

Exploring the Importance of Teachers' Training for Pre-Primary Education

By

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A thesis submitted to BRAC Institute of Educational Development, BRAC University in partial fulfilment of the requirements for the degree of Master of Science in Early Childhood Development

BRAC Institute of Educational Development

BRAC University

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Approval

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Ethics Statement

Title of Thesis Topic: Exploring the Importance of Teachers' Training for Pre-Primary Education

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1. Source of population: Teachers of pre-primary school within Dhaka city
2. Does the study involve (yes, or no)
 - a) Physical risk to the subjects (No)
 - b) Social risk (No)
 - c) Psychological risk to subjects (No)
 - d) discomfort to subjects (No)
 - e) Invasion of privacy (No)
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study (Yes)
 - b) Procedures to be followed (Yes)
 - c) Physical risk (Yes)
 - d) Sensitive questions (Yes)
 - e) Benefits to be derived (Yes)
 - f) Right to refuse to participate or to withdraw from the study (Yes)
 - g) Confidential handling of data (Yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (Yes)
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants (N/A)
 - b) from parents or guardian (Yes)
 - c) Will precautions be taken to protect anonymity of subjects? (Yes)
5. Check documents being submitted herewith to Committee:
 - a) Proposal (Yes)
 - b) Consent Form (Yes)
 - c) Questionnaire or interview schedule (Yes)

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Abstract

This executive summary encapsulates the essence of the research conducted on the significance of pre-primary teacher training programs in early childhood education, as outlined in the provided abstract. The research underscores the indispensable role of ECD in shaping a child's long-term health and happiness. With a focus on the ages between 3 and 5, the study emphasizes the pivotal opportunity for children to learn and develop during these formative years.

Positioning pre-primary teacher preparation as an investment in the future, the study anticipates profound payoffs. Well-prepared pre-primary instructors contribute to strong educational foundations, fostering better learning outcomes, increased cognitive and socioemotional development, and a higher likelihood of academic achievement for students.

The study establishes a link between investing in pre-primary teacher preparation and broader societal benefits. Beyond the immediate effects on students, such investments positively influence social and economic conditions, decrease achievement disparities, enhance social cohesion, and stimulate economic growth. Therefore, this findings emphasis on further studies, capacity development and policy reforms to ensure the service and mitigate the learning loss. This study outlines the multifaceted importance of pre-primary teacher training, emphasizing the need for comprehensive research to inform decision-making and enhance the quality of early childhood education.

Dedication

This thesis is dedicated to my beloved parents, wife and my daughter, who have been a constant source of support and encouragement for me during this Master's program.

Acknowledgement

First and foremost, I would want to sincerely thank BRAC Institute of Educational Development for giving me the chance to pursue an early childhood development post-graduation. For choosing me for this course, Dr. Erum Mariam, Executive Director of the BRAC Institute of Educational Development, has my sincere gratitude.

I am very appreciative to my supervisor, Ms. Sakila Yesmin, Senior Lecturer at the BRAC Institute of Educational Development at BRAC University, for her priceless assistance, unwavering support, and tremendous inspiration during my thesis and the whole course. Her advice constantly inspires me to recognize my abilities and make everyday improvements to myself. I genuinely thank all of the BRAC IED faculty members for their assistance, advice, and collaboration.

Additionally, I would like to express my sincere appreciation to all of the head teachers and instructors that took part in the survey and assisted me in finishing the study.

I cannot express enough how grateful I am to my family for their constant support; I could not have finished my dissertation without them. especially my parents, who have always been there for me, supporting, loving, and nurturing me. In addition, I would want to express my gratitude to my friends and family for their support and love along this trip. I also want to express my gratitude to my classmates at BRAC University's ECD program in the 15th batch for their generosity.

Last but not least, I can never express how grateful I am to my wife Abia Sultana Auny, the most significant person in my life, for her unwavering love, for believing in me even after I had lost all self-confidence, and for sharing my desire to complete this task while still showing me that she cared enough to love me even if I failed. For such sensations, words are few and from Jannah, I know she's smiling and observing me.

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Chapter I: Introduction & Background

Introduction

Children's growth and development depend on early childhood development (ECD), which lays the groundwork for their long-term health and enjoyment. Young children between the ages of three and five have every chance to learn and develop (UNICEF, 2009). Instructors can help children make the most of these easy yet crucial years spent with their parents. Preparing future teachers for pre-primary education is an investment that will provide significant returns (Szczepanski, Marcin, 2016). Pre-primary teachers who are well-prepared, with the requisite knowledge, pedagogical skills, and classroom management techniques lay a solid educational foundation for young students. As a result, students experience improved learning outcomes, more cognitive and socioemotional development, and a greater likelihood of academic success. In addition to the immediate benefits for children, investing in pre-primary teacher training improves social and economic circumstances, which benefits communities and nations over time (Szczepanski, Marcin, 2016). Creating a skilled and knowledgeable workforce reduces achievement gaps, boosts social cohesiveness, and promotes economic expansion. Early childhood educators who have completed training in primary education are more effective in the classroom (UNESCO, 2007). Because of this, funding pre-primary teacher training has advantages that extend well beyond the classroom and have an impact on how economies, societies, and future generations of people will grow. This report presents the preliminary study findings for future research.

Statement of the problem

Although pre-primary teacher training is important, there hasn't been much research done to find out how head teachers and teachers feel about these costs (Baker B. D., Welner K. G., 2011). When evaluating training programs' effectiveness, impact on pedagogy, and benefits to students and the

school overall, it is important to take their perspectives into account. The preparation and professional growth of pre-primary teachers is a crucial element determining the standard of pre-primary education. The potential for enhancing teacher competency, enhancing classroom procedures, and improving student outcomes exists in effective teacher training programs (Szczepanski, Marcin, 2016). However, as the need for high-quality programs increases, so does the requirement to evaluate the importance of these trainings.

A quantitative study is necessary to determine the real influence on the perception of teacher training, even if qualitative research have shed light on the perceived advantages of training. Resource allocation choices may lack evidence-based support if the importance of training is not well understood, which might result in suboptimal investments or missed chances to raise the quality of early childhood education (ECE). Program improvement efforts can be directed by gaining an understanding of how instructors are trained and which components of that training are most successful. This study offers empirical data to support choices about the distribution of resources, the development of programs, and the ongoing pursuit of high-quality pre-primary education.

Purpose of the study

This research study's main goal is to systematically examine and exploring the importance of pre-primary teacher training programs in early childhood education settings. To ascertain the relationship between pre-primary teachers' opinions of the training's worth and efficacy and the observed enhancements in teaching performance. The major objective of this study is to close the present knowledge gap by thoroughly examining the significance of funding in training of teachers for pre-primary education. This research intends to offer practical recommendations for improving early childhood education quality and making sure that each child obtains a solid foundation for future academic achievement by methodically examining the data and findings.

Justification of the study

It is crucial to understand the challenging reasoning behind doing a study on the significance of pre-primary teacher training in order to fully appreciate the necessity of this research at this time.

This section outlines the primary justifications for the need for this quantitative research proposal:

Pre-primary education is a crucial developmental period that a child goes through and sets the foundation for lifelong learning (Szczepanski, Marcin, 2016). Research has shown that receiving an outstanding early childhood education positively and persistently impacts a child's cognitive, social, and emotional development. Effective training is vital for pre-primary teachers to provide high-quality education during this critical period. Global educational systems provide significant financial assistance to teacher development programs (Akhter, M., 2012). Given the limited resources available to educational institutions, it is imperative to assess if these trainings are being used effectively and whether they have a genuine influence on teachers, students, and society.

Even while pre-primary teacher preparation is clearly important, there is a conspicuous lack of comprehensive studies estimating the impact of these expenditures. This study aims to bridge this gap by providing empirical evidence supporting the benefits of training programs. Determining the concrete benefits of training might help maintain financing and the public's confidence in educational institutions.

Research questions

This research proposal seeks to answer the following research questions:

1. What is the understanding of teachers and head teachers regarding the importance of teacher training programs for pre-primary?
2. To what extent do teachers know about the alignment of trainings with the children attendance, classroom participation and learning, in pre-primary education?

Objective

1. To understand the perception of teachers and head teachers on importance in teachers' training.
2. To understand the impact of teachers' training on their knowledge and attitudes towards effective pedagogy and student development in pre-primary education.

Chapter II: Literature Review

In order to provide early childhood education of the highest caliber and to foster the development of young children, pre-primary teacher preparation is essential. It is well known that providing young learners with a strong foundation requires teachers to possess the necessary training. Studies have also examined the perceptions of head teachers and instructors about training programs. Studies suggest that perceptions may play a significant role in the effectiveness of training programs. Teachers are more likely to actively participate in professional development programs and apply newly acquired abilities in the classroom if they have a positive opinion of their training (Ahmadi, S., Keshavarzi, A., 2013). Head teachers, as key decision makers, have a significant impact on the training environment by embracing and endorsing these initiatives. The importance of teachers in creating child-friendly learning settings is generally recognized, as is the necessity of supporting, preparing, and offering teachers the necessary training (UNICEF, 2009). The purpose of the study is to determine how valuable training programs for teachers are for improving the standard of pre-primary education. Through the use of a quantitative research methodology and thorough data analysis, the study aims to clarify the perception between improved pre-primary student outcomes and teacher training. With possible relevance for educational policies and practices, the findings will advance our knowledge of the importance of teacher training in raising the standard of pre-primary education.

The importance on investment in education refers to the measurement of the benefits gained from an investment in educational programs, including teacher training, relative to the costs incurred (Baker & Welner, 2011). Hanushek (2011) calculated that a highly successful teacher has a significant economic advantage over a less effective one, with long-term advantages extending to individual incomes and society results. Empirical research has shown that public investment on education and training is a major factor in long-term economic growth and has a positive effect on productivity and growth, especially in high-income countries (Barbiero, Omar, Boris 2013). Investments in education also support economic growth by fostering social advances and advancements or reducing disparities (Szczepanski, Marcin 2016). According to a UK study on the efficiency of pre-school instruction, the quality of Early Childhood Care and Education (ECCE) is significantly influenced by the staff's qualifications, leadership potential, experience, training, and depth of knowledge and expertise in child development (Siraj-Blatchford, 2010). Improved school readiness, higher educational achievement, and grade retention expenses can all be a result of high-quality early childhood education (Akhter, M., 2012).

Furthermore, research has connected pre-primary student outcomes to teacher training programs. When teachers are more equipped to create stimulating and developmentally appropriate learning settings, students' academic progress and socioemotional growth will both rise (Whitebread, D., 2011). By exploring the importance of training programs for the pre-primary teachers and getting a better understanding of how teachers and head teachers see these trainings, this proposed study seeks evidence-based suggestions for improving teacher preparation programs and maximizing resource use in pre-primary education.

The Importance of Teacher Training: Students receiving instruction from teachers with specific training showed notable improvements in their social and cognitive development. The teacher's

individualism and teaching methods are crucial in assisting the child's transition to the classroom (Momen, 2010). Both Clotfelter et al. (2006) and Feng (2009) describe trained and experienced teachers as those who helped students with better talent and learning challenges with little adjustments. By receiving adequate teacher training, early grade teachers may significantly improve the school and management system, which has a substantial impact on children's achievement (Jacob and Lefgern, 2005). Early childhood educators who have trained primary school teachers are more effective in the classroom (UNESCO, 2007). Thus, it is recognized that preparing early childhood teachers contributes to the entire development of kids (Akter, 2012).

First and foremost, more experienced pre-primary teachers are more qualified to provide stimulating and effective learning environments (Szczepanski, Marcin, 2016). They get an understanding of classroom management techniques, curriculum design, and instructional methodologies. This broader skill set contributes to improved teaching methods that enhance academic performance, increase student engagement, and enhance the learning environment overall. Pre-primary teachers assist students in building the groundwork for a lifetime interest in learning during these critical formative years by helping them develop a passion for learning.

The Role of Teachers in Pre-Primary Education: Positive and stimulating learning environments are more likely to be created by well-trained instructors, and this leads to better outcomes for the students thus investing in pre-primary teacher preparation will have long-lasting effects. Children are better equipped for success in later educational stages when they get high-quality early childhood education supported by qualified instructors (Akhter, M., 2012). Strong foundational abilities acquired during pre-primary school are connected with higher performance levels in primary, secondary, and university education (Momen. T., 2010). By reducing the

likelihood of learning gaps and dropout rates, this contributes to the development of a workforce with higher levels of education and competence.

Furthermore, funding for pre-primary teacher education aids in the reduction of achievement disparities. Students who receive a superior pre-primary education from teachers with the necessary qualifications are better prepared to meet the demands of the job market and promote economic growth. It also reduces the need for costly interventions in remedial education later in a student's academic career. Along with the financial benefits, pre-primary teacher preparation programs also improve communities overall. Furthermore, when parents and other caregivers actively participate in their children's educational journeys, prioritizing early childhood education enhances community participation (MoWCA., 2010).

Global Context

Importance of Teachers' Training on Children's Learning Outcomes

Academic Achievement: Research has indicated a robust correlation between enhanced student accomplishment and teacher training. Preschool teachers play a critical role in making sure children have the greatest start in life when it comes to their education. They design settings that encourage social interaction, curiosity, and language acquisition and thus it helps the children to gain academic achievement including early literacy and numeracy skills (Barnett et al, 2008). According to a meta-analysis by Ingersoll and Strong (2011), professional development for teachers significantly and favorably affects student outcomes. Continuous professional development is associated with improved test scores and better educational experiences for students taught by teachers.

Socio-emotional Development: Effective teacher preparation programs provide teachers the skills they need to use evidence-based teaching methods, adjust to a variety of students' learning

requirements, and convey information more skillfully (Ingersoll & Strong, 2011). Quality-trained teachers are better able to assist pupils in mastering the material, which improves academic accomplishment (Darling-Hammond, 2017). Teachers with the necessary training assist students' social and emotional development in addition to their academic progress. Classroom management, building a safe and inclusive classroom climate, and interpersonal skills are frequently highlighted in teacher preparation programs. As a result, instructors may help children with their conduct, build strong relationships with them, and support their emotional development which are crucial for a child's holistic development (Hamre & Pianta, 2001).

Importance of Teachers' Training on Pedagogical Techniques & Classroom Management:

In order to improve student engagement and learning, qualified instructors are more likely to use innovative techniques including differentiated instruction, problem-solving activities, and technological integration (Hattie, 2009). Teachers who get teacher training are better able to run their classrooms efficiently. Effective classroom management is crucial for fostering a positive learning atmosphere, reducing distractions, and guaranteeing that students can concentrate on their academic work (Marzano & Marzano, 2003). Proficiency teachers utilize play-based methods that foster a constructive learning environment, leading to enhanced student conduct and involvement (Perry, 2017). Instructors gain the ability to recognize and meet the various needs of their students, including those who require special education services. Skilled teachers may modify their lesson plans, offer more support, or vary their education to meet each student's unique learning preferences, guaranteeing that no student is left behind.

Bangladesh Context

One of the largest pre-primary and elementary education systems in the world is being implemented by the government of Bangladesh. According to ASPR's 2016 report, in the system,

there are around 17.5 million children. Pre-primary education is regarded by the government as the prerequisite for beginning formal schooling. A yearlong preprimary education program for children aged 5 and up was recommended by Bangladesh's Directorate of Primary Education (DPE) in 2010. Based on the data that is currently available, 56.6% of these children attend GPS and NNPS, while 43.4% go to private and non-profit schools.

In order to ensure that pre-primary education is provided to all children in Bangladeshi government primary schools, the Ministry of Primary and Mass Education created 37,672 positions for assistant teachers, or pre-primary teachers, in compliance with the National Education Policy. Following 15 (fifteen) days of intensive pre-primary training, the government employed new pre-primary teachers and assigned them to every government primary school (ASPR, 2015). Although more than 97.93% of children are enrolled in primary school, more than 20.4% of them leave the educational system each year (APSC, 2015). In Bangladesh, pre-primary education is provided free of charge to all children in line between the ages of 5 and 6 for a single academic year (Akhter, 2012). The lack of possibilities for teacher development is one of the obstacles preventing Bangladesh from raising the standard of its educational system (Kecerdasan & Ikep, 2013).

In Bangladesh, primary school instructors often instruct students in several disciplines; however, according to BANBEIS (2007), only 27% of government primary school (GPS) teachers and 30% of registered non-government primary school (RNGPS) teachers have undergone subject-based training. In non-formal education systems, teachers undergo a 14-day pre-service training phase, followed once a month by a one-day refresher course (GroundWork Inc, 2002). All teachers must complete the residential training, and some instructors do not get in-service training, which is provided at various stages of their teaching careers. Teachers get instruction on specialized disciplines such as science, language, religion, music, etc. during in-service trainings. The lesson

covered how to greet students and move into topic-based discussions, lesson planning, pair and group work, choosing a team leader when forming a group, incorporating presentations into lesson plans, creating materials, creating questions that meet specific criteria, grading, and maintaining the lesson's flow.

The availability of appropriate textbooks and classroom materials, as well as the training of scientific instructors, were some of the issues faced in the United States (Anderman et al., 2012). Additionally, there was a lack of current resources and inadequate classroom facilities to facilitate learning (Boakye & Ampiah, 2017). According to a survey conducted in Bangladesh, 68% of teachers claimed that they lacked enough teaching resources (Rahman Talukder et al., 2021).

Importance of Teachers' Training on Children's Learning Outcomes in Bangladesh:

Academic Achievement: Improved student performance in primary school is positively correlated with instructors who have received training, according to research conducted by Bangladesh's Directorate of Primary School (DPE) (DPE, 2019). Since 2014, the Bangladeshi government has begun to educate PPE instructors. Despite the fact that the instructors have PPE training, it has been determined from various reports that the quality of their PPE lessons does not meet the acceptable level of standard specified in the growth plan. The importance of the PPE training for the instructor must thus be analyzed. According to DPE (2016), the proportion of Grade 1 students who had PPE experiences climbed from 50% in 2012 to 96.1% in 2015. Teachers should have a basic understanding of child development in order to provide high-quality pre-primary education since it will enable them deal with PPE more effectively. Early childhood educators who have trained primary school teachers are more effective in the classroom (UNESCO, 2007). Therefore, it is understood that early childhood teacher preparation aids in the students' overall development (Akhter, 2012).

Socio-emotional Development: In Bangladesh, effective teacher training goes beyond academic results to support students' social and emotional growth. Teachers with training are better at fostering a supportive and inclusive learning atmosphere in the classroom, which is crucial for Bangladesh's varied population of learners. This method promotes emotional development and healthy teacher-student interactions (Hossain, 2018).

Importance of Teachers' Training on Pedagogical Techniques & Classroom Management in Bangladesh: Improving teaching techniques has been the main goal of the Secondary Education Quality and Access Enhancement Project (SEQAEP) and the Primary Education Development Program (PEDP) of the Ministry of Education (World Bank, 2016). In order to increase student participation and engagement, Bangladeshi trained instructors are progressively implementing interactive and learner-centered teaching methods. Classroom management techniques are emphasized in teacher training programs in Bangladesh that are supported by institutions such as the BRAC Institute of Educational Development (BRAC IED) (BRAC IED, 2021). Teachers with training have a higher likelihood of remaining in their teaching positions, continuing their professional growth, and advocating for superior pre-primary education (UNESCO, 2007). Students study in a more favorable atmosphere when teachers are well trained and able to keep the classroom in order. Teacher training programs, particularly those focused on inclusive education, have given instructors the tools they need to modify their instruction to meet each student's unique requirements (UNICEF, 2015).

Chapter III: Methodology

Research Approach/ Design: The survey approach utilized in this quantitative study to examine the importance of trainings in pre-primary teacher preparation. DeFranzo (2009) asserts that quantitative designs are really concentrated on describing and explaining in a conclusive way. This

study employs a survey design since it elicits data on a group's attitudes, actions, and beliefs. The methods to investigate the present status of the study's subject are determined by survey research. Data from the survey inquiry was gathered remotely using questionnaires. These surveys will make it possible for researchers to efficiently and methodically collect data that is simple to quantify and statistically evaluate. For doing statistical analyses and getting at quantitative outcomes, this is crucial.

Research Participants: Teachers who are teaching in pre-primary classes and head teachers from a diverse range of schools within Dhaka city.

Research Site: The proposed study was carried out in Dhaka city as the research site due to its rich educational landscape, demographic diversity and concentration of resources.

Sample/ Participant Selection Procedure: The survey questionnaire was provided to 100 teachers after collecting their mobile numbers and email addresses from the individual schools. But out of 100 only 80 teachers were willing to participate. Thus, the total sample size is considered was 80 teachers including head teachers. A small-scale survey was completed as it only includes teachers who have email addresses and access to the Google form. Despite this limitation, the study was significant as it aims to provide insights into the opinions and perspectives of teachers regarding training programs for pre-primary classes. The findings of this study can help in identifying the areas where training programs can be improved and can be used to develop more effective training programs for pre-primary teachers. The study also highlighted the importance of involving teachers in the development and implementation of training programs to ensure that they are relevant and effective.

Sampling: Convenience Sampling Technique has been followed. In this survey, the participants are selected based on their availability and accessibility to the researcher.

Measures: The researcher developed a survey questionnaire with two parts: a section for participants' sociodemographic characteristics and another for questions specific to the study. The sociodemographic form includes age, gender, educational level, etc. which was a structured and self-explanatory questionnaire. The survey was created as a soft copy using the Google form.. The questions were based on the perception and importance of teacher training and the related solutions, etc.

Data collection method: Two of the faculty members of BRAC IED, BRAC University as an expert reviewed the questionnaire for validity and reliability. The researcher communicated with the schools and took permission and selected the school teachers and head teachers. The teachers who are teaching in pre-primary classes and the head teachers were willing to participate in this survey. Google Forms was used to create a remote survey for data collecting due to budget constraints. At first the researcher gave an overview of the study's goal, objectives, etc. to the participants. Teachers and head teachers got an online survey link in their email containing the written informed consent form, a sociodemographic form, and a questionnaire after providing their verbal assent. In order for the participants to feel comfortable and free to answer all the questions without missing any of them.

Data Management and Analysis: After validating the nominal and raw data, the data from the Google form was then exported into a spreadsheet. The data's correctness was manually verified using a Google spreadsheet. The researcher analyzed the data by employing descriptive analysis. Frequency distribution and percentage of data were calculated to gain a deeper understanding of the situation, the findings were presented in tables and graphs.

Variables: To understand the perception of teachers and head teachers in teachers' training, several variables can be considered to examine their perspectives and attitudes toward training initiatives.

he following important factors may be relevant to this investigation:

Independent Variable: Teachers' Training

Dependent Variables: Perception of Teachers and Head Teachers

Ethics: BRAC IED, BRAC University formally approved the research proposal. Each participant participated willingly, without being under any threat, and their rights, dignity, and autonomy would be upheld and protected. All participants' informed consent was obtained prior to data collection. During the course of the study, there would not be any bodily, psychological, legal, or social harm. Participants got accurate information about the research design, objectives, and data storage without being threatened or receiving any unsuitable incentives. The participants in the study had the right to withdraw their responses at any time. Regarding the personal information submitted by the participants, confidentiality was carefully upheld.

Limitation of the study: Any study proposal must include a description of the investigation's constraints. The following are some potential restrictions for this quantitative research proposal:

- In this survey, data was collected online. Not all teachers were skilled in digital surveys or data collection. That's why the sample is limited. However, this study still provided valuable insights into the teachers' perspectives on the significance of training programs for pre-primary classes.
- The size of the research may be constrained by financing and resource constraints, which may have an impact on variables including the number of participants, the length of data collecting, and the level of analysis.

Chapter IV: Results/Findings & Discussion

Results

The purpose of the study is to determine how valuable training programs for teachers are for improving the standard of pre-primary education. The findings of the study are presented under three broader areas and data were analyzed using descriptive statistics; demographic information of the participants; and the understanding of the importance of training. The survey was conducted on 100 preprimary teachers in Dhaka city. Out of 140 individuals, 80 teachers participated in the email survey between 20th December to 31st December, 2023. There were no missing data in the data set. All the teachers answered all the questions.

Demographic Information of Participants:

Table 1: Demographic Information of Teachers

Participants	Variables	Frequency distribution	Percentage	
Teachers	Age (in years)	n=80		
	20 - 29	23	29%	
	30 - 39	49	61%	
	40 - 49	7	9%	
	50 - 59	1	1%	
	Educational Qualification			
	Masters	15	19%	
	Bachelor	40	50%	
	Degree	15	19%	
	Polytechnique	10	13%	
	Experience			
	0-5 years	55	69%	
	6-9 years	19	24%	
	10-15 years	6	8%	

The demographic information of the participants is presented in Table 1 shows that the total number of teachers was 80. Of teachers aged 20 to 60 years, 23% were in 20- 29 years, 49% were in 23-39 years, 7% were in 40-49 years and 1% were in 50- 59 years and above. Findings show that, 19% of teachers have completed Masters, 50% were graduates, 19% of the teachers have completed Degrees and 13% completed Polytechnique. Findings also show that 69% of the teachers have experience of 5 years, 24% of the teachers have experience of 6-9 years and 8% of the teachers have experience of 10- 15 years. The majority of participants are females (87.5%) compared to males (12.5%) among the 80 teachers surveyed. The largest age group falls within the range of 30 - 39 years (61%). Regarding educational qualifications, most teachers hold Bachelor's degrees (50%), followed by Masters (18%). Experience-wise, the highest percentage lies within the 0-5 years (69%).

Table 2: Distribution of teachers understanding about the importance of teacher training

Variables	Scoring criteria	Frequency	Percentage
Enhancement of the quality of pre-primary education	I. Strongly Disagree	0	0 %
	II. Disagree	0	0 %
	III. Agree	29	36.25 %
	IV. Strongly Agree	51	63.75 %
Ongoing teacher training importance	I. Not important	0	0 %
	II. Slightly important	37	46.25 %
	III. Extremely important	43	53.75 %
Observations on post training	I. significantly improved	42	52.5%
	II. slightly improved	38	47.5%
	III. No noticeable change	0	0%

Barriers to participation	1. Lack of time	0	0%
	2. Insufficient resources/funding	49	61.25%
	3. Limited support from educational authorities	31	38.75%
	4. Other (please specify):	0	0%
School leadership (head teachers) role	I. Unsatisfactory	0	0%
	II. Neutral	7	8.75%
	III. Satisfactory	73	91.25%
Impacts on student outcomes	I. Strongly Disagree	0	0%
	II. Disagree	0	0%
	III. Agree	38	47.5%
	IV. Strongly Agree	42	52.5%

Table 2 reflects an understanding of the importance of teacher training, here regarding the enhancement of quality education we can see that respondents had a resoundingly positive opinion of how teacher preparation affected the caliber of pre-primary education. 63.75% of respondents strongly believe that teacher preparation programs improve pre-primary education. Furthermore, 36.25% of those surveyed agree with this statement.

The ongoing teacher training appears to be a broad agreement among respondents about the significance of continuing professional development for teachers in order to sustain high-quality pre-primary education. 53.75% of respondents believe that continuing professional development for teachers is crucial to preserving pre-primary education's high standards. Furthermore, 46.25% of those surveyed believe it to be marginally significant.

Regarding the observation of post-training, there appears to have been a significant impact based on statistics seeing differences in student achievement or classroom practices following teachers' participation in particular training. After participating in these training sessions 52.5% saw a notable improvement in student performance or classroom procedures. Furthermore, 47.5% of participants reported a marginal enhancement.

Regarding barriers to participation, significant challenges mentioned by respondents prevent teachers from engaging in or benefiting from pre-primary education training, according to the statistics. 61.25% of respondents named a lack of funds or resources as the main obstacle. Furthermore, 38.75% reported receiving little assistance from educational officials.

The information pertaining to respondents' perceptions of school leadership's support and promotion of pre-primary teacher training programs shows a very favorable opinion. 91.25% of respondents said that school leadership, especially head teachers, played a suitable role in promoting and supporting teacher training programs. Furthermore, just 8.75% of respondents gave their evaluation a neutral response.

The information shows that respondents had a resoundingly positive opinion of how teacher training affected pre-primary student outcomes. 52.5% respondents strongly agree that teacher training programs have a favorable effect on student outcomes. Furthermore, 47.5% of participants agree with this statement.

Table 3: Distribution of implementing the training in the classroom

Variables	Scoring criteria	Frequency	Percentage
Integrate training techniques	I. Not challenging at all	27	33.75%
	II. Slightly challenging	53	66.25%
	III. Extremely challenging	0	0%
Alignment of training with practical classroom context	I. Perfectly aligned	10	12.5%
	II. Mostly aligned	70	87.5%
	III. Not aligned at all	0	0%

Table 3 focused on the findings of knowing about the alignment of training with the children's attendance, classroom participation and learning, in pre-primary education.

Defining priorities and incorporating newly acquired training methods into regular classroom practices is a little challenge, according to 66.25% of respondents to the survey. Nonetheless, 33.75% stated that they do not find integrating these strategies difficult, indicating that for a considerable fraction of the educators questioned, the integration process was rather easy.

Surprisingly, none of the respondents find it very tough, suggesting that although there are some challenges, they are not thought to be very troublesome.

Regarding the alignment of training with practical training context, 87.5% of responders believe that most of the training material is relevant to the practical classroom setting and the difficulties they face. Nevertheless, 12.5% of respondents think that the training materials' content is exactly in line with the setting of their classroom, demonstrating the training materials' high degree of relevance and application to the classroom. There was a wide consensus about the alignment between the training material and practical classroom demands, as evidenced by the fact that none of the respondents thought the training content was not at all aligned.

Table 4: Distribution of required improvement in teacher training

Variables	Scoring criteria	Frequency	Percentage
Specific aspects needing improvement in teacher training	I. Practical application and hands-on training	33	41.25%
	II. Duration and frequency of training sessions	34	42.5%
	III. Accessibility and availability of training resources	11	13.75%
	IV. Integration of technology in training	2	2.5%
	V. Other (please specify):	0	0%
Preferred evaluation methods	I. Implementing follow-up assessments for students	31	38.75%
	II. Conducting longitudinal studies on students' academic progress	34	42.5%
	III. Examining classroom observations and teacher reflections	15	18.75%
	IV. Collaborating with external evaluators or researchers	0	0%
	V. Other (please specify):	0	0%

From Table 4, we can see that 42.5% of respondents felt that there should be improvements made to the length and frequency of training sessions for pre-primary teachers. Closely behind are practical application and hands-on training; 41.25% of respondents highlighted the need for development in this area. Of the respondents, 13.75% highlighted accessibility and availability of training materials, while just 2.5% mentioned technological integration in training, suggesting room for improvement. Interestingly, the 'Other' category had no specific replies, indicating that there were no further recommendations made in addition to the ones that were offered.

Regarding evaluation methods, 42.5% of respondents chose to perform longitudinal research on students' academic achievement as the most popular approach for better analyzing the long-term influence of training programs on student outcomes. Closely behind, according to 38.75% of respondents, is the implementation of follow-up evaluations for students. 18.75% of respondents mentioned looking to teacher comments and classroom observations as a way to assess long-term impact. Interestingly, the 'Other' category had no specific replies, suggesting that there were no more recommendations beyond the ones that were offered. None of the respondents mentioned working with outside researchers or assessors as their preferred method of evaluation.

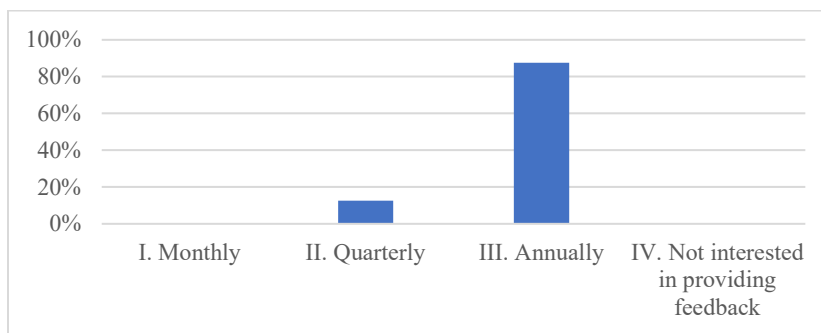


Fig 1: Feedback Preferences on Training

From Fig 1, we can see that 87.5% of respondents said they would rather provide the head teacher annual input on how well trainings are working and how they are being implemented in the

classroom. Just 12.5% of respondents choose a quarterly feedback frequency, and none of them say they would rather get input on a monthly basis. Furthermore, no responder indicated that they were unwilling to provide comments.

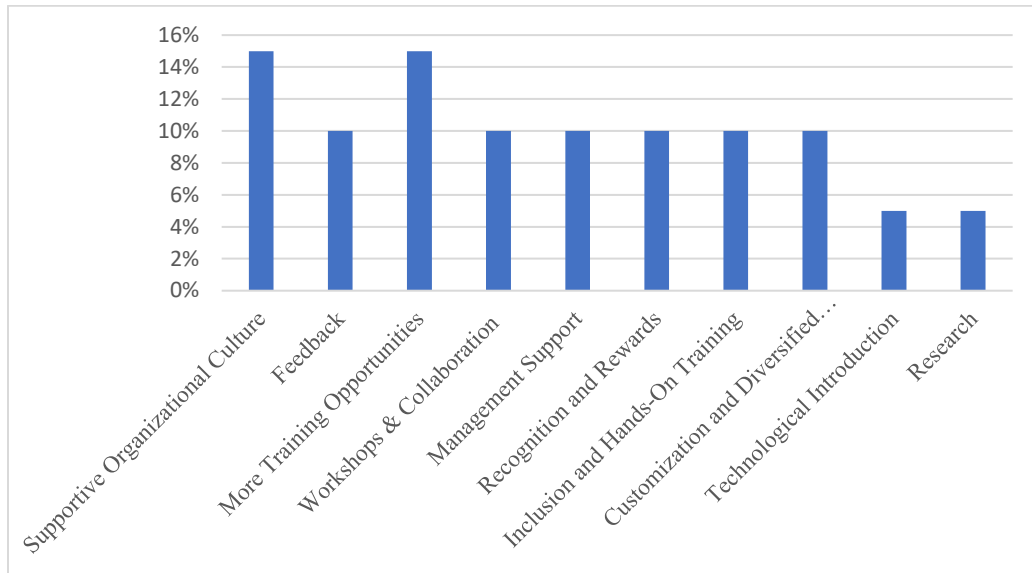


Fig 2: Improvement of teachers training (From Teachers' Perspective)

From Fig 2, the open-ended replies offer a number of recommendations for actions and enhancements that might boost the efficacy of pre-primary teacher training programs. About 15% of respondents stress how important it is to have a positive workplace culture. 15% of respondents said they would want more training options. Experiences with ongoing learning are highly valued by respondents. 10% of the respondents said they understand how important it is to get criticism in order to get better.

The preference of 10% of respondents for workshops and teamwork emphasizes an engaging and hands-on training method. 10% of the participants believe that leadership engagement is necessary for promoting and supporting teacher training programs, as evidenced by the significance of management support. According to 10% of respondents, educators place a high priority on being recognized and appreciated for their efforts in participating in and doing exceptionally well in

training programs. A propensity for practical, real-world application of training information is reflected in 10% of the respondents' desire for inclusion and hands-on training. 10% of respondents said they wanted more diverse and customized information.

Even though it only makes up 5% of the total, the inclusion of technological introduction shows that technology is seen as having the potential to improve teacher preparation. For 5% of respondents, the acknowledgment of research implies a willingness for evidence-based behaviors.

Discussion:

From Table 1, we can see regarding the enhancement of the quality of pre-primary education that nearly all respondents ('Agree' and 'Strongly Agree') to the survey's overwhelmingly favorable reaction highlight how valuable and successful training for teachers is seen to be in raising the standard of pre-primary education. The fact that there was no disagreement among the respondents highlights the broad consensus in favor of the theory that teacher preparation significantly and favorably affects the quality of education in pre-primary settings as stated by Ahmadi, S. and Keshavarzi, A. (2013).

Regarding the ongoing teacher training importance, the fact that no respondent said that continuing teacher education is "Not Important" indicates that everyone is in agreement about how crucial continued professional development is to maintaining high-quality pre-primary education. The vast majority that leaned toward "Extremely Important" emphasizes how important it is to continue training in order to guarantee the effectiveness and continuous improvement of pre-primary education (Vescio, V., Ross, D. & Adams, A., 2008).

Surprisingly for the observation of post training, all of the respondents indicated that there had been no discernible difference, highlighting the general agreement that certain training initiatives improve student performance or classroom procedures. Based on the statistics, it is clear that the

training programs have improved student results or the educational environment in pre-primary school settings in a significant and largely favorable way.

Regarding barriers to participation, the fact that none of the respondents cited a lack of time as a barrier is noteworthy. This suggests that, although time constraints may not be a major problem, a lack of resources and insufficient support from educational authorities are real obstacles that prevent teachers from participating in or benefiting from pre-primary education training programs. The aforementioned research highlights the imperative requirement for enhanced resource allocation and reinforced support structures in order to augment teacher involvement and efficacy within training programs (Siraj-Blatchford, I., 2010).

Regarding school leadership roles, the fact that no respondent rated school leadership as inadequate indicates that head teachers are universally viewed as providing supportive and encouraging environments for teacher training programs. This extremely favorable reaction emphasizes how important school leadership is in creating an atmosphere in pre-primary education settings that supports the professional growth of teachers.

For impact on student outcomes, no responders expressed disagreement or severe disagreement with the idea that teacher preparation improves student outcomes. The aforementioned data highlights the general agreement among participants on the beneficial relationship between the execution of teacher training initiatives and improving student performance in early childhood education environments.

Graph 2 states that, the quantitative research data reveals several key insights into the preferences and priorities of educators regarding the improvement of teacher training programs in pre-primary education. Respondents express a strong desire for an organizational culture that fosters teamwork, ongoing education, and professional growth. This indicates a recognition of the importance of a

collaborative and supportive atmosphere in the educational setting. The emphasis on more training opportunities suggests an understanding among educators of the evolving nature of education. There is a recognition of the need for continuous skill development to adapt to changing educational landscapes. Educators value regular feedback on their work and evaluations. This signifies a commitment to continuous improvement and a desire for constructive insights into their teaching practices. The mention of workshops and collaboration indicates a preference for hands-on, experiential learning. Educators want practical experiences that directly impact their teaching methods, fostering a dynamic and engaging learning environment. The acknowledgment of management support suggests that educators view leadership involvement as essential to the success of training programs. This support is seen as a driving force in creating effective teacher training initiatives. Educators are seeking training that has an immediate and tangible impact on their daily teaching practices (Marzano, R. J., Marzano, J. S., & Pickering, D. J., 2003). This underscores the importance of practical and actionable training content. Teachers express a desire for training materials that are comprehensive yet flexible, indicating a need for customization to meet individualized learning needs. This reflects a preference for a tailored and adaptable curriculum. The mention of technological introduction suggests a recognition of the role technology can play in enhancing teacher training. This may involve incorporating digital platforms and resources into training courses. The acknowledgment of research indicates a desire for evidence-based practices. Educators value training programs that apply research results and contribute to the ongoing development of pedagogical approaches.

The quantitative findings highlight the multifaceted nature of teacher training improvement, encompassing organizational culture, feedback mechanisms, continuous learning opportunities, practical experiences, leadership support, acknowledgment, technological integration, and a

research-focused mindset (Baker B. D., Welner K. G., 2011). These elements collectively contribute to the development of a vibrant and productive environment for pre-primary teacher preparation.

In summary, respondents overwhelmingly perceive teacher training as significantly enhancing the quality of pre-primary education, with ongoing training being deemed crucial for maintaining high educational standards. Specific training programs are observed to notably improve classroom practices and student performance. Insufficient resources/funding and limited support from educational authorities are major obstacles hindering participation in training programs.

School leadership, particularly head teachers, is widely regarded as playing a satisfactory role in supporting and promoting teacher training (Vescio, V., Ross, D. & Adams, A., 2008). The implementation of teacher training is strongly believed to positively impact student outcomes. These findings collectively highlight the vital role of continuous and varied training approaches in improving pre-primary education and underscore the importance of adequate resources and supportive structures to facilitate effective teacher development.

Conclusion

Several major findings have been made throughout this study project on pre-primary teacher preparation, which throws light on significant aspects of professional growth in this field of education. The thorough examination of survey data and open-ended replies has provided educators with a more nuanced knowledge of the issues, concerns, and suggestions they have about training initiatives (Baker B. D., Welner K. G., 2011).

Determining the efficacy and opportunities for development in pre-primary teacher preparation was the main goal of this study. The results emphasize the value of ongoing professional development and the demand for more regular, practical training options that fit into real-world

classroom settings. It became clear that putting a focus on technology integration, feedback systems, and collaborative learning was essential to raising the caliber of training courses.

This study has given stakeholders in education a thorough picture of the state of teacher preparation and practical recommendations. This study showed that although training programs have made significant progress, there is always space for improvement, especially when it comes to integrating training materials with real-world classroom scenarios and encouraging a culture of continuous professional development (Vescio, V., Ross, D. & Adams, A., 2008).

Conducting this survey has been an eye-opening experience for me personally. It has reaffirmed how closely theoretical knowledge and its implementation in real-world contexts relate to one another. Furthermore, exploring the viewpoints of educators has shown how crucial it is to constantly adapt training approaches in order to satisfy the changing demands of the educational environment. The varied aspects of teacher preparation have been brought to light by this study experience, highlighting the value of teamwork and continual discussion to improve the efficacy of teaching methods (DeFranzo, W. by S. E., 2023).

As a result, even though this study has shed light on the subject of pre-primary teacher preparation, it only acts as a foundation for further investigation and improvement. The study's suggestions provide a road map for enhancing pre-primary education practices by creating supportive settings, promoting a culture of continual professional growth, and strengthening training programs.

Recommendations

Based on the study findings regarding the importance of teachers' training in pre-primary education, here are the recommendations:

Enhancing the Educational Environment:

- Encourage an environment where professionals are always learning by providing frequent, varied training opportunities to improve instruction.
- Establish a feedback system that motivates educators to work together to share best practices and experiences in collaborative learning.
- Efficiently use technology into training programs to bolster creative teaching methods and improve pedagogical approaches.

Fixing the Educational Issue:

- Provide resources for practical training experiences with an emphasis on application to close the gap between classroom practices and theoretical understanding.
- Provide enabling organizational frameworks that appreciate and promote teachers continued professional development and training.

Additional Research:

- To determine the long-term efficacy of particular training philosophies, look into the longitudinal effects of different training techniques on student results.
- Examine the relationship between training program implementation effectiveness in pre-primary.

Role of Policy Makers:

- Create regulations requiring thorough and ongoing professional development for teachers, guaranteeing accessibility and involvement for all educators.
- Encourage the use of technology-enhanced learning and feedback systems in teacher training plans so that they can keep up with the rapidly changing requirements of education.

These recommendations are designed to address the identified needs in teacher training within pre-primary education settings, fostering continuous improvement, and aligning educational policies with the study's findings.

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Appendixes

Title: Exploring the Importance of Teachers' Training for Pre-Primary Education

Questionnaire on the Importance of Teachers' Training for Pre-Primary Education

I am going to conduct research as part of the Masters in ECD under BRAC University. You are requested to read the questions and answer the following questions. All information you provide will be kept confidential and will only be used for research purposes.

Section A- Demographic Information

Name:

Age:

Sex:

Educational Qualifications:

Years of teaching experience:

Institute name:

Address:

Section B- Understanding the importance of teacher training

On a scale from 1 to 3, please rate your level of agreement with the following statements:

1. Does Teacher training significantly enhance the quality of pre-primary education."
 - I. Strongly Disagree
 - II. Disagree
 - III. Agree
 - IV. Strongly Agree

2. How important do you believe ongoing teacher training is for maintaining quality pre-primary education?
 - I. Not important
 - II. Slightly important
 - III. Extremely important

3. Have you observed a noticeable difference in classroom practices or student performance after teachers have undergone specific training programs?
 - I. significantly improved
 - II. slightly improved
 - III. No noticeable change

4. What factors, if any, hinder teachers from participating in or benefiting from training programs for pre-primary education? (Select all that apply)
 1. Lack of time
 2. Insufficient resources/funding
 3. Limited support from educational authorities
 4. Other (please specify): _____
 5. How would you rate the role of school leadership (head teachers) in supporting and promoting teacher training programs for pre-primary education?

- I. Unsatisfactory
- II. Neutral
- III. Satisfactory

6. Do the implementation of teacher trainings positively impacts student outcomes in pre-primary education."

- I. Strongly Disagree
- II. Disagree
- III. Agree
- IV. Strongly Agree

7. In your opinion, what measures or improvements could enhance the effectiveness of teacher training programs in pre-primary education? (Open-ended question)

Section C- Challenge teachers face during implementing the training in the classroom

8. How challenging is it to prioritize and integrate training techniques learned into your daily classroom practices?

- I. Not challenging at all
- II. Slightly challenging
- III. Extremely challenging

9. How well do you think the training content aligns with the practical classroom context and challenges you face?

- I. Perfectly aligned
- II. Mostly aligned
- III. Not aligned at all

Section D- Suggestion and Solutions

10. In your opinion, what specific aspects of teacher trainings for pre-primary education need improvement? (Select all that apply)

- I. Practical application and hands-on training
- II. Duration and frequency of training sessions
- III. Accessibility and availability of training resources
- IV. Integration of technology in training
- V. Other (please specify): _____

11. How often would you prefer to provide feedback to the Head Teacher on the effectiveness of trainings and their implementation in the classroom?

- I. Monthly
- II. Quarterly
- III. Annually
- IV. Not interested in providing feedback

12. How can the long-term impact of training programs on student outcomes be better evaluated and measured?

- I. Implementing follow-up assessments for students
- II. Conducting longitudinal studies on students' academic progress
- III. Examining classroom observations and teacher reflections
- IV. Collaborating with external evaluators or researchers
- V. Other (please specify): _____

শিরোনাম: প্রাক-প্রাথমিক শিক্ষার জন্য শিক্ষকদের গুরুত্ব অন্বেষণ করা

প্রাক-প্রাথমিক শিক্ষার জন্য শিক্ষকদের 'প্রশিক্ষণের গুরুত্ব সম্পর্কে জরিপ

ব্র্যাক বিশ্ববিদ্যালয়ের অধীনে ইসিডিতে মাস্টার্সের অংশ হিসেবে আমি গবেষণা করব. আপনাকে প্রশ্ন পড়তে এবং নিম্নলিখিত প্রশ্নের উত্তর দিতে অনুরোধ করা হচ্ছে. আপনার দেওয়া সমস্ত তথ্য গোপন রাখা হবে এবং শুধুমাত্র গবেষণার উদ্দেশ্যে ব্যবহার করা হবে.

বিভাগ এ- জনসংখ্যা সংক্রান্ত তথ্য

নাম:

বয়স:

লিঙ্গ:

শিক্ষাগত যোগ্যতা:

শিক্ষার অভিজ্ঞতার বছর:

ইনস্টিটিউটের নাম:

ঠিকানা:

বিভাগ B- শিক্ষক প্রশিক্ষণের গুরুত্ব বোঝা

1 থেকে 4 পর্যন্ত স্কেলে, অনুগ্রহ করে নিম্নলিখিত বিবৃতিগুলির সাথে আপনার চুক্তির স্তরকে রেট করুন:

1. শিক্ষক প্রশিক্ষণ কি প্রাক-প্রাথমিক শিক্ষার মান উল্লেখযোগ্যভাবে বৃদ্ধি করে।"

- i. দৃঢ়ভাবে একমত না
- ii. অসম্মতি
- iii. একমত

iv. দৃঢ়ভাবে একমত

2. মানসম্মত প্রাক-প্রাথমিক শিক্ষা বজায় রাখার জন্য চলমান শিক্ষক প্রশিক্ষণ কতটা গুরুত্বপূর্ণ বলে আপনি মনে করেন?

- i. গুরুত্বপূর্ণ নয়
- ii. সামান্য গুরুত্বপূর্ণ
- iii. খুবই গুরুত্বপূর্ণ

3. শিক্ষকদের নির্দিষ্ট প্রশিক্ষণ প্রোগ্রামের মধ্য দিয়ে যাওয়ার পরে আপনি কি শ্রেণীকক্ষের অনুশীলন বা ছাত্রদের কর্মক্ষমতার মধ্যে একটি লক্ষণীয় পার্থক্য লক্ষ্য করেছেন?

- i. উল্লেখযোগ্যভাবে উন্নত
- ii. সামান্য উন্নত
- iii. লক্ষণীয় পরিবর্তন নেই

4. প্রাক-প্রাথমিক শিক্ষার জন্য প্রশিক্ষণ কর্মসূচিতে অংশগ্রহণ বা উপকৃত হতে শিক্ষকদের কোন বিষয়গুলো, যদি থাকে, বাধা দেয়? (প্রযোজ্য সমস্ত নির্বাচন করুন)

- i. সময়ের অভাব
- ii. অপর্যাপ্ত সম্পদ/অর্থায়ন
- iii. শিক্ষা কর্তৃপক্ষ থেকে সীমিত সমর্থন
- iv. অন্যান্য (অনুগ্রহ করে উল্লেখ করুন): _____

5. প্রাক-প্রাথমিক শিক্ষার জন্য শিক্ষক প্রশিক্ষণ কর্মসূচি সমর্থন ও প্রচারে স্কুল নেতৃত্বের (প্রধান শিক্ষকদের) ভূমিকাকে আপনি কীভাবে মূল্যায়ন করবেন?

- i. অসন্তোষজনক
- ii. নিরপেক্ষ
- iii. সন্তোষজনক

6. শিক্ষক প্রশিক্ষণের বাস্তবায়ন কি প্রাক-প্রাথমিক শিক্ষায় ছাত্রদের ফলাফলকে ইতিবাচকভাবে প্রভাবিত করে।"

- i. দৃঢ়ভাবে একমত না
- ii. অসম্মতি
- iii. একমত
- iv. দৃঢ়ভাবে একমত

7. আপনার মতে, প্রাক-প্রাথমিক শিক্ষায় শিক্ষক প্রশিক্ষণ কর্মসূচির কার্যকারিতা বাড়ানোর জন্য কোন ব্যবস্থা বা উন্নতি করতে পারে? (উন্মুক্ত প্রশ্ন)

বিভাগ সি- ক্লাসরুমে প্রশিক্ষণ বাস্তবায়নের সময় শিক্ষকদের চ্যালেঞ্জের সম্মুখীন হতে হয়

8. আপনার দৈনন্দিন ক্লাসরুম অনুশীলনে শেখা প্রশিক্ষণ কৌশলগুলিকে অগ্রাধিকার দেওয়া এবং একীভূত করা কতটা চ্যালেঞ্জিং?

- i. মোটেও চ্যালেঞ্জিং নয়
- ii. কিছুটা চ্যালেঞ্জিং
- iii. অত্যন্ত চ্যালেঞ্জিং

9. আপনি কতটা ভালো মনে করেন প্রশিক্ষণের বিষয়বস্তু ব্যবহারিক শ্রেণীকক্ষের প্রেক্ষাপটের সাথে সামঞ্জস্যপূর্ণ এবং আপনি যে চ্যালেঞ্জগুলির মুখোমুখি হন?

- i. পুরোপুরি সারিবদ্ধ
- ii. বেশিরভাগই সারিবদ্ধ
- iii. মোটেও সারিবদ্ধ নয়

বিভাগ D- সাজেশন এবং সমাধান

10. আপনার মতে, প্রাক-প্রাথমিক শিক্ষার জন্য শিক্ষক প্রশিক্ষণের কোন নির্দিষ্ট দিকগুলির উন্নতি প্রয়োজন? (প্রয়োজ্য সমস্ত নির্বাচন করুন)

- i. ব্যবহারিক প্রয়োগ এবং হাতে-কলমে প্রশিক্ষণ
- ii. প্রশিক্ষণ সেশনের সময়কাল এবং ফ্রিকোয়েন্সি
- iii. প্রশিক্ষণ সংস্থানগুলির অ্যাক্সেসযোগ্যতা এবং প্রাপ্যতা
- iv. প্রশিক্ষণে প্রযুক্তির একীকরণ
- v. অন্যান্য (অনুগ্রহ করে উল্লেখ করুন): _____

11. শ্রেণীকক্ষে প্রশিক্ষণের কার্যকারিতা এবং তাদের বাস্তবায়নের বিষয়ে আপনি কত ঘন ঘন প্রধান শিক্ষককে প্রতিক্রিয়া জানাতে পছন্দ করবেন?

- i. মাসিক
- ii. ত্রৈমাসিক
- iii. বার্ষিক
- iv. প্রতিক্রিয়া প্রদানে আগ্রহী নন

12. কিভাবে ছাত্রদের ফলাফলের উপর প্রশিক্ষণ প্রোগ্রামের দীর্ঘমেয়াদী প্রভাবকে আরও ভালোভাবে মূল্যায়ন ও পরিমাপ করা যায়?

- i. শিক্ষার্থীদের জন্য ফলো-আপ মূল্যায়ন বাস্তবায়ন করা
- ii. শিক্ষার্থীদের একাডেমিক অগ্রগতির উপর অনুদৈর্ঘ্য অধ্যয়ন পরিচালনা করা
- iii. শ্রেণীকক্ষের পর্যবেক্ষণ এবং শিক্ষকের প্রতিচ্ছবি পরীক্ষা করা
- iv. বহিরাগত মূল্যায়নকারী বা গবেষকদের সাথে সহযোগিতা করা
- v. অন্যান্য (অনুগ্রহ করে উল্লেখ করুন): _____