

THE IMPACT OF TEACHERS' TRAINING ON THE ACADEMIC ACHIEVEMENTS OF STUDENTS

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***ABSTRACT-**The main purpose of teacher training in Pakistan is to increase the teacher's competency towards teaching learning process in the education department. The objectives of this study is to investigate how teacher training affects the students' achievements in the class. For this purpose, 20 schools were selected from District Khanewal. A questionnaire was developed to collected data. The respondents were divided into two groups: one group was taught by trained teachers while other group was taught by untrained teachers. Their views were recorded on the questionnaire. At the end of this experiment, a big difference was seen among those students who were taught by trained teachers while nominal change was noted among students taught by untrained teachers. So our results suggest that teachers must be trained for the better academic achievements of the students. Cramming system should be discouraged in the schools.*

***Key words;** Teacher training, Students achievements. Learning process.*

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1. INTRODUCTION:

1.1. Background of study:

Teachers are known as national builders in the society. It is their core responsibility to give training to the new generation according to needs of the nation in the world. Teachers should possess command and grip over the subjects they teach in the class. According to Mateen (2000) if a teacher wants to have a grip and command on the subjects he/she should have training in that subject so that he/she may get mastery in these subjects. These are the teachers which contribute a lot in the development of the countries. They are expected to transmit norms, beliefs, and traditions from one generation to another generation.

Bansal (2007) stated that teacher education needs to strengthen and stress upon the main attributes of a profession, such as systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialization. Formal professional training on a continuous basis is necessary for becoming a good teacher, as it caters to the development of one's personality and sharpening of communication skills and commitment to code of conduct. Teachers have to keep abreast of the latest developments not only in their field of specialization but also in areas of educational developments, social and cultural issues through continuous in-service training.

In Pakistan there are two types of education systems which are formal and informal which is providing training to the teachers. There are 275 training institutions in Pakistan which are providing professional training to the teachers. There are also 300 teacher training institutions in all the districts which are providing professional training to the teachers. These institutions are governed by the Bureau of Curriculum and Extension Centers (BC & ECS). These centers provide pre-service programs. On the other hand provincial institutes of teacher trainings (PITEs) provide in-service training to the staff in their provinces.

(<http://unesco.org.pk/education/teachereducation>).The training institutes provide a variety of training programs to the teachers primary teaching certificate (PTC) and certificate of teaching (CT) are the professional courses which are offered by college of education for elementary education. On the other hand at secondary level B.Ed and M.Ed and three years BA /BSC + BED are offered by universities Hussain (2004) .

1.2 Statement of the problem:

Our research problem is to measure the impact of teacher training on the academic achievements of the students because without teacher training we cannot get better output from the students

1.3 Objectives of study:

The main objectives of the study are stated as under: -

1. To study the views of master trainers about teacher training programs of DSD in Punjab province.
2. To examine the difference in the teaching methods of the teachers before and after training sessions.
3. To analyze the effectiveness of training programs conducted by DSD with respect to attitudes of the teachers towards teaching profession.
4. To study how teacher's attitude can affect the students' personality.

1.4 Scope of study:

The scope of this study is very wide because its results will be useful for teachers, trainers and policy makers and enable them how to make training programs for teachers more effective to improve the achievement of students.

1.5 Plan of study:

This study was conducted in the District Khanewal. 20 schools were selected for this purpose. As this study was to investigate the impacts of teacher training on the academic performance of the students so a questionnaire was structured to collect data from the respondents. There were two groups of the respondents. One group was

taught by trained teachers while group was taught by un-trained teachers. Similarly, interviews were conducted from the master trainers to measure the changes in the teacher's attitude before and after training sessions.

2.LITRATURE REVIEW:

Awan & Saeed (2014) contended that training improve working knowledge and skill of employees and build confidence among them. Training must be made a continuous process in order to generate habits among employees to take self-initiative to improve themselves in their respective field.

Teacher's qualification and training are very important inside and outside the institutions. They are always in the front line while making educational policies. Teaching learning process is much effected by the teacher's knowledge in the specific subject and this knowledge is stimulated by the teacher's professional training (Anastasi 1957).

Education is a process through which knowledge, skills and experiences of individuals are transferred from one generation to the next. It helps in changing behavior of individuals of the society committed working for uplifting economic development of the country. It is a key for opening new venues for the economic development of the country to face challenges of modern era. Only educated and highly skilled teaching force equipped with modern skills can benefit from exploiting the opportunities created by globalization (GoP. 2013).

Sajjad (2007) stated that teachers play vital role in uplifting of education standard of the country. They hold central place to transfer knowledge, skills, attitudes, behavior, cultures and traditions of one generation to the next. It helps to achieve national objectives through the process of education and no system of education can rise above the level of teachers. Well-educated and highly professionally qualified teachers can bring revolutionary changes in the society. But this requires a systematic struggle to produce perspective teachers, having fully

command over their subject knowledge. This challenge can be met through a disciplined systematic training of teachers.

Shah (2004) stated that the change in curriculum brings about innovation both in contents of the subjects and methods of teaching, especially rapidly changing in education technology, programmed learning, the continued need for better teachers, acquisition of new knowledge and the development of new skills. There is direct relation between the teacher's professional training and his student's academic achievement in the schools. A well trained teacher can perform well as compared to other teachers. He is familiar to adopt new teaching strategy in the class. With less time he can teach better. Students are avoided to cram the lesson.

Niazi (2005) has said that it is a fact that due to induction of information technology in the field of education and training, teachers must be provided in-service training so that they may be able to accept the responsibility according to the change in the assignment and location of work. It is further added that in-service training may be provided on job, or refresher courses, orientations, workshops, seminars and conferences etc. In-service training is a professional activity for the teachers to improve their efficiency.

The student's moral training is the core responsibility of the schools and teachers' as well. It is much difficult to ignore the importance of character building in the Islam. The rapid change in the society is casting many impacts on the personality of the students. Cognitive and emotional aspects of the students' personality are much effected (Aswati,). The social media is casting its dominance on the life style, moral values and their behavior as well (Nurullah) a large number of researches have been conducted on the lifestyle of the students in the society. The findings of these studies shows the following factors contribute to a lot on the cognitive side of the student:

- Peers
- Schools climate
- Curriculum of the school
- Teachers attitude
- Company of the persons a student keep
- Psychological needs
- Extrinsic motivation
- Intrinsic motivation (Howes,2000 Gazeelle,2006 Nelson & Debacker,2008)

Thurston (1946) defines the teachers' attitude as, "It is the degree of negative or positive effect which is associated with some physiological. Any phrase, individual slogan, and symbol, idea institution which person can be different with respect to negative or positive effect".

Omar (2014) described that in-service training act as a catalyst for teachers' effectiveness. It is a way of teachers' skills and knowledge for improving teaching and learning which led to better job performance. In-service training is important for teachers to face new challenges and changes in the education. It is also a fundamental need to improve teachers' professionalism.

3.RESEARCH METHODOLY

3.1 Research Design:

This study was designed to find out *The impact of teachers training on the academic achievements of the students*. For this purpose, two types of research instruments (questionnaires and structured interview schedules) were developed, validated through testing and administered for getting required information from the respective respondents. To determine the validity and reliability of items, a pilot testing of the research instruments was carried out. A good research relies on validity and reliability of its instruments and the procedure adopted to conduct the study. If

the methods employed are not valid and reliable, the data is proved to be worthless and misleading.

Each questionnaire contains two parts and each part consisted of various types of questions to be filled by the respondents. Every possible effort was made to arrange each item at per proper place for collecting relevant information from the respondents included in the sample. For the validation of all the questionnaires, a panel of experts comprised of renowned professors from different universities serving in the field of education were also consulted and on the basis of their feedback and expert opinion, questionnaires were improved. The distribution of the respondents selected for pilot testing of each category was tabulated below:

Table 1: Distribution of Respondent for Pilot Testing

S.No	Respondents	Sample distribution		
		Male	Female	Total
1	students	15	10	25
2.	Master trainers	5	3	8
Total		20	13	33

3.2. Reliability of Questionnaires

Reliability of the research instruments (questionnaires) was calculated by using Statistical Package for Social Sciences (SPSS). Reliability of each category of the respondents was presented in the following table:

Table 2: Reliability of Questionnaires

S/No	Category	No of Items	Cronbach's Alpha
1.	students	30	0.792
2.	Master trainers	10	0.786

According to Field (2009), if the value of reliability is more than 0.70%, the questionnaire is considered as the most reliable. Table 2 indicates that there was a high reliability in the research instruments and the questionnaires were found valid and reliable for the study procedure. As a result of pilot testing, and after calculating reliability, only those statements were retained which were found statistically significant.

3.4 Tools of research:

In this research following tools were used.

1.5.1 Questionnaire:

Data was collected by through a structured questionnaire. This questionnaire was included 40 items. There were five choices for the students to give their answers.

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly Disagree

It was told to students that all the data given by them will be used just for research study. All the information provided by them will be kept in secret. After this they were agreed to provide all information.

1.5.2 Observations:

This is very helpful method to know about the personality of students as well as the psychology of learners. In the sampling schools we went for a week to observe the target groups. In these schools we observed following factors:

- personality of the learners,
- Student's behavior with fellows.
- student dressing
- student school timing

- learners interest in studies.
- Students' strength the in class.
- Students hand writing style.
- Absent ratio of students from schools.

1.6 Population of study:

This research study was conducted in district Khanewal. There are four Tehsils of this district which are given below: -

- Mian Channu
- Jahanian
- Kabir Wala
- Khanewal

All tehsils were included in the population. Total number of public schools with teachers and enrolled students are given below. As our research study was related to science subjects which are taught are secondary and higher secondary schools level so only secondary and higher secondary schools were included in the population.

Table 3: School information in District Khanewal

<i>Level wise schools</i>			<i>Enrolment</i>		<i>Teachers</i>
level	Male	Female	Male	Female	Teachers
H.sec.	14	16	12232	15522	839
High	110	72	74924	54223	3840
Middle	151	205	55255	53287	3994
Primary	278	462	34924	53222	3555
<i>Total</i>	<i>553</i>	<i>755</i>	<i>177335</i>	<i>176263</i>	<i>12228</i>

Source. Schoolportal.punjab.gov.pk/census/districts/Khanewal

1.7 Sample of study:

Convenience sampling method is useful for the researcher in the research. In the Convenience sampling the sample is selected which is easily accessible for

researcher like family friends, fellows, neighborhood. It is less expensive as compared to other sampling technique (Ackoff,1953). So Convenience sampling method was used in this study and 20 schools were selected for this purpose.200 students and 20 master trainers were selected as a sample of study.

3.2 Data Collection

The study involved information to be collected from different categories of respondents serving in various teacher training and educational institutions located in sampling district of Khanewal. After seeking permission from concerned authorities, developed research instruments (questionnaires) were administered to the respondents personally with the request to fill in at prescribed place for them for data collection. The only problem faced was that some respondents were reluctant to fill the research instruments. However, they were ensured that information provided by them would not be disclosed to anyone and will be used for the research purpose only. These research instruments were got filled and collected back personally and thus the response rate was hundred percent. However, the institutions which could not be personally visited were approached through postal services. Every effort was made by the researcher to collect valid and reliable data. The process for collecting data from the respective respondents of this study almost took about seven months from December 2016 to July 2017.

4.DATA ANALYSIS:

The collected data from the respective respondents through research instruments were properly tabulated, analyzed and interpreted by using appropriate statistical tools in terms of frequency percentages and means score method to work out overall average score of each item in the light of objectives of the study. Value assigned to each response was based on 5-points Liker Scale given below:

- Strongly agree (SA) : 5
- Agree (A) : 4

- Neutral : 3
- Disagree (DA) : 2
- Strongly Dis- Agree (SDA) : 1

The mean score of each item was calculated by using following formula:

$$\text{Mean Score: } \frac{F_{SA} \times 5 + F_A \times 4 + F_{UD} \times 3 + F_{DA} \times 2 + F_{SDA} \times 1}{N}$$

The results of data analysis are shown in the following tables.

Table 4: Students' data from trained teachers.

NO	STATEMENTS	A	SA	D	SD
1	Your teacher has grip on the subjects.	35	55	6	4
2	Your teacher teaches you with proper examples.	42	28	12	8
3	Your teacher takes weekly tests in the class.	34	46	13	7
4	Your teacher struggles to upgrade your knowledge and skills in every subject.	41	45	6	8
5	You are able to understand the lessons and concepts that are taught by Your teacher.	37	42	11	10
6	Your teacher tries to create self confidence in the class.	33	43	11	13
7	You are able to get conceptual education from Your teacher.	45	41	11	3
8	Your teacher assigns you home work every day.	34	43	12	11
9	Your teacher checks your home work every day.	34	43	12	11
10	Your teacher makes lesson plan to teach you.	34	44	13	9
11	Your teacher is habitual of writing diaries weekly.	45	14	30	11

12	Your teacher completes the lesson within period time.	67	20	11	2
13	Your teacher punishes you when you commit a mistake.	12	14	44	30
14	Your teacher appreciates you when you do a good job.	44	30	14	12
15	Your teacher encourages you to participate in extracurricular activities.	43	33	13	11
16	Your teacher appreciates you to ask questions during the class.	33	44	12	12
17	Your teacher delivers impressive lecture in the class.	56	20	13	11
18	Your teacher shows positive attitude in the class.	67	12	11	10
19	Your teacher has a command over the course.	55	33	6	6
20	Your teacher lays great stress on good hand writing.	44	23	12	21
21	Your teacher promotes cramming system to memorize the lesson.	11	7	52	30
22	Your teacher conducts the surprise tests in the class.	44	23	22	11
23	Your teacher encourages you to adopt activity learning in the class.	54	26	11	9
24	You obtain good marks in surprise tests.	67	22	6	5
25	You can tell the lesson in your own wording.	38	33	22	7
26	You have learnt the English grammar and tenses from Your teacher.	45	34	12	9

27	You can make speech in English and as well as in Urdu .	34	44	12	10
28	Your teacher feels hesitation sometimes in the class during lecture.	11	7	44	38
29	Your teacher stresses the reading method instead of lecture method.	22	4	33	41
30	Teacher training program can increase the competency of the teachers.	45	44	6	5

Table 5: students' data from untrained teachers.

NO	STATEMENTS	A	SA	D	SD
1	Your teacher has grip on the subjects.	11	14	35	40
2	Your teacher teaches you with proper examples.	14	21	34	41
3	Your teacher takes weekly tests in the class.	13	13	30	44
4	Your teacher struggles to upgrade your knowledge and skills in every subject.	12	7	41	40
5	You are able to understand the lessons and concepts that are taught by Your teacher.	11	14	45	30
6	Your teacher tries to create self confidence in the class.	15	13	44	28
7	You are able to get conceptual education from Your teacher.	5	10	44	41
8	Your teacher assigns you home work every day.	12	15	23	50
9	Your teacher checks your home work every day.	11	13	44	32
10	Your teacher makes lesson plan to teach you.	11	13	43	32
11	Your teacher is habitual of writing diaries weekly.	16	21	43	30

12	Your teacher completes the lesson within period time.	8	12	44	36
13	Your teacher punishes you when you commit a mistake.	34	33	12	21
14	Your teacher appreciates you when you do a good job.	13	12	37	38
15	Your teacher encourages you to participate in extracurricular activities.	13	16	41	30
16	Your teacher appreciates you to ask questions during the class.	17	6	44	33
17	Your teacher delivers impressive lecture in the class.	12	21	34	33
18	Your teacher shows positive attitude in the class.	12	15	33	40
19	Your teacher has a command over the course.	14	16	40	30
20	Your teacher lays great stress on good hand writing.	22	12	33	33
21	Your teacher promotes cramming system to memorize the lesson.	33	34	12	21
22	Your teacher conducts the surprise tests in the class.	24	11	33	32
23	Your teacher encourages you to adopt activity learning in the class.	21	11	33	35
24	You obtain good marks in surprise tests.	26	12	22	40
25	You can tell the lesson in your own wording.	15	22	43	20

26	You have learnt the English grammar and tenses from Your teacher.	21	24	33	22
27	You can make speech in English and as well as in Urdu .	16	14	40	30
28	Your teacher feels hesitation sometimes in the class during lecture.	22	24	30	24
29	Your teacher stresses the reading method instead of lecture method.	33	14	33	20
30	Teacher training program can increase the competency of the teachers.	44	45	4	7

5.INTERPRETATION OF RESULTS:

5.1. Results relating to trained teachers:

- According to 90 participants, their teacher has grip on the subjects.
- According to 70 participants, their teacher teaches them with proper examples.
- According to 80 participants, their teacher takes weekly tests in the class.
- According to 86 participants, their teacher struggles to upgrade their knowledge and skills in every subject.
- According to 79 participants, they are able to understand the lessons and concepts that are taught by their teacher.
- According to 77 participants, their teacher tries to create self confidence in the class.
- According to 86 participants, they are able to get conceptual education from their teacher.
- According to 77 participants, their teacher assigns them home work every day.
- According to 78 participants, their teacher checks their home work every day.

- According to 78 participants, their teacher prepares lesson plan to teach them.
- According to 59 participants, their teacher writes diaries weekly.
- According to 87 participants, their teacher completes lesson within period time.
- According to 26 participants, their teacher punishes them when they commit a mistake.
- According to 74 participants, their teacher appreciates them when they do a good job.
- According to 76 participants, their teacher encourages them to participate in extracurricular activities.
- According to 77 participants, their teacher appreciates them to ask questions during the class.
- According to 76 participants, their teacher delivers impressive lecture in the class.
- According to 79 participants, their teacher shows positive attitude in the class.
- According to 88 participants, their teacher has command over subject.
- According to 67 participants, their teacher lays great stress on good hand writing.
- According to 18 participants, their teacher promotes cramming system to memorize the lesson.
- According to 67 participants, their teacher conducts the surprise tests in the class.
- According to 80 participants, their teacher encourages them to adopt activity learning in the class.
- According to 79 participants, they have learnt English grammar and tenses from their teacher.

- According to 78 participants, they can make speech in English as well as in Urdu.
- According to 26 participants, their teacher stresses the reading method instead of lecture method.
- According to 89 participants, teacher training programs can increase the competency of the teachers.

5.2. Results relating to untrained teachers:

- According to 25 participants, their teacher has grip on the subjects.
- According to 35 participants, their teacher teaches them with proper examples.
- According to 26 participants, their teacher takes weekly tests in the class.
- According to 19 participants, their teacher tries to upgrade their knowledge and skills in every subject.
- According to 25 participants, they are able to understand the lessons and concepts that are taught by their teacher.
- According to 28 participants, their teacher tries to create self- confidence among the class.
- According to 15 participants they are able to get conceptual education from their teacher.
- According to 27 participants, their teacher assigns them home work every day.
- According to 24 participants, their teacher checks their home work every day.
- According to 24 participants, their teacher makes lesson plan to teach they.
- According to 37 participants, their teacher writes weekly diaries.
- According to 20 participants, their teacher completes the lesson within period time.

- According to 67 participants, their teacher punishes them when they commit a mistake.
- According to 25 participants, their teacher appreciates them when they do a good job.
- According to 29 participants, their teacher encourages them to participate in extracurricular activities.
- According to 23 participants, their teacher appreciates them to ask questions during the class.
- According to 33 participants, their teacher delivers impressive lecture in the class.
- According to 27 participants, their teacher shows positive attitude in the class.
- According to 30 participants, their teacher has a command over the subject.
- According to 33 participants, their teacher lays great stress on good hand writing.
- According to 67 participants, their teacher promotes cramming system to memorize the lesson.
- According to 35 participants, their teacher conducts the surprise tests in the class.
- According to 33 participants, their teacher encourages them to adopt activity learning in the class.
- According to 38 participants, they obtain good marks in surprise tests.
- According to 37 participants, they can tell the lesson in their own wording.
- According to 45 participants, they have learnt English grammar and tenses from their teacher.
- According to 30 participants they can make speech in English and as well as in Urdu.

- According to 46 participants their teacher feels hesitation sometimes in the class during lecture.
- According to 47 participants, their teacher stresses the reading method instead of lecture method.
- According to 89 participants, teacher training programs can increase the competency of the teachers.

5.3 Discussion:

The purpose of the study was to investigate the impact of teaching of trained and untrained teachers on the academic achievement of their respective students. Also the effect of gender on the achievement of student at secondary elementary and primary level were the focus of this study. The results proved that trained teachers' have positive impact on students' achievement. This results of this study are consistent with the results of Moon, Mayes & Hutchinson (2004) who stated that trained teachers can use their ability to impact and influence pupils to perform. Moreover, trained teachers know different teaching methods. Our findings show that girls and boys have no significant difference in achievement on the basis of their gender. Teacher training courses for teachers at every level are needed. Government should restrict the management of private schools for appointing such teachers who have professional degrees.

6.CONCLUSIONS:

It is concluded from the findings that teacher training has strong impacts on the academic achievement of the students. Pedagogical skills are improved with the help of training program. In this way teaching learning process is made more convenient. Both teachers and students should take interest in this process. It was noted during the research that a trained teacher uses variety of teaching techniques in the classroom. He frequently uses audio video aids in the class. It was also noted

during the research process that teacher training institutions face many problems like shortage of funds and shortage of time.

7.RECOMMENDATIONS:

- Government should arrange training programs for teacher training in an effective way.
- Only professional degree holders should be allowed to join teaching profession.
- There should be learner related psychology material in the teacher training process. In this way all the teachers will be familiar with psychology of the students.
- Un trained teachers should be trained on emergency basis.
- Cramming system should be discouraged in the schools. For this purpose, all the papers should be unseen and conceptual.
- Teachers holding highly professional degree should be given special allowances. In this way teachers will obtain more and more professional qualification.
- After the training it should be compulsory to conduct an exam. If the teachers fail in these tests they should be warned.
- Master trainers should be given authority to warn the teachers if they are not serious in the teacher training. Good hand writing should be given extra marks. In this way teachers will give importance to it.
- Psychologists should be selected as master trainers to give training to the teachers,
- DSD should provide teacher training to each and every teacher. In this way, trained teachers will do their best in the teaching learning process.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried between collaboration of two authors.

Author 1: Abdul Sattar is an M.Phil scholar at Department of Education, Institute of Southern Punjab. He designed the study, collected and analyzed data. He also wrote first draft of the manuscript under the supervision of author 2.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
