



Research Article

Impact of ETTE Training Project on English Language Skills of Secondary School Teachers in Punjab, Pakistan

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Abstract

The study sought to determine the influence of an ETTE training initiative on the English language abilities of secondary school teachers in Punjab, Pakistan. In Sargodha district, the population consisted only of SSTs/SSEs and their heads. The sample comprised of 204 secondary school teacher trainees and 102 head teachers. The Kirkpatrick model was chosen in conjunction with specialists, and all four levels were employed in this study to highlight all significant aspects of the training. For this reason, two questionnaires, one for teachers and one for heads, were developed using Kirkpatrick's levels and evaluation tools by the British Council, which they utilized to evaluate the ETTE training initiative. The reactions were mostly favorable and encouraging. The outcomes of the learning level results revealed that everyone who participated gained new knowledge and skills through the ETTE training project. Following this instruction, their attitudes improved, and their confidence and commitment levels climbed. According to the poll results, instructors used what they learned in the classroom. Conclusions of level four revealed that where this training initiative was executed or even attempted to be transmitted on the job, it had highly encouraging results. The level of instruction and learning was improved. Instructors and pupils both loved their classes, and rates of dropout were reduced. In a nutshell, all stakeholders may profit significantly from this training initiative, and public institutions can only produce positive outcomes if learners get assistance, reinforcement, and reward, as well as being closely assessed for training transfer.

Keywords: ETTE training, Kirkpatrick Model, Transfer of training.

Introduction

A nation's progress is significantly dependent on its standard of education, which is decided by the skills, hard work, devotion, and excellence of its teachers. If a teacher is unable to keep up with the rapidly changing educational landscape, they will become inefficient and unproductive. It is well acknowledged that the instructor is considered the most important ingredient in carrying out all pedagogical improvements. That is the reason why teaching is the most noble of all professions. The environments in which teachers operate, as well as the expectations placed on their work by the public, are becoming increasingly diverse. They try to provide students with a comprehensive range of skills that will enable them to prosper in a quickly changing world. This highlights the need for more competency-based teaching methods, as well as a greater emphasis on learning outcomes. English teachers have an important role in English medium schools since not only do students learn from them, but so do their colleagues. Students frequently copy their teachers' conduct. Thus, instructors must serve as role models for their students. To train English instructors who will improve, enhance, and cherish education, we must prepare them to be more innovative, confident, devoted, active,

responsible, industrious, patient, and adaptable, among other qualities. In short, teacher capacity building programs are critical in every system of education at every level for obtaining the outcomes that are needed (Ahmed et al., 2021).

It is every society's fundamental entitlement to have skilled, devoted, and motivated instructors in classrooms. It is widely acknowledged that the quality of teaching personnel is the most important factor in achieving a sustainable competitive advantage for educational institutions. Umar (2021) indicated that the logic for the Punjab government's attempt to establish English-medium public schools appears to be valuable. The quality of teachers should be aligned with professional standards accepted globally. Success in the education sector is dependent on recruiting qualified individuals into the teaching profession and providing them with the best possible quality preparation and training, so that sufficiently trained instructors create an extremely inspiring learning environment by employing the most appropriate and effective teaching methods (Government of Pakistan, 2009). The efficacy and standards of public school teacher training programs have recently come under fire, and it is often believed that the knowledge learned from these programs is not used on the job. As a result, the current study focused on evaluating the 'English for teaching; teaching for English' (ETTE) training initiative at the secondary level. The Kirkpatrick framework for the effectiveness of training evaluation was employed for this purpose.

Objectives of the Study

The objectives of the current research are as follows:

1. To explore the impact of ETTE training project on English language skills of secondary school teachers.
2. To evaluate reactions, learning, behaviour, and results of participants after the ETTE training project.

Literature Review

The secondary school system has an important role in all educational structures and serves as a connection between lower and higher education, ensuring their balance. Furthermore, it is undoubtedly an integral part of the broader educational system. Bates (2004) revealed that the product of secondary schools in nations that are developing consists mostly of people who wish to join the workforce and so compete for already limited career prospects. According to Habib (2013), Punjab, Pakistan's largest province, has implemented a number of school reform efforts to enhance educational outcomes. According to Andrabi et al. (2012), the Punjab government has implemented a number of policy efforts over the previous decade to enhance the schooling system and, as a result, educational quality. These initiatives have a great breadth. Mahmood (2006) held identical opinions, asserting that after Pakistan's reforms to education, the Punjab government implemented several new teacher training programs in an effort to enhance the standard of instructional outcomes across the public sector at all levels.

Coleman (2010) indicated that ETTE resulted in a high level of enthusiasm among Punjab instructors. Teachers were confident in their English skills. Their new talents enabled them to gain the respect of their coworkers, whom they trained. He goes on to say that all of these are significant accomplishments that should not be overlooked. He further stated that when compared to worldwide norms, English language proficiency in Pakistan is below average. He backed his claim by pointing out that teachers are always under pressure to help students pass English tests. He went on to say that it drives students to memorize instead of developing critical thinking, creative, and problem-solving skills. Although they might achieve the immediate goal of passing tests, it is ultimately ineffective for pupils. This rote learning focuses on remembering rather than truly acquiring the skills needed to be proficient in the language. Most instructors teach how they are trained, especially in public institutions, employing the grammar translation approach (Bashiruddin, 2009). This is mostly due to a lack of preparation among instructors who need to fulfill school criteria (Memon 2000).

Kirkpatrick and Kirkpatrick (2006) identified certain goals for the evaluation of training courses. He said that evaluation aids in deciding whether to keep or discontinue training programs and gaining insights into how to enhance future training programs. The model developed by Kirkpatrick is the most widely utilized

assessment technique among practitioners and scholars worldwide. Its practical character, simplicity, and relevance to any institutional environment, whether business or education, make it a really unique framework often termed as a chain of evidence (Figure 1).



Figure 1. Chain of Evidence, Kirkpatrick Partners (2009 – 2014), LLC.

As assessment of training programs got more sophisticated, and numerous experts presented their evaluation methodologies, Kirkpatrick (2009) responded to his critiques by developing an updated framework, famous as "the new world Kirkpatrick model." The details of this improved model (Figure 2) are provided as follows:

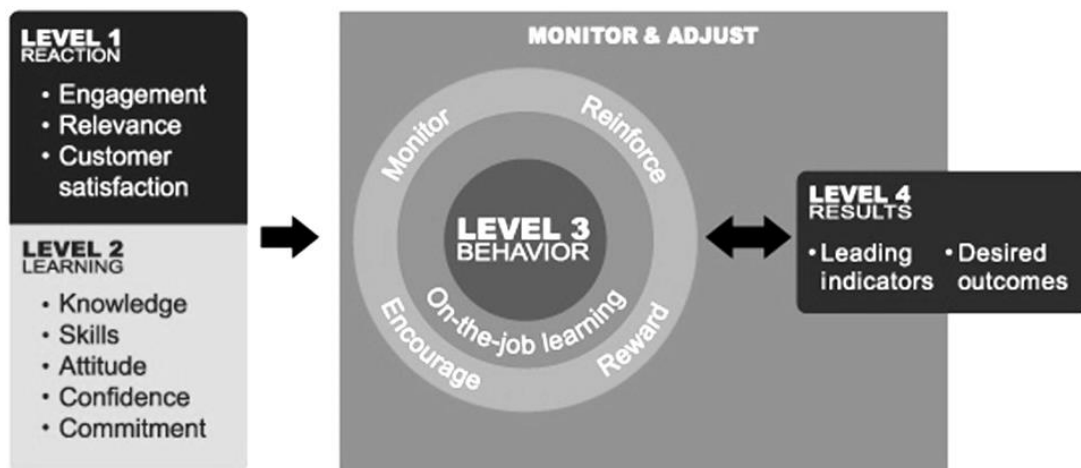


Figure 2. The New World Kirkpatrick model (Kirkpatrick Partners, 2009-2014).

Sahin (2006) has proposed that Kirkpatrick's model be applied more broadly for evaluating teacher training programs. Since it offers a comprehensive structure for any concerns related to evaluating trainees' on-the-job performance, and empowers the person performing the evaluation to look into the training program in all its various aspects. In a word, this model is highly thorough in that it delves deeper into assessing the success of training. The revised Kirkpatrick model is adequate and extremely relevant to evaluating educational activities.

Methodology

The study used a survey (descriptive) technique. To get accurate information from stakeholders, a framework was designed that includes facts on the population being investigated, a sample, the development and improvement of instruments, the data collection technique, and data analysis. The target demographic consisted of all secondary school principals and secondary school teachers/educators from all public secondary schools in Punjab province. Due to time and resource restrictions, the available population in the Sargodha district comprised both male and female heads, as well as SSTs. To achieve a representative sample, the population was divided into two categories: male and female, urban and rural. The findings were extrapolated to the full population.

Instruments to collect data on the responses, learning, on-the-job behaviour, and results of secondary school teachers who had undergone ETTE training, as well as the leaders of their institutions, were developed. The questionnaires were developed after a thorough examination of the literature. The survey was intended to gather data about the overall intellectual patterns of respondents. All four levels of the Kirkpatrick model and their sub-indicators were used in both questionnaires. The internal consistency of surveys was assessed using Cronbach's alpha value. The minimum value specified as a cut-off for valid readings is 0.7. It suggests that items are uniform (Panayides, 2013).

The values of Cronbach's alpha for the overall questionnaire (30 items) were as under:

Table 1. The Cronbach's Alpha value of teachers' and heads' questionnaires.

Variables	N	α value
Teachers' Questionnaire	204	0.821
Heads Questionnaire	102	0.895

Table 1 revealed that the values (0.821 and 0.895) in the above-mentioned table showed that the questionnaires were highly reliable. Data from the two questionnaires were input and coded in SPSS software, and inferential and descriptive statistics were utilized to evaluate the survey results. The survey results were examined using cross-tabulations, frequencies, mean values, and correlations.

Results and Discussion

The questionnaires at the start mentioned demographical data on respondents' personal information, their gender, age brackets, institutes and experience, both academic and administrative.

Table 2. Results of teachers' questionnaire.

No	Description	SD %	D %	(SD+D) %	U %	A %	SA%	(A+SA) %	Mean	Level
1	Reaction	1.21	13.4	14.61	15.23	36.6	33.56	70.16	3.89	High
2	Learning	4.59	5.9	10.49	19.66	43.19	26.66	69.85	3.76	High
3	Behaviour	9.46	17.4	26.86	9.33	41.2	22.61	63.81	3.45	Moderate
4	Results	6.58	16.9	23.48	10.31	45.99	20.22	66.21	3.73	High
Overall average Percentages and Mean scores		5.46	13.4	18.86	13.63	41.75	25.76	67.51	3.71	High

Table 2 depicts the general basic data on secondary level public school teachers' impressions of ETTE training throughout the Kirkpatrick Model. Overall, (3.71) average score for all levels suggests that the training was quite effective for all stakeholders.

It also shows that the majority of instructors responded positively and liked ETTE training at an elevated level of mean score (3.89). They claimed that their overall learning had improved at a high level of mean score (3.76). It demonstrates that their comprehension was expanded, they learned new skills, and their perspectives were positively influenced by ETTE training.

They showed a moderate average score (3.45) for using all newly acquired abilities in the workplace. It is good to see training being implemented in real-time classrooms, but not to the extent planned or expected. A high mean score (3.73) indicates that secondary school teachers anticipate more positive outcomes from their involvement in ETTE training.

In summary, considering the high average scores and percentages, researchers determined that the ETTE training initiative was well received by secondary school teachers.

Table 3. Results of the heads' questionnaire.

No	Description	SD %	D %	(SD+D) %	U %	A %	SA%	(A+SA) %	Mean	Level
1	Reaction	3.4	19.6	23.0	6.8	43.9	26.4	70.2	3.71	High
2	Learning	2.0	17.5	19.5	2.1	52.7	25.8	78.5	3.83	High
3	Behaviour	0.9	18.3	19.2	1.9	55.8	23.1	78.9	3.82	High
4	Results	0.2	14.8	15.0	11.8	40.9	32.3	73.2	3.90	High
Overall average % & Mean scores		1.63	17.5	19.1	5.65	48.3	26.9	75.2	3.82	High

Table 3 shows the overall basic data concerning elementary school principals' views about ETTE training through the Kirkpatrick Model's four levels. It indicates that an overwhelming number of heads responded positively, and they feel their teachers valued the ETTE training at an elevated average score (3.71).

They indicated that their instructors' overall learning had improved (3.83). It also acknowledges that attending ETTE training expanded their knowledge, provided them with creative abilities, and favorably influenced their attitudes. They also reported a high mean score (3.82) for utilizing all newly gained abilities in the workplace. It is encouraging to see the deployment of training in real-time classrooms.

A high mean score (3.90) indicates that secondary school heads anticipate more positive outcomes as a consequence of their participation in ETTE training. In summary, considering the high average scores and percentages, the researchers determined that secondary school heads reacted well to the ETTE training project.

The current study found that the vast majority of trained Secondary School Teachers/Educators and Heads were happy with the ETTE training program, which elicited mostly favorable replies. These findings are consistent with Dhliwayo and Nyanumba's (2014) findings, which stated that the majority of trainees were happy with and felt the training to be useful.

Participants unanimously stated that the instruction was really valuable. According to the data, the vast majority of trained Secondary School Teachers/Educators and Heads believed that the ETTE training course provided them with valuable knowledge and improved their grasp of English language instruction. These findings are consistent with Dhliwayo and Nyanumba's (2014) conclusion that 'the majority of employees believe they have learnt from the training.

The study concluded that when trainees used new knowledge and skills, the level of instruction and education improved. This result is well-matched with Giovazolias et al. (2019), who said that the training program's outcomes were extremely effective in improving the quality of participants' work. This means that the secondary schools where the trainees teach have benefited from this training session.

The overall results at this level demonstrated favorable learning outcomes at both the individual and organizational levels.

Conclusions and Recommendations

The passionate comments of all participants suggested that the ETTE training course was highly significant and distinct from prior training programs delivered by QAED (formerly DSD) in recent years. It may be inferred that this very training program was highly productive in refining public school teachers' ability to teach English by providing them with critical information, skills, confidence, dedication, and good attitudes. As a result, after using the Kirkpatrick framework to evaluate the current study, it is possible to infer that the ETTE training program is extremely successful in modifying the behaviors of teachers in public schools at the secondary level. Training programs are effective, but they may be improved significantly. A transition from

uniform to diverse classrooms is required, and our training package is far more than capable of facilitating that transition. Our country needs thoughtful instructors who grow and evolve on a daily basis to meet the needs of various jobs and situations. It is time to melt old conceptions, and as instructors, we must engage in reflective practice about what we need to accomplish and what we are currently doing. Transferring training to real classrooms will be viable only if a follow-up system is established and on-the-job assistance is provided. It should be tied to promotions as well.

To assure training efficacy, the School Education Department, in collaboration with Quaid e Azam Academy for Educational Development, must conduct a systematic and scheduled project evaluation for all significant training initiatives. A well-planned and organized continuous professional growth program for secondary school teachers is required for any training to be effective or for any change to occur among public sector instructors. Further study might be undertaken to investigate the efficiency of the ETTE training programme for secondary science teachers, which is incorporated in all Induction and in-service trainings for science teachers organized by QAED in Punjab.

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