

Teacher Training Programs: The Development of Teaching Skills among the Prospective Teacher

Ferheen Jehangir^{*}, and Abida Nasreen^{**}

Abstract

This study was aimed to investigate the impact of the teacher training program in the development of teaching skills among prospective teachers. Teachers can transform lives; therefore, it is important that teachers are not just told *what* to teach but *how* to teach. Before they enter the classroom, and in the classroom and school, it is imperative to focus on their learning and development along with students' learning and development. The research study was included 200 prospective teachers from the University of Punjab. Independent samples t-test and one-way ANOVA were applied for measuring the mean score of male and female prospective teachers. Through the findings of this research, it was concluded that the majority of prospective teachers want effective and informative teacher training programs. Prospective teachers were more effective in-class interaction and management, teaching methods, use of A.V aids, planning and preparation of the subject taught and communication skills. Furthermore, prospective teachers revealed that they were not fully satisfied with the teacher training program.

Keywords: Training program, Teaching skills, Prospective teachers, Development

^{*} Master Student, IER, University of the Punjab, Lahore

^{**} Associate Professor, IER, University of the Punjab, Lahore

Introduction

Education is a long life process. Education is the process of transformation of experiences and knowledge from one generation to another generation through the teacher. The teacher is a very important personality for their students. Teachers know that prospective teachers are the future of our country because a sensible teacher can produce a sensible nation. To achieve national goals, teachers should have effective skills for teaching. Teachers' training is extremely important to make effective teaching and learning at schools. Teachers training programs introduce new innovations in the teaching profession and consequently develop the best qualities in the students.

A teacher training program is a combination of activities that create abilities and habits of hard work in school personnel. A teacher training program is established by the organization or institution to polish teachers' skills, create innovative thought, and an understanding of the aptitudes and activities at schools. Zachary et al., (2016) highlighted the fact that teacher training can help the pupils in a way better understanding subject matter. It also increments the students' cognition. There are three uses of the word "teaching". Firstly, teaching is what to instruct. Secondly, teaching is known as an occupation. Thirdly, teaching is all about knowledge and information. Silvia Baldiris, Panagiotis, Ramon Fabregat & Dementrios, (2016) stated that teacher training helps the teacher to overcome numerous learning restrictions and problems and training should be in conjunction with wanted strategies executed. Most teachers think that preparation is a good thing for all those students who will be there to learn. But they can't know about strategies that they teach their subjects in a better way. Summer or winter vacations in schools or colleges and semester breaks in universities is a better and enough time for a teacher who wants to know about good teaching tricks and strategies. Quality teacher training programs is a way to change in teaching skills, know and adopt the new teaching techniques to increase the students' learning. According to Noah and Olusola (2015), Teacher training (TT) increase the pupils' cognitive learning techniques encouraging the selection of a profound learning approach.

The development of new teaching skills is essential. Therefore, every country has developed teacher training programs in their countries. Teachers play the most significant role for students. Teachers' personality and way of teaching is a key influence on students' learning process and is based on the national education policy of every country. Teachers' status, education and training program is the most important chapter in the national education policy of any country. The New National Educational Policy 2017-2025 described status of teachers that, "the social status of teachers should be progressed by built up a performance-based compensate system, acknowledging the fulfilled teachers, participation of teachers in academic decision making and providing

opportunities for proceeds professional improvement.” (pp.64). The value of knowledge in the world is when man will respect the teacher. According to Saeed et al.(2013), teachers' role is imperative in the teaching and learning process but due to numerous issues, interferences in their professional abilities and so numerous other troubles which they face in the teaching and learning process they cannot perform their obligations well and successfully within the education procedure. Choi and Anderson (2016) stated that the teacher's role as a facilitator within the learning prepare students for the future and the feedback he/ she provides may force them towards their destiny. Increasing teacher training that is aligned to the trainees' competencies can produce more effective teachers. If a teacher can manage their class, they're better able to direct learning, interact with pupils and identify those who need support. There are many techniques that can be taught to help facilitate this positive learning environment. Ko, Sammons and Bakkum (2013) discussed that teachers are key components in any school and successful teaching is one of the key propulsor for school advancement. Afterwards, teacher adequacy is for the most part referred to in terms of focus on student outcomes and the teacher behaviours and classroom processes that promote superior student outcomes.

By following the principles of teaching, teachers can make effective and practical teaching possible. Teaching principles promote meaningful teaching, new educational trends, analysis and criticism, study and observation, awareness and interest. The educational system based on teaching principles is rewarding and rewarding. The teacher, who is committed to teaching principles, performs the duties of a mentor and mentor. Gibbs and Taylor (2016) argued that “reflective teaching, another strategy utilized by teacher education programs give opportunities for students to get important feedback, empowers them to be more dynamic learners and to end up more capable of considering the “what, how and why” of learning exercises, and can illustrate perspectives of skilful teaching.”

Today's teacher must use the latest technology and come up with a way to teach in the absence of any facility. A teacher who is aware of the impact of change in teaching can have an impact on children's learning quality. Yogesh & Nath, (2008), stated that “teacher education is related to the roles expected from future teachers to perform, teaching-learning prepare they are gathered experience with, professional requirements to be met and pedagogical and mental improvements of upcoming teachers.”

Teaching is not just a profession but an art. In order to perform professional teaching duties, the teacher must be less familiar with the principles of teaching. A vocal teacher is aware of the art of presenting the subject in a standard way to suit the mental and psychological needs of the students. For effective teaching, the teaching of any subject, prior to the teacher's refinement and review of his or her prior knowledge of the

subject, is extremely important. In addition to re-evaluating past information, teachers can enhance their personality and teaching by equipping them with the latest research and trends on the topic. Cohort Nominate (2016) discussed that effective teaching not depended upon the information base of the teacher but is related to strategy and fashion of teacher communication skills. Teaching is not a part-time profession, but teachers have to be prepared for the mental and physical hard work of their students for the welfare of their students. The lesson they need to teach in the classroom is to plan all the lesson steps a day in advance. Then, it is important to pay attention to each child in the class, taking into account their qualities and shortcomings. At the end of the lesson, the results are evaluated by taking a general review and at the end assigning homework and checking the previous day's homework in the classroom. Gentle and under-stressed students are thought ways to get along with the class. Fashiku (2017) stated that teaching includes sharing an encounter between the teacher and the learner. It needs to do with the expression of a purposeful point of bringing almost a desirable change within the behaviour of the learner.

Teachers are also required to be aware of teaching objectives in order to carry out effective teaching. Teachers can make successful breakthroughs in teaching objectives by following teaching principles. Teaching principles play an important role in achieving effective teaching and learning goals. Teaching principles learn why, when and how to teach. Teaching learners make teachers accustomed to the structure and systematic planning of the teaching process. Also provides details. **Emmer & Sabornie**, (2015) "All modern teachers ought to centre more on gatherings students' needs by compassionately managing behaviours through going to students' needs, creating lesson rules, educating suitable practices and setting up a climate of trust and respect.

Objectives of the Research

The researchers have the following objectives for the conduct of this research:

1. To compare the prospective male and female teachers opinions on teacher training program.
2. To evaluate the opinions of prospective teachers about teaching skills including planning & preparation, teaching techniques, teaching methods and A.V aids, contact with class, classroom control, management skills, and personality development skills.
3. To provide a few recommendations to improve the teaching aptitudes for prospective teachers.

Null Hypothesis

- H_o1: There is no difference between the mean score of male and female students about planning & preparation.
- H_o2: There is no difference between the mean score of male and female students about teaching techniques.
- H_o3: There is no difference between the mean score of male and female students about teaching methods and A.V aids.
- H_o4: There is no difference between the mean score of male and female students about contact with class.
- H_o5: There is no difference between the mean score of male and female students about management skills.
- H_o6: There is no difference between the mean score of male and female students about communication skills.
- H_o7: There is no difference between the mean score of male and female students about personality development skills.
- H_o8: There is no difference of mean score among the prospective teachers of ten (10) programs of Institution of Education and Research, University of the Punjab.

Procedure of the Research

This research was descriptive research. The research included 200 prospective teachers from the Institution of Education and Research (I.E.R), University of the Punjab, Lahore. Through random sampling, researchers collected data from the male and female perspective teachers of the Institution of Education and Research (I.E.R), University of the Punjab. For data collection, the researchers administered the questionnaire which included 30 items. These items were about the seven teaching skills e.g. planning & preparation, teaching techniques, teaching methods and A.V aids, contact with class, classroom control, management skills and personality development skills for prospective teachers.

Analysis of the Data:

The data were arranged and findings were drawn through the statistical procedure of SPSS, after the data collection, Independent sample t-test statistics and ANOVA were used for measuring the mean scores of male and female prospective teachers of the University of Punjab. After the data analysis, findings were interpreted and the researchers gave some suggestions for improvement of the teacher training program for the prospective teachers. The analysis and interpretations of the research data through Independent samples t-test to measure the mean differences between male and female prospective teachers and One-Way ANOVA to measure the mean differences among ten

(10) programs of the Institute of Education and Research (IER) the University of Punjab, about the importance of the teacher training programs for the development of teaching skills among the prospective teacher. The hypotheses wise analysis and interpretation of the data is given below:

Planning and Preparation:

It is essential that when the teacher enters the classroom to teach their students, he/she is already prepared for content teaching. Good planning and preparation before every work is the key to a successful life. The teacher should understand the subject and the content which they teach in the classroom.

H₀₁: There is no difference between the mean score of male and female students about planning & preparation.

Table 2

*Independent-Sample - t. score to measure the comparison of mean difference between male and female students about **planning & preparation***

Sr.#	Statement	Gender	N	\bar{x}	St. D	T	df	Sig (2-tailed)
05	Teacher training produce the knowledge of subject being taught.	Male	64	3.38	.826	3.824	198	.001
		Female	136	3.76	.587	3.392	93.982	
06	Teacher training has created the ability to check the student's pervious knowledge.	Male	64	3.36	.764	3.181	198	.003
		Female	136	3.69	.650	3.002	107.452	
07	Teacher training has created the ability to use the A.V aids in the classroom.	Male	64	3.39	.884	3.427	198	.004
		Female	136	3.75	.581	2.965	89.447	
Total		Male	200	10.1250	1.97203	4.297	198	.000
		Female		11.2059	1.49130	3.892	98.154	

An independent sample t-test was applied to compare the mean difference between male and female (prospective teachers) about the planning and preparation the level of significance $p \geq 0.05$.

According to all above mention the table of the opinion of male and female prospective teachers are significant. It was statistically concluded that female prospective teachers have strong opinion about that teacher training programs to produce knowledge about the subject and creates the ability to check the previous knowledge of students and the use of A.V aids rather than male prospective teachers. However, overall t-scores were significant and showed that there was a difference in the opinion of male and female prospective teachers on the planning preparation aspect of teachers' training programs. Therefore, the null hypothesis was rejected.

Teaching Techniques

Teaching technique as a whole is aimed to bring changes in the behaviour of the students and way of doing things which can be repeated again and again.

H₀2: There is no difference between the mean score of male and female students about teaching techniques.

Table 3

Independent-Sample - t. score to measure the comparison of mean difference between male and female students about teaching techniques.

Sr.#	Statement	Gender	N	\bar{x}	St. D	t	df	Sig (2-tailed)
08	Teacher training provides the awareness about evaluation techniques.	Male	64	3.67	.592	.998	198	.320
		Female	136	3.76	.623	1.016	129.381	
09	Teacher training developed the ability of making the class participation and involvement in lesson.	Male	64	3.67	.506	.680	198	.440
		Female	136	3.60	.733	.773	171.134	
10	Teacher training develops the ability to check homework in specific time.	Male	64	3.56	.732	.357	198	.721
		Female	136	3.60	.753	.361	126.728	
11	Teacher training develops the ability to cover the lesson in specific time.	Male	64	3.45	.815	2.197	198	.037
		Female	136	3.71	.731	2.112	112.273	
Total		Male	200	14.3594	1.80271	1.014	198	.312
		Female		14.6765	2.17352	1.084	146.652	

An independent sample t-test was applied to compare the mean difference between male and female (prospective teachers) about teaching techniques and the level of significance $p \geq 0.05$.

The table indicated that the opinions of male and female prospective teachers are insignificant. It was statistically concluded that female prospective teachers have a strong opinion about that teacher training programs developed the evaluation techniques, the involvement of student's participation in activities and cover the lesson in a specific time rather than male prospective teachers.

Statement no. 10 in which male prospective teachers has a strong opinion that the teacher training programs is important to create the ability to check homework at a specific time. However, the overall t-scores were insignificant and showed that there was no difference in the opinions of male and female prospective teachers on the personality development aspect of teachers' training program. Therefore, it is concluded that both male and female prospective teachers opined that the teacher training program was providing the knowledge about evaluation techniques creates activities according to the interests of students, ability to check the homework in and cover the content in a specific time. Therefore, the null hypothesis was accepted.

Teaching Method and A.V Aids:

Methods deal with the teaching styles that a teacher adopts in the classroom to teach their subject. The teaching method is a style of presentation of the content in the classroom with the help of A.V.aids.

H₀3: There is no difference between the mean score of male and female students about teaching methods and A.V aids.

Table 4

Independent-Sample - t. score to measure the comparison of mean difference between male and female students about teaching methods and A.V aids

Sr.#	Statement	Gender	N	\bar{x}	St. D	T	df	Sig (2-tailed)
12	Teacher training developed the skills to use of A.V aids in the classroom.	Male	64	3.52	.873	2.233	198	.050
		Female	136	3.76	.627	1.988	94.666	
13	Teacher training creates the ability of effective use of charts.	Male	64	3.28	.951	3.687	198	.001
		Female	136	3.72	.696	3.304	95.934	
14	Teacher training has developed the ability to use of pictures and posters.	Male	64	3.41	.904	3.638	198	.003
		Female	136	3.79	.963	3.098	86.785	
15	Teacher training creates the ability to pick up the appropriate teaching method (Lectured method, discussion method, experimental method, activity methods, etc.) according to lesson.	Male	64	3.39	.866	2.499	198	.021
		Female	136	3.68	.727	2.347	106.306	
Total		Male	200	13.5938	2.82123	3.799	198	.001
		Female		14.9485	2.09875	3.422	97.016	

Independent sample *t-test* was applied to compare the mean difference between male and female (prospective teachers) about the **teaching methods and use of A.V aids** and the level of significance $p \geq 0.05$.

According to the above-mentioned table, the opinion of male and female prospective teachers are significant. It was statistically concluded that female prospective teachers have a strong opinion that the teacher training programs develop the ability to use A.V aids (pictures, charts, posters, methods) in the classroom rather than male prospective teachers. However, overall *t*- score was significant and showed that there was a difference in the opinions of male and female prospective teachers on the teaching methods and A.V aids aspect of teachers' training program. Therefore, it is concluded that both male and female prospective teachers opined that teacher training program

cannot develop the skills to use of A.V aids, use of charts, use of picture and posters, appropriate use of different kinds of teaching methods(Lecture method, discussion method, experimental method, activity method, etc.). Therefore, the hypothesis was rejected.

Contact with Classroom:

Contact with the classroom is that skill, teacher connects with their students. Through this skill, teachers solve the issues and problems of their students. Teacher deals with their students directly.

H₀4: There is no difference between the mean score of male and female students about **contact with class.**

Table 5

*Independent-Sample - t. score to measure the comparison of mean difference between male and female students about **contact with classroom.***

<i>Sr.#</i>	<i>Statement</i>	<i>Gender</i>	<i>N</i>	\bar{x}	<i>St. D</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
16	Teacher training developed the ability to establish good the pupil-teacher relationship.	Male	64	3.36	.915	3.265	198	.004
		Female	136	3.76	.699	2.968	98.900	
17	Teacher training creates a sense awareness to solve the pupils learning difficulties and problems.	Male	64	3.31	.906	2.778	198	.010
		Female	136	3.65	.764	2.613	106.592	
18	Teacher training produces a positive attitude towards pupil.	Male	64	3.44	.852	2.418	198	.032
		Female	136	3.70	.636	2.181	97.295	
19	Teacher training has helped to established the healthy environment for better learning in the classroom.	Male	64	3.17	1.077	3.648	198	.002
		Female	136	3.65	.736	3.196	91.626	

20	Teacher training creates the ability to develop respect in students.	Male	64	3.42	.869	3.045	198	.009
		Female	136	3.74	.596	2.671	91.880	
21	Teacher training developed the proper eye contact with students during lectures.	Male	64	3.36	.880	1.857	198	.073
		Female	136	3.60	.820	1.810	116.013	
Total		Male	200	20.0625	4.07031	4.075	198	.001
		Female		22.0809	2.81545	3.584	92.378	

An independent sample *t-test* was applied to compare the mean difference between male and female (prospective teachers) about the **contact with classroom** and the level of significance is $p \geq 0.05$.

The table indicated that the opinion of male and female prospective teachers is significant. It was statistically concluded that female prospective teachers have a strong opinion about that teacher training programs (developed the good the relationship among students, produce the ability to solve the student's problems, establish a better environment, eye contact with students during lectures) than male prospective teachers because the mean value of female prospective teachers is greater than the mean value of male prospective teachers. However, overall *t*- scores were significant and the result showed that there was no difference in the opinions of male and female prospective teachers on contact with a class aspect of teachers' training program. Therefore, it is concluded that both male and female prospective teachers opined that teacher training program can develop the good relationship with students, proper eye contact with students during lectures, respect in students, create the awareness to solve the pupil learning problem and difficulties and established a healthy environment for better students' learning in the classroom. Therefore, the hypothesis was rejected.

Management Skills:

A teacher should have skill in classroom management. The teacher has the ability to handle a difficult situation in the classroom. The teacher should adopt those activities according to the interest of the students.

H₀₅: There is no difference between the mean score of male and female students about management skills.

Table 6

*Independent-Sample - t. score to measure the comparison of mean difference between male and female students about **management skills**.*

Sr.#	Statement	Gender	N	\bar{x}	St. D	T	Df	Sig(2-tailed)
22	Teacher training develops the ability of handling the difficult situations in classroom.	Male	64	3.36	.915	4.335	198	.000
		Female	136	3.81	.538	3.645	84.107	
23	Teacher training has to adopt the co-curriculum activities with the great interest of student's involvement to adopt the co-curriculum activities with the great interest of student's involvement.	Male	64	3.20	1.026	2.811	198	.012
		Female	136	3.57	7.85	2.556	98.996	
24	Teacher training developed the ability of handling question with students	Male	64	3.41	.886	2.404	198	.030
		Female	136	3.68	.696	2.207	100.949	
25	Teacher training developed the ability to maintain discipline in the classroom.	Male	63	3.29	.941	3.073	196	.006
		Female	135	3.66	.724	2.790	97.614	
26	Teacher training enhanced his knowledge about students' psychology to maintain the discipline during lectures.	Male	62	3.35	.925	3.512	196	.003
		Female	136	3.75	.630	3.057	87.713	
Total		Male	200	16.4531	3.68148	4.768	198	.000
		Female		18.4485	2.20377	4.011	84.912	

An independent sample *t-test* was applied to compare the mean difference between male and female (prospective teachers) about **management skills** and the level of significance is $p \geq 0.05$.

The table showed a significant opinion of male and female prospective teachers. It was statistically concluded that female prospective teachers have a strong opinion about that teacher training programs (developed the ability to handle the difficult situation in the classroom creates those activities according to the interests of students,

maintain the discipline and handling the question with students) because the mean value of female prospective teachers is greater than the mean value of male prospective teachers. However, overall t- score were significant and showed that there was a difference in the opinions of male and female prospective teachers on the management skills aspect of teachers' training program.

Communication Skill:

It is important for teachers how they deal with their students, parents and other institution staff. Teachers should have good and effective communication skills.

H₀6: There is no difference between the mean score of male and female students about **communication skills**.

Table 7

Independent-Sample - t. score to measure the comparison of mean difference between male and female students about communication skills.

Sr.#	Statement	Gender	N	\bar{x}	St. D	T	Df	Sig(2-tailed)
27	Teacher training enables to provides counselling to students.	Male	62	3.44	.917	2.433	196	.031
		Female	136	3.72	.685	2.187	93.308	
28	Teaching training creates the ability of good communications with students, permanent teaching staff and parents.	Male	62	3.35	.977	3.293	196	.007
		Female	136	3.73	.602	2.777	82.839	
29	Teacher training creates the ability to use the appropriate vocabulary in the classroom.	Male	64	3.33	.993	3.037	198	.009
		Female	136	3.69	.672	2.653	91.142	
30	Teacher training created the skill to use nonverbal cues in the class.	Male	64	3.50	.756	3.033	196	.007
		Female	134	3.79	.563	2.739	97.553	
Total		Male	200	13.4063	2.9905	4.191	198	.001
		Female		14.8750	1.91461	3.597	88.117	

An independent sample *t-test* was applied to compare the mean difference between male and female (prospective teachers) about **communication skills** and the level of significance is $p \geq 0.05$.

According to the above-mentioned table, it was indicated that the opinion of male and female prospective teachers is significant. It was statistically concluded that female prospective teachers have a strong opinion about that teacher training programs (creates the ability to communicate their skills, good communication with students, permanent teaching staff, good vocabulary and non-verbal cues in the classroom) because the mean value of female prospective teachers is greater than the mean value of male prospective teachers. However, overall t- score were significant and showed that there was a difference in the opinions of male and female prospective teachers on the communication skills aspect of teachers' training program. Therefore, it is concluded that both male and female prospective teachers opined that teacher training program can produce the ability of counselling to students, good communication with students, parents and other teachings permanent staff and appropriate use of vocabulary and non- verbal cues in the classroom. Therefore, the hypothesis was rejected.

Personality Development Skills:

Personality development skill improves the personality of the teachers. This skill increases the level of the confidence of teachers.

H₀₇: There is no difference between the mean score of male and female students about personality development skills.

Table 1

Independent-Sample - t score to measure the comparison of mean difference between male and female students about the personality development skills.

Sr.#	Statement	Gender	N	\bar{x}	St. D	T	Df	Sig(2-tailed)
01	Teacher training has developed your self – confidence.	Male	64	3.86	.500	.611	198	.542
		Female	136	3.80	.676	.680	162.055	
02	Teacher training has created the habit of punctually.	Male	64	3.73	.542	.089	198	.929
		Female	136	3.74	.644	.095	144.796	
03	Teacher training developed your self-grooming.	Male	64	3.70	.554	.102	198	.919
		Female	136	3.71	.698	.110	152.516	
04	Teacher training developed the ability of decision-making during training.	Male	64	3.44	.906	2.657	198	.020
		Female	136	3.74	.647	2.361	94.286	
	Total	Male	200	14.7344	1.87076	.826	198	.410
		Female		14.9926	2.14822	.868	140.243	

An Independent samples *t-test* was applied to compare the mean differences between male and female prospective teachers about personality development skills. The level of significance is $p \geq 0.05$.

According to all above-mentioned data in the table indicated that the opinions of male and female prospective teachers are insignificant on all statements except statement no. 04. It was statistically concluded that teacher training programs developed the ability of decision-making among the prospective teachers because the mean of female prospective teachers is 3.74 which is relatively higher than male prospective teachers. However, the overall t-scores were insignificant and showed that there was no difference in the opinions of male and female prospective teachers on the personality development aspect of teachers' training program. Therefore, the null hypothesis was accepted.

Comparison among ten (10) programs about the development of the teaching skills

Table.8

One-way ANOVA test to measure the comparison of mean difference among ten (10) programs about the development of the teaching skills.

<i>Program</i>	<i>N</i>	<i>Mean</i>	<i>St. D</i>
Secondary Education	33	104.9091	16.22183
Elementary Education	10	106.3000	12.36527
Islamic Education	40	113.5250	9.71646
Science Education	18	106.4444	12.13756
Business Education	18	103.7222	13.42870
Evaluation & Research Education	16	109.6250	12.87828
English Language & Teaching Linguistics Education	17	108.7647	10.49720
BS. ED (HONS)	21	109.4286	15.13463
B. ED (1.5year)	9	106.8889	8.56511
B. ED (HONS)	18	110.5556	11.62261

	<i>df</i>	<i>Sum of square</i>	<i>Mean of square</i>	<i>f</i>	<i>Sig</i>
Between Group	9	2109.837	234.426	1.448	.170
Within Group	190	30764.143	161.917		
Total	199	32873.980			

H₀8: There is no difference of mean score among prospective teachers from ten (10) programs of Institution of Education and Research, University of the Punjab.

One-way ANOVA the test was applied to compare the mean difference of mean score among prospective teachers from ten (10) programs of Institution of Education and Research (I.E.R). It was statistically concluded that there is no meaningful difference among prospective teachers from ten (10) programs of I.E.R. The significant value is .170 is greater than the significant level of 0.05. The overall One- way ANOVA test was insignificant and showed that there was no difference in the opinions of male and female prospective teachers from ten programs on the personality development, planning and preparation, teaching techniques, teaching methods use of A.V aids, contact with class, management skills and communication skills aspect of the teachers training program. Therefore, the null hypothesis was accepted.

Conclusion and Discussion:

The study was aimed to evaluate the prospective teachers' opinions about teacher training programs in the development of teaching skills among the prospective teachers. This research was included 200 prospective teachers from ten programs of Institution of Education and Research (I.E.R), University of Punjab, New Campus, Lahore. Through, random sampling researchers were collecting data from male and female prospective teacher.

Opinions of male and female prospective teachers revealed their satisfaction level with teacher training programs. It was concluded that these programs develop personality and teaching techniques. Mostly opinions of male and female prospective teachers showed that the programs were good and effective quality based for prospective teachers. They opined that they are learning new innovations and ideas about lesson planning and preparation, contact with class, management skills, teaching methods and use of A.V aids. Literature also supports the result of this research, McBer(2000) concurred that "effective teachers employ a range of assessment methods and techniques to monitor learners understanding of lessons and work."

Through the findings of this research, it was discovered that the majority of prospective teachers want effective and informative teacher training programs which can develop effective teaching skills. Prospective teachers opined that these programs were preparing future teachers effectively in contact with class, teaching methods, use of audio-visual aids, management skills, planning and preparation for the subject to be taught and communication skills. Literature also supports the result of this research; Salami (2009) viewed the importance of communication skills that, teaching includes a kind of communication that has an impression within the intellect of the learner in such a way that he or she acknowledges the desirable modern experience.

Training programs of the teachers develops professional improvement. This improvement makes a new change in the student's learning abilities. Mohan (2011) reinforced the result of this research. He discussed that professional improvement goes beyond the term training with its suggestions of learning abilities, and includes a definition that incorporates formal and informal implies of helping teachers not only learn modern aptitudes but create modern experiences into the pedagogy. In this research study, female prospective teachers handle students better than male prospective teachers. Nejati, Hassani and Sahrapour (2014) discovered that female teachers are superior at guidelines procedures whereas males are way better at student engagement. The results make it clear to conclude this research work that teacher training programs are important for the development of teaching skills among prospective teachers.

Recommendations

Teacher training programs should provide quality-based, continuous and effective training to the prospective teachers and continuous improvements should be made periodically on the base of feedback provided by the prospective teachers. Professional development opportunities can be a motivational tool to continue improving as a teacher. Regular training and feedback keep teachers current in pedagogical trends and reinforces what works. As long as this training is regular, up-to-date and relevant, both the teacher and pupils benefit. It's often linked to career progression too.

References

- Cohort Nominate. (2016). Communication Skill For Teachers: An Overview, Retrieve from Online on 10/08/16 <http://www.communicationskillsworld.com/communicationskillsforteachers.html>
- Choi Y & Anderson W. J. (2016). Self-directed learning with feedback. *Journal of College Science Teaching*, 45:32-38.
- Emmer, E. T., & Sabornie, E. J. (2015). Introduction to the second edition. In E. T.Emmer & E.J. Sabornie (Eds.), *Handbook of classroom management* (2nd ed.,pp. 3–12). New York: Routledge.
- Fashiku, C. O. (2017). Effective Communication: Any Role In Classroom Teaching Learning Process In Nigerian Schools?. *Bulgarian Journal of Science and Education Policy (BJSEP)*, 11(1) 173-187.
- Gibbs J. C. & Taylor J. D. (2016). Comparing student self-assessment to individualized instructor Feedback. *Active Learning in Higher Education*, 17:111-123.

- Ko, J., Sammons, P., & Bakku, M. L. (2013). *Effective teaching: A review of Research and Evidence*. Oxford University, Routledge.
- McBer (2000) *Research into Teacher Effectiveness: A model of Teacher effectiveness*. London, DFEE/The Stationery Office.
- Mohan, Radha (2011). *Teacher Education* published by Ashoka K. Goshi PHL learning pvtlimited, M.97Cannaught Circus, New Delhi.
- Nejati, R., Hassani, M. T., & Sahrapour, H. A. (2014). The relationship between gender and student engagement, instructional strategies, and classroom management of Iranian EFL teachers. *Theory and Practice in Language Studies*, 4(6), 1219.
- Noah, L. S., & Olusola, O. A. (2015). Impacts of Pedagogical Agent Gender in an Accessible Learning Environment. *Journal of Educational Technology & Society*, 18(4), 401-411.
- Silvia Baldiris, N., Panagiotis, Z., Ramon Fabregat, G., & Demetrios, G. S. (2016). Developing Teachers' Competences for Designing Inclusive Learning Experiences. *Journal of Educational Technology & Society*, 19(1), 17-27.
- Saeed, M., Ahmad, I., Salam, M., Ali, S., and Shafi al-Haq, (2013) Critical Analysis of Problems of School Teachers in Pakistan: Challenges and Possible Solutions. *Journal of Education and Practice*, 4(4).
- Salami, A. A. (2009). *Issues in teacher education and teaching profession in Nigeria; a reflection of trends and innovations*. Ilorin: Asadex.
- The New Education Policy of the Pakistan (2017-2025) Retrieved from <https://planipolis.iiep.unesco.org/en/2017/national-education-policy-2017-2025-6414>.
- Yogesh, Singh, K and Nath, Ruchika (2008). *Teacher Education*. New Delhi, India, A.P.H. Publishing Corporation. (pp.121).
- Zachary, W., Eleazar, V., & Wilfred, W. (2016). The Impact of Simulated Interviews for Individuals with Intellectual Disability. *Journal of Educational Technology & Society*, 19(1), 76-88.