



Impact of Professional Training on Teachers' Performance at Secondary School Level

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Abstract

The aim of this research was to identify the impact of professional training on teachers' performance. This study was quantitative based on correlational research design. The population of the study was public secondary school teachers from district Hafizabad while 268 respondents were selected as sample through simple random sampling technique. Data was collected by using questionnaire through survey method. The Statistical Package for Social Science was administered to analyze the research questions. The findings of the study revealed that there was a positive and significant correlation between professional training and teachers' performance. Moreover, there was a positive and moderate effect of professional training on teachers' performance. This research is stepping stone for enhancement of employees' performance through effective professional training.

Keywords: Teachers' Performance, Professional Training, SSTs

1. Introduction

Education acts an important factor in the development of a state. Teachers play an essential role in the process of growth. Teacher motivates the pupils and enhance their interest in their objective and goal as they set for themselves. So that's why teaching is a challenging profession (Kazmi et al., 2011; Nawab, 2017). Curricular activities within classroom environment make the teaching methods fruitful. So, it is necessary for the administration to provide full facilities to make the teaching and curricular activities perfect (Khattak & Abbasi, 2010). Only those teachers can fulfill this responsibility who are professional skillful and show significant behavior to bring out role as a good teacher. The teacher who has big vision can perform his/her duty in a better way as compare to the one who is restricted to only class environment. So, to develop the teacher learning process it is essential to provide a good training environment to teachers (Jahangir et al., 2012; Halai & Durrani, 2020). To polish the teaching skills of teachers, government had made the pilot schools. Where the teaching staff can grow their professional skills for teaching learning process. Education acts vital role in the growth of a community. For this growth school acts an essential role for community development especially for the students. To gain these objectives the educational staff perform activities on daily basis (Dilshad et al., 2019; Tahira et al., 2020).

While delivering the lecture teacher not only focus on knowledge but also on the learning abilities of the pupils that much, they had gain. All these efforts acquired the commitment with organization by setting standards (Shah et al., 2015). Teacher makes the rules and regulations according to the goals and omission of the educational institutions and divert the students' interest in curricula and co curricula activities. That's why teaching process perform an essential role in the growth of a state and grow up the abilities of students. The effective teaching at has wide prospects of the all members of the community towards students (Khan et al., 2020). Furthermore, the educational aims can be attained by the good performance of the teachers. The earlier studies showed that it is the considered the best factor for the best image of educational institution (Junejo et al., 2018). The best performance of the educational tutors is considered the main growth of the educational organization. All the successful and failures of the educational institution depends on the working of educational staff. The performance of the tutors shows the commitment and devotion to the institution (Aslam, 2013). The teachers perform the numerous curricular and extra-curricular activities successfully. To meet the outcome with the objectives of the educational organizations the competent teaching staff play its significant contribution (Rizwan, 2021; Nazar & Nordin, 2020).

1.1. Research Questions

1. Is there any significance relationship between professional training and teachers' performance?
2. Is there any significance effect of professional training on teachers' performance?

2. Literature Review

The performance and productivity is a process of performing a specific task in a given time. In other words, the proficiency to utilize different ideas in a way, so institutional aims and objective can be met efficiently. It is the chief obligations of educators to perform specific tasks in a given time to fulfill institutional objectives in educational sector. He also suggests that to enquire about students learning status and level, it is necessary to establish the purpose of the evaluation, and to hold the tutors accountable. ((Hervie & Winful, 2018). The performance of educators depends on proper evaluation system. Evaluation of teachers is as necessary as the pupils get evaluated. An institution aims is to improve their employees' qualification for better job performance, utilized them in such a way to gain significant degrees of profitability, productivity and competency (Rizwan, 2021).

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Progress and success are complying identified in refining and maintaining the effectiveness of the organization. For a long time, performance has been regarded as a major human resource task that can significantly enhance the worker's motivation, thereby enhancing performance and productivity, enabling administration to obtain the necessary command to fulfill organization goals (Khan, 2017). Job performance as the complete anticipated value of continuous nature performed by the workers at a standard frequency, the expected number of employees in a given task. This shows a person's job performance is decisive most of the time, through motivation, desire and ability to get the task done (Motowildlo, 1997). Job performance as all practices done by workers at their job place. Job performance plays a significant image in administrative executions. Exercises and organizational analysis. This concept also plays an important role in most hiring decisions (such as salary, promotion, and retention). It also helps to maintain of job workers by empowering individuals to sustain positive connections at workplace, tasks viably in groups and people achieve a common objective. Job performance is relied upon the help, counsel and other different assets/resources given by other people (Jahangir et al., 2012). The most considerable factor in occupational psychology and work psychology is job performance. Job performance is described as the degree to which a person can use accessible resources to complete work effectively under normal working conditions. It considered between the external and internal aspects likewise work and domestic jobs. It was conducted on better-halves from the survey contention between work role and the recreational role is not included. They are few researches show the contention between work and freedom role. But most of the studies examined many related issues between work and family commitments (Amin & Atta, 2013).

These are acts of directly converting basic materials into goods and services. This is usually included in the work description. The task performance of the employees related to the official activities which are already allusion by the organization for performing the different task. These activities based on the helping material for better completion of the organizational objectives (Motowidlo et al., 1997). These activities based on the setting standards for fulfil of various curricular and extra-curricular activities. The managing authorities in school adopt different kinds of strategies and techniques to uplift and successful completion of the teaching-learning process. The performance based on these strategies are considered as task perform, which directly helpful and useful for the development of the whole organizational system (Yousaf et al., 2015). These behaviors help to maintain the overall of efficiency of the communal and psychological atmosphere in which the work is located. For instance, working with team members, spreading conflict, cleaning meeting room. Borman and Motowidlo (1993) showed how the distribution of productivity events over time can provide helpful knowledge beside the level of human performance (Hu et al., 2015).

The pedagogical skills of the teachers are the acute demand of the educational institutions in modern age. Du to these skills the teachers are able to handle the different situation effectively faced during the classroom activities. The previous researches categories the pedagogical skills into three sections; professional knowledge, subject matter content knowledge and curricular knowledge. The content knowledge skills not only based on the subject matter but there are based on the instructions how to deliver it appropriately towards the students and focused how it is important to enhance the abilities of the students. These skills constructed to the class discipline to perform the various curricular activities (Shah et al., 2011). Furthermore, the curricular knowledge helps to understand and completion of the teaching objectives according to the instructions (Nauman et al., 2021).

Classroom management is a skill that contains of a number of features essential for making a required environment for effective teaching and learning. There are various aspects that are necessary for teacher while attending the class (Tahir & Taylor, 2013). Taking care of the seat's arrangement, emerging satisfactory environment for learning, class hygiene, management of time, supervision pupils' movement, activities and class discipline etc. are various skills required for teacher (Malik, 2012). Managerial skills are essential for the teacher to get good performance has the activities that promote the student's confidence, motivate them and produce security in students, all such activities are done within classroom environment (Rizwan, 2021).

Classroom communication is considered to be an essential aspect of communications from happening in society. It has been realized that the oral presentation of teacher in the classroom is the best source for the enhancement of the learning abilities of the learners. Due to the in-service teaching training the teachers develop their communication skills. The teachers adopt the democratic environment so that the communication gap between teacher and students minimized. The effective communication builds the motivation and trust among the students with teacher (Qureshi, 2015).

To hearten the students' attitude to develop the abilities and skills the communication behavior of the teachers has great contribution. The teacher is a role model for the students and they follow the attitude and behavior of their mentor during classroom activities. For effective teaching the role of the teacher in very important to receive the verbal and non-verbal communication by the students. The role playing and to perform the different curricular and extra-curricular activities the students follow the instructions of the teacher as he played (Ahmed et al., 2015). Evaluation process is the best icon to assess the outcome of the whole educational institutions. The in-service teaching training provides the different kinds of evaluation techniques to the academicians by dent of teachers evaluate the learning process in every aspect. It is the systematic process to evaluate the daily routine and summative assessment of the learning process (Shakoor et al., 2013). During teaching-learning process the

teachers focused on the instructions and objectives of the organization with naked eyes. After completion the teaching process the teachers evaluate the success and failure of the whole process. The policy makers, educationist and higher authorities make their next strategies on behalf of the evaluation reports and make decision whether the previous techniques are the best fit for the accomplishment of the institutional objectives or it need to some changes for betterment. These reports are the measurement of whole educational procedure such as; curricular, learning environment, professional abilities of the teachers, instructions and policies (Sahar et al., 2019).

3. Methodology

In this research quantitative research approach and correlational research design was administered. The Population composed of all the public secondary school teachers from Hafizabad and 268 teachers were selected as sample and sampling random technique was used. A self-administered questionnaire and developed for data collection and survey method was applied. For instrument 5 points 1. SDA to 5. SA Likert scale was administered. To assess the consistency of tool cronbach's alpha was applied which showed the reliability more than .70 (Nunnally 1978). To evaluate the face and content validity the help was taken from experts of education field (Gray, 2014). Descriptive and inferential statistics were administered to evaluate the research questions by using SPSS-25.

4. Data Analysis

Table 1. Descriptive analysis

Statements	M	SD
Pedagogical skills	3.15	.98
Classroom management	3.44	.97
Communication skills	3.33	.99
Evaluation techniques	3.63	.92
Professional Training	3.38	.97
Contextual	3.40	.98
Task	3.47	.95
Teachers' Performance	3.43	.96

To identify the opinion of respondents, statistics showed the mean value of factors about professional training was 3.15 to 3.63 and overall M= 3.38, SD= .97 while mean of the factors regarding teachers' performance was 3.40 to 3.47 and overall M= 3.43, SD= .96. It means the respondents agreed about study variables.

Table 2. Pearson Correlation

Variables	PS	CM	CS	ET	JP
Pedagogical Skills	1				
Classroom Management	.393(**)	1			
Communication Skills	.364(**)	.360(**)	1		
Evaluation Techniques	.388(**)	.471(**)	.493(**)	1	
Job Performance	.381(**)	.415(**)	.495(**)	.368(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

To assess the relationship between the factors of professional training and teachers' performance, it was directed Pearson Correlation. The findings indicated a moderate correlation of all the dimensions of professional training with teachers' performance with r value = .4381, .415, .495 and .368 respectively.

Table 3. Pearson Correlation

Variables	Pedagogical Skills	Job Performance
Pedagogical Skills	1	
Job Performance	.414(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

The findings of Pearson correlation showed a moderate correlation of professional training with teachers' performance with r value = .414.

Table 4. Multiple Regression Analysis

DV	Constructs	Std. Er	Beta	t	Sig
Job Performance	(Constant)				
	Pedagogical Skills	.046	.278	5.92	.00*
	Classroom Management	.051	.347	6.71	.00*
	Communication Skills	.054	.453	8.33	.00*
	Evaluation Techniques	.041	.192	4.63	.00*

Dependent Variable: TP

To determine the effect of about the dimensions of professional training on teachers' performance. The results of inferential statistics indicated that there was a moderate and significant effect of all the dimensions of professional training on teachers' performance with beta value of .278, .347, .453 and .192 respectively.

Table 5. Multiple Regression Analysis

DV	Constructs	Std. Er	Beta	t	Sig
Job Performance	(Constant)				
	In-service Teaching Training	.048	.317	6.39	.00*

To determine the effect of about the dimensions of professional training on teachers' performance. The results of inferential statistics indicated that there was a moderate and significant effect of professional training on teachers' performance with beta value of .317.

5. Conclusions and Discussion

It concluded that respondents were agreed about all the statements of the study variables such as; professional training and teachers' performance. Moreover, there was a significant correlation of professional training with teachers' performance while classroom management and communication skills had more relationship with teachers' performance as compare to pedagogical skills and evaluation techniques. Additionally, professional training had significant effect on teachers' performance.

Job performance is the productivity of a worker to fulfill specific goals or aims which define by the organization. In other words, job performance is how successfully a worker does his/her particular tasks or activities. His / Her productivity judges on how well he/she performs job related activities at workplace. It can be defined as how a worker works at a workplace to be valuable for an organization. Moreover, job performance is a sophisticated exercise that can never be termed as easy. It is considered how efficiently teachers execute their job activities but job performance has many components to determine efficacy of someone's work. For instance, at school some specific teachers contribute valuable material because they are able to perform at a high level. Thus, it can be possible if the employees have abilities to perform specific task. Further studies may be conducted to analyze the performance of teaching staff with various constructs.

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