

RESEARCH ARTICLE

## Teacher Training Programs and its Impact on Student Learning Outcomes at the Secondary Level: An Empirical Study at Tehsil Wari

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**Abstract:** The teachers are the most important factor in a student's success in terms of learning outcomes, since they are the major factor playing a role in determining how much a student learns. They provide content, mediate communication, provide guidance, and contribute to the general development of students. The current study investigates the impact of Teacher Training Programs on student learning outcomes at the secondary education level in Tehsil Wari. This research was carried out using a quantitative correlational survey design. The instrument consisted of 30 items and was administered through a five point Likert scale questionnaire on a close-ended basis. A convenient sampling technique was used to collected data from 350 participants. Through the analysis which included Pearson's correlation, we found a very strong positive correlation between the teacher training program and student learning outcomes. Due Thus, data was given by exorbitant students happily without any fear and favor. In data collection, researcher was fully supported by teaching staff and students that led to authenticity in the concerned research study and thus it was paved to uncover the blurred reality in Tehsil Wari in the realm of an analysis of the relationship between the teachers training programs and students' leaning outcomes at secondary level. Eventually, data was collected authentically that matches the blurred reality in that concerned zone naming Tehsil Wari which helps in solving problems that are actually relevant to teachers training programs and students' leaning outcomes at secondary level.

**Keywords:** Teacher Training Programs, Students, Learning, Secondary Level Education, Tehsil Wari

### Introduction

The teacher is the most important factor in determining a student's academic success and have a profound impact on student learning. Teachers are not only imparting knowledge, but they should be considered effective communicators, mentors and facilitators in student's development. Therefore, teacher training programs have been modified in accordance with the changing requirements of the modern education. Therefore, these changes signify that more consideration is now given to the knowledge that teachers need to possess and the rigour of their ability to transmit such knowledge to students in order that teachers can maintain their roles of support and guidance for the benefit of students (Dahmani et al., 2024).

Teachers in the United States must complete a bachelor's degree, course work in both content and methods of teaching, and must pass certification exams (Martino & Shaw, 2024). Moreover, there is a requirement for prospective teachers to go through a student teaching program. The European Union made similar teacher training reforms (Kaminskiene & Galkiene, 2024). The 'European Higher Education Area' was introduced in 2010 as a way of harmonizing education systems between the member countries, which has led to significant changes in teacher training practice in the region overall.

However, Shelton (2024) mentions that there are several studies conducted with regards to the recent changes occurring in teacher training, though the evidence is not sufficient to make an ironclad assertion.

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In fact, over recent decades across much of Europe, many countries have revised their teacher training system to now generally incorporate a bachelor's level and a master's level (Li et al., [2024](#)). Namely, teacher training is mostly provided at universities, with some countries refining their programs in conformity with contemporary educational standards. The minimum requirement for becoming highly qualified teacher since 2012 is a master's degree (Yong & Liu, [2024](#)). In view of this shift, the teaching community is engaged in discussing ways of developing quality of teacher, training and performance. For instance, the TALIS survey was intended to find out what teachers think they need to learn to improve their knowledge and skills (Potvin et al., [2024](#)).

The findings from the survey suggest that there are several key areas where teachers require additional support, such as teaching students with diverse learning needs (Tsai, [2024](#)), employing collaborative teaching techniques, strengthening classroom leadership, implementing innovative instructional methods, deepening subject matter expertise, providing student guidance and support, setting and evaluating academic standards, teaching in multicultural environments, and enhancing school leadership and management, particularly in Pakistani schools. Furthermore, the survey captured the value of the teaching changes that occurred over the last few decades. Considering these shifts, there is a necessity to revamp teacher training programs so that the educators can be able to cope up with the altering demands of the modern classrooms. In general, teacher training is an important strategy to solve the problems of contemporary teaching and is by no means the only one (Khanal, [2024](#)).

In today's education landscape, the minimum requirement is now Master's degree for being a top-notch teacher starting from 2012 (Yong, & Liu, [2024](#)). The teaching community is buzzing with discussions on how to enhance teacher quality, training, and performance. The TALIS survey asked teachers what they need to boost their skills and knowledge (Potvin et al., [2024](#)). It is assumed that the results highlighted key areas where teachers need support, including teaching students with unique learning needs collaborative teaching techniques, classroom leadership, innovative instructional methods, deepening subject expertise, student guidance and support, setting and assessing standards, teaching in diverse cultural settings, and school leadership and management in Pakistani schools as well. While, It's quite pivotal to revamp teacher training aimed to reflect these changes and prepare educators for the challenges of modern classrooms. It is believed that the teacher training, underscoring its critical role in shaping the education system. Now, it is essential to turn these insights into actionable programs and strategies to elevate teacher education. Based on the above literature there is a need to bridge the initial training programs and the students learning in the secondary school in Pakistan.

Thus, these insights need to be taken and turned into program and strategy initiatives urgently that can provide support for teacher education. From the literature, it appears clear that there is a serious need to bridge the gap between programs and outcomes of initial teacher training programs and secondary schools in Pakistan. However, the purpose of this research study is to identify the significance of teacher training programs in pedagogy that how it's linked to learning while investigate its importance in pedagogy that leads to a better and positive outcome at secondary level in Tehsil Wari. Moreover, the research study aims to evaluate the effects of teacher training programs upon students' learning outcomes at secondary level in Tehsil Wari and takes its place in pursue to scrutinize whether teacher holds the required professional degrees and pedagogical skills or not that will help in solutions of those problems what really influence the academic performances of the students at secondary level in Tehsil Wari.

### **Objectives of the study**

The major aim of the study was:

- ▶ To find the close relationship or not between the teachers' training program and their interaction with the student learning outcomes at the secondary level in tehsil Wari.

## **Research Question of the Study**

- ▶ What is the relationship between training program of teachers and learning outcomes of the students at the secondary level in Tehsil Wari?

## **Theoretical Model of the Study**

The education system has different theories which postulate on structure and its implication on student learning outcomes and to the teacher training programs. Albert Bandura's Social Cognitive theory is the primary theory that is based upon this research. This theory assumes that learning results from observing and imitating people behaving and from reward contingent upon such behavior. As far as teacher training is concerned, the theory states that teachers can learn new teaching behavior by watching and copying experienced teachers or trainers.

An important part of this theory is teachers' self efficacy, their belief in their ability to teach, which has a great impact on their adoption of new teaching behaviors. Feedback and reinforcement in the form of ongoing coaching and support is essential in assisting teachers in continuing to use these behaviors. Moreover, teachers' belief and attitude toward their own professional abilities and their students' ability to learn will influence the adoption of new teaching practices.

In order to utilize this theory on teacher training programs, it is important to give opportunities to teachers to practice and observe new teaching behaviors. Equally important, it is creating a supporting learning environment that supports teachers to take risks and try new and innovative ways to delivering the curriculum. Feedback on these new practices as well as coaching should continue by providing consistent support. In addition, having teachers believed and accepted in their teaching potential and the potential of their students is very important for having prolonged behavioral change.

Furthermore, if one applies Social Cognitive theory to teacher training programs, there will be more efficient implementation of professional development. The use of this approach can improve teacher's instructional practices and eventually student learning outcomes.

## **Methodology**

### **Research Design**

To investigate at what extent teacher training program (TTP) have impact on determining students' learning outcomes at secondary level education in Tehsil Wari, Quantitative Correlational survey design was employed.

### **Population**

The population of this study includes about 69 teachers and 1213 students of three secondary schools of Tehsil Wari. Details about the population were sought from the SDEO (Sub Divisional Education Officer) office at Tehsil Wari.

### **Sampling Technique and Sample Size**

Data were found using the convenience sampling technique, collected from 291 students and 59 teachers and the sample size was determined according to the formulae introduced by Krejcie and Morgan (1970).

### **Data Collection Tool**

To get data from the respondents in low biased nurture, a close ended questionnaire was used with 15 validated items that ranged from strongly agree to strongly disagree.

### **Instruments' Validity, Pilot Study and Reliability**

The two experts from Pakistani Public Sector University justified the use of the face validation technique to confirm the instruments' validity. In context of pilot study simple rule of thumb method was used to evaluate

suitability of the instrument, 20 participants were considered, their responses were statistically analyzed and Cronbach alpha value of them effects of video games is .71 and for their academic achievements, it is .77.

Data Collection and Analysis

To make certain of higher response rate, the data was collected personally by the researcher in accordance with the ethical principles of data collection. Meanwhile, researcher was fully aware of the concerned ethical criteria that has been coined in research for conducting any research and researcher fulfilled that criteria during data collection and entire research voyage.

In this research study, researcher ignored personal perspective during data collection what led to the authenticity of this research study aiming to measure and capture the exact circumstances and to scrutinize the relationship of teacher training programs with students' learning outcomes in Tehsil Wari at secondary level. Hence, SPSS was used to analyze the data through the use of the Pearson's R statistics.

Results

The objective of the current study is to find out the impact of teacher training programme on students' learning outcome at secondary level education in Tehsil Wari. Since the study was correlational, the Pearson's R statistics was used to establish the correlation between teacher training program and students' learning outcome.

Objective 1 was to assess the relationship between the teachers' training programmes and the student's learning outcomes at secondary level in Tehsil Wari.

Table 1

Correlation between the Teacher Training Program and Students' Learning Outcomes (N=350)

	Students	Teachers
Students	1	
Teachers	.991**	1

Note: [p\*\* < 0.01, p\* < 0.05 (sig: 2-tailed),

The above table is an indication that the overall correlation between teaching trainings programs and student learning outcomes is strong positive and significant at the level of ST [P=.991\*\* p<0.01] (Lemma, 2007).

Findings

It is found that the teacher training program is very high and positively significant to students' learning outcome. The research study found that teacher training program is extremely crucial for the enrichment of students' learning outcomes. Throughout research's voyage, it was perceived, scrutinized and proven that students' learning outcomes are dependent upon teacher training program, it holds significance and plays role as a backbone in pursue to get positive outcomes during learning for the students. Even, research claims with factual data that students can not get satisfaction in learning until they are not taught by a well-trained teaching staff. So, the research study argues that it's necessary to train teaching staff for getting positive outcomes in students' learning therefore students' learning is obviously reliant upon teacher training while research study ends with emphasis upon teacher training that plays vital role as oxygen plays in our live. Moreover in precise words, research study holds a clear stance after conducting a fair diagnosis that teacher training program is very important for getting satisfaction in students' learning outcomes while calling on responsible institutions of the state to train teaching staff more in pursue to enrich the learning outcomes of the students in Tehsil Wari and across the country.

## Discussion

In this work, it is argued that teachers training help in polishing teacher pedagogical skills and teachers who are well trained are much prepared as well to deploy various methods of teaching to serve the different needs of their students, which is very essential in this era of diversity in classrooms. Besides this, the research also contributes in appreciating the importance of teacher training in improving the teacher's subject matter knowledge. Teachers who are well trained can reach a deeper depth of what they need to capture. Moreover, teacher training not only enhances the academic result of the students but it leads to the infants with passion for learning (Kovarthini et al., [2024](#)).

This research takes this engagement at a positive bent, and investigates how the relation between teacher training programs and students' learning outcomes. The researcher throughout the analysis managed to identify several positive things on teacher training which no doubt has controlled impact on the students' learning.

However, the study ends on an optimistic note due to cooperation of the teachers, their dedication and install of mind despite the problem of limitations in resources. Furthermore, research has a positive reflection because majority of the teachers in Tehsil Wari possess B.Ed., M.Ed., and B.S. degrees and, as a result, have brought a significant improvement in student learning outcomes. In addition, it stresses that contemporary students, who live in a society of an increased literacy, keep being more attracted to learning and willing to gain new knowledge.

## Conclusion

The study signifies how significant the training of teachers is to improving student learning outcomes. We can see that trained teachers motivates their students to be passionate about their studies and provide learning space conducive for learning and finally have curtailed growth of knowledge. It stresses the fact that the teacher training programs have a direct relationship to student success. It finally concludes that teacher training is equally necessary as oxygen is to life for student learning outcomes, its necessity for successful education remains indispensable.

## Suggestions

From the findings, the recommendation is that teachers should be provided with complete professional development programs in order to improve student outcomes. According to the findings, research study recommends that teachers must have professional training before delivering lectures in classrooms while emphasizes upon professional programs for teaching such as B.Ed, B.S and M.Ed. Although, research study found positive result in this context in Tehsil Wari but still calls on HEC to encourage teacher training program aimed to bring more improvement in term of students' learning outcomes therefore training program is what can really polish pedagogical skills that holds a significant role in students' learning as oxygen plays in our lives. Research study firmly calls for teacher training program and suggests that professional programs of training are quite necessary more in Tehsil Wari for teachers to bring more improvement in learning outcomes of students.

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