



GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE
LINGUISTICS & EDUCATION

Volume 13 Issue 3 Version 1.0 Year 2013

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-460X & Print ISSN: 0975-587X

Comparison between the Performance of Trained and Untrained Teachers in Lahore

By Muhammad Arshad & Muhammad Akramnaseem

University of Lahore, Pakistan

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

GJHSS-G Classification : FOR Code : 939999



Strictly as per the compliance and regulations of:



Comparison between the Performance of Trained and Untrained Teachers in Lahore

Muhammad Arshad^α & Muhammad Akramnaseem^σ

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

I. INTRODUCTION

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

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

tion depends on the availability and effective use of (a) teaching methodologies designed to encourage independent thinking, (b) capable, motivated, well trained teachers, (C) appropriate and well-designed curricula, (d) effective learning material. The situation in Pakistan's secondary schools falls short in most respects."

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

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

a) Educational institutions in Pakistan

i. Private Schools

The private schools are also categories into two sub categories.

- a. Professionally not developed schools
- b. Professionally developed schools.

a. Professionally not developed schools

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

b. Professionally developed schools

These schools are professionally developed schools. They have trained and higher qualified staff. Their capital infrastructure is very good. They are also cost conscious but they invest a lot on human resources along capital infrastructure. Due to their disciplined

Author ^α : Lahore Business School, The University of Lahore, Pakistan.
E-mails : As.consultant@nokiainmail.com, iqra4ever@gmail.com

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

ii. Government Schools

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

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

II. LITERATURE REVIEW

A considerable amount of literature is available that supports the teacher's training and its impact on teachers performance. Mostly the planners of the teacher education programs rely on experience and subjective perception. The earlier literature refers that there is a positive relationship between training and behavior of teacher which results in better classroom performance and effectiveness of teacher. In early work on teacher productivity, researchers estimated education production functions by regressing aggregate student achievement levels on measures of teacher training and various other controls using cross-sectional data (Hanushek, 1986).

(Bressoux, Kramarz, & Prost, 2005) examined the performance difference of trained and untrained teachers in mathematics subject in France. They use the Quaise experimental design for this research. Two same classes of same numbers of students were taught for 1 year of period by trained and untrained teachers found the difference between the scores of students taught by trained and untrained teachers.

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

Farida Lodhi (2000) completed his M.Phil thesis on performance of trained teachers in comparative perspective and found the significant impact of training

on teachers' performance. Her research scope was limited to the secondary school teachers in the Area of Karachi.

As discussed by Rockoff (2004) and Kane, et al. (2006), the estimated effects of experience may be biased if sample attrition is not taken into account. For example, less effective teachers might be more likely to 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.

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

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

Ana Filipe José Passos (July, 2009) completed his PHD thesis on Teacher competence and its effect on Pupil performance in upper primary schools in Mozambique and Other SAcmeq countries. They found the relationship between teacher competence and pupil performance in reading and mathematics in upper primary schools in Mozambique as well as in Sa CMEQ countries, influenced by a cognitive domain, an affective domain and behavioral domain.

In a research conducted by Robert G. Valletta, K. Jody Hoff, Jane S. Lopus (2012) it was found that there is a great impact of student's attitude toward the subject of economics. In this research the data of California high school economic class survey 2006 was

used to determine the effect of students and teachers of student's achievement.

III. OBJECTIVES

- To define the parameters of teacher performance.
 - To evaluate the performance of trained and untrained teachers.
 - To compare the performance of Private and Government sector teachers.
 - To conclude about the performance of trained and untrained teachers and provide the recommendations for improvement.
- a) *Independent Variable*
- Teacher Training
- b) *Dependent Variable*
- Knowledge of the subject
 - Discipline
 - Course Completion
 - Teaching style
 - Individual Differences
 - Use of lecture methodology
 - Use of charts and models
 - Use of Audio Visual Aids
 - Assist the students in eradicating their personal problems
 - Classroom Management
 - Attention to individual student
 - Use of motivational tools
 - Create interest in subject
 - Encourage to ask questions

IV. METHODOLOGY

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

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

The population of this research is all the teachers and students of primary, middle and secondary level in private and government schools of District Kasur and District Lahore. Although the

population is very large, it was very tough to collect data from all the population. So, for this research we develop a sample of 150 teachers and 300 students randomly from District Kasur and District Lahore.

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

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

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

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

V. ANALYSIS AND RESULTS OF TEACHERS' DATA

For this research, the primary data is analyzed through SPSS. We collected data from teachers and students. So, our analysis of the data is consisted on two parts, analysis of the teachers' data and the analysis of the students' data. Here we are going to discuss the teacher's data.

a) *Particulars of the respondents (Teachers)*

That data was collected from the 150 teachers from District Kasur and District Lahore. Firstly we will

discuss about the particular of the respondents. Table 5.1.1 describes, there are total 150 respondents in which the 50% male and 50% percent are female.

Table 5.1.1 Gender			
Gender	Frequency	Percent	Cumulative Percent
Valid Male	75	50.0	50.0
Female	75	50.0	100.0
Total	150	100.0	

The Table 5.1.2 described that majority of the teachers are below 30 years in this sample. 23% teachers are of 30 to 39 years. Other left are the teachers who are older than 40 years.

Table 5.1.2 AGE			
Age	Frequency	Percent	Cumulative Percent
Valid Below 30Years	89	59.3	59.3
30 to 39 Years	35	23.3	82.7
40 to 49 Years	20	13.3	96.0
50 Years and Above	6	4.0	100.0
Total	150	100.	

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.

Table 5.1. Marital Status			
Marital Status	Frequency	Percent	Cumulative Percent
Valid Married	51	34.0	34.0
Un Married	99	66.0	100.0
Total	150	100.0	

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.

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	

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

Table 5.1.5 Academic Qualification			
Qualification	Frequency	Percent	Cumulative Percent
Valid PST	50	33.3	33.3
EST	50	33.3	66.7
SST	50	33.3	100.0
Total	150	100.0	

During the data collection it was found the majority of the teachers have the Master's degree in the academic qualification. That is a plus point for education sector. The teachers who completed their graduation are 41%. Some teachers are those who are just intermediate, although their percentages is just 8.7%, but it's not considered good (Table 5.1.6).

Table 5.1.6 Academic Qualificaion			
Qualification	Frequency	Percent	Cumulative Percent
Valid Intermediate	13	8.7	8.7
Graduation	62	41.3	50.0
Masters	75	50.0	100.0
Total	150	100.	

In this research, 50 teachers are untrained and 100 teachers are trained who got the professional qualification. According to the table 5.1.7 the majority of the professional teachers are those who got the B.Ed degree. The teachers who got M.Ed degree are 21.3%.

Table 5.1.7 Professional Qualification			
Degree Title	Frequency	Percent	Cumulative Percent
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%.

Table 5.1.8 Professional Experience

Experience	Frequency	Percent	Cumulative Percent
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	

b) Teachers' Performance Analysis

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

i. Class Discipline

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

ii. Course Completion

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

iii. Individual Differences of the Students

During the teaching process, the students' individual differences are most important. The teachers

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

iv. Use of Lecture Method

Lecturer method is normally used in teaching process. Both trained and untrained teachers use lecture method, when we compare both categories, there was no significant difference was found. In 50 untrained teachers' sample, it was found 37 teachers use lecture method. As it is in 100 trained teachers, 73 teachers use very often lecture method. As it is the untrained teachers found 74% using lecture method and trained teachers found 73% using lecture method.

v. Use of Audio Visual Aids

Audio visual aids increase the effectiveness of the educational process. It is very useful for teachers to use the audio visual aids but many teachers did not focus on it. Through this research, it was found that just 28% of the untrained respondents just use the audio visual aids, whenever 45% of the trained teachers are aware to use of the Audio visual aids. So, there is significant different between the performance of trained and untrained teachers. During the analysis it was found that the 40% of respondent from private trained sector aware the use of Audio Visual Aids, whenever the 50% of respondent from government sector are aware the use of Audio Visual Aids. So, it is found there is a significant difference between the private trained teachers and government teachers' awareness about the Audio Visual Aids.

vi. Assist the students in Personal Problems

Trained teachers have the great tendency to help and assist the students. Through table 5.2 it was found that the 65% of the respondents provide help very much to their students in their personal problems, whenever the untrained teachers have less tendency to assist their students. It was found, the 48% of the untrained teachers assist the students in their personal problems. So, there is a significant difference between the trained and untrained teachers regarding the assistance of the student in their problems. In Private and government trained teachers these percentages are 64 and 66 respectively that describes there is a minor

difference between private trained teacher and Government Trained teacher.

vii. *Class Management Techniques*

Class management is very important part of the teacher training. The trained teachers use class management techniques in class. In this study it was found that 68% of the untrained teachers use the class management techniques, 78% of trained teachers use class management techniques that is greater than the untrained teacher. If we compare the private trained teacher and government trained teacher a very great difference was found in them. It was found the 92% of the Government teachers use the class management techniques and private trained teacher are just 64% who are using the class management techniques.

viii. *Attention to Individual Students*

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

ix. *Use of Charts and Models*

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

x. *Teaching Style*

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

xi. *Encourage the students to ask questions*

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

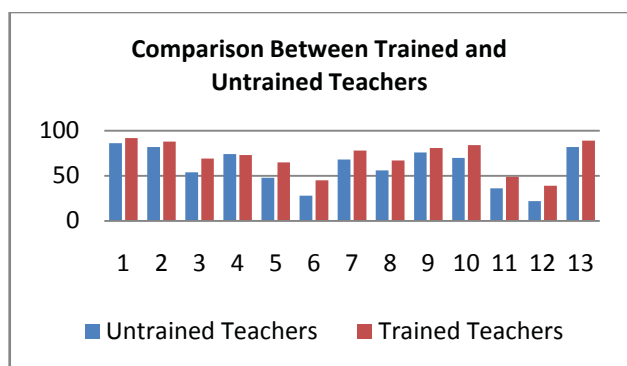
xii. *Create interest in lesson*

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

Table 5.2 (A) : Comparison between the Trained and Untrained Teachers

Teacher's Questionnaire Analysis

No	Questions	Untrained %	Trained %
1	Class Discipline	86	92
2	Course Completion in time.	82	88
3	Focus on Individual differences	54	69
4	Use of lecture method	74	73
5	Assist the student in their problems	48	65
6	Use of Audio Visual Aids	28	45
7	Use of class management techniques	68	78
8	Personal attention to individual students.	56	67
9	Encourage students to ask question	76	81
10	create interest in lesson	70	84
11	Use of charts	36	49
12	Use of Models	22	39
13	Teaching style	82	89
	Total Score	782	919

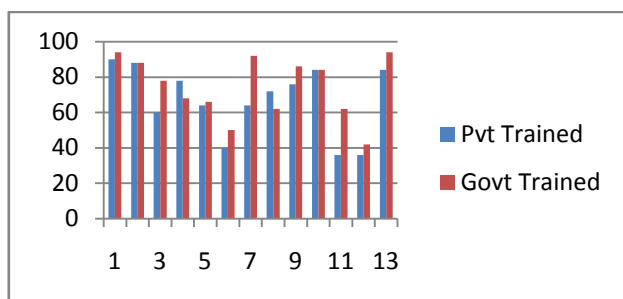


Graph 5.2(A)

Table 5.2 (B) : Comparison between Private Trained and Government Trained Teachers
Teacher's Questionnaire Analysis

No	Questions	Pvt Trained	Govt Trained
1	Class Discipline	90	94
2	Course Completion in time.	88	88
3	Focus on Individual differences	60	78
4	Use of lecture method	78	68
5	Assist the student in their problems	64	66
6	Use of Audio Visual Aids	40	50
7	Use of class management techniques	64	92
8	Personal attention to individual students.	72	62
9	Encourage students to ask question	76	86
10	create interest in lesson	84	84
11	Use of charts	36	62
12	Use of Models	36	42
13	Teaching style	84	94
	Total Score	872	966

Comparison between Private Trained Teacher and Government Trained Teacher



Graph 5.2(B)

VI. ANALYSIS AND RESULTS OF STUDENTS' DATA

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

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

a) Particulars of the Student's

The data was calculated from 300 students. Table 6.1.1 describes that there are 50% male students and 50% female students.

Table 6.1.1 Gender			
Gender	Frequency	Percent	Cumulative Percent
Valid Male	150	50.0	50.0
Female	150	50.0	100.0
Total	300	100.0	

During the research, although the students were from different classes, so their ages were also different. Table 6.1.2 show the age distribution of the students. The majority of the students were from 10 to 15 years, they were 61.7%. Some students were more than 15 years and 14% students were below the age of 10 years.

Table 6.1.2 Age Distribution			
Age	Frequency	Percent	Cumulative Percent
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	

There are two major sectors that are providing education in Pakistan. These sectors are private and public. Table 6.1.3 describes that the data was collected from 100 Government institutions' students mean public sector schools' students and 200 from private institutions' students. So private and public sectors' students' ratio is 33.3:66.7.

Table 6.1.3 Status of School			
Status of School	Frequency	Percent	Cumulative Percent
Valid Government	100	33.3	34.0
Private	200	66.7	100.0
Total	300	100.0	

The data was collected from three level of the classes in schools. These levels are primary, elementary and secondary. The data was collected from 300 students and according to the table 6.1.4 it is clear that each level of three levels have equal percentage. The proportion of each level is 33.3% in this study.

Table 6.1.4 Class

Class	Frequency	Percent	Cumulative Percent
Valid Primary	100	33.3	33.3
Middle	100	33.3	66.6
Secondary	100	33.3	100.0
Total	300	100.0	

For the analysis, although there are two objectives, one is to find the difference between the trained and untrained teachers and second is to find the difference between the private trained and Government Trained teachers. So the sample is classified in three categories, private trained teachers, Government trained teachers, and untrained teachers. So, the data was collected from these categories students. Table 6.1.5 shows that the students who taught by private trained teachers are 33.3%, students taught by Government trained teachers are 33.3% and as it is the students taught by untrained teachers are also 33.3%.

Table 6.1.5 Students

Category	Frequency	Percent	Cumulative Percent
Valid Taught By Private Trained Teachers	100	33.3	33.3
Taught By Government Trained Teachers	100	33.3	66.6
Taught by Untrained Teachers	100	33.3	100.0
Total	300	100.0	

b) Performance Analysis

The questionnaire of the students is consisted on 11 items. We will classify this analysis in two parts, Untrained versus trained and private trained versus Government trained teachers.

i. Untrained versus trained comparison

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

To concentrate on individual student is the obligation of the teacher, Trained teachers were more found focusing on individual students, the percentage of

students of trained teachers was 84% whenever, on the other hand, 77% students of untrained teachers described that their teacher focus on each of the student in the class.

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

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

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

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

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

Every student has many questions in his mind. When the students entered in academic session, here is a platform for students to get the answers of the question that they have in their minds. During the class, the students ask many questions and now it is the responsibility of teacher to encourage students on this

action. Study shows that 61% students of untrained teachers are encouraged by their teachers in this era. And 65% students of trained teachers accepted that their teachers encourage them when they ask questions. In table 6.2(A) it is found, 90% students of trained teachers are accepted that their teachers create interest very much in lesson. On the other hand 81% students of untrained teachers accepted this thing about their teachers.

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

Table 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

In Pakistani education sector, there are two major types of educational institutions, Private and government institutions. During the analysis of the students data, the result was opposite to teachers data. In teachers' data analysis, we found that the Government trained teachers are more efficient in their work but the real picture is shown through the students' data. In students data a significant difference was found between private trained teachers and government trained teachers. According to the table 6.2(B), the 91% students of private trained teachers were satisfied whenever in government trained teacher 79% students were satisfied from their teachers' knowledge of subject. Study shows the private trained teacher give more individual attention to students rather than government trained teachers. Government teachers use chart and models in class rooms 41% and 29% respectively. Private trained teachers use charts and models 27% and 23% respectively. Assisting the students in their problem, explaining the concept and motivate the students to learn in all these areas, according to the

students, the private trained teacher more focuses rather than the Government trained teacher. The data shows, the student of private trained teacher are more satisfied from teaching style of their teachers. In this analysis it is clear that 90% student of private trained teachers satisfied from their teachers' teaching style and 80% students of government teachers are satisfied from their teachers in this regard. Private trained teacher encourage the students to ask question 78%. And Government teachers are found 52% in this era. Study also show that the private trained teachers create more interest in lesson and it was 93%. The government teachers also create interest in lesson but they are lower than private teachers and their percentage was 87. In 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).

Table 6.2 (B) Comparison Between Private Trained and Government trained Teacher

No	Questions	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

VII. CONCLUSION

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

The second objective of this research was to evaluate the difference between the performance of private trained teachers and government trained teachers. The teacher's data indicated that government

teachers perform better in specific area of performance than private teachers. But we just cannot rely on teacher's data, for removing the biasness; we collected the data from the students that are basically indicator of performance of teachers. The students data indicate toward the opposite picture against the teachers' data. Here a significant difference was calculated in performance private trained teachers and government trained teachers. It shows the private trained teachers' performance is better than the government teachers' performance.

VIII. RECOMMENDATIONS

During this research, it was found many flaws in education system. Although training plays important role in effectiveness of the learning process, but there is a need of many improvement in education system regarding training program. The following recommendations we suggest for the betterment of the education in private and public schools.

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

BIBLIOGRAPHY

1. Bressoux, P., Kramarz, F., & Prost, C. (2005). Teachers' Training, Class Size and Students' Outcomes: Evidence from Third Grade Classes in France.
2. Hanushek, A. (1986). The Economics of Schooling: Production and Efficiency in Public Schools. *Journal of Economic Literature*, 1141-1177.
3. M., K. (1987). Professional Education and the Development of Expertise. In E.Poth Koff (Ed) Review of Research in Education. Washinton D.C. .
4. Dildy, Peggy. (1982) Improving student achievement by appropriate teacher in-service training: Utilizing Program for Effective Teaching (PET). Education, Vol 103(2), 132-138.
5. Angrist, J. and Lavy, V. (2002), New Evidence on Classroom Computers and Pupil Learning. The Economic Journal, 112: 735-765. doi: 10.1111/1468-0297.00068.
6. Farida Lodhi. (2000) Performance of Trained Teachers in a comparative Perspective.
7. Jonah E. Rockoff (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *The American Economic Review* Vol. 94, No. 2, Papers and Proceedings of the One Hundred Sixteenth Annual Meeting of the American Economic Association San Diego, CA, January 3-5, 2004 (May, 2004), pp. 247-252.
8. Cory Koedel, Julian R. Betts (2007). Re-Examining the Role of Teacher Quality In the Educational Production Function.
9. Charles T. Clotfelter (2007), Teacher credentials and student achievement: Longitudinal analysis with student fixed effects.
10. Douglas N. Harris, Tim R. Sass (2006). TEACHER TRAINING, TEACHER QUALITY AND STUDENT ACHIEVEMENT.
11. Muhammad Shahid Farooq, Neelam Shahzadi (2006). Effect of Teachers' Professional Education on Students' Achievement in Mathematics. Bulletin of Education & Research June 2006, Vol. 28, No. 1, pp.47-55.
12. Ana Filipe José Passos (2009). A Comparative Analysis Of Teacher Competence And Its Effect On Pupil Performance In Upper Primary Schools In Mozambique And Other Sacmeq Countries.
13. Robert G. Valletta, K. Jody Hoff, Jane S. Lopus, East Bay (2012) Lost in Translation? Teacher Training and Outcomes in High School Economics Classes.
14. Government of Pakistan (1959) Report of commission on National Education. Ministry of education.
15. Government of Pakistan. (1972). Education policy 1972-80. Islamabad, Printing corporation of Pakistan.
16. Government of Pakistan (1978). National Education Policy 1978. Islamabad, Printing corporation of Pakistan.
17. Government of Pakistan. (1992). National Education policy 1992-2010. Islamabad, UGC Printing shop.