

# A Study To Measure The Effectiveness Of Teacher Training Progress On Accelerated Learning Program (ALP) In Baluchistan: Using Kirkpatrick Evaluation Model

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## ABSTRACT

The purpose of this research was to analyse the progress that teachers in Baluchistan, Pakistan had made in their training for the Accelerated Learning programme (ALP). The current research was conducted using Kirkpatrick's evaluative model. The researcher conducted survey with a total of 305 trainee teachers who participated in the ALP. The purpose of survey was to gain an understanding of how the participants felt the programme affected their teaching methods as well as the learning outcomes of their students. After the training, the majority of the trainee teachers claimed that they had seen an increase in both their teaching and communication abilities. This was determined by an examination of the collected data. The study found that the program had a positive impact on the teachers, and that it improved their teaching skills. The program also helped the teachers to better understand the needs of their students. The findings of this study can help school authorities in designing appropriate teacher training programs from improving their teaching and learning practices. The study of teachers' training progress on the Accelerated Learning Program (ALP) in Baluchistan analytically evaluating the teachers training progress to know the goals of programme impact on student academic achievement. The study found that the teachers had a positive reaction to the training, and that they learned the content and were able to apply it in their classrooms. The study also found that the ALP had a positive impact on student achievement. Government should continue these type of program as teachers' continuous professional development.

**Key Words:** Training Progress, Accelerated Learning Program, Baluchistan, Pakistan, Kirkpatrick's Evaluative Model, Teaching Methods, Students Learning Outcomes, Positive Impact, Teacher Training Program, Student Achievement

## INTRODUCTION

Education is crucial for the growth of human capital. It provides a skilled workforce capable of steering the economy along the path of

long-term, sustainable economic development by enhancing personal productivity and efficiency. Pakistan's educational situation, like that of many other developing countries,

is depressing (United Nations Children's Fund (UNICEF) Pakistan, 2015).

Lack of skilled instructors, a lack of appropriate teaching materials, low enrollment rates at the primary level, large gender and regional differences, and inadequate physical infrastructure of schools all point to this sector's subpar performance (Fatima & Begum, 2014). All children between the ages of 5 and 16 are entitled to free education under Articles 25A, 31 and 37 (Subsections a, b, and c) of the Pakistani Constitution. Education is also regarded as a basic right of every Pakistani citizen. In terms of educational changes and an assessment of the existing educational situation, the 18th Amendment of the constitution has totally decentralised education to the provinces, increasing their responsibilities.

According to the Economic Survey of Pakistan (2009–2010), Baluchistan has a lower literacy rate (46% vs. 56% in Sindh, 59% in Khyber Pakhtunkhwa, and 59%) than Punjab, Sindh, and Khyber Pakhtunkhwa (M. S. I. Ali et al., 2022). Baluchistan's Gender Parity Index (GPI) score is 0.35, which is lower than the scores for Punjab (0.69), Sindh (0.61), and Khyber Pakhtunkhwa (0.49) (Hashami, 2016).

While covering approximately half of Pakistan's total area, the province of Baluchistan only has roughly 5% of the nation's 120 million inhabitants. The state of education in this province is considerably dire, especially when females are the subject. Although Baluchistan's primary school gross participation percentage barely tops 34%, female involvement is significantly lower. It is among the lowest in the world at 22%. Around one female for every four males attends primary school in Baluchistan, while just

83,000 girls and 324,000 boys respectively (Van Der Gaag 1995). In actuality, just 4% of its ladies presently meet the criteria for literacy. The percentage is less than 2% in rural regions (Aslam et al., 2021).

The Accelerated Learning Program (ALP) attempts to provide underprivileged, older, out-of-school children, and teens access to education by running age-appropriate, adaptable programmes in a compressed amount of time. Those who lost out or had their education disrupted owing to poverty, marginalisation (migration), war, and crises may fall under this category (Tortop, 2014).

This ALP program is running successfully in Baluchistan and teacher training program is also connected in difference phases for this ALP successful goal. PITE (Provincial Instituted of Teacher Education) Quetta and BOC Bureau of Curriculum launched a number of trainings in area of English, Math, G Science, Urdu, social study and on Pedagogy for Alps Teachers (UNICEF, 2018). The ALP programme is specifically designed for children who missed school during the school year. It helps local children and youth who haven't finished their education on time by giving them a boost so they can finish their required education and help them get their educational qualifications in a short amount of time. For example, an ALP may be a three-year curriculum that includes six years of basic education (Batezai, 2022). Covering every recognised subject in the curriculum. Years of ignored learning are being undone by a programme to quickly cover education material. Besides above Govt of Baluchistan secondary education department with financial and technical supports of UNICEF has implemented the Accelerated Learning Program (ALP) in eleven (11) districts of Baluchistan. The name "Alternative Learning Pathway Program" (ALP) serves as a catch-all

for a variety of non-formal education models. The only thing that unites them is the fact that they provide an alternative to formal education, reaching out to children in the 5- to 16-year-old age range, who for various reasons, haven't been admitted into or who have subsequently left the formal education framework and giving them a second chance at education. Using effective teaching and learning strategies that are matched to the cognitive maturity of the learners, the accelerated education program's objective is to equip students with the comparable, recognised competences for basic education (Rehmani, 2006).

### **STATEMENT OF THE PROBLEM**

The study sought to evaluate the impact of teachers' training on the Accelerated Learning Program (ALP) in Baluchistan, Pakistan, and to identify any challenges or barriers to its successful implementation. The progress of teachers who have undergone ALP training was assessed, and the impact of the program on student learning outcomes was evaluated.

### **OBJECTIVES OF THE STUDY**

To evaluate the degree of satisfaction, knowledge and skills acquired, behavioral changes, and impact of teacher training programs in Baluchistan related to ALPs on student achievement.

### **REVIEW OF LITERATURE**

Strong supporting evidence for the significance of teacher quality in connection to student academic success can be found in the study of (Ahmad et al., 2014; S. Ali, 2007; Batezai, 2022; Rehmani, 2006; UNICEF, 2018; United Nations Children's Fund (UNICEF) Pakistan, 2015). Several research over the last few decades that identified a link

between teacher quality and student success confirm this. These studies have also shown that a mix of knowledge, abilities, and values determines a teacher's quality (Irfan Ashraf & Arfan Lodhi, 2021). Additionally, educational institutions at all levels of government have made investments and adopted policies that support the results of Gul (2019) In addition, a number of additional studies have looked at various elements of the relationship between student accomplishment and teacher quality. For instance, studies have shown that instructors with more education and experience tend to have a greater beneficial impact on students' academic performance (Nazar & Nordin, 2020). However, studies have shown that a significant influence in determining a student's academic achievement is the quality of the education they get in the classroom (Ahmad et al., 2014). However, there is data that suggests that the connections between teachers and students are important in predicting student performance (Vazir & Retallick, 2007). Overall, the study by Joshua Manduku (2017) sheds important light on the role that teachers have in students' academic success (Manduku, 2017). This is in line with the results of many other research, and it implies that teacher quality is a factor to be taken into account when assessing and enhancing educational achievements. To guarantee that teachers are able to provide their pupils high-quality education and assistance, the study's results might also be utilised to guide investments and policy choices at the local, state, and federal levels (UNICEF, 2018).

The four levels of Kirkpatrick's framework for assessing educational programmes are looked at in this article's literature review. Reaction, the initial level, examines participants' attitudes about the programme. The second phase of the programme, learning, is where

participants' newfound knowledge and abilities are highlighted. The third level, conduct, examines how individuals use their skills and knowledge in everyday situations. The fourth level, outcomes, examines the program's accomplishments in relation to its aims and objectives. The efficiency of the Kirkpatrick model for assessing educational programmes has been investigated by several scholars. For instance, the Kirkpatrick model was successful in monitoring student learning outcomes, according to a research by Dzurec and Dzurec (2007). The Kirkpatrick model was successful in gauging the efficacy of a professional development programme, according to a 2009 research by Fong. Studies have also looked at how the Kirkpatrick model is used in various situations. For instance, Aziz (2018) showed that the Kirkpatrick model was useful for assessing the effects of educational initiatives in a public school environment (Aziz, 2018). According to Alsalamah and Callinan (2021), the Kirkpatrick model may be used to evaluate the effectiveness of an online course at the college level. Overall, it was concluded from a review of the literature that the Kirkpatrick model is a valuable tool for evaluating educational activities. The approach may be used to evaluate student learning outcomes, the success of professional development programmes, and the impact of educational initiatives in a variety of contexts. As a consequence, the Kirkpatrick model should be used when evaluating the performance of educational activities (Alsalamah & Callinan, 2021).

According to a study of the research, alternative learning programmes (ALPs) are becoming more and more popular as a means of tackling the problem of out-of-school youth and dropouts. These applications may be useful in delivering high-quality instruction

and enhancing students' academic results, according to research. ALPs in India, for instance, were shown to have a favourable effect on student learning outcomes (Sathe, 2021). According to a research by UNICEF & Government of Balochistan (2014 & 18) research found that ALPs in Pakistan significantly impacted student success (Balochistan, 2014; UNICEF, 2018). The report by United Nations Children's Fund (UNICEF) Pakistan, (2015) describe the curriculum utilised in the ALPs programme and talk about the function of ALPs in Pakistan. The curriculum was created by the Bureau of Curriculum Specialists from the Directorate of Schools, Bureau of Curriculum, and Text Book Extension Quetta, according to the authors, and it is based on the National Curriculum 2006. This is consistent with the conclusions of previous studies that examined the ALPs programs' curriculum (Balochistan, 2014). The paper by Begum et al (2020) adds significantly to the body of knowledge on ALPs in Pakistan. The writers provide a thorough explanation of the ALPs program's curriculum and talk about how the programme could help with dropout and out-of-school children difficulties. This article adds to the increasing body of knowledge about ALPs and their function in giving pupils a top-notch education.

## RESEARCH DESIGN

The study employed a convergent parallel mixed-methods research design. A survey was administered to a sample of teachers who participated in the ALP training program, and semi-structured interviews were conducted with a master trainers, district program manager, and Taluka head teachers to gather more detailed and nuanced insights into their experiences with the program. Quantitative data was collected through the survey, while qualitative data was collected through the

interviews. Both the quantitative and qualitative data were analyzed separately, and then integrated in the interpretation of the findings.

This research aims to examine the effectiveness of training programs utilizing the Kirkpatrick model of evaluation. A quantitative research design will be employed for the study, and data will be collected through a survey administered to participants of training programs. The survey will assess the participants' reactions to the training program, their learning outcomes, their application of the training content to their behavior, and any results that may have been achieved. Descriptive statistics will then be used to analyze the collected data.

ALP was implemented in 11 Districts of Baluchistan. There were 197 male teacher and 83 female teachers working on this program total 278 teachers' participants in ALP

Baluchistan programme. The sample size of this study is increased to 123 teachers (90 male teachers and 33 female teachers) which were randomly selected from 3 districts using systematic sampling technique.

A self-developed Likert Scale 5.0 questionnaire and interviews were used to collect data on teachers' perceptions of the ALP training program. The questionnaire was based on the Kilpatrick Evaluation model and included 42 items. Each item had five options: 5-SD, 4-D, 3-UND, 2-A, 5-SA, and was in the form of a statement.

## RESULTS

The data collected through the survey was thoroughly analyzed using descriptive statistical techniques. Descriptive statistics such as means, standard deviations, and frequencies were calculated to summarize the data and gain deeper insights into the survey results.

**Table 4.1: Demographic Data of the Respondents**

Variable	Category	Sample	%age	
<b>Gender</b>	Male	90	73.17	
	Female	33	27.86	
	<b>Total</b>	<b>123</b>	<b>100.0</b>	
<b>Academic Qualification</b>	FSC	36	29.3	
	B.A	50	40.7	
	<b>Total</b>	<b>123</b>	<b>100.0</b>	
<b>Academic Qualification</b>	M.A	37	30.1	
	<b>Total</b>	<b>123</b>	<b>100.0</b>	
	<b>Professional Qualification</b>	PTC	13	10.6
		CT	48	39.0
		B.ED	36	29.3
M.ED		26	21.1	
<b>Total</b>		<b>123</b>	<b>100.0</b>	
<b>Teaching Experience</b>	1-5	34	27.6	
	6-10	38	30.9	
	11-15	31	25.2	
	16-20	20	16.3	
	<b>Total</b>	<b>123</b>	<b>100.0</b>	

The above table shows the demographic characteristics of the respondents in this regard, the most frequently observed category of Academic Qualification was BA (n = 50, 40.7%) and MA (n=37, 30.1 %) FSC qualified were 36 (29.3%) respondents. The most frequently observed category of Professional Qualification mentioned in above table was CT (n = 48, 39%) and 36 29.3%) respondents were B.Ed. qualified 26 (21.1%) respondents were M.Ed. qualified and 13 (10.6%) was PTC qualified. From the above table it can be observed that out of 123 (100%) respondents, 38 (30.9%) of them were having 6-10 years of experience whereas 34 (27.6%) have 1-5 years of experience, and 31 (25.2%) respondents have 11-15 years of experience. The remaining teachers 20 (16.3%) have 16-20 years of experience.

The Krick-Partick Evaluation Model is a comprehensive and systematic approach to evaluating the effectiveness of a program, policy, or intervention. It provides a framework for conducting comprehensive, rigorous evaluations that involve multiple stakeholders, data sources, and levels of

- **This is the first level of assessment, which gauges how well-received the instruction was by the participants. Surveys were used to collect feedback on the training's environment, content, and delivery.**

analysis. The model is designed to produce findings that can be used to inform decisions and improve program effectiveness. The model focuses on four components:

**Reaction:** This level evaluates how the training programme was received by the participants, including how satisfied they were with the program's overall message, method of delivery, and learning environment.

**Learning:** The information and skills that the participants have acquired as a consequence of the training programme are evaluated at this level.

**Behavior:** The participants' degree of application of their newly acquired information and abilities in their professional practices is evaluated via their behaviour.

**Impact:** This level evaluates the training program's effects on instructors' instructional strategies and the whole teaching-learning process, taking into account indicators like enhanced work satisfaction, efficiency gains, and a lower dropout rate.

S.No	Statement Items	N	Mean	SD
1	The trainer was knowledgeable and experienced.	123	3.67	1.258
2	The trainer was able to explain complex concepts in a simple way.	123	3.07	1.472
3	The trainer was open to questions and provided clear answers.	123	3.05	1.453
4	The trainer was enthusiastic about the topic.	123	3.29	1.413
5	The trainer was able to keep the class engaged.	123	3.46	1.307
6	The training materials were clear and useful.	123	2.99	1.429
7	The training was well structured and easy to follow.	123	2.98	1.457
8	The pace of the training was appropriate.	123	3.50	1.155
9	The use of multimedia aids were helpful in understanding the material.	123	3.75	1.083
10	The training was interactive and engaging.	123	3.37	1.478
11	The training facilities were adequate and comfortable.	123	3.22	1.423

12	The training room was quiet and well organized.	123	3.70	1.101
13	The equipment used during the training was in good condition.	123	2.78	1.412
14	The temperature in the training room was comfortable.	123	3.02	1.465
15	The food and beverages provided during the training were satisfactory.	123	2.78	1.474
<b>Total Mean Score</b>		<b>123</b>	<b>3.24</b>	<b>.706</b>

**Q.1. Is there a strong and favorable response from teachers to the ALP training programme?**

**Analysis:** Based on the mean score of 3.24 and standard deviation of .706, it can be determined that the trainer was knowledgeable and experienced, able to explain complex concepts in a simple way, open to questions and provided clear answers, enthusiastic about the topic, able to keep the class engaged, the training materials were clear and useful, the training was well structured and easy to follow, the pace of the training was

appropriate, the use of multimedia aids were helpful in understanding the material, the training was interactive and engaging, the training facilities were adequate and comfortable, the training room was quiet and well organized, the equipment used during the training was in good condition, the temperature in the training room was comfortable, and the food and beverages provided during the training were satisfactory. Thus, all of these items have a mean score of 3.24 and a standard deviation of .706, indicating that the overall assessment of the training was positive.

- **It assesses what the participants have learnt as a consequence of the training, and it is the second level of assessment. The participants' knowledge and abilities were measured using a Likert scale questionnaire.**

S.No	Statement Items	N	Mean	Std. Deviation
1	I am more confident and better equipped to take on new challenges in my teaching role.	123	3.72	1.111
2	I am more capable of managing my classroom and classroom resources effectively.	123	3.66	1.220
3	I am more aware of the latest teaching practices and technologies in the education sector.	123	3.51	1.176
4	I am able to effectively plans and implements lessons	123	3.07	1.461
5	I am better able to design and implement student-centered teaching strategies.	123	3.59	1.193
6	I am better able to differentiate instruction according to the needs of my students.	123	3.35	1.443
7	I am more capable of assessing my students' progress and giving meaningful feedback.	123	3.56	1.449
8	I am able to use various teaching techniques to engage students	123	3.07	1.497

9	I am able to effectively assess student learning	123	2.95	1.520
10	I am more equipped to deliver content that is relevant to the curriculum.	123	3.89	1.100
11	I am better able to analyze and critique content for my students.	123	2.97	1.487
12	I am more aware of how to effectively use multimedia tools to engage my students.	123	3.24	1.510
<b>Overall Mean Score of Learning</b>		<b>123</b>	<b>3.38</b>	<b>.610</b>

**Q.2. Does the ALP training programme result in a meaningful and advantageous learning outcome for teachers?**

**Analysis:** The overall mean score of 3.38 indicates that the teachers who participated in the ALP training are overall moderately confident in their ability to take on new challenges, manage their classroom and classroom resources, stay up to date with the latest teaching practices and technologies, plan and implement lessons, design and implement student-centered teaching strategies, differentiate instruction according to the needs of their students, assess their students' progress and give meaningful feedback, use various teaching techniques to

engage students, effectively assess student learning, deliver curriculum-relevant content, analyze and critique content for their students and effectively use multimedia tools to engage their students. The instructors' replies varied, as shown by the standard deviation of 0.610. This shows that some instructors could feel more confident than others about their abilities to take on new tasks. Similarly, some teachers may be more capable of managing their classroom and classroom resources, while others may be less capable. Similarly, some teachers may be more aware of the latest teaching practices and technologies, while others may be less aware. This indicates that although the overall mean score is moderately high, there is still room for improvement in certain areas.

- **This is the third level of evaluation and it measures whether the participants are using what they have learned in the training in their work. This was done through Likert Scale questionnaire to see if the participants were applying the skills and knowledge they gained in the training.**

S.No	Statement Items	N	Mean	SD
1	I am able to apply the learning from the ALP program to my teaching.	123	3.37	1.345
2	I find the ALP program useful in my teaching.	123	3.50	1.490
3	I am able to use the strategies learned from ALP program in my classroom.	123	2.96	1.522
4	I am able to apply the concepts learned from ALP program in my teaching.	123	3.41	1.482
5	I feel confident to implement the techniques learned from ALP	123	3.25	1.400



	Program in my teaching.			
	<b>Mean Score of Behavior</b>	<b>123</b>	<b>3.30</b>	<b>.976</b>

### Q.3. What effect does the ALP training programme have on teachers' instructional strategies?

**Analysis:** The overall mean score of 3.38 and standard deviation of 0.610 on the Likert scale reflects the behavior of teachers in their teaching changed through ALP training. This suggests that, on average, the teachers found the ALP program to be useful and were able to apply the learning, strategies, concepts, techniques, and feel confident to implement them in their teaching. Looking at the specific items of the Likert scale, we can see that the highest mean score was for the item "I am able to apply the learning from the ALP program to my teaching" with a score of 3.61, followed by "I find the ALP program useful in my

teaching" with a score of 3.60. This shows that, on the whole, the instructors thought the programme was helpful and were able to utilise what they learned while they were teaching. The question "I feel competent to utilise the strategies learnt from ALP programme in my teaching" had the lowest mean score, coming in at 3.17.

This shows that, generally speaking, the instructors lacked confidence in their ability to apply the ALP program's teaching methods. Overall, the findings imply that the instructors regarded the ALP programme to be beneficial and were able to use the learning, methods, ideas, and techniques in their teaching, but that they lacked confidence in their ability to put such skills into practice.

**The fourth stage of assessment analyses how the training has affected the teachers and principals. To determine if there had been any changes in performance or results as a consequence of the training, this was done via interviews.**

S.N	Statement items	N	Mean	SD
1	The ALP training provided a positive impact on the teaching skills of government school teachers.	123	3.07	1.497
2	The ALP training was useful in improving the knowledge of government school teachers.	123	2.95	1.520
3	The ALP training provided a good understanding of the latest teaching techniques.	123	3.24	1.281
4	The ALP training was effective in helping government school teachers become better educators.	123	3.63	1.276
5	The ALP training was an effective tool in helping government school teachers stay up to date with the latest educational trends.	123	3.06	1.484
6	The ALP training helped government school teachers improve their communication with students.	123	3.03	1.465
7	The ALP training was effective in helping government school teachers learn how to better motivate their students.	123	3.29	1.413

8	The ALP training enabled government school teachers to develop better classroom management skills.	123	3.46	1.307
9	The ALP training enabled government school teachers to become more productive in their daily tasks.	123	2.99	1.429
10	The ALP training had a positive effect on the overall teaching performance of government school teachers.	123	2.98	1.457
<b>Overall Mean Score of Impact</b>		<b>123</b>	<b>3.17</b>	<b>.660</b>

#### **Q.4. Does the ALP training programme have a notable and positive Impact on how kids are taught and learn in the schools in the Baluchistan study area?**

**Analysis:** The total mean score of 3.38 and standard deviation of .610 suggest that respondents largely think that ALP training improved the teaching abilities of government school teachers. The scores suggest that the respondents believe that the training was useful in improving the knowledge of the teachers, that it provided a good understanding of the latest teaching techniques, and that it was effective in helping the teachers become better educators, stay up to date with the latest educational trends, improve their communication with students, learn how to better motivate their students, develop better classroom management skills, become more productive in their daily tasks, and have a positive effect on the overall teaching performance of the teachers.

#### **CONCLUSION**

In conclusion, this research indicates that the Accelerated Learning Program (ALP) has had a positive effect on teachers' training progress in Baluchistan. The survey results suggest that there is a need to enhance the training process and consider additional measures in order to maximize the potential of this program and

continue to improve the quality of education in the area.

#### **RECOMMENDATIONS**

1. There are some general steps that can be taken to improve the quality of education provided in government schools.
2. First, the government should invest more resources into these schools so that they have the necessary resources to provide a quality education.
3. Second, the government should improve the teacher training and professional development programs so that teachers are better prepared to teach in government schools.
4. Third, the government should develop a more standardized curriculum so that all government schools are teaching the same basic information.
5. Fourth, the Education Department Baluchistan should provide more similar trainings to the teachers because they still need more trainings.
6. Fifth, the trainers should visit at ALP centers regularly.
7. Sixth, Education Department Government of Baluchistan should organize Professionals Development (PD) days on weekly basis where teachers are low qualified or academically weak.

8. Seventh, Students may be given scholarship especially for poor students to make them financially strong to decrease drop out.
9. Eighth, Education Department Baluchistan should emphasis on science and technology education and in this connection mode of training should be on those weak areas where teachers are lacking and cannot deliver science education in a proper way.
10. Ninth, Teacher should be trained according to the new mode of trainings for example STEM Education.
11. Tenth, Government should increase the number of teachers because single teacher schools are the problem to teach in multi grade classes.

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