An Investigation into Training of Elementary and Secondary Level Teachers Regarding Modern Teaching Skills

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Abstract

There are many functions of Human Resource Management. Human Resource Development works under the supervision of HRM. HRD is a structure that helps the employees to get their skills, enhance their ability, and to get knowledge. It is framework to help the employees. HRD is a set of system which helps the employees to get a better opportunity and to enhance their skills to meet the circumstances of the future. It is a set of systematic activities by HRM. It is a systematic and efficient activity. This research aimed to measure the drawbacks of in-Service training Design for teachers at elementary and secondary levels in Punjab. The main objective of the study was (1) To investigate whether skills for modern teachers were inculcated in the training of Elementary and Secondary Level Teachers. The population of the study consisted of all Trainers and Trainees (Teachers) at Elementary and Secondary level in Punjab. The sample of the study was comprised of 665 trainers and trainees and the sample for supplementary Questioners comprised of 621 trainers and trainees. Data was collected through Questioners. Two separate Questioners were developed for trainees and trainers and a supplementary Questionnaire was also prepared to address the remaining aspects related to disaster management, Computer skills, use of social media, and multigrade teaching. Three-Point scale was used for questionnaires and weightage was given as (1) Mostly (2) To Some Extent (3) Not at All. Chi-Square test was applied for Statistical analysis. The researcher personally visited the schools and distributed questionnaires among respondents. Data collected through research instruments were tabulated, analyzed, and was discussed. Rawalpindi and Gujranwala Divisions were selected for collection of data and the study was delimited to District Attock, Rawalpindi, and Gujranwala. This Research is fruitful for trainees and trainers as well as the administration of the Training Institutes. This study presents satisfactory results, but many aspects were being ignored in training which need attention and concentration accordingly.

Keywords: HRM, HRD, Training, Modern Teaching Skills

Introduction

Human Resource Management is an umbrella term that is used for the development of employees and the management of the employees. It is for the benefit of employees and responsible for their benefits, training, management, ensuring for their future and responsible for their works as well as quality of works. It is a set of systematic and structured organization. HRM is a process as well as systematic activity under the dimension of management. It is a set of processes. According to Stephen P. Robbins (2010), Human resources has a concern about the measurement of people management and its dimension about the management skills. It is fundamental of all organizations that it depends upon the people as well as their skills and managerial powers. Every organization depends upon the skilled workers as well as their well-trained services. Due to all these, each organization achieves its goals and achievement. There are many types of organizations like business, government, health, restoration, and societal action. There are many functions of HRM. Human Resource Development is one of the functions. HRD is a structure that helps the employees to get their skills, enhance their ability, and to get knowledge. HRD is a set of system which helps the employees to get a better opportunity and to enhance their skills to meet the circumstances of the future and futuristic goals.

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HRD is a set of organizations and it is made for a specific time to behavioral change in the development and skills of the employees. HRD is a process under the dimension of HRM to increase employee training as well as the efficiency of the working people. Nadler (1984) defines HRD as an organized learning experience in a defined period to increase the possibility of job Teachers are the backbone of a society. It is considered and natural phenomenon that well-trained teachers are responsible for the progress of a country as well as societal activities. They are responsible for the training of offspring in society. It is necessary to give proper training to the teacher as they are nation builders. Training is classified into two types. One is in-service another is pre-service. Train teachers are a great blessing for an educated society. The progress of a society depends upon the training of a society. The progress and demise of society depend upon teachers and teachers are responsible for the well-educated and civilization of society. The purpose of this research to access the deficiency in in-Service training and pre-service training that is given by the Directorate of Staff Development now known as Quaid-e-Azam Academy for Educational Development which provides training at Elementary and Secondary level.

Statement of the Problem

This research aimed to investigate the teachers training at the elementary and secondary level and to investigate whether Modern Teaching skills are inculcated during training or not.

Objective of the Study

The objective of the study was:

To investigate whether skills for modern teachers were inculcated in the training of Elementary and Secondary Level Teachers.

Significance of the Study

Significance of the study was:

1. This study suggests that which types of skills should be inculcated in teachers so that they Became modern teachers and fruitful for the betterment of Pakistani society.
2. This study is beneficial for trainers, trainees as well as Govt. of Pakistan Education Sector.

Delimitation of the Study

The study was delimited to District Attock, Rawalpindi, and Gujranwala for the collection of Data.

Method and Procedure

Population

All trainers and trainees at the Elementary and secondary level constitute the population of the study. Punjab has 36 DTSC and 1992 CTSC. Total trainees at elementary and secondary levels in Punjab are 321064 which are further divided into 155824 male and 165240 females. The total trainer in Punjab was 3385 and the ratio of trainers to trainee was 1:95.

Sample of the Study

Sample of the was comprised of 665 trainers and trainees and the sample for supplementary Questioners comprised of 621 trainers and trainees

Research Instrument

Data was collected through Questionnaires. Two Separate Questionnaires were developed for trainers and trainees. A three-point scale was used for the development of all questions. The weightage was given as mostly, to Some Extent and Not at All

Data Collection

Data was collected from District Rawalpindi, Attock, and Gujranwala. The researcher personally visited the schools and distributed questionnaires among respondents.

Analysis of Data

Data were analyzed by using the Chi-square test and were tabulated. The formula of chi-square was as follow

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

χ^2 = the test statistic $\sum$ = the sum of

O = Observed frequencies   E = Expected frequencies

Review of Related Literature

The relevant literature was needed to review for the understanding of the problem of the study. The researcher attempted the review of literature with the help of related literature through various aspects. In this chapter, the researcher reviewed the literature through observations and related given literature. The material has been developed in various sections. According to Sharma (2000), the preparation of teachers for effective teaching needs pedagogical and interpersonal teaching skills. A trained teacher can play a prominent role in teaching and it is need of time to train teachers. According to him, current teacher education organizations are not training teachers up to the efficient standards of training; these institutes train teachers by using outdated approaches of teaching and are training the teachers theoretical and verbally not practically. They must use modern techniques to train teachers so that teachers may be equipped with knowledge of new techniques and may compete with the world challenges and their students can meet the modern means of communication. We are living in a modern era and the profession of teaching is becoming more and more complex. We are living in cut-throat competitions and technology is at a high peak. It is the need of time to facilitate teachers with modern skills. They must train teachers with the help of modern pedagogical skills and approaches (Cretu,2011). Through the teacher training program, teachers can get a better understanding to improve their skills like curriculum, updated lectures, good presentation skills, and various multiple programs that they want to perform in their schools. Through these, they can get a better understanding of their professions and can get better knowledge. In this age, teachers must update and equipped with modern means of teaching and approaches. Teachers training programs are made to do justice and equality. According to Farooq and Shahzadi (2006), well-trained teachers can deliver better lectures than outdated teachers and their students can better perform in the world and competition of modern norms. This is a need of time as well as the need of modern society and competitions. Well-equipped teachers with relevant to modern skills can engage the class in a better way and their students do not feel laziness, boring. Well train teachers can give a better understanding to their students and their students remain active, fresh during their class. In this way, they can score well and can meet the need of society. They can get better personal character and improve their standard of living and can less the deficiency of outdated morality and the pathetic condition of a society. They do not become frustrated with the present state of psychology. Teachers who are well trained with modern skills can better train their students. They can encourage to students according to their needs and competitions of the modern world. In this way, their students can change society and their students can change the behavior of the study in a better and positive way. According to Ullah, Farooq, and Memon (2008) preparation of teachers for effective teaching needs pedagogical and interpersonal skills. This implies that a pedagogical skill possessed by a teacher determines his level of effectiveness. It is considered a natural phenomenon that well-trained teachers are responsible for the progress of a country as well as societal activities. They are responsible for the training of children in the society. Teachers are nation builders. Training is very essential for teachers.

Ten Skills for Modern Teachers

Education is very essential for the progress of a society as well as for the development of a country. Education plays a vital and basic role in the development of a nation. It is very essential to develop a teacher's ability and to give them modern means of training. Technology is rapidly changing in modern society. To complete the modern world teachers must be equipped with modern mean and modern ways of teaching skills. There are 10 Modern Teaching Skills.

These 10 skills are further classified into 2 main categories.

a.   Traditional Teaching Skills

b.   Modern Teaching Skills

a.   **Traditional Teaching Skills**

It is considered that the first six skills are called traditional teaching skills. These are too much

important for modern teachers and these skills have impotence for modern teachers for their skills to meet the modern challenge of the society and the world.

i.   Commitment

Teachers must be committed to their works and do their work with their professions. In this way, they can change the behavior of their students. Commitment is very necessary for any profession. Teachers are very aware of their responsibility. In this way, they can perform their duty and teachers must be aware of their duty and modern means of skills.

ii.   Preparations

Teachers must be prepared for their skills. If teachers are well prepared, then they can perform their duty. A better prepare teachers can play a vital role for their students and in academic concern.

iii.   Organizations

Teachers must be well organized about their planning. Teachers must do his duty very well with organized planning and they must prepare their academics in an organized way. This is the need of time that teachers must do their duty as well as academics in a well-organized way.

iv.   Tolerance

In an increasingly diverse and multicultural society, it is necessary for teachers to manage any prejudices they may have and to **treat all their students equally** without showing favoritism. It is a very important teaching skill not to impose your world view on your students; instead, you should openly discuss topics and let students decide for themselves.

v.   Story Telling

Teachers use many methods to teach their classes and they use many ways. Storytelling is one of them. Teachers can use storytelling skills to deliver their students. Storytelling is the best way to teach students and it is very beneficial for the classes of students. Through this skill, teachers can deliver and change the moral behaviors of the students and in this way, they can perform better duty. They can leave the class with a new moral and can give tasks to their students in a better way.

vi.   Open to Questions

Teachers must be ready for open questions. If teachers are well prepared, they can perform well. Through open questions, they can increase better performance in their class, and they can perform about their duty. Open questions are the best skills to deliver messages to their students.

New Teaching Skills

New teaching skills are very essential for teachers. It is the need of time for teachers. Teachers must be aware of the new technology of skills and modern means of technology.

vii.   Innovative

Teachers must be very innovative. Innovation is the best way to teach and handle the classes. Teachers can use new technology like modern means of teaching and technology to teach their students. Teachers must be aware of the new technology.

viii.   Technology Enthusiasts

Teachers must be aware of new technology and they must use new technologies for the Teaching-learning process. They must use social media, multimedia, etc. for teaching purposes.

ix.   Social

Social network is very important for teaching skills. Teachers should use social networks for communication and teachings like Facebook and many other networks.

x.   Geek

Teachers must be aware of the new knowledge about their academics and knowledge. The Internet is the best horizon of knowledge. Through this teacher can enhance their knowledge and increase their potential about academics and can better perform.

Good and Brophy (2004) stated that the teachers must be aware of their academic concerns through this they can play a very prominent role in their academic concern and play a better role. The professional skills and interests of teachers are highly correlated with students' achievement. Teachers must be updated in their professional skills. Five of these skills have been consistently supported by many educationists. These skills are called key skills, as these skills are considered essential for effective teaching. There are many key skills like Lesson clarity Instructional variety Task orientation Engagement in the learning process Student success

Achuonye (2002) stated that in this modern era some necessary pedagogical skills or teaching skills must be provided to the teachers to promote the efficiency and effectiveness of classroom instruction, these includes.

a. **Set induction**: this is a skill used to arouse the interest of learners, create an atmosphere of curiosity and motivation in any learning environment. This skill energizes, directs, and sustains the learner's interest for the period of lesson delivery.

b. **Questioning**: A teacher should master this skill in such a way that he can use it at will in the classroom instruction. This is an activity that arouses the curiosity and mental activity of a learner. It is highly recommended to teachers ever since Socrates first used it to draw out ideas from learning. Questioning skills are categorized into higher-order cognitive questioning, lower-order cognitive questioning, probing questions, and divergent questions.

c. **Use of examples and illustration**: it is a skill that helps the teacher to use concrete and verbal references in the class to positively influence the learners. It helps the memory to store learning and minimize forgetting.

d. **Planned repetition**: this skill is employed to help the learner assimilate what is being taught as the teacher repeats himself/herself in a more planned manner during instructional delivery.

e. **Stimulus variation**: this skill strikes the learning senses of the learners such as the eyes, ears, mouth, smell, and tactile.

f. **Non-verbal communication**: the teacher adopts this skill by using signals via body movements to attract the attention of the learners in the class.

g. **Reinforcement**: it is a deliberate attempt by the teacher to change the behavior of the learner. This action of the teacher can be positive or negative reinforcement. Reinforcement is positive when the action of the teacher increases the probability of the response occurring again and again. Such actions of the teacher include "very good" "well done" and such actions that will help the learner to perform better. Negative reinforcement is the teacher's actions for the correction of unwanted behavior. This is done by giving punishment, withholding rewards, or the application of corrective feedback.

h. **Closure**: this skill is very much important for the teachers, here a teacher summarizes the whole lesson, it is the skill that often marks the end of a lesson. However, it may be used anywhere along the lesson to round up any unit of instruction.

According to Manik, Qasim & Shareef (2014) following are the most prominent features of modern teaching skills.

1. Focus on lifelong learning and enduring skills instead of teaching a fixed syllabus.
2. Student-centered; focused on diversity and personalizing educational experience instead of one standardized way to teach to all students.
3. Focused on integration of technology through the development of technological pedagogical content knowledge

Analysis and Interpretation Of Data

For the analysis and interpretation of data, the chi-square test was used.

Table 1 Training Contents develop the commitment (Loyalty) skill

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	33	33.67	61	62.24	4	4.08	49.23
	Female	35	15	42.85	20	57.14	0	0	18.08
Trainee	Male	163	129	79	33	20.24	1	0.61	164.33
	Female	211	148	70.14	62	29.38	1	0.47	155.83
Induction	Male	79	39	49.36	35	44.3	5	6.32	26.57
Trainee	Female	79	22	27.84	51	64.55	6	7.59	40.02
Total		665	886		262		17		

It is indicated in table one that the values of Chi-Square for Male trainees and Female trainers are 49.23 and 18.08. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainee's males and female are 164.33 and 155.83. But these values are greater than the table values. While results are found in the support of statements and

these are accepted. The values of Chi-Square of induction trainees male and female are 26.57 and 40.02. But these are greater than table values, but these are in favor of results and these are accepted.

Table 2 Training gives a strong sense of purpose

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	59	60.2	39	39.8	0	0	54.57
	Female	35	15	42.8	20	57.14	0	0	18.08
Trainee	Male	163	112	68.7	51	31.28	0	0	116.45
	Female	211	156	73.93	53	25.11	2	0.94	175.82
Induction	Male	79	57	72.1	21	26.6	1	1.2	61.95
Trainee	Female	79	60	75.9	18	22.7	1	1.26	70.95
Total		665	459		202		4		

It is indicated in table two that the values of Chi-Square for Male trainees and Female trainers are 54.57 and 18.08 these values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainee's males and female are 116.45 and 175.82. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 61.95 and 70.95. But these are greater than table values, but these are in favor of results and these are accepted.

Table 3 Lesson Planning is included in Training contents

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	49	50	41	41.83	8	8.16	28.61
	Female	35	15	42.8	18	51.4	2	5.71	12.08
Trainee	Male	163	96	58.89	57	34.96	10	6.13	68.67
	Female	211	149	70.61	60	28.43	2	.94	156.62
Induction	Male	79	57	72.15	20	25.31	2	2.53	60.49
Trainee	Female	79	50	63.29	26	32.91	3	3.79	42.49
Total		665	416		222		27		

It is indicated in table three that the value of Chi-Square for Male trainees and Female trainers is 28.61 and 12.08 these values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 68.67 and 156.62. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 60.49 and 42.49. But these are greater than table values, but these are in favor of results and these are accepted.

Table 4 Training related to Lesson Organization is given

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	67	68.3	30	30.61	1	1.02	66.33
	Female	35	21	60	13	37.1	1	2.85	16.91
Trainee	Male	163	117	71.7	42	25.7	4	2.45	122.45
	Female	211	149	70.6	57	27	5	2.36	153.78
Induction	Male	79	68	86	10	12.65	1	1.26	101.71
Trainee	Female	79	51	64.5	22	27.8	6	7.6	40.02
Total		665	473		174		18		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table four that the value of Chi-Square for Male trainees and Female trainers is 66.33 and 16.91These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 122.45 and 153.78. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 101.71 and 40.02 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 5 Sense of time management for Lecture is given during training

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	55	56.12	37	37.75	6	6.12	37.23
	Female	35	23	65.71	11	31.42	1	2.85	20.25
Trainee	Male	163	121	74.23	39	23.92	3	1.84	135.44
	Female	211	160	75.82	45	21.32	6	2.84	183.14
Induction Trainee	Male	79	53	67.08	25	31.64	1	1.26	52.09
	Female	79	41	51.89	35	44.30	3	3.79	32.10
Total		665	453		192		20		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table five that the value of Chi-Square for Male trainees and Female trainers is 37.23 and 20.25. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 135.44 and 183.14 But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 52.09 and 32.10 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 6 Training contents imparts Tolerance (not to impose your views on students)

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	34	34.69	55	56.12	9	9.18	32.14
	Female	35	17	48.57	16	45.71	2	5.71	11.74
Trainee	Male	163	89	54.60	63	38.65	11	6.74	58.42
	Female	211	133	63.03	57	27.01	21	9.95	93.41
Induction Trainee	Male	79	42	53.16	30	37.97	7	8.86	24.33
	Female	79	66	83.54	7	8.86	6	7.59	90.79
Total		665	381		228		56		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table six that the value of Chi-Square for Male trainees and Female trainers is 32.14 and 11.74. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 58.42 and 93.41 But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 24.33 and 90.79 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 7 Sense of No Favoritism (Treat students equally) is given during Training

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	61	62.24	30	30.61	7	7.14	44.50
	Female	35	24	68.57	10	28.57	1	2.85	22.41
Trainee	Male	163	103	63.19	32	19.63	28	17.17	65.93
	Female	211	139	65.87	49	23.22	23	10.90	105.86
Induction Trainee	Male	79	57	72.15	16	20.25	6	7.59	56.18
	Female	79	30	37.97	43	54.43	6	7.59	27.1
Total		665	414		180		71		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table seven that the value of Chi-Square for Male trainees and Female trainers is 44.50 and 22.41. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 65.93 and 105.86 But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 56.18 and 27.1 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 8 Training Contents develop the skill of Storytelling

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	30	30.61	57	58.16	11	11.22	32.38
	Female	35	23	65.71	12	34.28	0	0	22.08
Trainee	Male	163	104	63.80	56	34.35	3	1.84	94.52
	Female	211	122	57.81	78	36.96	11	5.21	89.25
Induction	Male	79	37	46.83	38	48.1	4	5	28.79
Trainee	Female	79	65	82.27	12	15.18	2	2.53	88.18
Total		665	381		253		31		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table eight that the value of Chi-Square for Male trainees and Female trainers is 32.38 and 22.08. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 94.52 and 89.25 But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 28.79 and 88.18 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 9 Concept of "Listen to student's questions" is given

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	53	54.08	44	44.89	1	1.02	46.81
	Female	35	22	62.85	13	37.14	0	0	20.41
Trainee	Male	163	131	80.36	31	19.01	1	0.61	171.59
	Female	211	175	82.93	35	16.58	1	0.47	243.01
Induction	Male	79	53	67.08	24	30.37	2	2.53	50.33
Trainee	Female	79	66	83.54	11	13.92	2	2.53	92.33
Total		665	500		158		7		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table nine that the value of Chi-Square for Male trainees is 46.81 greater and female trainers are less 20.41. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 171.59 and 243.01But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 50.3 and 2.33 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 10. Sense of responsibility to answer to student's questions honestly and Concisely is imparted during training.

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	59	60.20	35	35.71	4	4.08	46.08
	Female	35	22	62.85	13	37.14	0	0	20.41
Trainee	Male	163	125	76.68	37	22.69	1	0.61	150.71
	Female	211	172	81.51	38	18	1	0.47	231.25
Induction	Male	79	62	78.48	16	20.25	1	1.26	77.71
Trainee	Female	79	61	77.21	18	22.78	0	0	75.57
Total		665	501		157		7		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table ten that the value of Chi-Square for Male trainees is 46.08 greater and the female trainer is less 20.41. These values are greater and less than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 150.71 and 231.25. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 77.71 and 75.57 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 11 The concept to try new things in teaching practices during training is given

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	66	67.34	31	31.63	1	1.02	64.15
	Female	35	22	62.85	13	13.26	0	0	20.41
Trainee	Male	163	123	75.46	40	24.53	0	0	145.78
	Female	211	169	80.09	38	18	4	1.89	216.85
Induction Trainee	Male	79	61	77.21	18	22.78	0	0	75.57
	Female	79	39	49.36	35	44.30	5	6.32	26.57
Total		665	480		175		10		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table eleven that the value of Chi-Square for Male trainees is 64.15 greater and the female trainer is less 20.41. These values are greater and less than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 145.78 and 216.85. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 75.57 and 26.57 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 12. Trainees are given the concept to use electronics devices (Computer, mobile etc.) in the Teaching-learning process

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	34	34.69	58	59.18	6	6.12	41.05
	Female	35	18	51.42	17	48.57	0	0	16.47
Trainee	Male	163	80	49.07	59	36.19	24	14.72	29.63
	Female	211	97	45.97	84	39.81	30	14.4.21	36.06
Induction Trainee	Male	79	52	65.82	22	27.84	5	6.32	43.57
	Female	79	22	27.84	48	60.75	9	11.39	30.33
Total		665	303		288		74		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table twelve that the value of Chi-Square for Male trainees is 41.05 greater and female trainer is less 16.47. These values are greater and less than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 29.63 and 36.06. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 43.57 and 30.33 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 13. During training, trainees are made Technology Enthusiasts (to explore new Technologies)

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	32	32.65	52	53.06	14	14.28	21.89
	Female	35	12	34.28	23	65.71	0	0	22.08
Trainee	Male	163	77	47.23	70	42.94	16	9.81	41.00
	Female	211	76	36.01	101	47.86	34	16.11	32.74
Induction Trainee	Male	79	34	43.03	36	45.56	9	11.39	17.41
	Female	79	52	65.82	27	34.17	0	0	52.03
Total		665	283		309		73		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table thirteen that the value of Chi-Square for Male trainees is 21.89 greater and the female trainer is less 22.08. These values are greater and less than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 41.00 and 32.74. But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and

female are 17.4 and 52.03 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 14 Concept of Socialization is incorporated during training

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	51	52.04	44	44.89	3	3.06	40.74
	Female	35	13	37.14	20	57.14	2	5.71	13.74
Trainee	Male	163	109	66.87	50	30.67	4	2.45	102.59
	Female	211	126	59.71	78	36.96	7	3.31	102.4
Induction	Male	79	46	58.22	32	40.50	1	1.26	40.79
Trainee	Female	79	15	18.98	29	36.70	35	44.30	8.10
Total		665	360		253		52		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table fourteen that the value of Chi-Square for Male trainees and Female trainers is 40.74 and 13.74. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 102.59 and 102.4But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 40.79 and 8.10 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 15. Trainees are trained to use social media (Face book, Twitter, etc.) in positive way for Teaching-Learning Process

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	19	19.38	52	53.06	27	27.55	17.95
	Female	35	13	37.14	19	54.28	3	8.57	10.91
Trainee	Male	163	85	52.14	46	28.22	32	19.63	27.93
	Female	211	86	40.75	60	28.43	65	30.80	5.42
Induction	Male	79	15	18.98	35	44.30	29	36.70	8.1
Trainee	Female	79	45	56.96	24	30.37	10	12.65	23.87
Total		665	263		236		165		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table fifteen that the value of Chi-Square for Male trainees and Female trainers are 17.95 and 10.9. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 27.93 and 15.42 But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 8.1 and 23.87 But these are greater than the table values, but these are in favor of results and these are accepted.

Table 16 Teacher must be a curious person" This sense is created during Training

Respondents	Category	N	Mostly	%age	To some extent	%age	Not at all	%age	χ^2
Trainer	Male	98	59	60.20	30	30.61	9	9.18	38.20
	Female	35	26	74.28	7	20.00	2	5.71	26.74
Trainee	Male	163	118	72.39	38	23.31	7	4.29	121.48
	Female	211	142	67.29	60	28.43	9	4.26	128.62
Induction	Male	79	39	49.36	30	37.97	10	12.65	16.95
Trainee	Female	79	45	56.96	24	30.37	10	12.65	23.87
Total		665	429		199		47		

Degree of freedom=2, Significance level = 0.05, Table Value= 5.991

It is indicated in table sixteen that the value of Chi-Square for Male trainees and Female trainers is 38.20 and 26.74. These values are greater than the table value. But the results are in favor of the statement and it is accepted. The values of trainees male and female are 121.48 and 128.62 But these values are greater than the table values. While results are found in the support of statements and these are accepted. The values of Chi-Square of induction trainees male and female are 16.95 and

23.87 But these are greater than the table values, but these are in favor of results and these are accepted.

Discussion

The present study focused on the Human Resource Development of Teachers at elementary and secondary levels because teachers are a vital component of any society. The success or decline of a nation's progress/development depends on the curriculum executed by teachers. As they train the young blood for future responsibilities. It is a common need of societies to train the teachers first so that they become able to train the offspring with full zeal. There are two types of training in Pakistan i.e. pre-service training and in-service training. The major aim of the study was to assess the deficiencies in in-service training contents/design for teachers at primary and secondary levels so that Teacher Training may become more beneficial and may be organized in the most befitting manner.

The analysis of data revealed the following findings:

1. Training by the Directorate of Staff Development develops the commitment (loyalty) skills in teachers.
2. Training gives a strong sense of purpose.
3. Lesson planning was included in the training contents.
4. Training related to lesson organization was given to teachers by the Directorate of Staff Development.
5. A sense of time management for the lecture was given during training.
6. Training contents imparts tolerance and training gives the sense to teachers that they should not impose their views on students and students should be encouraging to express their views about topics during class.
7. Training by DSD gives a sense of no favoritism that is to treat students equally.
8. Training contents develop the skills of storytelling in teachers.
9. During training, the concept of "Listen to student's question" was inculcated into teachers.
10. A sense of responsibility to answer student's questions honestly and concisely was imparted in teachers during training.
11. Training the concept of trying new things (Teaching Methodology) related to teaching practices was given to teachers.
12. Trainees are given the concept to use electronic devices (computer, mobile, electronic board, etc.) in the teaching-learning process at a minor level. So, training related to the use of electronic devices should be increased.
13. Training related to making trainees technology enthusiasts (keen to explore new technologies) was given at a lower level. So, it means that this aspect was mostly neglected.
14. The concept of socialization was incorporated in teachers.
15. Trainees were given training to use social media (Facebook, Twitter, etc.) for the teaching-learning process was given but it was adequate.

It was overall concluded that In-Service Training by DSD has many neglected areas which may be given attention and needs improvement.

Conclusions

Conclusions were derived from an analysis of the responses of Trainer, Trainee, and Induction Trainees as follow:

1. It was concluded from the result that training by the Directorate of Staff Development, Develops the commitment (loyalty) and storytelling skills in teachers and gives a strong sense of purpose.
2. It was also concluded that trainees are given the concept to use electronic devices (Computer, mobile, electronic board, etc.) in the teaching-learning process at a minor level.
3. The results of Table 13 shows that teachers were not made Technology Enthusiasts during training, that's why teachers did not try to explore new technologies for the teaching-learning process which is an alarming situation.
4. Results of Table 14 show that the concept of socialization is incorporated in teachers but not at a satisfactory level.
5. Results of Table 15 show that training related to the use of social media (Facebook, Twitter, etc.) for the teaching-learning process was given to some extent.
6. Results show that training contents imparts tolerance, curiosity, sense of no favoritism, give

sense to teachers that they should not impose their views on students and students should be encouraged to express their views about topics during class.

Recommendations

The following recommendations were made based on derived Conclusions.

1. It was also concluded that trainees are given the concept to use electronic devices (computer, mobile, electronic board, etc.) and use of Social media for the teaching-learning process at a minor level. During training there may be more focus on the use of electronic devices and use of social media for teaching-learning process because Technology is an integral part of today's era and organizational resource. Training related to the positive use of social media (Facebook, Twitter, What's App, etc.) for the teaching-learning process should be enhanced and more attention to this aspect should be given during training to interface the social media for upfront experiences. Everyone is using social media. So, one of the positive uses of social media may be for the teaching-learning process.

2. Training did not make teachers Technology Enthusiast and due to these reasons, teachers did not try to explore new technologies for teaching. It is strongly recommended to focus on this aspect during training so that teachers become technology enthusiasts and may use new technology for teaching purposes to compete with the challenges of the modern world.

3. Sense of Socialization is not incorporated in teachers at a satisfactory level. Non-socialization creates a negative impact on the teaching-learning process because when a teacher is non-social than students cannot ask questions or share their problems with the teachers and similarly parents cannot get updates about their children from the teacher. Hence it is highly recommended that socialization concept must be incorporated in teachers at a satisfactory level during training.

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