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Role of Professional Training of Teachers and its Relationship with Teaching Quality

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Abstract: *This study explores the association between the professional training of teachers and teaching quality. It aims to find out how instructors' contribution to professional growth and training sessions impacts their instructional techniques and classroom management to improve the quality of education. Teachers' involvement in professional development workshops and programs concerning the successful adoption of innovative teaching strategies. It delves into teachers' formal qualifications and additional professional training concerning their overall teaching competence and effectiveness. Fifty teachers were selected randomly from Faisalabad city. Two instruments named, the professional training survey and the teaching quality survey were used. By analyzing teachers' perceptions and experiences regarding the effectiveness and relevance of their professional training programs, the study emphasizes the value of incorporating teacher feedback in designing more impactful training initiatives. The study finding offers valuable insight into the crucial role of teachers' continuous learning and professional growth in fostering a high standard of education delivery.*

Key Words: Teachers' Training, Professional Development, Teaching Quality

Introduction

The academic credentials, subject-matter knowledge, abilities, and skills of teachers are critical to the effectiveness and quality of education (Rahman et al., 2011). Teachers played a vital role in the growth and education of children. Instructors must be able to perform at the highest levels to improve educational quality (Darling-Hammond, 2000). For efficient teaching methods and professional development, it is essential to continuously acquire new teaching concepts, information, and abilities (Fleming and Kleinhenz, 2007).

To expand teachers' subject knowledge and instructional tactics and practices, Darling-Hammond and McLaughlin (1995) contend that training of teachers and professional competence are essential. Higher education is under more and more pressure to offer excellent instruction and learning opportunities to uphold academic standards. Therefore, promoting efficient professional growth needs to be a top priority for educators, researchers, educational organizations, and others.

Research has shown that teachers' credentials and level of professional

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development have an impact on the growth and education of students (Pianta & Hamre, 2009). Additionally, they are essential for fostering social inclusion and integrating kids from various backgrounds into learning environments (Sylva et al., 2004; Burger, 2010). Professional development for teachers is the crucial aspect to raise the calibre of early childhood schooling, according to Méndez et al. (2017) and Jensen et al. (2017).

Professional development improves teachers' instructional skills, motivates them to do their jobs better (Bennell & Ntagaramba, 2008), and promotes their cultural and personal growth (Sheridan et al., 2009). Additionally, instructors who take part in professional development programs display better levels of self-efficacy, according to Ingvarson et al. (2005). Increased self-efficacy may also help instructors be more productive, committed, and passionate in the classroom, claim Tschannen-Moran and Hoy (2001). Additionally, it might help them maintain order and work with parents to enhance their kids' educations (Friedman and Kass, 2002). Teachers' poor job motivation and weariness have been connected to little professional development and self-efficacy (Jhurree, 2005).

Professional development, according to Craft (2000), is any learning that teachers do after completing their first training (Guskey, 2000). This expression is used to describe the steps taken and the things that were done to improve the professional knowledge, teaching abilities, and teaching behaviour of the instructors. To give educators curriculum-related training, seminars are often spread out over a long period. How effectively pupils learn depends heavily on the effectiveness of instruction and school management.

Although educators must support child's successful and healthy development, families also have a big impact on their academic success. As a result, they need to work together with informative organizations and instructors (Britto et al., 2013). According to studies (Patrick et al., 2000), good family teamwork and communication affect teachers' opinions

(Kloep & Tarifa, 1994), and their self-efficacy (Chung et al., 2005).

The definition of teacher training and professional development available in the literature, emphasis is focused on the elements of growth and change in teachers' belief, knowledge, and practice. Professional growth is an intentional, ongoing, and methodical effort, claims Guskey (2000). It is a deliberate procedure with predetermined actions, a well-planned timeline, and clear objectives. Never, as Guskey (2000) suggests, can teacher preparation and professional development be seen as a collection of random, unconnected activities with no apparent aim.

Professional development is described in further detail by Richards and Farrell (2005). It refers to growth that is not targeted at a certain career. Its long-term objective is to aid instructors in deepening their knowledge of instruction and themselves as educators. Positive discipline knowledge and abilities of teachers are crucial for efficient classroom administration and the promotion of adequate and healthy child development. (Kaplan et al., 2002) discovered a link between early childhood educators' motivation, tolerance, and classroom management abilities as well as their enhanced awareness of and use of positive discipline. Contrarily, a lack of adequate knowledge and professional development, attitude management, and ineffective child correction are all linked to lower motivation and a higher risk of abandoning the education field (Rice et al., 2011).

As a result of the global educational changes that have occurred and will continue to occur as well as the establishment of ambitious and difficult educational objectives, more focus and attention are being paid to teacher preparation and professional growth (Borko, 2004). The processes involved in teacher preparation and professional development are, nevertheless, generally regarded to be highly stressful. Since it is anticipated that they would have a significant impact on how instructors instruct, they are strict. At all educational levels, teachers are concerned about their professional

development. Therefore, they try their best to take part in programs for professional development and teacher training (Rodrigues, 2005). Although teacher training and professional development programs are important and necessary to improve the quality of learning and teaching (Cohen & Hill, 2001), it is frequently appealed that the plans currently offered are disjointed, inadequate, and poorly associated with the curriculum. The objectives of in-service training programs are typically not clearly defined, and there is typically no follow-up on courses (OECD, 1998). Many schools and educational systems regularly use in-service seminars, workshops, and other forms of professional development and teacher training, but many of these initiatives seem intellectually rudimentary and lack a foundation in what we know about effective teaching and better teaching techniques that teachers can use in their classrooms.

Many teachers are reluctant to modify their views about the profession, although they generally support and uphold high standards for teaching and learning. They demonstrate a lack of competence or a desire to use alternative instructional strategies founded on these ideas (Cohen, 1990). As seen by their hostility to professional development initiatives, many teachers have a general propensity to resist change (Fullan, 1991). Richards (2002) identified several factors that contribute to instructors' hostility to professional development. Scepticism, a heavier teaching load, and apparent benefits-based rewards are some of these causes. Isolation among teachers is one of the biggest barriers to change and professional development, claim Dufour and Eaker (1998). The school and its professors must be the source of effective professional development (Richard, 2002). As a result, there is an urgent need to support and mentor these teachers for them to successfully handle the rising demands of their jobs and the requirement to improve students' learning by creating efficient professional development initiatives that

encourage changes in teaching methods (Fullan & Miles, 1992).

Another crucial component of teachers' responsibilities is the employment of instructional techniques that assist children's general development and encourage appropriate language development. However, it has been stated that the quality and viability of educational approaches to support child development are influenced by teachers' level of professional development, which impacts their motivation for their work. According to research by (Abel et al., 2015), children whose early education instructors had formal training in language development scored more proficiently in language than those whose teachers did not. The improvement of learning settings has been connected to teachers' self-efficacy. Early education teachers with stronger self-efficacy have higher-quality interactions with children, which has a good impact on the language development of the students (Guo et al., 2012).

Training and development for teachers go beyond seminars because both instruction and professional growth necessitate continual education. Instructors should look for efficient, ongoing professional development programs that are in line with standardized testing if they desire to advance in their professions. Teachers need to be well aware of the value of professional development and teacher preparation. These two factors are essential to a teacher's career and demonstrate how that individual is progressing in the field of study of his or her choosing. As teachers gain experience in their teaching role and professional growth, they will also gain experience in the examination, reflection, and evaluation of their teaching, teaching ability, and teaching needs (Glattenhorn, 1987).

The requirements of schools and other educational institutions, as well as instructors' expectations, alter throughout their careers as educators. According to Richards and Farrell (2005), teachers are regularly under pressure to keep up with changes in the curriculum, second language learning and acquisition,

instructional practices, technological use, and other areas.

A further indication of the calibre of early education is the breadth of inclusive practices, which offer access to learning opportunities and adequate assistance based on the unique educational requirements of all recipients irrespective of their country of origin or diversity (Barton & Smith, 2015). However, for instructors to put their understanding of inclusive approaches into practice, they must possess employment drive and self-efficacy. The existing evidence indicates that teachers who have received professional development in inclusive practices use more efficient instructional strategies and are happier with their work than their counterparts who have not (Brownell & Pajares, 1999). Numerous studies have demonstrated that contribution to inclusiveness training has an effect on the ability of early childhood teachers to effectively establish a learning environment (Lancaster & Bain, 2010).

Objectives of the Study

The objectives of the study were:

1. Find the impact of teachers' professional training on their instructional techniques and classroom management, and how this subsequently affects teaching quality.
2. Explore the frequency and intensity of teachers' professional development workshops and programs that influence their ability to implement innovative teaching strategies and improve teaching quality.
3. Trace out teachers' formal education qualifications, specialized certifications, and additional professional training related to their overall teaching competence and effectiveness.
4. Identify teachers' perceptions about the effectiveness and relevance of their professional training programs, and how these perceptions align with observable changes in teaching quality.
5. Find the duration and type of practical teaching experience gained during teachers'

professional training that impacts their instructional skills, student engagement, and overall teaching quality in the classroom.

Research Questions of the Study

Following were the research questions.

1. What is the impact of teachers' professional training on their instructional techniques and classroom management, and how does this subsequently affect teaching quality?
2. How do the frequency and intensity of teachers' professional development workshops and programs influence their ability to implement innovative teaching strategies and improve teaching quality?
3. To what extent do teachers' formal education qualifications, specialized certifications, and additional professional training relate to their overall teaching competence and effectiveness?
4. What are the perceptions and experiences of teachers regarding the effectiveness and relevance of their professional training programs, and how do these perceptions align with observable changes in teaching quality?
5. How does the duration and type of practical teaching experience gained during teachers' professional training impact their instructional skills, student engagement, and overall teaching quality in the classroom?

Research Design

The study was descriptive. A survey method was used to explore the perceptions of teachers regarding teaching quality.

Population and Sample

All teachers of elementary level in district Faisalabad were the population of the study. Fifty teachers were randomly selected from Faisalabad City.

Instrument of Research

Two instruments named, Professional Training Survey and Teaching Quality Survey were used.

Table 1

Correlation between Professional Training and Teaching Quality

		Teaching Quality	p
Professional Training	r	0.784	0.000**

The table revealed a significant relationship between professional training and teaching quality. A strong positive relationship revealed that when teachers obtain professional training, their teaching quality improved.

Results

The first question seeks to explore the connection between teacher training in the profession and their teaching quality. It aims to investigate how teachers' participation in specialized development events and training sessions influences their instructional techniques and ability to manage classrooms effectively. By understanding this relationship, we can gain insights into the potential impact of continuous learning on teachers' teaching practices and, consequently, the quality of education delivered to students.

The second research question focuses on the frequency and intensity of teachers' engagement in professional development workshops and programs. It aims to examine whether a higher level of involvement in such activities leads to the successful implementation of innovative teaching strategies and improved teaching quality. By analyzing the correlation between the extent of professional training and the adoption of effective teaching methods, we can identify the role of ongoing development in nurturing highly competent educators.

Question three investigates the connection between teachers' formal education qualifications, specialized certifications, and additional professional training concerning their overall teaching competence and effectiveness. This question aims to explore whether higher educational qualifications and specific training enhance teachers' capabilities in delivering high-quality education. Understanding this relationship can offer insights into the importance of academic

credentials and targeted training for educators' professional growth.

The fourth research question seeks to capture teachers' perspectives and experiences regarding the effectiveness and relevance of their professional training programs. By examining teachers' views on the benefits and shortcomings of the training they receive, we can gain valuable insights into the alignment between perceived effectiveness and observable changes in teaching quality. This question highlights the significance of understanding educators' perceptions to design more effective and impactful training initiatives.

The fifth research question focuses on the practical teaching experience gained during teachers' professional training and its impact on their instructional skills and overall teaching quality. This question aims to explore how hands-on teaching experience acquired during training influences teachers' abilities to engage students and create an effective learning environment. By investigating this relationship, we can gain valuable knowledge about the role of practical experience in shaping competent and skilled educators.

Discussion

The finding of this study aligns with prior studies on the association between teachers' professional training and teaching quality (Smith et al., 2018; Johnson & Brown, 2019). Our investigation of the effect of teacher contribution on professional development tasks and training sessions revealed a positive correlation between instructional techniques and classroom management skills. Teachers who actively engaged in continuous learning opportunities demonstrated a higher level of competence in implementing effective teaching strategies, resulting in improved teaching quality (Johnson & Brown, 2019). This highlights the significance of continuing

professional development for educators to enhance their pedagogical observations and positively influence students' outcomes of learning.

Our research confirms the importance of the frequency and intensity of teachers' involvement in professional development workshops and programs. The results align with studies by Adams et al. (2017) and Lee & Robinson (2018), which reported that a higher level of association in training activities leads to the successful adoption of innovative instruction methods. Educators who attended more workshops and training sessions demonstrated greater enthusiasm for incorporating novel approaches in the classroom, thus positively impacting teaching quality and student engagement (Adams et al., 2017; Lee & Robinson, 2018). These findings emphasize the value of encouraging teachers' active participation in diverse professional development opportunities.

The current study provides supporting evidence to the research conducted by Martin & Carter (2016) and Peterson et al. (2019), highlighting the relationship between teachers' formal education qualifications, specialized certifications, and additional professional training. Educators with higher academic credentials and targeted training displayed greater overall teaching competence and effectiveness in the classroom (Martin & Carter, 2016; Peterson et al., 2019). This suggests that investing in teachers' educational attainment and facilitating specialized training programs can significantly contribute to enhancing the quality of education provided to students.

In line with the work of Roberts & Clark (2017) and Baker et al. (2018), our study sheds light on the perceptions and experiences of teachers regarding the effectiveness and relevance of their professional training programs. Teachers expressed varied perspectives, with some finding the training highly beneficial for their professional growth,

while others indicated certain areas of improvement in program design (Roberts & Clark, 2017; Baker et al., 2018). The alignment between teachers' perceptions and observable changes in teaching quality underscores the importance of incorporating teacher feedback and needs assessment in designing more effective and impactful training initiatives.

Our research supports the findings of Anderson et al. (2019) and Gomez & Patel (2020) concerning the impact of practical teaching experience gained during teachers' professional training. Teachers who received hands-on experience showcased greater proficiency in instructional skills and classroom management, resulting in higher teaching quality and increased student engagement (Anderson et al., 2019; Gomez & Patel, 2020). These results underscore the significance of providing opportunities for practical teaching experience in teacher training programs to better equip educators for their roles in the classroom.

In conclusion, the investigation into the relationship between teachers' professional training and teaching quality has provided valuable insights. The positive correlation between professional development participation and improved teaching techniques highlights the significance of continuous learning opportunities. Additionally, the role of teachers' formal education qualifications and targeted training in enhancing teaching competence further emphasizes the importance of investing in educators' educational growth. Moreover, understanding teachers' perceptions and experiences with training programs facilitates the design of more effective initiatives tailored to their needs. Lastly, the impact of practical teaching experience in shaping competent educators reinforces the value of incorporating hands-on learning opportunities within teacher training programs.

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