



Impact of Teacher's Training and Development on Children Performance in Lower Primary: A Survey in the Beacon House School Nowshera Campus

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Abstract: This paper explores the impact of teacher training and development on children's performance in lower primary education. The study aimed to investigate whether teacher training has a significant effect on student performance in lower primary levels. The study collected data from a sample of lower primary schools in a selected district. The results showed that teacher training has a significant effect on student performance in lower primary levels. The study concludes that investing in teacher training and development programs can improve student outcomes and prepare them for future academic success. Educational institutions should invest in comprehensive teacher training programs that equip teachers with the necessary knowledge and skills to create effective learning environments.

Keywords: Teacher training, teacher development, primary education, performance

1. Introduction and Background of the study

Management has always included HRM as a core responsibility. By doing this, the company satisfies its responsibility as an employer, works to gain employees' loyalty, and prepares and motivates them to offer their all in service to the community. We're better able to run the company if we keep the employees satisfy [1]. Staff members are the ones really providing the service, therefore a renewed focus on their management is essential for fostering the development of a customer- and results-focused culture. Strategically managing one's workforce to maximize output is the goal of human resource management. Its goal is to implement more democratic, adaptable, and compassionate management practices so that employees are inspired, nurtured, and directed in such a manner that they can and will effectively carry out their roles in service of their respective departments' missions. The HR functions and how they need to be arranged to obtain a suitably integrated approach to management are discussed in

the 'International views' section. Human resource management is geared on making sure that the business's stated goals and objectives really get done. Human resource management (HRM) plays a crucial part in revitalizing a company. Organizational objectives, employee relations, and staff development are all areas of attention for the HRM group [2].

Human resource management's primary purpose is to ensure that the right amount of people are working on the right tasks at the right times, which in turn boosts the organization's output and the level of satisfaction among its clientele. A company's success is directly proportional to the happiness of its employees. For HRM to be effective, it must be able to handle tense situations in a way that benefits all parties [3].

The key to success for even the most prosperous nations is a well-developed human resources system that strategically selects and constantly refines the leadership team. An organization may save money and time by improving its human resources processes. It's common knowledge that HR may serve as a springboard for a company's development. As a result, it may help a company rise to even greater heights [4]. What's more, it has the potential to rescue a failing business and restore it to its former glory. The effectiveness of an organization's human resources determines its size and growth. Developed nations like the United States, Britain, and Japan owe much of their economic success to their human resources. Schools in Pakistan, a country with a subpar educational infrastructure, may boost student outcomes by investing in their teachers' professional growth and development [5]. As can be seen, several of the foreign schools in Pakistan are investing in their workers via training and holding seminars. Yet the focus of this study is on how training might improve the effectiveness of elementary school educators. Reforming Pakistan's educational system is possible if The emphasis in the educational system is not on the few international schools, but on the training and development of teachers, particularly in the early childhood setting [6].

Getting to know your students is the first step to being an effective teacher. Teachers need to have a firm grasp of the range of normalcy in terms of children's social and emotional capabilities. Knowing children as an individual with their own set of strengths and weaknesses and, appreciating the fact that every kid has their own quirks and preferences when it comes to things like their language, their personality, and the things they already know. Teachers with a deep cultural understanding of their students are open to and take into account a variety of viewpoints when making choices that may affect their students' growth and education [7]. Improving elementary and secondary education in the United States relies heavily on increasing the calibre of its teaching staff, as is widely accepted. Indeed, one of the main tenets of the No Child Left Behind Act is to ensure that every classroom has a "highly trained teacher." Some of the private schools in the Nowshera area that have adopted primary-level teaching strategies will be examined in this study. The results of previous studies on teacher education were quite mixed. While some studies have found that sending teachers to conferences and workshops costs schools money, and others have looked at how factors like peer pressure and parental involvement affect students' academic success, this one

will look at training from the perspective of the educators themselves to determine whether or not it actually improves the quality of instruction in lower primary grades [8].

High-quality preschool programs are strongly correlated with teachers' educational attainment, training, and ability to make necessary classroom repairs. Excellent preschool programs have been demonstrated to boost a child's overall health and happiness as well as their scholastic success by enhancing their linguistic and numeric abilities. To reap these advantages, however, a sustained dedication to excellent standards, engaging educational opportunities, and a competitively paid staff is required [9]. There are a lot of teachers out there, and although some of them are good (they keep their students engaged in class) only a select handful have put in the time and effort to become genuinely excellent. Good teachers are the lifeline to a prosperous future, while bad ones drag down society and the classroom [10]. Class size, teacher qualifications, school size, and other factors may have an environmental impact in students' academic success, according to some research [11]. To be successful in the area of mathematics education, one must have a strong grasp of the subject matter. However, becoming a good math teacher requires more than just a passion for the topic. Teachers of mathematics need skills in three areas: inspiring their pupils, directing them in the discovery of new concepts, and judging their progress [12]. Abilities in mathematics are not inherent but rather developed over one's life in response to one's own personal preferences [13].

It is within a comprehensive model of staff development that the foundation for educational transformation at the school level may be discovered. Staff training that really works takes into account the needs of students across the board. Data analysis is the first step in developing a strategy since it pinpoints problem areas that may be addressed. Plans for employee growth that really work are based on each employee's unique set of talents [14]. Teaching practice is the major catalyst for instructional progress, and "staff development leading to improvements in practice is not developed through one-shot workshops; it is, rather, based upon continual effort of teachers over time to acquire skills connected to teaching practice" [15]. Teacher leaders who advocated for and helped implement different forms of staff development were the focus of research [16]. One case study from their research detailed how the training and development of employees has evolved. According to the findings, "essentially the researchers found that before any good change can occur at a school location, the school must first overcome any unfavorable culture associated to the acceptance of the innovation. It's challenging to move staff development from being something that's done to teachers to being something that teachers actively engage in. It may be challenging for educator leaders to put themselves in a professional position to lead or support change. Many of the teacher's colleagues will not respect the teacher as an authority on the innovation if they originate from the classroom level. There are a number of additional significant implementation issues that might affect the transformation [17].

Training is always necessary for teaching [18]. Training has been substantially affected by the severe rivalry and the relative success of firms whose investment in employee development is considerably highlighted." They go on to say, "As technological advancements and organizational structures have evolved, more and more employers have

come to recognize that success lies in the skills and abilities of their employees, and this means considerable interest is important towards investment in training and development of employees [19] .

Training is "the ongoing process of influencing the behavior and/or attitudes of workers in a direction that increases their attainment of organizational objectives." That's why it's so important to put thought and effort into designing and implementing a training program that's focused on improving efficiency and output in the workplace [20]. The significance difference was observed in the performance of the employees after getting training. The performance and effectiveness improved if it focuses on employee development rather than administrative development [21, 22, 23].

1.1. Objectives

- To know the performance of the students with trained teachers and with untrained teachers.
- If lower primary teachers adopted the new instructional practices, are these changes much enough to satisfy the management of the schools.
- To find out whether practical experience and trainings are more important or higher studies.

1.2 Hypothesis

H_0 :Teachers who have gained trainings have same level of student's performance like those teachers who have not attended any trainings.

H_1 : Teachers who have gained trainings have high level of student's performance than those who have not attended trainings.

2. Research Methodology

2.1 Data collection

This research was composed of secondary data. The secondary data required was collected from the websites of the schools, their prospectuses and other sources while the primary data was gathered from the lower primary data base. The secondary data includes the results of the children of lower primary, the profile of the teachers.

2.2 Population

The population for this research is the students and teachers of Beaconhouse School System Nowshera campus. The target audience was the lower primary (One A and B) of the selected school.

2.3 Sampling, sampling technique, sampling size

The sample was selected from the population i.e. The students (children) of two sections of class one. In which the results of 20 students from each section was analyzed. The random sampling technique was used for selection of students.

3 Data Analysis

The secondary data (students result) was analyzed through comparative analysis using mean and median. A relative outcome was obtained for the result of students of untrained teachers and trained teachers using SPSS software and it was also revealed through the comparative analysis whether training of teachers matters in lower primary or not.

Comparison of the two concerned teachers of class one section A and B.

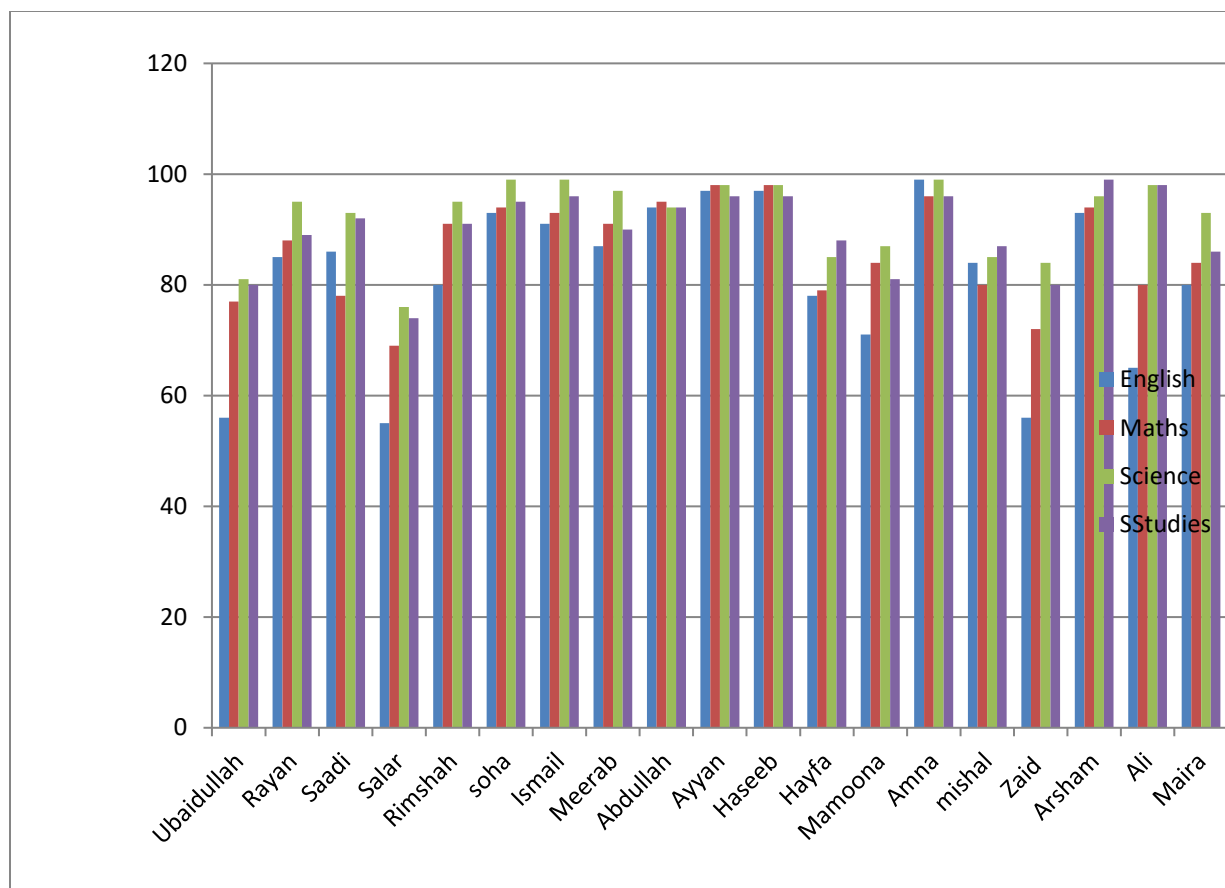
Biographic	Trained Teacher	Untrained Teacher
Name	A	B
Age	31	34
Gender	Female	Female
Qualification	BA	Bsc. Honours
Experience	5 years	2.5 years
Subjects teaching	English, Math, Science and Social Studies.	English, Math, Science and Social Studies.
Extra Trainings	<ul style="list-style-type: none"> ● Induction Course ● TFC ● SMF ● English Language Development ● ICT session ● PSHE session ● Early Year Course 	<ul style="list-style-type: none"> ● Induction Course ● SMF ● English Language Development

Analysis of the results of class one section A and B

For comparing the results of the students, only taught subjects by the concerned teachers were taken to analyze, however, Islamiat, Urdu, Physical Education and Music were not included in this analysis as these subjects were not taught by these teachers.

Result Analysis of One A (Untrained Teacher)

Names	English	Maths	Science	SStudies	Total
Ubaidullah	56	77	81	80	294
Rayan	85	88	95	89	357
Saadi	86	78	93	92	349
Salar	55	69	76	74	274
Rimshah	80	91	95	91	357
soha	93	94	99	95	381
Ismail	91	93	99	96	379
Meerab	87	91	97	90	365
Abdullah	94	95	94	94	377
Ayyan	97	98	98	96	389
Haseeb	97	98	98	96	389
Hayfa	78	79	85	88	330
Mamoonah	71	84	87	81	323
Amna	99	96	99	96	390
mishal	84	80	85	87	336
Zaid	56	72	84	80	292
Arsham	93	94	96	99	382
Ali	65	80	98	98	341
Maira	80	84	93	86	343

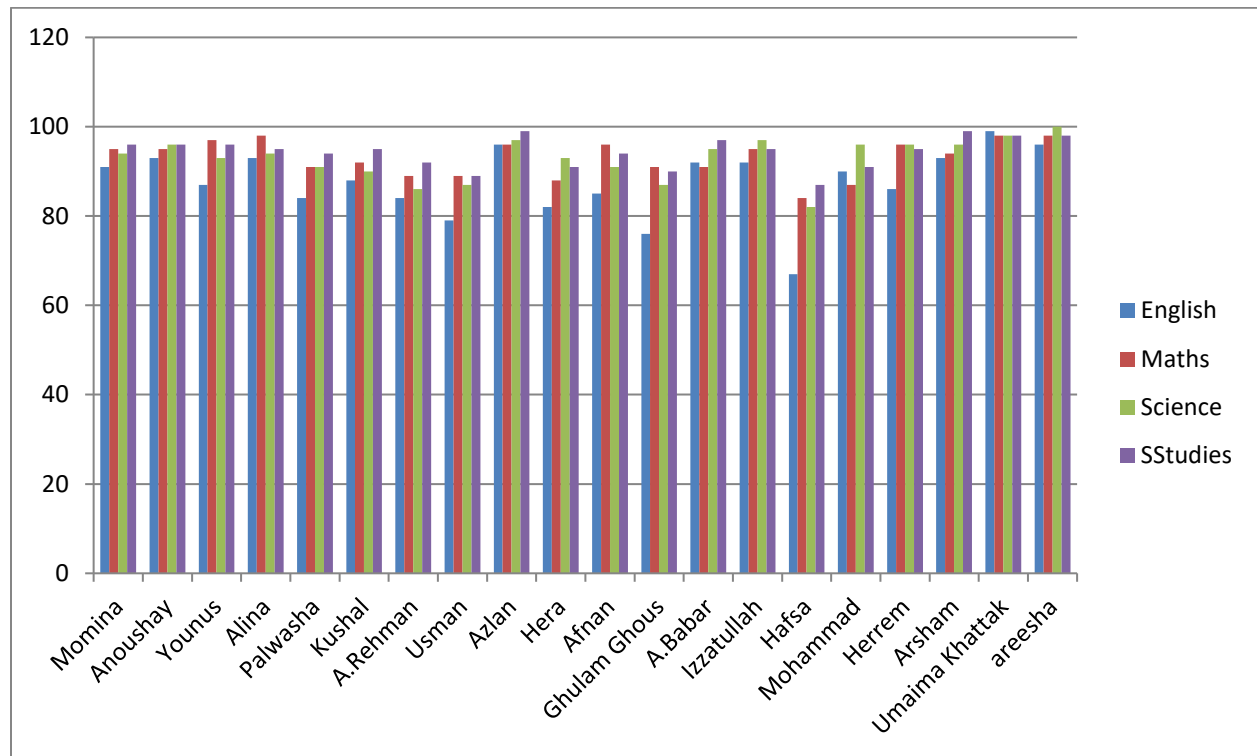


The above graph shows the result of the students in English, Math, Science and Social studies which were taught by the untrained teacher. A varied result in different subjects can be seen where the good performance of students was in Science and Social Studies only and the average result lied between 75 and 90. The teacher has not attended any subject specialist training which has resulted in varied student’s performance, however, the teacher has done her education in science, which shows that even indirect learning/ training can lead to success up to some extent. No student has secured full marks in any subject.

Result Analysis of One B(Trained Teacher)

Names	English	Maths	Science	SStudies	Total
Momina	91	95	94	96	376
Anoushay	93	95	96	96	380
Younus	87	97	93	96	373
Alina	93	98	94	95	380
Palwasha	84	91	91	94	360
Kushal	88	92	90	95	365

A.Rehman	84	89	86	92	351
Usman	79	89	87	89	344
Azlan	96	96	97	99	388
Hera	82	88	93	91	354
Afnan	85	96	91	94	366
Ghulam Ghous	76	91	87	90	344
A.Babar	92	91	95	97	375
Izzatullah	92	95	97	95	379
Hafsa	67	84	82	87	320
Mohammad	90	87	96	91	364
Herrem	86	96	96	95	373
Arsham	93	94	96	99	382
Umaima Khattak	99	98	98	98	393
areesha	96	98	100	98	392



The above graph shows the result of the students who were taught by the trained teacher. The graph represents their result in English, Maths, Science and social Studies. It can be clearly seen that the average result lies between 85 and 100. A comparatively less varied result can be seen in this graph which significantly proves that besides students cognitive skills, strategies were applied by the teacher to make effective learning and to improve students

performance. Most of the students got more than 90% in different subjects which proved that trainings of teachers directly affect the student performance.

Analysis of Correlation

After analyzing the results of students of trained and untrained teacher, paired sample correlations were found to prove the hypothesis. For analyzing correlation, SPSS software was used.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	OneA&OneB	20	-.053	.825

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OneA	350.40	20	34.297	7.669
	OneB	367.95	20	18.357	4.105

Since N =20, this means we don’t have any missing value.

As expected, the mean result for untrained teacher One A is lesser than the trained teacher’s result One B.

In the Paired Samples Statistics Box above, the mean for the class One A (untrained teacher) is 350.40. The mean Class One B (trained teacher) is 367.95. The standard deviation for the One A (untrained teacher)is 34.297 and for class One B is 18.357.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	OneA OneB	-17.550	39.747	8.888	-36.152	1.052	4.975	19	.003

The Sig. (2-tailed) value is less than 0.05 so we will reject the null hypothesis, as expected above, we can conclude that there is statistically significant difference between the mean result of trained and untrained teacher. Since, our paired Sample Statistics Box test revealed that the mean number of result for (trained teacher) One B is greater than the participants (students) result of One A (untrained teacher) which means that the students of class One B performed better than class One A. This shows that the teacher training has a significant effect on student's performance at lower primary level

4 Conclusion of the Study

This paper is a Survey of class performance of two sections at lower primary level, the results of each section has been studied through SPSS and it concludes that less varied result can be seen while studying the performance graphs which significantly proves that besides students cognitive skills, teacher applied strategies to make effective learning and to improve students performance. A good number of the students got more than 90% marks in different subjects which proved that trainings of teachers directly affect the student performance. Moreover, the mean result of untrained teachers is not significant. The results shows that the teacher training has a significant effect on student's performance at lower primary level.

4.1 Recommendations

1. As training improved the performance of teacher as well as the students. So there is need to add a proper schedule training program across the grades in education system.
2. The follow up of the training is necessary when conduct a training program.
3. Specific training that is important for students should be focus in each and every training programs.

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