 1998-2010, it is emphasized
31 on the role of teacher in shaping the quality of education. It states, Teacher is considered the most critical factor
32 in the entire education system.

33 In World Bank report ??1991) it was mentioned that "Education quality at levels of schooling in Pakistan is
34 widely acknowledged to be poor. Good quality edusa-

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36 : Lahore Business School, The University of Lahore, Pakistan. E-mails : As.consultant@nokiamail.com,
37 iqra4ever@gmail.com E tion depends on the availability and effective use of (a) teaching methodologies designed
38 to encourage independent thinking, (b) capable, motivated, well trained teachers, (C) appropriate and well-
39 designed curricula, (d) effective learning material. The situation in Pakistan's secondary schools falls short in
40 most respects."

41 The basic purpose of this research is to determine the parameters of teacher's performance differentiate
42 the trained and untrained teachers and compare their performance. After the comparison, provide the
43 recommendation for the improvement of educational system.

6 LITERATURE REVIEW

44 In Pakistani perspective, although there is very tough to determine the impact of teachers training on teachers
45 performance. We divide the schools at secondary level in two categories Private and Government sectors.

46 3 a) Educational institutions in Pakistan i. Private Schools

47 The private schools are also categories into two sub categories.

48 a. Professionally not developed schools b. Professionally developed schools.

49 4 Professionally not developed schools

50 These are the schools which are working under the owners of the schools. In these schools, the head and the
51 teachers all are nonprofessionals. They are less qualified and have no any training or professional degree in their
52 field. The owner of the school is also the principal of the school. They first focus that on minimum cost on
53 human resource management. These types of schools are developed in rural areas. There fees are affordable for
54 the low income persons. Here traditional teaching methods are used normally. The average of study hours at
55 primary level is 5 to 6 and from middle to matric 6-8 hours respectively. Traditional management system is used
56 in such type of schools. Due to strict monitoring and controlling system, the performance of students remains
57 good. Sometime the results are even better.

58 system and trained teachers, the performance of the students is appreciateable. But their fee structure is very
59 high; due to this, students belonging to middle class family cannot have access to educate their children in such
60 type of schools.

61 ii. Government Schools Government Schools in Pakistan are well developed under the supervision of ministry of
62 education and have a good capital infrastructure. Rules and regulation for the recruitment of teachers both for
63 secondary and primary level require a person having bachelor degree along with a professional degree of PTC,
64 CT, B.Ed. etc. Although, the government schools have a large capital infrastructure, professionally developed
65 teachers, but the performance level in government sector is lower comparatively to private sector. Due to certain
66 reasons the performance of government sector is lower. The main among these is the poor monitoring and
67 controlling system.

68 Basic purpose of this research is to measure the impact of teachers' training on their performance and prevailing
69 conditions in which the teachers are performing their role.

70 5 II.

71 6 Literature Review

72 A considerable amount of literature is available that supports the teacher's training and its impact on teachers
73 performance. Mostly the planners of the teacher education programs rely on experience and subjective perception.
74 The earlier literature refers that there is a positive relationship between training and behavior of teacher which
75 results in better classroom performance and effectiveness of teacher. In early work on teacher productivity,
76 researchers estimated education production functions by regressing aggregate student achievement levels on
77 measures of teacher training and various other controls using cross-sectional data (Hanushek, 1986). (Bressoux,
78 Kramarz, & Prost, 2005) examined the performance difference of trained and untrained teachers in mathematics
79 subject in France. They use the Quaise experimental design for this research. Two same classes of same numbers
80 of students were taught for 1 year of period by trained and untrained teachers found the difference between the
81 scores of students taught by trained and untrained teachers.

82 In a meta-analysis of 93 studies of the effect of teacher development on student performance, (M., 1987)
83 reports that only 12 studies show positive effects of staff development. Dildy (1982), examined the results of
84 a randomized trial, find that teacher training increases student performance. Angrist and Lavy (2002) found a
85 strong effect of teacher training in his research paper.

86 Farida Lodhi (2000) completed his M.Phil thesis on performance of trained teachers in comparative perspective
87 and found the significant impact of training on teachers' performance. Her research scope was limited to the
88 secondary school teachers in the Area of Karachi.

89 As discussed by Rockoff (2004) Muhammad Shahid Farooq, Neelam Shahzadi (2006) compared the effectiveness
90 of trained teachers and untrained teachers in Mathematics subject. The research scope is limited only to the
91 Muzaffar Garh city schools. They found the significant difference between the performance of the students
92 in mathematics taught by trained and untrained teachers. They also studied the gender impact on student
93 performance but could not find significant difference in male and female students' scores.

94 Harris and Sass (2007) utilized panel data matching students and teachers to specific classrooms to estimate
95 the effects of teacher education and training, distinguishing between specific types of undergraduate coursework
96 and also between different types of professional development training. Their results indicated generally positive
97 but mixed effects for years of experience but no significant effects for obtaining an advanced degree. These
98 findings corroborate results from a number of other studies (Rice, 2010).

99 Ana Filipe José Passos (July, 2009) completed his PHD thesis on Teacher competence and its effect on Pupil
100 performance in upper primary schools in Mozambique and Other Sacmeq countries. They found the relationship
101 between teacher competence and pupil performance in reading and mathematics in upper primary schools in

102 Mozambique as well as in Sa CMEQ countries, influenced by a cognitive domain, an affective domain and
103 behavioral domain.

104 In a research conducted by Robert G. Valletta, K. Jody Hoff, Jane S. Lopus (2012) it was found that there
105 is a great impact of student's attitude toward the subject of economics. In this research the data of California
106 high school economic class survey 2006 was used to determine the effect of students and teachers of student's
107 achievement.

108 **7 III. Objectives**

109 To define the parameters of teacher performance. To evaluate the performance of trained and untrained teachers.
110 To compare the performance of Private and Government sector teachers.

111 **8 Methodology**

112 This research methodology adopted is objective. The framework of this research is consisted on one independent
113 variable and fourteen dependent variables. Independent variable is the teacher training and the dependent
114 variables are teachers style of teaching, lesson planning, maintain classroom disciplines, etc. The performance of
115 trained and untrained teachers is evaluated in this research. All the teachers belonging to teaching profession in
116 government and private sector who have got formal pre service training such as PTC, CT, B.Ed, M.Ed, etc are
117 considered as trained teachers and those who did not get pre service formal training are untrained.

118 Primary data used for the evaluation of impact of independent variable on dependent variables, is based on
119 two questionnaires, consisted on closed ended questions, one for teachers and other for students. Although the
120 data collection through questionnaire is very tough task, but we completed it in a very efficient way.

121 The population of this research is all the teachers and students of primary, middle and secondary level in
122 private and government schools of District Kasur and District Lahore. Although the population is very large, it
123 was very tough to collect data from all the population. So, for this research we develop a sample of 150 teachers
124 and 300 students randomly from District Kasur and District Lahore.

125 We classified teachers sample in three groups, 50 trained teachers from private schools, 50 untrained teachers
126 from private schools and 50 trained teachers from government schools. The sample is further classified into male
127 and female. On the basis of level of classes, the teachers are further classified into primary, elementary and
128 secondary groups.

129 To removebiasness, and for reliability and validity of data, data was not only collected from teachers, but also
130 students. From all the students of District Kasur and District Lahor, 300 students as sample is taken. These 300
131 students are classified in three groups, 100 students taught by untrained teachers in private sector, 100 students
132 taught by trained teachers in private sector, and 100 students taught by trained teachers in government sector.
133 The sample is consisted on 150 female students and 150 male students. Students are also categorized into primary,
134 elementary and secondary level. The sample was selected randomly from different schools of both districts.

135 For the data collection we used questionnaire tool. We got filled these questionnaires from teachers and
136 students by visiting in different schools of villages and urban areas. The questionnaire of teachers is consisted
137 on 27 items of closed ended questions in simple but comprehensive language. For the reliability of data, the
138 questions are designed in straight forward mode. The student questionnaire is consisted on 16 items. The
139 student questionnaire is closed ended and designed in Urdu Language, so that they can easily understand and
140 answer the questions.

141 The data collected is entered in SPSS for evaluation. After that it is edited, all the missing values are corrected.
142 The values of all variables are prepared very carefully. Frequencies and percentages are used to count the data.
143 On the basis of these frequencies, the competencies of the teachers are measured and analyzed the performance
144 differences between the trained and untrained teachers.

145 V.

146 **9 Analysis and Results of Teachers' Data a) Particulars of the 147 respondents (Teachers)**

148 That data was collected from the 150 teachers from District Kasur and District Lahore. Firstly we will For this
149 research, the primary data is analyzed through SPSS. We collected data from teachers and students. So, our
150 analysis of the data is consisted on two parts, analysis of the teachers' data and the analysis of the students'
151 data. Here we are going to discuss the teacher's data.

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154 Comparison between the Performance of Trained and Untrained Teachers in Lahore Volume XIII Issue W III
155 Version I discuss about the particular of the respondents. Table 5.1.1 describes, there are total 150 respondents
156 in which the 50% male and 50% percent are female.

157 The Table 5 The teachers are categorized in three levels, PST, EST and SST. During the data collection, All
158 these categories are treated equally. The number of the each level teachers is mentioned in Table 5.1.5.

159 During the data collection it was found the majority of the teachers have the Master's degree in the academic
160 qualification. That is a plus point for education sector. The teachers who completed their graduation are 41%.
161 Some teachers are those who are just intermediate, although their percentages is just 8.7%, but it's not considered
162 good (Table 5. ??6) .

163 In this research, 50 teachers are untrained and 100 teachers are trained who got the professional qualification.
164 According to the table 5.1.7 the majority of the professional teachers are those who got the B.Ed degree. The
165 teachers who got M.Ed degree are 21.3%. Comparison between the Performance of Trained and Untrained
166 Teachers in Lahore

167 11 Volume XIII Issue W III Version I b) Teachers' Performance 168 Analysis

169 The questionnaire of teachers is consisted on 27 questions. The questionnaire is closed ended and every question
170 has three options. These questions are about the different competencies of the teachers like as discipline, course
171 completion and class management. In this questionnaire we selected 13 disciplines for comparison. In this analysis
172 we are going to do two comparisons, the comparison between the performance of trained and untrained teacher,
173 the comparison between the private trained teacher and government trained teacher. For this comparison we used
174 frequency tables that will clear the significant difference between the performance of the trained and untrained
175 teachers.

176 12 i. Class Discipline

177 According to the table 5.2it was found that 86% of the untrained teachers have the capability to maintain
178 discipline in the class, whenever the 92% of the trained teachers manage the discipline very good in the class.
179 That describes that there is a significant difference between the trained and untrained teachers in maintaining
180 the discipline. During the comparison of Private and Government trained teachers it was found that the 90%
181 of the Private trained teachers manage the discipline well in the class whenever the 94% Government trained
182 teachers manage the discipline in the class.

183 13 ii. Course Completion

184 In time course completion is a core task of the teachers, because without in time course completion, the students
185 can't produce the good results. According to the response of the teachers, it was found 82% of untrained teachers
186 complete their course in time, whenever 88% of the trained teachers complete their course in time. So, here
187 is also the significant difference between the untrained teacher and trained teacher. During the analysis of the
188 private trained teacher and Government trained teacher it was found, there is no significant difference between
189 the private and Government trained teachers.

190 14 iii. Individual Differences of the Students

191 During the teaching process, the students' individual differences are most important. The teachers who care
192 these individual differences are more successful rather than the teachers who do not consider these differences.
193 According to the DrScharff the student have different language ability, different intelligence level, different habits
194 and work routines and different psychology, due to these differences every student should be treated individually,
195 so that the learning process can be efficient. The table 5.2describes that 54% of untrained teachers consider the
196 individual differences very much, and 69% of the trained teachers apply the principles of individual differences,
197 which describes there is a significant difference between the trained and untrained teacher. During the comparison
198 of Private trained and Government Trained teacher it was analyzed, that the performance of Government trained
199 teacher is better than the private trained teacher.

200 15 iv. Use of Lecture Method

201 Lecturer method is normally used in teaching process. Both trained and untrained teachers use lecture method,
202 when we compare both categories, there was no significant difference was found. In 50 untrained teachers' sample,
203 it was found 37 teachers use lecture method. As it is in 100 trained teachers, 73 teachers use very often lecture
204 method. As it is the untrained teachers found 74% using lecture method and trained teachers found 73% using
205 lecture method. Audio visual aids increase the effectiveness of the educational process. It is very useful for
206 teachers to use the audio visual aids but many teachers did not focus on it. Through this research, it was found
207 that just 28% of the untrained respondents just use the audio visual aids, whenever 45% of the trained teachers
208 are aware to use of the Audio visual aids. So, there is significant different between the performance of trained
209 and untrained teachers. During the analysis it was found that the 40% of respondent from private trained sector
210 aware the use of Audio Visual Aids, whenever the 50% of respondent from government sector are aware the use
211 of Audio Visual Aids. So, it is found there is a significant difference between the private trained teachers and
212 government teachers' awareness about the Audio Visual Aids.

213 **16 v. Use of Audio Visual Aids**

214 **17 vi. Assist the students in Personal Problems**

215 Trained teachers have the great tendency to help and assist the students. Through table 5.2 it was found that
216 the 65% of the respondents provide help very much to their students in their personal problems, whenever
217 the untrained teachers have less tendency to assist their students. It was found, the 48% of the untrained
218 teachers assist the students in their personal problems. So, there is a significant difference between the trained
219 and untrained teachers regarding the assistance of the student in their problems. In Private and government
220 trained teachers these percentages are 64 and 66 respectively that describes there is a minor In this study it was
221 found that 68% of the untrained teachers use the class management techniques, 78% of trained teachers use class
222 management techniques that is greater than the untrained teacher. If we compare the private trained teacher and
223 government trained teacher a very great difference was found in them. It was found the 92% of the Government
224 teachers use the class management techniques and private trained teacher are just 64% who are using the class
225 management techniques.

226 **18 viii. Attention to Individual Students**

227 The teaching is the process in which teacher are to deal each individual student. It is the obligation of the teacher
228 to understand the problems of the students, and provide personal attention to each student. During the study,
229 it was found, 56% of the trained respondents give personal attention to individual students, and 67% of the
230 trained teachers focus on individual students. So, it is found a significant difference between trained teachers and
231 untrained teachers in this regards. If we compare the performance of private trained teacher and Government
232 trained teacher, It was also a difference found between their performance. Private teachers are found more
233 conscious in this era rather than Government trained teachers. 72 % of the private trained teacher gives personal
234 attention to individual student in the class, whenever In Government trained teachers, it was found 62%. In this
235 ways 10% difference was counted.

236 ix. Use of Charts and Models Charts and models during learning process help the students in positive manner.
237 They can enhance the student's learning capability. In class room using of charts and models are very necessary
238 during the lesson. But their importance varies from subject to subject. In lesson planning the trained teachers
239 also learn how to use the charts and models in teaching process. During the analysis, it was the using of charts
240 and models were lower. Most of the teachers did not use charts and models because of cost saving. Just 36% of
241 untrained respondents described that they use charts in class rooms, whenever the 49 % of trained respondents
242 use the charts in the class. So, it was found a significant difference in trained and untrained teachers' performance.
243 The model using was also found very lower just 22% in untrained teacher and 39% in trained teachers. There
244 is also a difference between the private trained teacher and Government Trained teacher, the tendency to use
245 the charts and model are greater in government teachers rather than the private trained teachers. Private
246 trained teachers use charts and models 36%. Government trained teachers use charts and models 62% and 42%
247 respectively.

248 x. Teaching Style In study, it was found 82% of untrained teachers are satisfied from their teaching style, and
249 89% of the trained teachers are satisfied from their teaching style. So, the satisfaction level is greater in trained
250 teachers regarding teaching style. During the comparison of trained and untrained teachers, government trained
251 teachers are found more satisfied than private trained teachers. It is found, 84% of private teachers are satisfied
252 of their teaching style and 94% of government teachers are satisfied in this regard.

253 **19 xi. Encourage the students to ask questions**

254 In learning process, the students have many questions in their minds. Professional teachers always encourage the
255 students to ask questions. In this study we found that the 81% of the trained teachers focus to encourage the
256 students to ask questions and give them proper answer. It enhances the students' knowledge. It was also found
257 the government teachers have more tendency to encourage the student to ask questions.

258 **20 xii. Create interest in lesson**

259 The students understand more when the lesson is more interested, now it is the skill of teacher, how he can
260 create interest of the student in lesson. The profession teachers always focus on it. The results of this study
261 declare that the 84% of the trained teachers create interest in lessons and 70% of the untrained teachers focus
262 to develop interesting lessons. So, it is found a significant difference between the trained and untrained teachers.
263 During the study it was also found that there was no significant difference between the private trained teachers
264 and government trained teachers in this era.

265 **21 Comparison between the Trained and Untrained Teachers**

266 **22 Analysis and Results of Students' Data**

267 For this study, the data was collected from 300 students of same teacher who filled the questionnaire. All
268 these students filled this questionnaire to give opinion of their particular teacher. Then this data is entered in

269 SPSS. After editing the data, the frequencies are counted. Through the frequencies distribution, the significant
270 difference was calculated. Analysis is divided into two parts, first is the particular of the students, and second is
271 the analysis of the performance.

272 **23 a) Particulars of the Student's**

273 The data was calculated from 300 students. Table 6.1.1 describes that there are 50% male students and 50%
274 female students. During the research, although the students were from different classes, so their ages were also
275 different. Table 6.1.2 show the age distribution of the students. The majority of the students were from 10 to
276 15 years, they were 61.7%. Some students were more than 15 years and 14% students were below the age of
277 10 years. There are two major sectors that are providing education in Pakistan. These sectors are private and
278 public. Table 6.1.3 describes that the data was collected from 100 Government institutions' students mean public
279 sector schools' students and 200 from private institutions' students. So private and public sectors' students'
280 ratio is 33.3:66.7. The data was collected from three level of the classes in schools. These levels are primary,
281 elementary and secondary. The data was collected from 300 students and according to the table 6.1.4 it is clear
282 that each level of three levels have equal percentage. The proportion of each level is 33.3% in this study. For
283 the analysis, although there are two objectives, one is to find the difference between the trained and untrained
284 teachers and second is to find the difference between the private trained and Government Trained teachers. So
285 the sample is classified in three categories, private trained teachers, Government trained teachers, and untrained
286 teachers. So, the data was collected from these categories students. Table 6. ???.5 shows that the students who
287 taught by private trained teachers are 33.3%, students taught by Government trained teachers are 33.3% and as
288 it is the students taught by untrained teachers are also 33.3%. The questionnaire of the students is consisted
289 on 11 items. We will classify this analysis in two parts, Untrained versus trained and private trained versus
290 Government trained teachers.

291 **24 i. Untrained versus trained comparison**

292 For this analysis, we filled questionnaire from students of trained and untrained teachers. In these questionnaires
293 there are 11 items, each of the student give his opinion about his teacher in different era, through closed ended
294 questions. During the analysis 74 % student were satisfied from their teachers regarding of subject knowledge, In
295 trained teachers, 85% student s were found satisfied from them, this describes the significant difference between
296 the untrained teacher and trained teacher.

297 To concentrate on individual student is the obligation of the teacher, Trained teachers were more found focusing
298 on individual students, the percentage of students of trained teachers was 84% whenever, on the other hand, 77%
299 students of untrained teachers described that their teacher focus on each of the student in the class.

300 Using of charts and models are also very important in learning process, but it is the defect of our education
301 system, that its using is very small. Table 6.2(A) describes that the using of charts in trained teacher is just 34%
302 and using of model in trained teachers is just 26%. In untrained teacher, this using also decreased more. The
303 charts and models using in untrained teachers was found 19% and 21% respectively. Although the charts and
304 model using in trained and untrained teacher is lower but the difference was also counted in them.

305 In class, the students have to face many problems due to lack of knowledge. The teachers should help them in
306 their problems. In trained teachers, the tendency to assist the students in their problem was found more, 67%
307 students of the trained teachers accepted this thing. In this regard, 61% students of untrained teacher described
308 that their teachers help them in their problems. So, in this way, 6% difference was found in this era.

309 Different teachers use different teaching styles, the basic purpose of the teacher is to make his lesson effective.
310 According to the Table 6.2(A)the trained teachers have more effective teaching style, 85% of their students are
311 found satisfied from their teaching style. In untrained teachers, 74% of the students were satisfied from teaching
312 style.

313 The students want explanation in their lesson, because they want to complete their knowledge. That is the
314 reason, in this era, to satisfy the student is some difficult. The table 6.2(A) described that the 81% students of
315 trained teachers were found satisfied in explanation of the lesson. And 67% students of the untrained teacher were
316 found satisfied in this regard. Here a significant difference of 14% was found in trained teacher and untrained
317 teacher.

318 Motivational tools influence the students in increase the learning outcomes. Teachers use these motivational
319 tools, support the students, appreciate the students and encourage them to do struggle hard to produce maximum
320 results. According to the table 6.2(A) it was found that 77% students of untrained teachers accepted that their
321 teachers use motivational tools in class. The students who are taught by trained teachers also accepted that their
322 teachers use motivational tools and their percentage was 79. The 2% difference was counted between their using
323 of motivational tools.

324 Every student has many questions in his mind. When the students entered in academic session, here is a
325 platform for students to get the answers of the question that they have in their minds. During the class, the
326 students ask many questions and now it is the responsibility of teacher to encourage students on this action.
327 Study shows that 61% students of untrained teachers are encouraged by their teachers in this era. And 65%
328 students of trained teachers accepted that their teachers encourage them when they ask questions. In table

329 6.2(A) it is found, 90% students of trained teachers are accepted that their teachers create interest very much in
330 lesson. On the other hand 81% students of untrained teachers accepted this thing about their teachers.

331 The study shows that 81% of untrained teachers are considered as a favorite teacher by their students. And
332 90% of trained teachers were considered favorite teachers by their students. So, it is found a significant difference
333 between the trained and untrained teachers in this era.

334 **25 VII. onclusion**

335 This research indicates toward the effectiveness of training in education sector in Pakistan. A significant difference
336 between the trained and untrained teachers in specific area of performance indicates the role of training to ensure
337 an effective classroom performance. The performance of the teachers in specific area is evaluated and a significant
338 difference was found. Trained teachers are found more effective in their performance than untrained teachers.

339 The second objective of this research was to evaluate the difference between the performance of private trained
340 teachers and government trained teachers. In Pakistani education sector, there are two major types of educational
341 institutions, Private and government institutions. During the analysis of the students data, the result was opposite
342 to teachers data. In teachers' data analysis, we found that the Government trained teachers are more efficient in
343 their work but the real picture is shown through the students' data. In students data a significant difference was
344 found between private trained teachers and government trained teachers. According to the table 6.2(B), the 91%
345 students of private trained teachers were satisfied whenever in government trained teacher 79% students were
346 satisfied from their teachers' knowledge of subject. Study shows the private trained teacher give more individual
347 attention to students rather than government trained teachers. Government teachers use chart and models in
348 class rooms 41% and 29% respectively. Private trained teachers use charts and models 27% and 23% respectively.
349 Assisting the students in their problem, explaining the concept and motivate the students to learn in all these
350 areas, according to the students, the private trained teacher more focuses rather than the Government trained
351 teacher. The data shows, the student of private trained teacher are more satisfied from teaching style of their
352 teachers. In this analysis it is clear that 90% student of private trained teachers satisfied from their teachers'
353 teaching style and 80% students of government teachers are satisfied from their teachers in this regard. Private
354 trained teacher encourage the students to ask question 78%. And Government teachers are found 52% in this era.
355 Study also show that the private trained teachers create more interst in lesson and it was 93%. The government
356 teachers also create interest in lesson but they are lower than private teachers and their percentage was 87. In
357 private and government trained teachers, 98% of students consider their teacher as a best teacher, there was no
significant difference was found. The detail of all the respondents is given in Table 6.2(B).



Figure 1:

leave the profession and this can give the appearance that experience raises teacher value-added when, in reality, less effective teachers are simply exiting the sample. Aaronson, et al. (2007) and Betts, et al. (2003) find no significant correlation between teacher experience and student achievement while Clotfelter, et al. (2007) find strong positive effects. One difference in these studies is that Clotfelter et al. utilize course-specific end-of-course exams while the other studies rely on more general achievement exams.

Douglas N. Harris and Tim R. Sass (March, 2006) examined the pre service training and in service training effect on teacher's productivity, but they did not find any evidence that teachers pre-service training or college entrance exam scores are related to productivity.

Figure 2:

According to the table 5.1.3 the unmarried are greater than married in teaching profession. The number of married teachers is 51 that are the 34% of all sample and Unmarried teachers are 99 in number and are 66% of the sample.

Data was collected from government and private schools. Table 5.1.4 describes, there are 66.7% teachers are related to private schools and 33.3% teachers are related to government schools in this sample.

Figure 3:

5

	1.7 Professional Qualification		
Valid Nill	50	33.3	33.3
PTC	5	3.3	36.7
CT	5	3.3	40.0
ATTC	2	1.3	41.3
B.Ed	51	34.0	75.3
M.Ed	32	21.3	96.7
M.Phil	5	3.3	100.0
Total	150	100.0	

The table 5.1.8 describes that majority of the teachers have 2 to 5 years' experience in teaching. More than 10 years experienced teachers are 26 and less than 1 year experienced teachers are also 26%.

Figure 4: Table 5 .

5

Gender	Frequency	Percent	Cumulative Percent	Gender	Table 5.1.5
Valid Male	75	50.0	50.0	50.0	Qualificati

Female Total	75	50.0	100.0	Valid PST
	150			SST Total

Table 5.1.2 AGE

Age	Frequency	Percent	Cumulative Percent	
Valid Below 30 Years	89	59.3	59.3	
30 to 39 Years	35	23.3	82.7	Table 5.1.6
40 to 49 Years	20	13.3	96.0	
50 Years and Above	6	4.0	100.0	
Total	150	100.0		Valid Inte ate Graduation Masters Total

Table 5.1. Marital Status

Marital Status	Frequency	Percent	Cumulative Percent	
Valid Married	51	34.0	34.0	
Un Married Total	99	66.0	100.0	Degree Tit
	150	100.0		

Table 5.1.4 Status of School

Status of School	Frequency	Percent	Cumulative Percent
Valid Government	50	33.3	34.0
Private	100	66.7	100.0
Total	150	100.0	

[Note: GYear 2013© 2013 Global Journals Inc. (US)]

Figure 5: Table 5 .

5

1.8 Professional Experience			
Valid Less Than 1 Year	39	26.0	26.0
2 to 5 Years	49	32.7	58.7
5 to 10 Years	23	15.3	74.0
More Than 10 Years	39	26.0	100.0
Total	150	100.0	

Figure 6: Table 5 .

5

2 (A) :

[Note: GYear 2013© 2013 Global Journals Inc. (US)]

Figure 7: Table 5 .

6

1.1 Gender			
Valid Male	150	50.0	50.0
Female	150	50.0	100.0
Total	300	100.0	

Figure 8: Table 6 .

6

1.2 Age Distribution			
Valid Below 10 years	42	14	14
10 to 15	185	61.7	75.7
15 to 20	73	24.3	100.0
Total	300	100.0	

Figure 9: Table 6 .

6

1.3 Status of School			
Valid Government	100	33.3	34.0
Private	200	66.7	100.0
Total	300	100.0	

Figure 10: Table 6 .

6

1.4 Class			
Valid Primary	100	33.3	33.3
Middle	100	33.3	66.6
Secondary	100	33.3	100.0
Total	300	100.0	

Figure 11: Table 6 .

6

1.5 Students			
Valid Taught By			
Private Trained	100	33.3	33.3
Teachers			
Taught Bye			
Government Trained	100	33.3	66.6
Teachers			
Taught by			
Untrained	100	33.3	100.0
Teachers			
Total	300	100.0	

b) Performance Analysis

Figure 12: Table 6 .

6

2 (A) Comparison Between Trained and Untrained Teacher			
No	Questions	Untrained	Trained
		%	%
1	Knowledge of the subject	74	85
2	Give individual attention	77	84
3	Use of charts	19	34
4	Use of Models	21	26
5	Assist the student in their problems	61	67
6	Teaching style	74	85
7	Explain concepts	67	81
8	Motivate to learn	77	79
9	Encourage students to ask question	61	65
10	create interest in lesson	81	90
11	Consider your teacher as a best teacher	84	98
	Total	696	794

ii. Private Trained Versus Government Trained Teachers

Figure 13: Table 6 .

No	Qustions	Pvt. Trained %	Govt. Trained %
1	Knowledge of the subject	91	79
2	Give individual attention	90	78
3	Use of charts	27	41
4	Use of Models	23	29
5	Assist the student in their problems	77	57
6	Teaching style	90	80
7	Explain concepts	92	70
8	Motivate to learn	89	69
9	Encourage students to ask question	78	52
10	create interest in lesson	93	87
11	Consider your teacher as a best teacher	98	98
	Total	848	740

Figure 14:

359 Comparison between the Performance of Trained and Untrained Teachers in Lahore Volume XIII Issue W III
360 Version I teachers perform better in specific area of performance than private teachers. But we just cannot rely on
361 teacher's data, for removing the biasness; we collected the data from the students that are basically indicator of
362 performance of teachers. The students data indicate toward the opposite picture against the teachers' data. Here
363 a significant difference was calculated in performance private trained teachers and government trained teachers.
364 It shows the private trained teachers' performance is better than the government teachers' performance.

365 **.1 VIII.**

366 There should be continue and pre scheduled in service training system for both private and public schools teachers.
367 There should be a monitoring system that can evaluate the performance of the teachers in all specific performance
368 areas. Continuous improvement system should be developed that can evaluate the performance of each students.
369 Through that the improvement of the students' performance is evaluated. The used of Audio visual aid should
370 be increased in private and public schools. Although in government schools, the training sessions are managed,
371 but in private schools there is not any arrangement of training sessions. So, training sessions should be managed
372 for them. The policies should be developed by government for private schools about the recruitment of teachers
373 in schools. So, that the private schools can only recruit the qualified and professional teachers. The performance
374 of the government schools' teachers is lower than private schools teachers. To increase the performance of
375 government school teachers, the targets should be assigned to teachers from the head of institutions. After that
376 a control a monitoring system should be implemented for achieving the goals. New teaching methods should
377 be developed, that can increase the educational outcomes. Teachers should be trained on new and advanced
378 standards of education.

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