Global Scientific JOURNALS

Influences of Teacher Education Program on Secondary Teacher's Activities in Bangladesh

Md. Ayet Ali *
Provash Kumar Karmokar **

Abstract

Teacher education is the very important parameter in considering the activities of teachers from their professional viewpoints. The objective of the paper is to examine the trained teachers activities, commitment and creativeness for the betterments of students. These have been performed by survey data both for head teachers and trained teachers following appropriate methodology and well-structured questionnaires for the Secondary Teacher's Activities. Students' performance has been noticed to measure either any positive changes of activities which have been found or not. The findings of the study show that most of the trained teachers return the answer script after verification to the students. Although the trained teachers are more attentive to the slow learners about 18.2% of them are not satisfied in the classroom and 90.9% of the student says that teachers use the relevant teaching materials. As teacher training is important for changing the teacher's attitude to conduct the class we have given importance in this research. The findings indicate that 97.6% teacher are concern about the creative evaluation, Teacher involved students in question-answer, Problem-solving, homework on different dimension, Teacher education push the teacher's potentiality with the familiarization of new teaching curriculum, teaching mechanism, evaluation system, newly introduced government rules and regulation etc. The findings from this study will help the concerning departments for the modernization of the secondary education system in Bangladesh.

Introduction

Teacher education or teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, understanding, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom situation, school, and wider community. The professionals who engage in this activity are called teacher trainers. There is a long standing and ongoing debate about the most appropriate term to describe these activities. The key phrase 'teacher training' seems to be losing ground, at least in the U.S., to 'teacher education' (Wikipedia)[1].Secondary teacher education is the middle school and high school instruction where the students in sixth through 10th grades can enhance their teaching strategies with a degree in secondary teacher education. These are the top schools for graduate programs in secondary teacher education.

* Assistant Director, National Academy for Education Management (NAEM), Cell: 01712011023, E-mail: ayetali42@gmail.com

** Department of Statistics, University of Rajshahi, Bangladesh, Cell: +8801712- 633866,

E-mail: sprovash@yahoo.com

It is important of high quality education in the secondary level is an essential tool for accelerated economic growth and people's well-being is recognized in developing countries, especially since the Jomtein Declaration in 1990, and Dakar Conference (on EFA) 2000. The Sustainable Development Goals: 2030, express its goals four (SDGs-4) to ensure inclusive and quality education for all to promote lifelong learning. Recently, there has been a growing understanding that a wider access to good quality secondary education is a critical element in attaining the goals of political stability, human development, and a nation's economic competitiveness .The millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) emphasis the importance of Education for All and Inclusive Education for the primary education. The two strategies are not giving the importance on secondary education and secondary teacher education. But secondary education gives the contribution regarding the tertiary and higher education. Because by completing the tertiary education the highly educated people lead the society to achieve the national ultimate objectives and goals.

1.1 Statement of the Problems

To be a qualified teacher one needs: (i) accurate subject knowledge; (ii) knowledge and efficiency in education science, and (iii) professionally commitment of teaching. Among main three levels of education system of Bangladesh, secondary level is very much important, because it can produce human resource which turns into economic development of the country. But secondary education is the weakest link in the education chain of Bangladesh. In order to make this education more practical, use a group of well-trained teachers is badly needed. There are 14 government and 85 non- govt. Teachers Training Colleges (TTC) where there are many problems in Bangladesh. Many of them have rented buildings for their academic activities. Trained teachers, books in library, science materials, transparency and accountability, management etc. are not sufficient. For these, quality of training in teachers training colleges has decreased. But without trained teachers we cannot ensure quality education in secondary level of education in Bangladesh.

Quality education means the education of teachers provided with the learners considering the socio- cultural environment of every country on the basis of the demands of globalization. The quality education in secondary level refers to the education including all the selected elements for secondary education of the country that teachers impart the learners to attain all these elements. The elements of quality education are the elements of education that are included for the necessity educational development of the society and the teachers can make learners confident in the application of the elements through different practices in real life. It is mentioned that the education curriculum for the secondary level learners that the elements that help them change their knowledge, skills and attitude will be defined / regarded as the elements of quality education. Teacher training program is essential to include teacher training program for developing learners' skills through different teaching methods used by trained teachers. Teachers training is also create respect among teachers to their profession on considering the socio- economic condition of teachers, selection of global standard evaluation system. Initiative to recruit the qualified persons as teachers and special measures are to be taken to arrange local and foreign training for the teachers. On the basis of the explanation on Quality Education given

by Educationist Barnard (1999), UNICEF (2000) which havehas referred quality education to all the elements of education, like school, its learning environment around the school premise, children, their rights, their existence, their protection, their development and participation in learning. They said that the learning indicates the growing beliefs the children have achieved, appropriate knowledge, practical skills and appropriate behaviour that empowers children to create something his own and for the creativity , for the safety of their position and for healthy participation. Adams (1993) defines quality education as an education that includes health of the learners, healthy environment, relevant subjects and their curriculum, teaching learning materials, trained teachers who can give learners the ideas about positive social changes. It will be possible to ensure the quality education in most cases if there is any opportunity created to practice the above mentioned elements.

1.2 Objectives of the Study

1. To examine the trained teachers' activities for students' betterments;
2. To assess the trained teachers' involvement for students' creativeness
3. To identify the teachers' professional commitment considering the teachers' and students' comments.

1.3 Hypothesis of the Study

(i) Trained teachers improve the learning environment;
(ii) Trained teachers apply new techniques for effective the classroom
(iii) Teacher education develops the professional commitment at their working places.

2.0 Methodology

The materials of the papers have been collected mainly through the survey base from the different level secondary level schools of Bangladesh. Some of the secondary data have been used in this paper. The sources of the data used in the article are from (i) Primary data and (ii) Secondary data

Primary data have been collected through the questionnaires of Students, Trained teachers, and Observation schedule of head teachers. Secondary data have been collected through some books, journals, national and international publications.

The respondents included in the study paper are: head teachers = 25, trained teachers = 125 and students = 625. The Rajshahi District is considered as study area. The data have been collected from the rural, urban and semi-urban portion of the study area presented in the following ways, such as (i) Descriptive approach, (ii) Tabular approach and (iii) Graphical & statistical approach. The intersecting results would help to draw the conclusion according to the set objectives.

3.0 Data analysis and Results

3.1 Teachers' activities about returning the answer script after verification of the students. The table indicates that maximum (89.8%) of the students have said that teacher return answer script after verification and 8.0% of the students have said that the teachers do not return the answer script after verification. But the real scenario is that 30% to 40% of the teacher do not return the answer script after examination with verification.

Table 1: Teachers returning the answer script after verification

Do the teachers return the answer script after exam?	Number of the students	Percentage
Yes	561	89.8
No	50	8.0
No comments	14	2.2

3.2 Students friendly environment

Students have been given the opinion regarding the environment of the schools. The students' opinion has been given in the following table. The Figure 01 expresses that 94.1% of the students have been said that the environment of the school is student friendly, only 5.4% of the students' said that the schools environment is not student friendly and a few of the students have not commented on the above mentioned issue.

Figure 1: Student friendly environment in the schools
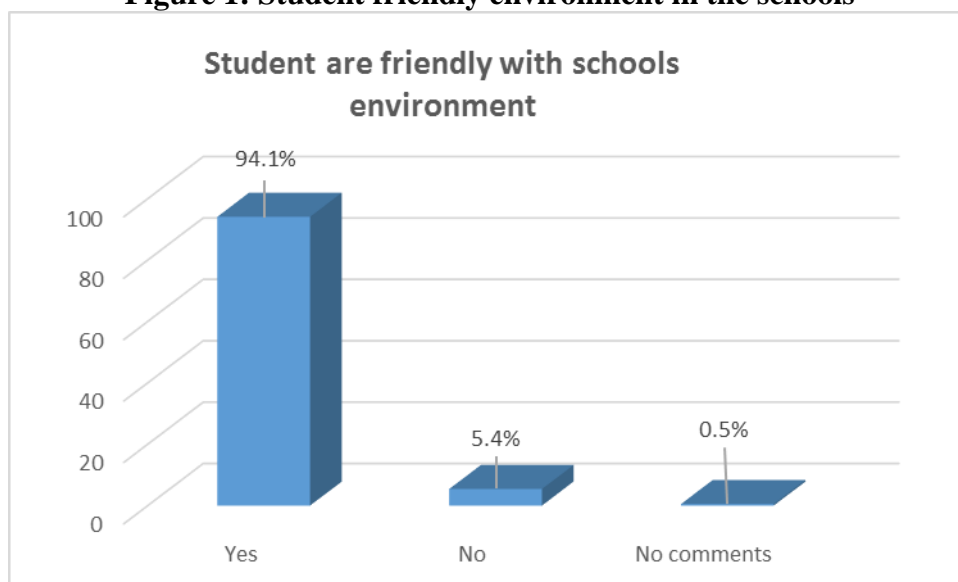
3.3 Attention for slow learners

The table expresses that maximum (90.4%) of the students have said that the teacher try to develop the slow learners performance , 6.9% have said that the teachers now and then try to develop the slow learners performance and 2.2% have said that the teachers do not try to develop the slow learns performance. It is reality that 30% to 50% teachers do not try to develop the slow learners' performance.

Table 2: Teachers is given the attention for the slow learners for their better performance

Are the teacher given the attention with slow learners	Frequency	Percentage
Yes	565	90.4
Now and then	43	6.9
No	14	2.2
No comments	3	0.5

3.4 Slow learners' satisfaction in the classroom

The table examine that maximum (81.3%) of the students said that the teacher able to develop slow learners in the classroom, 13.1% said that the teachers now and then develop the slow learners in the classroom, 5.1% students said that the teacher did not able to develop the slow learns performance.

Table 03: Slow learners satisfaction for the teacher's activities in the school

Are the slow learners students satisfy through the teachers perform in the classroom	Number of the students	Percentage
Yes	508	81.3
Now and then	82	13.1
No	32	5.1
No comments	3	0.5

3.5 Teacher use the relevant teaching materials in the classroom

The table indicate that maximum (90.9%) of the students said that the teacher used the relevant teaching materials in the classroom, 8.5% said that the teachers used the relevant teaching materials and 0.6% did not any comments regarding the fact. But this is reality that a big amount of class teachers did not use relevant teaching materials.

Table 04: Teacher use the relevant teaching materials in the classroom

Are the use the relevant teaching materials	Number of students	Percentage
Yes	568	90.9
No	53	8.5
Do not comments	4	0.6

3.6 Teachers monitor classroom during school periods

The table express that maximum (78.2%) of the students said that the teacher monitor the classroom, 11.5% said that the teachers now and then monitor the classroom, and 9.9% students said that the teacher did not monitor the classroom. This 9.9% of the student's comments given the remarkable message.

Table 05: Teachers monitor classroom during school hours for student's development

Teacher monitoring the classroom for the development of student's performance	Number of the students	Percentage
Yes	489	78.2
Now and then	72	11.5
No	62	9.9
No comments	2	.3

3.7 Students better performance with the discussion of teachers

The table examine that maximum (82.2%) of the students said that the teachers discussed with the guardians for the betterment of students performance, 13.3% of the students said that the teachers now and then discussion with the guardian for the students' performance, 4.2 % said no and 0.3% did not any comments on regarding the above mention issues.

Table 6: Teacher discuss with the guardians for the betterment of students performance

Are the teacher discuss with the guardians for the students better results	Number of the students	Percentage
Yes	514	82.2
Now and then	83	13.3
No	26	4.2
Do not comments	2	.3

3.8 Creative evaluation procedures

Creative evaluation is the important evaluation process in our education evaluation. The knowledge of creative evaluation of the students were shown in the table. The table expressed that maximum (97.6%) of the students know the knowledge about creative evaluation in the present education system, 1.8% did not know the knowledge about creative evaluation and a few of students did not comments on it. But it was reality that 30% to 40% students did not know the basic knowledge regarding creative evaluation.

Table 7: About the knowledge of creative evaluation

Are you known about creative evaluation	Number of the students	Percentage
Yes	610	97.6
No	11	1.8
No comments	04	0.6

3.9 Opinion of student's evaluation

The table indicate that maximum (97.6%) of the students agreed with the creative evaluation in the present education system, 2.2% did not agree about it. But maximum of the students given the answer without the knowledge of creative evaluation.

**Table- 8: Student's opinion on creative evaluation for better performance**

Are your agree with creative evaluation	Number of the students	Percentage
Yes	610	97.6
No	14	2.2
No comments	1	0.2

3.10 Create new idea for students'

The figure express that maximum (73.8%) of the teacher said that with the training result they able to create the new idea for students' betterment, 6.9% said that they sometimes created new ideas for student betterment and 2.3% did not get any comments.

Figure-2: Trained teachers create new idea for students' betterment through training
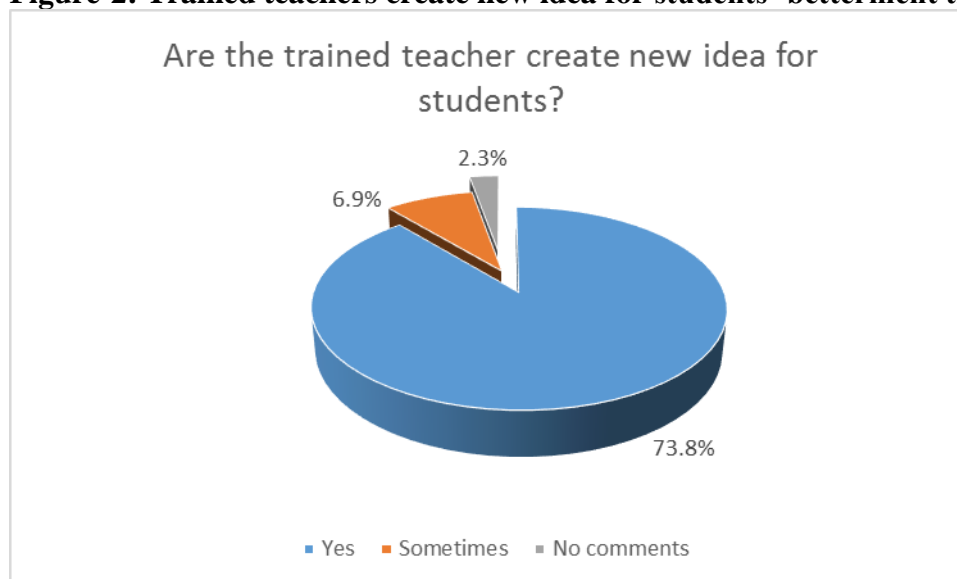
3.11 More activities involve after training program

The table examine that maximum (85.4%) of the teacher said that the teachers included more activities in the classroom through the training results, 3.1% said that they did not involve any activities through training results, 9.2% said that they something involved in the classroom through training result and 2.3% did not get any comments. But the reality is that 20% - 30% of the training teacher did not take any creative activities in the classroom.

Table-9: Trained teachers involved more activities for students after training program

Are you involve more activities include in the classroom	Number of the teachers	Percentage
Yes	111	85.4
No	4	3.1
Somethings	12	9.2
No comment	3	2.3

3.12 Quality of the training
The table express that maximum (73.8%) of the teacher said that the quality of the taken training was good, 22.4% of the teachers said that the quality of their taken training was very good and a few of the teachers expressed the training was not good, no comments & no response.

Table 10: Quality of the training that conduct the organizing authority

What is the quality of training	Number of the teacher	Percentage
Very good	29	22.4
Good	96	73.8
No comments	1	.8
Totally not good	2	1.5
No response	2	1.5

3.13 New initiative after training

The table indicate that maximum (92.3%) of the teacher said that the teachers able to involve new activities for the students engagement through training results, 5.4% of the teacher said that the teachers did not able to involve new activities for the students engagement through training results and 2.3% did not get any comments.

**Table 11: Teachers included new initiative after training or teacher education**

Are you involve new activities for the students engagement through the training results	Number of the teachers	Percentage
Yes	120	92.3
No	7	5.4
No comments	3	2.3

All the respondent teachers said that in-service training was need for the teacher's professional development and 99.2% of the teachers also said that they needed continuous training program for their professional betterment.

3.14 Monitoring quality education

The Figure-04 shows that maximum (92.3%) of the teacher said that in the training included monitoring mechanism for ensuring quality teaching learning activities and 7.7% of the teacher said that in the training did not include monitoring mechanism for ensuring quality teaching learning activities.

Figure 03: Include monitoring in the training program for quality education
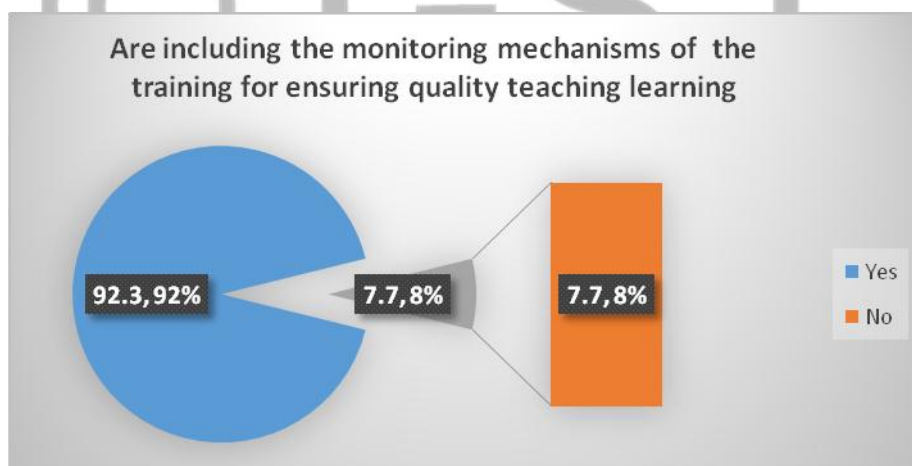

All the teachers were said that teachers used relevant teaching-learning materials in the school. The relevant teaching-learning was so effective instrument for ensuring quality education.

3.15 Relevant teaching materials

The Figure 4 express that the most of the teachers said that more that 50% the teachers used the relevant teaching materials for ensuring effective classroom. But real situation of the rural and semi-urban area's schools, teachers were not used such amount of relevant teaching-learning materials.

Figure 4: Teachers used the relevant teaching materials in the classroom
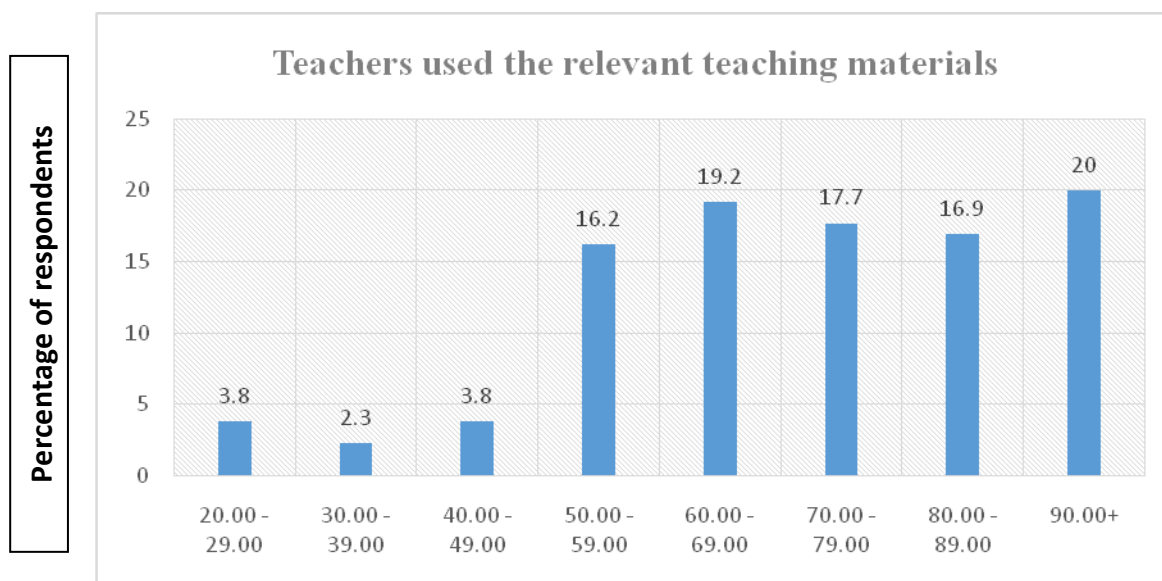
Percentage of classroom use the relevant teaching materials

3.16 Types students' engagement

The table show that the 35.4% of the teacher said that they used the group work, individual work and brainstorming activates in the classroom for students evaluation. 13.1% of the teacher said that they used group activities, 9.2% of the teachers said that they used individual work, 27.7% of the teachers said that they used brainstorming activities and finally 14.6% of the teacher said that they used group and individuals activities for students evaluation in the classroom during the school periods.

Table 13: Types of students' engagement through evaluation

Types of students' engagement for evaluation	Number of the teachers	Percentage
Group work	17	13.1
individual work	12	9.2
Brainstorming activities	36	27.7
All	46	35.4
Group work+ Individual work	19	14.6

3.17 Impact of feedback in the classroom

The table express that maximum of the teachers (76.9%) said that they believed, feedback/work activities sustain the learning result long time for the students and 23.1% of the teachers said that they did not believe, feedback/work activities sustain the learning result long time for the students.

Table 14: Impact of feedback for sustaining teaching learning

Are you believe that group work/ feedback sustained learning in long time	Number of the teachers	Percentage
Yes	100	76.9
Now and then	30	23.1

3.18 Student's presence in the classroom

The table express that maximum of the teachers (23.8%+33.8%+34.6% = 92.2%) said that 70 and above percent of the students were present in the classroom and only 7.8% of the teachers said that 40 to 69 percent of the students were present in the classroom.

Table 15: Percentage of student's presence in the classroom

What percentage of students present in the classroom	Number of the teachers	Percentage
40.00 - 49.00	1	0.8
50.00 - 59.00	2	1.5
60.00 - 69.00	7	5.4
70.00 - 79.00	31	23.8
80.00 - 89.00	44	33.8
90.00 - 99.00	45	34.6

3.19 Question-answer session

The table indicate that maximum of the teachers given the different types of answer regarding the question-answer session in the classroom. May be this is the reality of our present situation of question-answer session in the classroom.

Table 16: Students talk question-answer session in the classroom

What percentage of students share the question-answer in the classroom	Number of the teachers	Percentage
10-20	3	2.3
20-30	13	10.1
30-40	28	21.7
40-50	10	7.8
50-60	18	14.0
60-70	24	18.6
70-80	14	10.9
80-90	12	9.3
90-100	8	5.4

3.18 Problem- solving activities

The table explain that 33.1% of the teacher said that 3 to 22 percentage of the students came to the teacher to solve the answer, 54.6% of the teacher said that 23 to 52 percentage of the students came to the teacher to solve the answer and only 10.8% of the teacher said that 53 to above 93 percentage of the students came to the teacher to solve the answer.

Table 17: Teachers apply problem- solving activities in the classroom

What percentage of students come to you for solving the problem	Number of the teachers	Percentage	Fraction percentage
Up to 2.00	2	1.5	1.5
3.00 - 12.00	23	17.7	33.1
13.00 - 22.00	20	15.4	
23.00 - 32.00	36	27.7	54.6
33.00 - 42.00	13	10.0	
43.00 - 52.00	22	16.9	
53.00 - 62.00	5	3.8	10.8
63.00 - 72.00	2	1.5	
73.00 - 82.00	4	3.1	
83.00 - 92.00	2	1.6	
93.00+	1	.8	

3.19 Home work in the classroom

The table express that 13.8% of the teacher said that 10 to 60 percentages of the students completed their home in classroom. 86.2% of the teacher said that 61 to 100 percentages of the students completed their home in classroom. But the real scenarios are not same. Most of the students did not complete the home work in the classroom; they completed their home work in the private / coaching center / in the home.

All the respondents teachers said that they believed that training earn teaching-learning methods were more effective than previous methods.

Table 18: Percentage of students complete the home work in the classroom

What percentage of students complete the home work in your class	Number of the teachers	Percentage	Fraction percentage
<= 10.00	3	2.3	13.8
31.00 - 40.00	3	2.3	
41.00 - 50.00	12	9.2	
51.00 - 60.00	9	6.9	
61.00 - 70.00	15	11.5	86.2
71.00 - 80.00	45	34.6	
81.00 - 90.00	18	13.8	
91.00 - 100.00	25	19.4	

3.20 Fulfill the slow learner demand

The table indicate that most (70%) of the teacher said that they fulfill the demand of the slow learners in their classes. 25.4% of the teacher said that they fulfill the demand of the slow learners in their classes and only 4.6% of the teacher said that they did not fulfill the demand of the slow learners in their classes. The reality of the trained teachers sometimes fulfill the demand of the slow learners in their individual class in the school.

Table 19: Teachers fulfill the demand of slow learner in the classroom situation

Are you fulfill the demand of slow learner of your class?	Number of the teachers	Percentage
Yes	91	70.0
Now and then	33	25.4
No	6	4.6

3.21 Discussion with the guardian

The table predicate that most (70.8%) of the teacher said that they arranged the discussion with the guardians for the development of student' results/performance.28.4% of the teacher said that they "now and then" arranged the discussion with the guardians for the development of student' results/performance and only 0.8% of the teacher said that they did not arrange the discussion with the guardians for the development of student' results/performance.

But reality is that the maximum of the teachers did not arrange the discussion with the guardians for the development of student' results/performance.

Table 20: Discussion with the guardian for students' results/performance

Are you discussed with the guardians for the development of students results/performance	Number of the teachers	Percentage
Yes	92	70.8
Now and then	37	28.4
No	1	0.8

3.22Teachers professional commitment with the trained teachers head teachers opinion

The table indicate that most (93.2%) of the head master said that they believed that the trained teacher made innovative activities for the students engagement, 3.4% said that they sometimes made innovative activities and 3.4% did not made any innovative activities for the engagement of the students after training.

Table 21: Trained teacher's innovation

Are you believed that trained teacher made the students' innovation after training?	Number of the head masters	Percentage
Yes	27	93.2
Some times	1	3.4
No	1	3.4

All head masters said that the trained teacher conduction the session more attractive after talking the training program and also all the head master said that through the training results, teachers are got self-confidence for their professional affairs.
All head masters said that teachers wants to in-service training to give effective service in the school.
All head masters said that teachers needs training program for ensuring qualified teaching-learning activities in schools.

3.23 Conduct the session with preparation.

The table express that most (86.2%) of the head master said that the trained teachers conduction with preparation, 13.8% head masters said that the trained teachers now and then conduct the session with preparation. But it is reality that 20% to 30% teachers of the rural level do not conduct the session with preparation.

Table 22 Trained teacher conduct the session with preparation.

Are the teacher get preparation before conducting the session	Number of the head masters	Percentage
Yes	25	86.2
Now and then	4	13.8

3.24 Teachers commitment

The table examine that most (93.1%) of the head master said that the trained teacher are more attentive than non-trained teacher regarding to conduct the classroom session and only 6.9% of the head master said that the trained teacher are not attentive than non-trained teacher regarding to conduct the classroom session. But the reality is that minimum 30 to 40 percent of the trained teacher do not more attentive than non-trained teacher, they interested to get more attention in their private coaching/tuition.

Table 23: Trained teachers professional commitment

Are the trained teachers more attentive than non-teacher regarding to conduct the classroom session?	Number of the head masters	Percentage
Yes	27	93.1
No	2	6.9

All head master said that there is difference between trained teacher & non-trained teacher to conducting the class and trained teacher involve the group work of the students through different motivational activities.

Special Findings

The paper reflects that teacher activities are changed through the training activities in the different level of secondary level schools of Bangladesh. Learners but, the findings of the study paper are shown in the following: Most of trained teachers return the answer the answer script after verification, teachers give the more attention to the slow but 18.2% of the students said that the trained teachers were not satisfy the slow learners in the classroom. 90.9% of the students given the opinion that teachers use the relevant teaching materials, 78.2% teachers monitor the classroom, 82.2% teacher discuss with guardians for the betterment of students, 97.6% teacher know the creative evaluation. Most of the teacher expressed that training results able to create the new idea for students development. Maximum of the teachers said that teacher included more activities in the classroom, included monitoring mechanism for ensuring qualifyful teaching-learning and involved new initiative for student's engagement. More than 50% of the teachers used the relevant teaching-learning materials in the classroom but the observation is not support that opinion of the teacher. Teacher involved student's question-answer, problem-solving, homework in the classroom of different dimension. All most of the head teacher expressed that train teachers are more innovative, self-confident for profession, involving to

ensuring teaching-learning activities, conduct the session with preparation, professionally committed in their respective activities.

Recommendations

The following recommendations are considered:
- ❑ Increase the in-service training within short interval of time to adopt the new curriculum, and different teaching-learning mechanisms.
- ❑ Enhance the head teachers monitoring activities of ensure the teacher's & student's attendance, teachers conducting session with lesson plan (LP), motivates the teachers for digital session, considering careness of multi-dimensional demand of students
- ❑ Ensure the student-teacher relationship, teacher-student-guardian association, honor the teacher-student opinion during the learning activities.
- ❑ Ensure the student's information, student's achievement frequently with the parents and guardians due the increase of student's performance, students'- guardians' awareness.

Conclusion

Teacher education push the teacher's potentiality with the familiarization of new teaching curriculum, teaching mechanism, evaluation system, newly introduced govt. rules and regulation etc., teacher's awareness with training program or teacher education. The present study indicated that training changes the teacher's activities for influencing the students' knowledge, attitude and behaviors.

Bibliography

Bernard, A. (1999). The child-friendly school: a summary. Paper written for UNICEF New York. https://en.wikipedia.org/wiki/Teacher_education. 23.08.2017

http://www.assignmentpoint.com/arts/english/the-problems-of-teachers-training-in-secondary-level-of-education-in-bangladesh.html, 23.08.2017

UNICEF (2000). Defining Quality in Education. A paper presented by NNICEF at the meeting of The International Working Group on Education, Florence, Italy.

UNICEF (2000). Defining Quality in Education. A paper presented by NNICEF at the meeting of The International Working Group on Education, Florence, Italy.