Comparative Study of Teaching Effectiveness & Performance of Trained and Untrained Teachers at School Level Working in Private and Government Sector in District Kabul –Afghanistan

Nadera Faqir Ansari; Shekiba Hilal; Mohmmad Bashir Bahrami

Faculty of Psychology and Educational Sciences, Kabul University, Afghanistan

http://dx.doi.org/10.18415/ijmmu.v10i9.5117

Abstract

The study compared the professional skills of trained and untrained teachers towards effective teaching in private &Gov. sector schools in District Kabul. The convenient sampling technique was employed in this descriptive cross-sectional study. A total of 9 private schools and 9 government schools were selected from Kabul, from each school 5 trained and 5 untrained teachers were selected for the study to whom the research instrument was administered. The sample consisted of a total of 180 school teachers. Five-point liker scale questionnaire was developed, including four important factors regarding teaching effectiveness, i.e., preparing lesson plan, introduction of instructional material, task orientation and ideas and contribution of students. The study found that for these above-mentioned factors, there was found in some way the differences between the effectiveness of trained and untrained.

K*eywords: Servant Leadership; Accountability; Stewardship; Politicians; Public Participation*

Introduction

It is reliable that effective training should timely quality teaching and therefore to larger amount of understudy's success in the organization (Hargreaves, D. (2007). Teaching is a forgoing procedure, training and instruction are so nearly and commonly identified with one another and nobody can isolate one from the other which is important (Tharp, R. G., &Gallimore, R. (1991).

The strongest issue is that Global town has turned into a test for the present instructive frameworks. Furthermore, it effectively affects the viability of prepared and untrained educators. The way training shapes our mentalities and execution has dependably.

involved distinct fascination for instructive specialists. The huge test in such manner is the manner by which to quantify the item, as well as the way toward training.

Under developing countries like Afghanistan educational polices and improvement designs have given complete consideration to the major job of quality teacher and have chosen the arrangement of powerful teacher to raise the standard of training. Plans are made, yet execution isn't appropriately done. Islam holds educating as a testing calling and accentuates the requirement for sufficient arrangement of

Comparative Study of Teaching Effectiveness & Performance of Trained and Untrained Teachers at School Level Working in Private and Government Sector in District Kabul –Afghanistan

93

teacher to empower them to bear the overwhelming duties of country building. Thus, the significance of teacher preparing is clear even from our religion (Moore, J. R. 2009).

A trained teacher alone can know the prerequisites of successful educating with the assistance of a preparation strategy. The teachers additionally run over the hindrances of learning process and the manners by which he can beat these impediments. The need of teacher preparing is imperative in any instructive framework.

Our country Afghanistan has some major problems, one of them is the dropout ratio of students and the course repetition which are not address in many schools. There are many things behind that, some of major drawback are untrained staff, Lack of good atmosphere, Lack of proper supervision, Lack of proper facilities like computer lab, laboratories etc.

It is also the problem where there are teaching training program, expert's trainers are not available in shape of professionals. So, the objective of training in not achieved. Pakistan is the also one of the countries which faces these problems and there are efforts going to improve our educational system. There are also some NGO who are arranging some seminar to give training in private and in government sectors, which create the positive impact in teaching methodology of teachers. In training all these things explain that how teacher will reduce burden on student and take more work in less time. The time management is also an important factor which creates the positive change to set their timetable to complete their courses in time.

The private sector focus on extra activates very mush that way parent like private sectors as compared to government sector because there are frequently parents, teacher (PTM) meeting in which institute explain the performance of students to their parents. This practice is not done in government sector which create the negative impact.

Teaching learning is continue process so private and government sectors must create the opportunity for their teacher to learn in shape of seminars, workshop, training etc. Because it's the needs of this modern age. If there are no extra knowledge teacher cannot survive their self.

It is also necessary for teacher that he/she must have knowledge of all relevant subjects and he must update their self with current knowledge (Connelly, F. M., Clandinin, D. J., & He, M. F. 1997).

Problem Statement and Purpose of Study

The research problem involves the requisite to determine which factors are more important to check the effectiveness and performance of trained and untrained teachers around District Kabul.

Research Questions

1) Is there any perception difference between trained and untrained teachers about preparing lesson plan?
2) Is there any perception difference between trained and untrained teachers about preparing using of student's ideas and contribution?
3) Is there any perception difference between trained and untrained teachers about preparing use of instructional material & task orientation?

Scope of the Study

This study has focused on the four important areas related to teaching effectiveness and performance, such as

1) Preparing of lesson plan
2) Introduction of instructional material
3) Task orientation strategy
4) Sharing ideas and contribution of students (**Abdul Qayyum Ch. 2015**).

Literature Review

Education system in Afghanistan is consisting of two main pillars that is government sector and private sector, which play an important role in the development. Therefore, it is the government duty to deliver good education system as comparison from government to private sector to the district level under the umbrella of Devolution Plan 2001, the government sector also based on low budget which is the main disadvantage. In government schools, the atmosphere which is provided is very poor and it is not according to the private level. The private schools are better than the government schools. The fee of government schools is very low as compared to the private school like Rs. 116- per month to Rs. 3766/- per month.

Now a day teaching become a difficult job and it is not possible to untrained people to do this job easily because it needs a specialized knowledge in particular subject which a teacher wants to teach. In this era if a teacher is not preparing for their particular lecture he cannot deliver because student have internet facilities to know about their topics.

Private Schools Expansions

In private schools the problem is the lack of large area, if private school expands their playing grounds, classroom's size and also other facilities. They can demand more fees with improved system. The other important thing is the reward difference between government and private sectors. Private sectors pay very low salaries to their employees which create the frequent change in their staff. It is suggested that these differences should be minimized to retain their staff.

Arguments do not affect the equity argument – where people feel they have no alternative either „effective" than government schools in Afghanistan.The research shows that those people who have very low income have no choice other than the government school in district Kabul which have low fees.

Features of Effective Teaching

In research there are some familiarities found on the characteristics of school effectiveness in Malaysia:

a. Clear objectives of lesson
b. Effective Discipline skills
c. Knowledge of curriculum and standards
d. Knowledge of subject
e. Good classroom management skills
f. An engaging personality and teaching style
g. Good communication with parents
h. Passions for children and teaching
i. Strong rapid wit students

Curriculum Evaluation

Curriculum evaluation is necessary for teachers and their implementation process needs careful strategy which required experts. There are some important evaluations are under,

a) First, we must determine the element which are evaluated that are used by the teacher, content and their finding.
b) The method of selection
c) Collection of data in the best and least source through personal interviews, data collection through primary and secondary methods.
d) The data which are collected through different source must be used for their improvement purpose.
　　Different countries used evaluation for their initial's implementation through their mangers, leaders and head of departments.

There are different areas which are necessary to be evaluated.

According to (Kyriakides 2009) teachers exercising more superior types of performance have better student results.

Methodology

The main aim of the study is to compare the effectiveness of untrained and trained teachers in district Kabul. The nature of the study is descriptive cross sectional.

Population of Study

The population is concern to all the trained and untrained teachers in District Kabul.

Sampling Procedures

Random sampling technique was used in the study. A total of 9 private schools and 9 Govt. schools were selected from District Kabul, from each school 5 trained and 5 untrained teachers were selected. Thus, the sample consisted of a total of 90 trained and 90 untrained school teachers.

Survey Instrument

On the basis of given literature review, a five-point Likert scale questionnaire was developed,1 for strongly disagree,2 for disagree,3 for neutral ,4 for agree and 5 for strongly agree. The questionnaires including four important areas related to teaching effectiveness and performance, such as

5)Preparing of lesson plan
6)Introduction of instructional material
7)Task orientation strategy
8)Sharing ideas and contribution of students (**Abdul Qayyum Ch. 2015).**

Statistical Methods

In order to examine the relationship among different variable, descriptive and inferential statistical tools such as normality test and Kruskaltesthave been performed over the data to find the results. SPSS and EXCEL software has been used for data analysis.

Data Analysis

In table 1.1 below it has been observed that all trained or untrained teachers are on the "Agreed side" of the questionnaire. The overall mean indicate that all are in the range of greater than 4, whereas 4 is indicated for the option of "Agree" and 5 is indicated for the option of "Strongly Agree" .Therefore we conclude that all the teachers opinions are on the "Agreed side".

Overall Mean   Table 1.1

ITEM	Trained teachers	Untrained teachers
	Mean	Mean
1.1 You plan your lesson daily	4.33	4.23
1.2 In your lesson plan You explain the lesson with daily life example	4.58	4.19
1.3 In your lesson plan You demonstrate the lesson attractively and Effectively	4.39	4.12
1.4 In your lesson plan You give the summary at the end of the lesson.	4.49	4.44
1.5 In your lesson plan you make your lesson interesting for the student to motivate them.	4.57	4.12
2.1 You use various books for instruction beside text books	4.57	3.88
2.2 You give explanation of important point on the blank board.	4.48	4.21
2.3 You give feedback to students in their homework dairy.	4.47	4.63
2.4 You use picture for explanation	4.51	4.12
2.5 You utilize your time properly	4.33	4.54
2.6 You give individual attention to the student where necessary.	3.20	4.07
2.7 You manage your class properly	4.26	4.49
2.8 You give assignment to the students	4.56	4.60

Overall Mean   Table 1.1 (conti)

ITEM	Trained teachers	Untrained teachers
	Mean	Mean
2.9 You are punctual in taking class.	4.52	4.51
2.10 You keep discipline during the class	2.59	2.57
2.11 You inform parents at appropriate time about their children.	4.56	4.40
2.12 You come to the class in time.	4.62	4.59
2.13 You mange the departure of student	4.52	4.47
2.14 Task orientation	4.66	4.67
3.1 You daily evaluate previous knowledge of students.	4.72	4.76
3.2 You give feed back to Students on their home work	4.44	4.37
3.3 You give appropriate time to students for discussion	4.62	4.62
3.4 You encourage students questions	4.61	4.42
3.5 You give punishment and reward to the students.	4.54	3.28
3.6 You satisfy the question of the students	4.64	4.38
3.7 You arrange different activities according to their lesson properly	4.61	4.51
3.8 You appreciate cooperative learning trained among students	4.01	3.73
3.9 Use of students ideas and contribution	4.03	3.70

OVERALL MEAN   **Trained teacher Mean**
                                                        Untrained teacher Mean
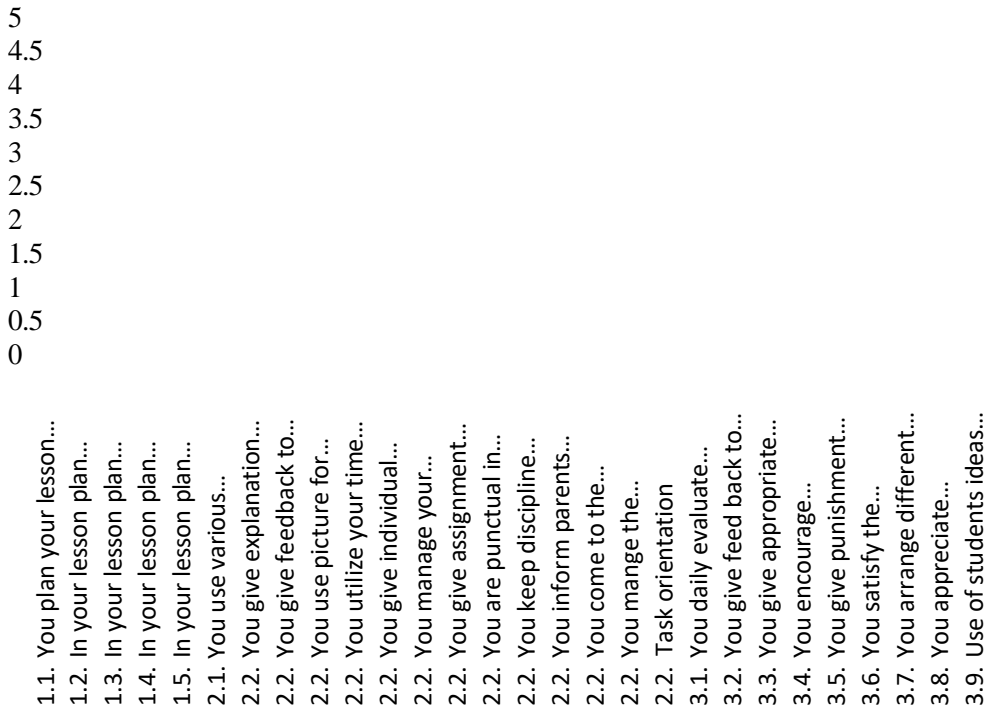
The test of normality Table 1.2 indicates that all the teacher's opinions are one sided, the sig value of Shapiro-Wilk and Kolmogorov- Smirnov are zero for all questions it means the distribution is not normal, alternative this indicate that their views or perceptions are not divergent but thinking in the same direction.

Tests of Normality   Table 1.2.

	Kolmogorov- Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1.1 You plan your lesson daily	.281	180	.000	.773	180	.000
1.2 In your lesson plan You explain the lesson with daily life example	.298	180	.000	.751	180	.000

1.3 In your lesson plan You demonstrate the lesson attractively and Effectively

1.4 In your lesson plan You give the summary at the end of the lesson.

1.5 In your lesson plan you make your lesson interesting for the student to motivate them.

This section is concern to the factor "LESSON PLAN"

Table 1.3 indicate the Kruskal Wallis Test which indicate that the perceptions of trained and untrained teachers are same on the questions "You plan your lesson daily" and "In your lesson plan You give the summary at the end of the lesson" whereas they are having different perceptions on the questions "In your lesson plan You explain the lesson with daily life example" ," In your lesson plan You demonstrate the lesson attractively and Effectively" and "In your lesson plan you make your lesson interesting for the student to motivate them".(sig value is less than 0.05).

Test Statistics   Table 1.3

	1.1 You plan your lesson daily	1.2 In your lesson plan You explain the lesson with daily life examp le	1.3 In your lesson plan You demonstr ate the lesson attractivel y and Effectively	1.4 In your lesson plan You give the summa ry at the end of the lesson	1.5 In your lesson plan you make your lesson interesti ng for the student to motivate them.
Chi- Square df Asym p. Sig.	1.060 1.303	14.940 1.000	6.977 1.008	.320 1.571	16.555 1.000

a) Kruskal Wallis Test
b) Grouping Variable: Trained teachers/Untrained teachers

This section is concern to the factor "use of instructional material & task orientation."

The test of normality Table 1.4 indicates that all the teacher's opinions are one sided ,the sig value of Shapiro-Wilk and Kolmogorov- Smirnov are zero for all questions it means the distribution is not normal, alternative this indicate that their views or perceptions are not divergent but thinking in the same direction.

Tests of Normality   Table 1.4

	Kolmogorov- Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statitic	df	Sig.
2.1 You use various books for instructi on beside text books	0.247	180	0	0.791	180	0
2.2 You give explanat ion of importa nt point on the blank board.	0.282	180	0	0.761	180	0
2.3 You give feedback to students in their homewo rk dairy.	0.372	180	0	0.679	180	0

2.4 You use picture for explanat ion	0.267	180	0	0.769	180	0
2.5 You utilize your time properly	0.288	180	0	0.608	180	0
2.6 You give individu al attention to the student where necessary.	0.245	180	0	0.869	180	0
2.7 You manage your class properly	0.32	180	0	0.745	180	0

Tests of Normality   Table1.4(conti)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
2.8 You give assignm ent to the students	0.381	180	0	0.628	180	0
2.9 You are punctual in taking class.	0.349	180	0	0.636	180	0
2.10 You keep discipline during the class	0.381	180	0	0.628	180	0
2.10 You keep discipline during the class	0.381	180	0	0.628	180	0
2.11 You inform parents at appropri ate time about their children.	0.336	180	0	0.644	180	0
2.12 You come to the class in time.	0.395	180	0	0.62	180	0
2.13 You mange the departure of student	0.339	180	0	0.674	180	0
2.14 Task orientati on	0.423	180	0	0.598	180	0
a. Lilliefors Significance Correction						

Table 1.5 indicate the Kruskal Wallis Test which indicate that the perceptions of trained a nd untrained teachers are same on all the questions except on the following questions "You use picture for explanation" ," You use various books for instruction beside text books" and "You give explanation of important point on the blank board" they are having different perceptions.(sig value is less than 0.05)

Kruskal Wallis Test   Table 1.5

ITEM	Chi-Square	df	Asymp.Sig.
2.1 You use various books for instruction beside text books	41.959	1	0
2.2 You give explanation of important point on the blank board.	6.954	1	0.01
2.3 You give feedback to students in their homework dairy.	1.858	1	0.17
2.4 You use picture for explanation	19.583	1	0
2.5 You utilize your time properly	1.685	1	0.19
2.6 You give individual attention to the student where necessary.	32.719	1	0
2.7 You manage your class properly	2.265	1	0.13
2.8 You give assignment to the students	0.362	1	0.55
2.9 You are punctual in taking class.	0.022	1	0.88
2.10 You keep discipline during the class	0.091	1	0.76
2.11 You inform parents at appropriate time about their children.	0.541	1	0.46
2.12 You come to the class in time.	0.208	1	0.65
2.13 You mange the departure of student	0.342	1	0.56
2.14 Task orientation	0.025	1	0.88

This section is concern to the factor "using of student's ideas and contribution"

The test of normality table 1.6 indicates that all the teacher's opinions are one sided ,the sig value of Shapiro-Wilk and Kolmogorov- Smirnov are zero for all questions it means the distribution is not normal, alternative this indicate that their views or perceptions are not divergent but thinking in the same direction.

Tests of Normality   Table 1.6

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
3.1 You daily evaluate previous knowled ge of students	0.462	180	0	0.547	180	0
3.2 You give feed back to Students on their home work	0.282	180	0	0.622	180	0
3.3 You give appropri ate time to students for discussion	0.404	180	0	0.614	180	0
3.4 You encoura ge students questions	0.352	180	0	0.692	180	0
3.5 You give punishm ent and reward to the students	0.222	180	0	0.84	180	0
3.6 You satisfy the question of the students	0.346	180	0	0.636	180	0
3.7 You arrange different activities according to their lesson properly	0.372	180	0	0.631	180	0
3.8 You appreciate cooperative learning trained among students	0.431	180	0	0.625	180	0
3.9 Use of students ideas and contribution	0.429	180	0	0.63	180	0
a. Lilliefors Significance Correction						

Table 1.7 indicate the Kruskal Wallis Test which indicate that the perceptions of trained and untrained teachers are same on all the questions except on the following questions "You give punishment and reward to the students." ," You satisfy the question of the students" and "You appreciate cooperative learning trained among students" and "Use of students ideas and contribution " they are having different perceptions.(sig value is less than 0.05).

Kruskal Wallis Test   Table 1.7

	Chi-Square	df	Asymp.Sig.
3.1 You daily evaluate previous knowledge of students.	258	1	.612
3.2 You give feed back to Students on their home work	.239	1	.625
3.3 You give appropriate time to students for discussion	0.880	1	0.348
3.4 You encourage students questions	3.050	1	.081
3.5 You give punishment and reward to the students.	65.550	1	.000
3.6 You satisfy the question of the students	12.735	1	.000
3.7 You arrange different activities according to their lesson properly	1.817	1	.178
3.8 You appreciate cooperative learning trained among students	15.860	1	.000
3.9 Use of students ideas and contribution	22.745	1	.000

Comparative Study of Teaching Effectiveness & Performance of Trained and Untrained Teachers at School Level Working in Private and Government Sector in District Kabul –Afghanistan

103

Conclusion

On the basis of findings, the following conclusions were drawn

a) There are perception differences between trained and untrained teachers about the factor of "lesson plan" related to the following questions.

"In your lesson plan you explain the lesson with daily life example."

"In your lesson plan you demonstrate the lesson attractively and effectively."

"In your lesson plan you make your lesson interesting for the student to motivate them" Whereas mean of trained teachers are greater than untrained teachers, indicating that trained teachers are more conscious than untrained teachers about these issues.

b) There is perception differences between trained and untrained teachers about the factor of "use of instructional material & task orientation" related to the following questions "You use picture for explanation"

"You use various books for instruction beside text books"

"You give explanation of important point on the black board"

Whereas mean of trained teachers are greater than untrained teachers, indicating that trained teachers are more conscious than untrained teachers about these issues.

c) There is perception differences between trained and untrained teachers about the factor of "using of student's ideas and contribution" related to the following questions

"You give punishment and reward to the students."

"You satisfy the question of the students" "You appreciate cooperative learning trained among students."

 "Use of students ideas and contribution "Whereas mean of trained teachers are greater than untrained teachers, indicating that trained teachers are more conscious than untrained teachers about these issues.

Recommendations

The following recommendations are advised:

1) Teacher training program should conduct in all schools on regular basis.
2) Workshops should be organized to train the teachers with modern methodologies.
3) Govt and private sector should pay reasonable salaries to the teachers for their motivations

References

[1]. Abdul Qayyum Ch.1*, SyedaMahnaz Hassan2 , Aneela Sheikh3 and Nuzhat Mustafa4 " comparative study of teaching effectiveness of trained and untrained teachers at school level working in private sector (2015).

[2]. Alderman, H., Orazem ,P. F .and Pterno ,E. M., "School Quality, School Cost, and the public/private School Choices of Low- Income Households IN Pakistan," *The Journal of Human Resources*, **36** (2):304-326(2001).

[3]. Arif, G. M. &Saqib, N., "Production of Cognitive Life Skills in public, private, and NGO Schools in Pakistan," *Pakistan Development Review*, **42**(1):1-28(2003).

[4].   Connelly, F. M., Clandinin, D. J., & He, M.F. (1997).Teachers' personal practical knowledge on the professional knowledge landscape. *Teaching and teacher education*, *13*(7), 665-674.

[5]. Hargreaves, D. (2007). Teaching as a research-based profession: possibilities and prospects (The Teacher Training Agency Lecture 1996). *Educational research and evidence-based practice*, 3-17.

[6]. Kyriakides, L., Creemers, B. P., & Antoniou, P. (2009). Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and teacher education*, *25*(1), 12-23.

Copyrights