

Trainers' and Trainees' Perception on Training Activities: An Empirical Study in Some Training Institutions Based On Secondary Education in Bangladesh

Kamol Gomes¹, Rubab Salehin²

Corresponding Author: Kamol Gomes

Abstract: Bangladesh has successfully expanded training for trainers and trainees in secondary education level in public and private institutions. It is extensively recognized that improvement in the secondary school education system call for reform in the existing trainers and trainees perceptions. This study explored the perceptions of trainers and trainees towards the adequacy of students' learning experience and implications for achieving mastery of core competences. A trainee teacher very often lacks the necessary teaching skills and experiences. Training materials are poorly designed, and due importance is not given on the support of and networking amongst trainers and trainees. The major objects of the study are to identify relevance of trainers and trainees training materials, up-gradation of training institutions, Govt. patronizations, motivational activities, responsibilities, methodology at the secondary education levels trainers' and trainees' qualification and capacity gaps and constraints to deliver knowledge and skill achieved from the training that create the perceptions. The findings of the study indicate to update the appropriate learning process of the trainers-trainees. The results of the study also indicate that the physical facilities of the practice training institutes should be conducive and standard.

Key-Words: Physical Facilities, Strategic Training, Learner-Centered, Cognitive Development

Date of Submission: 12-03-2018

Date of acceptance: 03-04-2018

I. Background

In almost all countries in the world, including Bangladesh, secondary education starts after the age of 10, right after a boy/girl steps into puberty. That is, right after receiving primary education, it shifts to secondary education. The teachers usually differ in primary and secondary education levels most of the time. As it is seen, in almost all the developed and many a developing country, the teachers are trained who are engaged in teaching even before they can start their job as a teacher. Besides, it is also ensured that, they are of sound mind and have proper behavior so that the children and teenagers can have their mental development properly. Though ours is a developing country, primary school teachers mostly go untrained, while secondary school teachers are trained by both govt. and non govt. institutions. These institutions help those teachers develop their skills, attitude and behavior towards students as well as professionalism. In context of Bangladesh, a lot of teachers still go untrained and starts teaching in the primary and secondary schools. When the teachers start receiving training in the training institutions, they become trainees and the persons who are engaged in training those teachers, are called trainers. Their job is to make these teachers efficient, responsible, dutiful and skilled enough to fulfill their duties as a school teacher. These certain training institutions actually help the students indirectly, since they are helping these teachers to flourish their abilities. As we can assume, the more a teacher is trained, the better he/she can deliver. And the better he/she can deliver, the stronger will the concept of students become ensuring them a better career in future. Therefore, a teacher, being a trainee needs to have a clear view of the topics he/she intends to deliver to his/her potential students, which makes the training part highly important. In developed countries like USA, UK, Australia, teachers are also trained with psychology courses in order to help them understand their students as well as counsel them when necessary. This study is based on the perception of the teachers in our country, in the training institutions as a trainee, and their teachers who are working as trainers, about the institutions giving them training on secondary education. It is important to note that, NCTB is the only govt. organization that provides training to the teachers of both govt. and semi govt. as well as private educational institutions of various levels.

¹ Senior Lecturer , Department of Management, Notre Dame University Bangladesh (NDUB), Email: kamol@ndub.edu.bd

² Student of Business Administration (3rd year), Notre Dame University Bangladesh (NDUB), Email: salehinrubab@gmail.com

After the independence from the British in 1947, a committee was formed in the East Bengal named, East Bengal School Textbook Committee. Later on, in 1954, a law was passed in the parliament of East Pakistan and an autocratic agency named School Textbook Board was formed. After the independence, it was named Bangladesh School Textbook Board. Later on, National Curriculum Development Centre (NCDC) was formed (1981) and finally, it was named National Curriculum and Textbook Board (NCTB) by uniting all the centers under one roof (1983).³

Currently, NCTB is one of the glorified organizations putting their effort into training the teachers and it is one of the three missions of NCTB to train the teachers and increase their effectiveness through it.⁴

According to the division made by the NCTB, kindergarten to class 5 is considered as primary school (children aged 10 a maximum) and from class 6 to class 10, it is considered as secondary school (age 11 to 16). Students receive education from the curriculum formulated by the NCTB, which has been running from the latter half of the 20th century.

II. Literature Review

Piaget's theory of cognitive development has far reaching implications for curriculum development, planning, implementation, evaluation and instructional management in schools and his levels of cognitive development may be used as broad and general guidelines to sequential curriculum planning. The teacher has to be as patient and understanding as possible when erratic behavior occurs since pupils at this level will at times function in concrete operations and at other times in formal operations, plenty of opportunities for all should be provided that enable pupils to explain their thoughts, particularly with regard to abstractions, as a result of which, teacher will thus be able to discern and take into account the level of awareness his pupils have reached on various ideas. (Enose M. W. Simatwa, 2010)

According to Neslihan Karahus (2010), analyzing the questions in 6th grade Turkish workbook in terms of their contribution to critical thinking. Kucuk (2008: 502) has come to a conclusion that these questions were insufficient for critical thinking. The studies related to the critical thinking skills of prospective teachers (Kocak et al., 2015; Kurum, 2002; Cetin, 2008; Akar, 2007; Zayif, 2008; Cetinkaya, 2011) reveal that the critical thinking skills of the prospective teachers have been at medium and low levels. MacKnight (2000) indicated that students should have a clear understanding for the development of critical thinking skills and emphasized that they need to have the following sub-skills, firstly, in order to have the necessary social skills like being able to ask the right questions, listening to others, studying by turns and sharing works, helping others learn, respecting the opinions of each other, being able to build new thoughts over the opinions of others, developing own ideas and understanding and thinking with new methods.

The individuals who have these skills won't experience difficulty in achieving critical thinking, won't follow certain ideas blindly while understanding what happens around them from a quizzical viewpoint and will be able to respect people who have different opinions which will have its impact on both education and social development, critical thinking skill has an important place; since its importance has become more noticeable in recent years, many studies have been conducted about critical thinking which is why some of these researches are for determining primary, secondary and higher education teachers' views on critical thinking (Yildirim, 2005; Korkmaz, 2009; Meral and Semerci, 2009; Narin 2009).

Sabahattin Deniz (2010) observed that there are many methods which are considered to be effective in teacher training and for that reason student teachers are exposed to various techniques in classroom situations such as teaching in groups (demonstration, micro-teaching, group and pair work, dramatization, role play, educational plays etc) and individual teaching techniques (individualized teaching, programmed education and computer assisted teaching). Even at times, the teachers are seen having pronunciation problem which doesn't suit them in front of students and even might be misleading for them and that is why teacher candidates should be encouraged to practice reflective thinking as part of their professional development (Zeichner and Liston, 1987; Griffiths, 2000; Ward and McCotter, 2004; Yesilbursa, 2011). Reflection can be done via journals, logs, portfolios, and diaries, among other formats. In fact, researchers have reported the benefits of using different forms of reflective writing in teacher education (Freese, 2006).

³<http://www.nctb.gov.bd/site/page/3318f1ce-a485-416b-bd4c-38aa0300c508/%E0%A6%87%E0%A6%A4%E0%A6%BF%E0%A6%B9%E0%A6%BE%E0%A6%B8#>
History of NCTB

⁴<http://www.nctb.gov.bd/site/page/d70aad90-1506-425b-8e7f-f4a87d20a758/%E0%A6%AA%E0%A7%8D%E0%A6%B0%E0%A6%A4%E0%A6%BF%E0%A6%B7%E0%A7%8D%E0%A6%A0%E0%A6%BE%E0%A6%A8%E0%A7%87%E0%A6%B0-%E0%A6%B2%E0%A6%95%E0%A7%8D%E0%A6%B7%E0%A7%8D%E0%A6%AF-%E0%A6%93-%E0%A6%89%E0%A6%A6%E0%A7%8D%E0%A6%A6%E0%A7%87%E0%A6%B6%E0%A7%8D%E0%A6%AF> Vision and Mission of NCTB

Emotional and social relationships between teachers and students are the determining factor on the achievement of teaching activities (Yılmaz and Tosun 2013). A teacher's personality, professional competences, values, perspectives on life and attitudes towards students may influence students in different ways with regard to students' academic achievements, getting prepared for life, building up positive/negative behaviors and attitudes and developing personally and socially. (Semra Guven, 2015). In this study, quality and drawbacks of the teachers are observed and the requirements of their well and proper planned training in the training institutions are dwelled on.

III. Research Gap

It is found that several researches have been conducted on the secondary education in various countries such as USA, UK, Turkey, Portugal, Nigeria, New Zealand etc. And in each and every research, it was based on mostly to ease the secondary education for students, help them grab their lessons perfectly and for that, another curriculum was being prepared for the teachers as well. But the perception regarding the building up the curriculum of the secondary education which is actually prepared by the education management is for particular country other than developing country like Bangladesh. In fact, thought and discernment of some trainers who used to train the teachers are not much valued as well. From these points of view this study has been conducted by researchers where trainers' and trainees' perceptions can be found on the secondary training education for the further impacts on quality education in Bangladesh.

IV. Objectives of The Study

The main objectives of this study are as follows:

- I. To explore the present scenario of the training program of Bangladesh for skills development of trainers and their attitudes.
- II. To find out the current problems of the training institutions regarding the trainers' and trainees' performing aptitudes.

V. Hypotheses

Analyzing the variables of this study, researchers reach into a few significant hypotheses which have been mentioned below:

- H₁*: Govt. patronization has a positive impact on trainers' and trainees' perception.
- H₂*: Root level training has a positive impact on trainers' and trainees' perception.
- H₃*: Providing effective training facilities improve the perception of trainers and trainees.
- H₄*: Training eligibility has a positive impact on trainers' and trainees' perception.
- H₅*: Trainers' responsibilities have a positive impact on the trainers' and trainees' perception.

VI. Variables Affecting Trainers' And Trainees' Perception

6.1 Govt. Patronization

Insufficient fund occurs when an account cannot provide adequate funds to satisfy the demand of a payment. Almost all the training institutions for secondary education related to teachers are funded by the Bangladesh Government, which proves the incapability of individuals to run them by themselves. Standard curriculum and education can ensure a high level of teaching delivery consistently and effectively. Allocation of insufficient fund for effective training institutions is encountered a lot of problems to enhance the quality training program for target group. A few NGOs like BRAC is assisting with the govt. regarding the training of teachers of secondary education in Bangladesh.

Effect of Govt. Patronization on Trainers' and Trainees' Perception

The effect of govt. patronization on trainers' and trainees' perception is noteworthy. Since the education training institutions are mainly funded by the govt., the maximum planning and decisions depend on govt. officials. Most of the time govt. initiate mid-term or long term project for the training activities to build up quality trainers to train the trainees in their particular fields. Moreover, govt. patronization should not be stopped if there any failure occurs. If the funding is even unsatisfactory, the trainers will neither have enough resources nor will have authority to avail enough eligible trainers to improve the quality of trainees. Hence, it is hypothesized that, govt. patronization can enhance the knowledge and skills of trainers'-trainees' perception through exploring the training plan. This discussion leads to the following hypothesis:

- H₁*: Govt. patronization has a positive impact on trainers' and trainees' perception.

6.2 Root Level Training

It is considered as a significant issue if proper training could reach in these remote areas to ensure a bright future for the root level students as well. Profound study is required to find out the result though

researchers assumption regarding this case is exclusive upgrading. There are many secondary schools in remote areas and often it is very difficult to provide and receive training towards all teachers from each and every corner.

Effect of Root Level Training on Trainers' and Trainees' Perception

Training can change the teaching style, methods, and attitude of the secondary school teachers significantly if the training is provided at root level. The dramatic changes can be seen through the improvement of style of learning, behavior, approach and the impacts of education quality comparing with a new outlook of the world. Moreover, the education system and style will be changed in many educational institutions of rural areas due to the trainee teachers' capabilities and calibers when their performance will be implemented properly. Therefore, the effect of root level training on trainers' and trainees' perception will be significant which has been hypothesized in the following one:

H₂: Root level training has a positive impact on trainers' and trainees' perception.

6.3 Training Facilities

Training facilitation through positive attitude, actively involvement and participation ultimately helps to train the trainer's properly. Facilitation can obtain a lot of mental efforts to implement accordingly. Skills, experiences, information, finance and authority are essential to make successful and meaningful training towards trainers and trainees. Furthermore, instructors sometimes have different views and objectives for evolving the training methods. Hence, there are some critical circumstances to design the successful and sustainable training program. A professional needs higher education and sophisticated training after completion of his or her formal schooling years. Today, more than ever, training facilities are paramount for enhancing one's skills, especially in response to the changes in technology that impact virtually in every profession.

Effect of training facilities on Trainers' and Trainees' Perception

Training facilities for professional trainers must have flexibility and technologically-advanced learning approach which can be considered as safe, healthy, comfortable, aesthetically-pleasing, action-based and accessible. Decent environment, adequate space and upgraded equipment can lead the training program smoothly. Curriculum development program is also significant factor as training facilities. So, it can be hypothesized that providing training facilities can help to influence positively on knowledge and skills of both trainers and trainees.

H₃: Providing effective training facilities improve the perception of trainers and trainees.

6.4 Trainers' Eligibility

The trainers who are working in the training institutions are mostly trained according to the curriculum which has been produced by NCTB. Trainers' eligibility can be enforced to improvise by modernizing training curriculum. Now, a question might raise about training curriculum. Training curriculum is a total package of learning activities designed to achieve the objectives of the training program. The main goal of training curriculum is to help the trainees to acquire the specific knowledge and skills. If training curriculum follows some strategic training methods, trainers' eligibility can be improved by presentation, discussion, simulation of subject matters for the better understanding of students.

Effect of Trainers' Eligibility on Trainers' and Trainees' Perception

If curriculum-based training can increase training eligibility & expertise for better perception of trainers-trainees, it will be a great progress in training system as well as education system in secondary level in Bangladesh. Training program on curriculum influences this study because a perfect training curriculum will make eligible and efficient trainers so that they can provide the appropriate training to the trainees. Ultimately students will be benefited by these well-trained teachers. Yeung and Watkins (2000) stated that teaching skills, gained during teaching practices will have some positive influences on the development of student teachers' professional success and self-efficiency. This will help to build a better perception of trainers & trainees in secondary education. Therefore, according to the variable of trainers' eligibility, we hypothesized that, training eligibility can be improvised in the training institutions through developing training curriculum and expertise for improving trainers and trainees' perception.

H₄: Training eligibility has a positive impact on trainers' and trainees' perception.

6.5 Trainers' Responsibility

A trainer has to perform certain responsibilities towards the trainees in order to ensure a better education system for the secondary school students, who are the potential future of the education sector. To make a training program successful a trainer can play pivotal role. First of all, he/she needs to prepare

himself/herself to achieve the training goal. Secondly, he/she must keep a positive conception about the training. Thirdly, he/she must abide by the rules and curriculum which has been set out for the specific training program. Finally, mutual interaction is a crying need to make friendly environment for a training.

Effect of Trainers' Responsibility on Trainers' and Trainees' Perception

Trainers' responsibilities have good consequences on trainers' and trainees' perception. If the trainers are not respectful on their job responsibly, trainees also will be eventual failure of the whole association. A set of existing skills of trainees will remain unchanged, which may fade the potentiality of the secondary school students. Therefore, according to our hypothesis, quality education can be ensured through building the responsibilities among trainers and trainees in secondary education level in Bangladesh.

H₅: Trainers' responsibilities have a positive impact on the trainers' and trainees' perception.

VII. Sample Profiles

A total of 100 participants were invited to fill out a survey questionnaire. From them, 90 responded anonymously and completed the survey questionnaire entirely for a response rate of 90%. Out of the total responses, 10 were identified as inadmissible and 5 were incomplete. Ultimately, we had them removed. Hence, the sample size was 75 finally. This sample size has been used to complete the present study. The items respondent ratio employed for the study was (1:7.5) that exceeded the recommended sample size of (1:5). Of those respondents, there had 68% male and 32% female. The mean age of the respondents is 37.6 years, where, 4% aged from 20-25 years, 17.3% aged from 26-30 years, 10.7% from 31-35 years, 21.3% from 36-40 years, 16% from 41-45 years, 17.3% from 46-50 years and above 51 years, we had 13.3% of respondents. Again, in terms of profession, 4% were Associate Professors, 13.3% were College teachers, 6.7% were Curriculum Specialists and 76% were Secondary School teachers from different institutions. It can be concluded that, this study has majority of males in terms of gender, 36-40 years range in terms of age and secondary school teachers in terms of occupation.

7.1 Analysis of Sample and Respondents

In this study, researcher have collected data from a number of sources, viz- schools, colleges and training institutions. In this case regarding occupation, the data can be revealed in the following table – 1.

Table- 01: Job profile of the sample respondents

Designation of the respondents	Number of Respondents	
	Frequency	%
Associate Professor	3	4
College Teacher	10	13.3
Curriculum Specialist	5	6.7
Secondary School Teacher	57	76
Total	75	100

Source: Data has been collected by researcher (2017)

From the analysis of the table – 1, it is found that, 57 school teachers where researcher originate as respondents to finish this survey that consisted 76% of the total respondents, followed by the college teachers with 10 of them consisting 13.3%. Curriculum specialists and college teachers combined form even less than that, i.e., 8 of them being 10.7% only.

7.2 Analysis of Age and Gender:

The respondents' age and gender and tabulated in the table – 02.

Age Groups	Male	Female	Total	%
20-25	2	1	3	4
26-30	10	3	13	17.3
31-35	3	5	8	10.7
36-40	11	5	16	21.3
41-45	8	4	12	16
46-50	9	4	13	17.3
51+	8	2	10	13.3
Total	51	24	75	100

Table – 2: Age and Gender cross tabulation

Source: Data has been collected by researcher (2017)

The above table clearly illustrates that, 51 males and 24 females responded to our survey after coding. From them, 2 males and 1 female between 20-25 years, 10 males and 1 female between 26-30 years, 3 males and 5 females between 31-35 years, 11 males and 5 females between 36-40 years, 8 males and 4 females between 41-45 years, 9 males and 4 females between 46-50 years and finally, 8 males and 2 females are above 51 years of age. The percentage are shown accordingly in the table-2.

7.3 Reliability and Validity

Before applying statistical tools, testing of the reliability of the scale is very much important as it shows the extent to which a scale produces consistent result if measurements are made repeatedly. This is done by determining the association in between scores obtained from different administrations of the scales. If the association is high, the scale yields consistent result, thus is reliable. Cronbach's alpha is most widely used method. It may be mentioned that its value varies from 0 to 1, but, satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951). The reliability of the items in this study is valued 0.55 in a scale of 0 to 1 according to Cronbach. In this case, our reliability was valued at 0.55 in a scale of 1. Compared to the smaller sample size, we would say that, our reliability value is satisfactory for it.

VIII. Testing Hypothesis

In this section of the study, the hypotheses have been tested, and the results and their level of significance have been analyzed. The conclusions of them are made simultaneously below the hypotheses tables:

Table-03: One-Sample Test

Statement	t-value	Significance
Trainers and trainees face a lot of difficulties due to insufficient funding.	32.08	0.00
Only govt. patronization cannot build the perfect/expert trainers and trainees in the training institutions.	29.52	0.00
Rural school teachers are mostly deprived from sufficient training programs.	31.95	0.00
Traditional thinking does not improve the institutional behaviors of root level teachers	35.07	0.00
Training institutions should be modernized/upgraded	36.81	0.00
The qualities of the trainers have not yet been up to the mark to facilitate training towards trainees.	26.50	0.00
Trainers are efficient enough to make everything clear to the trainees	30.27	0.00
There are some arguments regarding the eligibility of the trainers	26.74	0.00
Some trainers, in some areas are irresponsible.	35.07	0.00
Trainers require motivational activities to conduct the training program.	26.06	0.00

Source: Data has been collected by researcher (2017)

H₁: Govt. patronization has a positive impact on trainers' and trainees' perception.

Considering this hypothesis, researchers have reached to two items, viz- difficulties regarding insufficient training and funding of the training institutions. Researchers used t-test and checked their significance as well in this case which is tabulated above.

The value of *t* is over 25 and significance is 0.00, which shows that the data contains no error. In the second case however, it seems we need to go in the reverse direction to reform this statement to make acceptable from the data researchers have received and been discussed in the concluding part of this study, which is, only govt. patronization cannot build the perfect/expert trainers and trainees in the institutions.

H₂: Root level training has a positive impact on trainers' and trainees' perception.

It has been analyzed the hypothesis as well and reached into further two items which has been turned into the shape of a statement. These are regarding the rural school teachers' training programs and the effect of traditional thinking of root level teachers. After running them through t-test and significance level, the sequence has been found that the both statements are carrying *t*-values over 25.00, which is 31.95 and 35.07 respectively and the significance level is 0.00. So, there is no error which makes them acceptable. Therefore, the hypothesis has been accepted.

H₃: Providing effective training facilities improve the perception of trainers and trainees.

It has been explained that the hypothesis has reached into two more items which helps to sum up this hypothesis as well. These are about the upgrading of the training institutions and developing the quality of trainers. The factors have been examined through *t*-test in significance level and have been tabulated the findings in the above table. It has been seen that the *t*-value is over 25.00, i.e., 36.81 and 26.50 for the two items and the significance level of 0.00 makes them acceptable as well. Therefore, the hypothesis is acceptable for this study.

H₄: Training eligibility has a positive impact on trainers' and trainees' perception.

Researchers have explained this hypothesis to reach into two more items which helps to sum up the hypothesis as well. These are about the efficiency of the trainers and their eligibility. The factors have been examined through *t*-test in significance level and have been tabulated the findings in the above table. It has seen that, the *t*-value is over 25.00, i.e., 30.27 and 26.74 for these two items and the significance level of 0.00 makes them acceptable as well. Therefore, the hypothesis has been accepted.

H₅: Trainers' responsibilities have a positive impact on the trainers' and trainees' perception.

This hypothesis has been analyzed to reach into two more items which helps to sum up this hypothesis as well. These are about the responsibilities and motivational factors of the trainers. The factors have been

examined through *t*-test in significance level and have been tabulated the findings from the above table. It has been seen that, the *t*-value is over 25.00, i.e., 35.07 and 26.06 for these two items and the significance level of 0.00 makes them acceptable as well. Therefore, the hypothesis is accepted for the study.

8.1 Mean and Standard Deviation

In this section an attempts has been made to give a comprehensive idea through analyzing the sample enterprises regarding Perception of Trainers and Trainees (PTT). These analyses have been summarized below.

Table – 04: Opinion of the Respondents regarding the Perception of Trainers and Trainees

Variables	Opinion Statements	Mean	S. Dev.
Insufficient funding/Govt. patronization	Difficulties due to insufficient funding (DIF)	3.15	0.85
	Only govt. patronization will suffice (GP)	0.93	0.91
Root level training	Rural school/college teachers getting deprived (RTD)	3.17	0.86
	Traditional thinking as a barrier (TTB)	3.07	0.98
Training facilities	Modernization of training institutions (MTI)	3.44	0.81
	Quality of trainers (QT)	2.95	0.94
Trainers' eligibility	Efficiency of trainers (ET)	1.33	0.96
	Satisfaction regarding the eligibility of trainers (SET)	1.37	0.85
Trainers' responsibility	Irresponsibility of trainers (IT)	2.56	1.17
	Motivational activities required for trainers (MAT)	3.28	0.82
Perception of trainers and trainees (PTT)		3.03	1.16

Source: Data has been collected by researcher (2017)

It is revealed from the Table-3 that the respondents of organization are satisfied with the all opinion statements. Further, the *t*- test values and their significance with the P value have been shown in the Hypotheses testing. It is expressed that, there is statistically significant respondents' opinion in organizations.

8.2 Descriptive Statistics, Correlations and Reliabilities

Table 5: present the mean, standard deviation, correlations and reliabilities among the six constructs.

Table-05: Mean, Standard deviation (*d*), correlations and reliabilities

Variables	Mean	<i>d</i>	1	2	3	4	5	6
Insufficient funding/Govt. patronization	4.08	1.76	(.78)					
Root level training	6.24	1.77	.72*	(.92)				
Training facilities	6.39	1.75	.78*	.75*	(.95)			
Trainers' eligibility	2.70	1.81	.51*	.50*	.48*	(.72)		
Trainers' responsibility	5.84	1.99	.58*	.56*	.55*	.52*	(.83)	
Perception of trainers and trainees	3.03	1.16	.59*	.57*	.45*	.50*	.42*	(.76)

Note:* $p < .001$; N = 75: Cronbach alpha are reported on the diagonal within parenthesis.

All correlations indicated significant positive relationship ($p < .01$) among the constructs. The relationship between Insufficient funding/Govt. patronization and Perception of trainers and trainees was the highest ($r = .59$, $p < .01$), whereas the relationship between Training facilities and Perception of trainers and trainees was comparatively lower ($r = .45$, $p < .01$). Cronbach's alpha for all measures exceeded .72 ($> .70$, Kline, 2005) indicates that they were good constructs contributing to stronger internal consistency to the sample data. Although five items if deleted led to slightly lower Cronbach's alpha, they were not considered critical since their changes were small and the factors, which these five items loaded to, already had low 'alpha' values ($< .70$, Kline, 2005).

Correlations Analysis

Now, the last item that was considered in the hypothesis section is the perception of the trainers and trainees, which is dependent on a few factors that have been illustrated throughout the study. In this section, the correlation of the 10 items that we considered in our questionnaire along with the final item that we assumed according to the perception of the trainers and trainees to test the strengths and direction of the linear relationship between the variables, Pearson correlation was conducted. It is to be noted that correlation coefficient below 0.30 is considered weak, from 0.30 to 0.49 is considered medium and from 0.50 to 1.00 is considered strong (Wong & Hiew). As per the result, all variables are found positively correlated with each other as hypothesized in the conceptual model. However, as suggested by Field (2005), researchers should be aware of multicollinearity problems, if correlation co-efficient goes beyond 0.80. As table 6 reveals that all correlation co-efficient were less than 0.8, hence, it can be said that there was no multicollinearity problem in this study.

Table- 06: Correlation between adoption factors and behavioral intention

		DIF	GP	RID	TTB	MTI	QT	ET	SET	IT	MAT	PTT
DIF	Pearson Correlation	1	0.09	0.24	-0.09	0.03	0.01	0.05	-0.1	0.17	0.08	-0.19
	Sig. (2-tailed)	0.00	0.39	0.04*	0.45	0.98	0.91	0.65	0.54	0.15	0.49	0.09
	N	75	75	75	75	75	75	75	75	75	75	75
GP	Pearson Correlation	0.09	1	-0.15	0.01	0.12	-0.23	-0.09	0.09	-0.001	-0.004	0.10
	Sig. (2-tailed)	0.39	0.00	0.19	0.92	0.31	0.05*	0.45	0.44	0.99	0.98	0.39
	N	75	75	75	75	75	75	75	75	75	75	75
RID	Pearson Correlation	0.242	-0.15	1	0.05	0.28	0.07	0.03	-0.17	0.04	0.08	-0.25
	Sig. (2-tailed)	0.036*	0.19	0.00	0.67	0.02*	0.57	0.78	0.14	0.74	0.51	0.03*
	N	75	75	75	75	75	75	75	75	75	75	75
TTB	Pearson Correlation	*0.089	0.01	0.05	1	-0.11	0.18	0.04	0.03	0.12	0.38	-0.24
	Sig. (2-tailed)	0.45	0.92	0.67	0.00	0.36	0.11	0.75	0.81	0.33	0.01**	0.03*
	N	75	75	75	75	75	75	75	75	75	75	75
MTI	Pearson Correlation	0.003	0.12	.28	-0.11	1	0.20	0.05	-0.09	0.19	0.10	0.003
	Sig. (2-tailed)	0.979	0.31	0.02*	0.36	0.00	0.09	0.67	0.43	0.09	0.38	0.98
	N	75	75	75	75	75	75	75	75	75	75	75
QT	Pearson Correlation	0.01	-.23	0.07	0.18	0.20	1	-0.10	0.09	0.25	0.12	-0.52
	Sig. (2-tailed)	0.91	0.05*	0.57	0.11	0.09	0.00	0.38	0.42	0.03*	0.31	0.00**
	N	75	75	75	75	75	75	75	75	75	75	75
ET	Pearson Correlation	0.05	-0.09	0.03	0.04	0.05	-0.10	1	0.04	0.08	0.18	0.11
	Sig. (2-tailed)	0.65	0.45	0.78	0.75	0.67	0.38	0.00	0.71	0.47	0.12	0.37
	N	75	75	75	75	75	75	75	75	75	75	75
SET	Pearson Correlation	-0.1	0.09	-0.17	0.03	-0.09	0.09	0.04	1	0.07	0.17	0.27
	Sig. (2-tailed)	0.54	0.44	0.14	0.81	0.43	0.42	0.71	0.00	0.54	0.13	0.02*
	N	75	75	75	75	75	75	75	75	75	75	75
IT	Pearson Correlation	0.17	-.001	0.04	0.12	0.19	0.25	0.08	0.07	1	0.07	-0.19
	Sig. (2-tailed)	0.15	0.99	0.74	0.33	0.09	0.03*	0.47	0.54	0.00	0.55	0.11
	N	75	75	75	75	75	75	75	75	75	75	75
MAT	Pearson Correlation	0.08	-0.004	0.08	0.38	0.10	0.12	0.18	0.17	0.07	1	-0.01
	Sig. (2-tailed)	0.49	0.98	0.51	0.01**	0.38	0.31	0.12	0.13	0.55	0.00	0.91
	N	75	75	75	75	75	75	75	75	75	75	75
PTT	Pearson Correlation	-0.19	0.10	-0.25	-0.24	0.003	-0.52	0.11	0.27	-0.19	-0.01	1
	Sig. (2-tailed)	0.09	0.39	0.03*	0.03*	0.98	0.00**	0.37	0.02*	0.11	0.91	0.00
	N	75	75	75	75	75	75	75	75	75	75	75

Note: Data has been compiled by the researcher, 2017

**correlation is significant at 0.01 level (2-tailed)

*correlation is significant at 0.05 level (2-tailed)

Since, the *P*-value of the variables is equal to 0.05 which is the maximum possible value to be considered significant. Therefore, we can accept the first item to go with the null hypothesis and decide that, there is a positive correlation between the difficulties faced due to insufficient funding and the perception of trainers and trainees. If the trainers and trainees face more difficulties, their perception, which is dependent on one of the factors called funding of institutions, will be going in the negative direction as we could see in the significance level of the *P*-value. The perception of the trainers' and trainees' regarding the patronization of the govt. only has an insignificant correlation. As we can see in the table, the *P*-value of the correlation is 0.917, which is lot more than our significant value of 0.05, we cannot but reject this hypothesis.

Since, the finance of the training institutions are mostly provided by the govt. alone. But maximum times it is not possible to ensure hundred percent government subsidies to all training institutions at 64 districts in Bangladesh. Though there are a lot of NGOs and non-profit organizations working in the country, they are not enough capable to execute the training programs without help of govt., Therefore, we can say that, the patronization of both govt. and non-govt. organizations can build the perfect and expert trainers-trainees in the country which will ultimately improve the perception of trainers and trainees in the secondary training institutions of the country.

Most of the teachers in the rural areas are generally deprived from the sufficient training programs which might affect the trainers' and trainees perception. According to the value we can see in the table, *P*-value has the minimum significance and it has been said that there is a positive correlation between school or college teachers in rural areas and the trainers'- trainees' perception regarding deprivation from sufficient training programs. The more the rural school or college teachers will be deprived, the more the perception of trainers and trainees is affected when teachers' will be deprived from a lot of opportunities like training in rural areas. Hence, the quality of the training programs must be developed in order to build the excellence of trainers' and trainees' perception. Therefore, we can accept the first item to go with the null hypothesis. Traditional institutional behaviors and thinking, bureaucracy are the main barriers of the training institutions which hampers the development of the trainers' and trainees' and their perception.

As the *P*-value is a lot more than 0.05, the maximum range of acceptance of *P*-value. Traditional thinking of the root level teachers are not the only reason of deterring the progress of institutional behaviors. A few other reasons might also come forward which will be equally responsible for being the barrier of institutional behaviors such as communication skills, integrity, attitudes & sincerity of root level teachers. The

best trainers can allow learners to make mistakes so that they can learn with understanding. The more the trainers can change themselves to adapt with the work environment, the more the teachers will be able to improve themselves and get used to the institutional behaviors. Therefore, the traditional thinking is not the only barrier to improve the institutional behaviors of the root level teachers in order to improve trainers' and trainees' perception.

According to the P-value that we achieved from the calculation, the correlation between the upgrading of training institutions to improve the quality of trainers and trainees influencing their perception are insignificant, since it already exceeded the maximum range of 0.05. In this case, we need to reject this hypothesis.

Despite of that, if we do not improve the quality of the training institutions, the expert trainers, even after having quality, will not be able to utilize their full potential and might leave their jobs for better opportunity. According to Gordon (1993), the teachers who have acquired effective listening skills facilitate learning. As a result, it will have a negative perception on the trainers and trainees. Therefore, the training institutions are required to be modernized for the improvement of training programs' quality.

The P-value that we achieved is 0.03, which is within the range of 0.01 and 0.05. So, this item is considered accepted and there has been a significant relationship between the qualities of trainers to facilitate training programs their influence on the perception on trainees. When the trainees find out their trainer do not possess the required qualities to be a trainer, they remove their concentration from the training programs and the output becomes zero as a result of it. Ultimately, the perception of both trainers and trainees become negative, as we could find out from the result. Therefore, P-value is accepted and we can use it to reach our new hypothesis.

The efficiency of trainers is one of the most important items that can change the tracks of perception of both trainers and trainees. In this case, researcher didn't find the value of the correlation of the trainers' efficiency in Bangladesh and trainers' and trainees' perception since it is significant.

According to the table given above, the P-value of this test is 0.324 which is insignificant by a big margin and the item that we derived from the variable needs to be rejected. According to the survey researchers have conducted, most of the respondents, where clearly indicates the negative perception of both trainers and trainees remain in Bangladesh. As the trainers' duty is to improve the trainees' qualities, but sometimes they fail to train the trainees perfectly. As a result a lot of students are learning lessons in the secondary schools under those unskilled and untrained teachers. Therefore, this item has illustrated one of the negative perceptions. In order to provide proper training, the trainers require eligibilities in their jobs which will influence trainers' and trainees' perception. The item that researcher considered and the trainers' and trainees perception was insignificant in their correlation value.

According to the analysis in the table above, it has been noticed that the P-value that we found from the correlation is 0.294 which exceeded our maximum range of 0.05. It proves our test to be insignificant and the item will be rejected simultaneously.

The trainers need to be eligible for the execution of the training program and improve the skills of trainees as well as themselves. Due to non-transparent exams, corruption, questionnaire leaked, political biasness and many other reasons, it is very difficult to appoint eligible trainers accordingly in the training institutions. So, it is very hard to maintain and continue the training program for the trainees by the eligible trainers, even if there some better options to participate in home and overseas training for further development. Therefore, the trainers' eligibility in our country has illustrated another negative perception of the trainers and trainees. So, Irresponsibility of trainers and the perception of trainers and trainees will have a negative perception among the trainers and trainees of the training institutions.

In the analysis, researcher can see the P-value value is 0.01 which is equal to the maximum value. Therefore, there has been a positive correlation between the irresponsibility of trainers for not having proper monitoring and the negative perception of trainers and trainees regarding this. By arranging proper monitoring system, the trainers will be more serious about their responsible and do their jobs in better ways and the perception of trainers and trainees will be improved regarding them.

Motivational activities for trainers can influence the perception of trainers' and trainees. According to the value it has been seen in the range of 0.01 to 0.05, which makes it suitable to accept the item of conducting motivational activities for the trainers to conduct the training programs. It is quite common to become bored of the same job done by the trainers all the year. If they are motivated by arranging some motivational programs by the authority, they would feel much responsible for their jobs. Then it would have been better the trainers to conduct the training programs more smoothly and the trainees would get proper opportunities to improve their skills for the teaching.

IX. Discussions

The study demonstrates the significant relationship between trainers' and trainees' perceptions in secondary training institutions. The empirical data of the study supports the initially design to explore the

present scenario of the training programs in Bangladesh which is basically plan for the actively involvement of trainers and trainees in the secondary educational institutions. Besides, proper solution is also a major purpose in this study after finding the problems. In order to conduct this research, researchers went through a number of articles and collected the related data, which is based on the perception of trainers and trainees on the training institutions on secondary education in Bangladesh. The systems of the trainings were typically analyzed in those articles. After analyzing all the information including literature review and assuming conditions of the training institutions, researchers has developed some hypothesis and has combined them with the objectives. Researchers also have prepared some assumptions which have been used to collect data in light of questionnaires from target respondents. Researchers have used these data and convert them into useful information and after the coding process researchers have kept the reliable and valid data that has been collected.

The research finding also supports to give the solutions the difficulties of insufficient fund in the training institutions for ensuring proper training of trainers and trainees. This study result bring insight into the govt. patronization which is enough for the development of training institutions, which proved that only govt. funding will not suffice in this sector, i.e., it will not help building more expert trainers and trainees if only govt. continuing its funding considering the financial capabilities of economic condition of the country, Bangladesh. This study shows that both govt. and non govt. patronization can play positive role to build-up perfect trainers and trainees at the training institutions.

Researchers have reached into two more statements to gather opinions from the respondents. The first item initiated with the rural school teachers' deprivation from sufficient training programs. The findings also show that the rural students contain huge potential in their struggling lives but depriving from trained teachers in their existing education system. The study has been stated that the traditional thinking as an obstacle in order to improve the expected organizational behavior. Therefore, there is no more doubt that, traditional thinking is still one of the obstacles which is required to overcome by the rural teachers in order to meet the expected organizational behavior. The study shows that the facilities provide in the training institutions which help to improve the quality of trainers and trainees are insufficient. The findings are about the modernization of the training institutions, improvement of working condition and ensuring decent environment.

The findings show that the quality of the trainers would be up to the mark if trainers are not availed required facilitation in the best possible ways. Therefore, according to the result of study, the trainers are not up to the mark because of not having adequate facilities in the best possible ways. This study shows that the trainers' eligibility in their job actually make things clear to the trainees in their activities in the classroom. This study makes it clear that, being a highly qualified trainer might not always have very good communication or explanation skills. It needs to be learnt by dint of hard work and confidence level to gain the success.

The study also provides a best mechanism regarding the eligibility of the trainers. Since the trainers are really eligible enough, but those trainers are not appointed through transparent ways other than the govt.'s civil service examination, which judges all of them in the same category, whereas a trainer must have some particular skills according to the specific requirement. Therefore, considering the analysis and findings, it is not hard to say that the trainers are not good enough and well efficient since the obscure process of recruitment. The research shows about the sense of responsibility among the trainers and the irresponsible behavior of the trainers. Therefore, it is not hard to reach to the statement that, trainers in some areas are irresponsible in terms of behavior while they perform. The study focuses on the motivational activities for the trainers to conduct the training program smoothly and effectively. It is necessary for them to be self-motivated which would be encouraged the trainees as well. Therefore, it has no more controversy regarding the high necessity of conducting the motivational programs in the training institutions for both trainers and trainees. Among all the factors improving the skills and quality of trainers is a highly significant factor which affects trainees and learners perceptions.

X. Impact Of The Study

The result of the study has got a few practical implications. The result allows appreciating the fact that, the perceptions of trainers and trainees put particular importance to different sources of knowledge and experience in their training at secondary education. Trainers, trainees, training models, curriculum of training, facilitations of training are related to current concepts of formation of perceptions. The results show along with the Government of Bangladeshi different Nongovernmental Organizations also can take steps to imply decentralized system of training programs to improve the entire system of training for the training institutions through proper planning. The root level teachers should be provided updated training facilitations and also should be given enough freedom and facilities to improve their institutional behaviors to enrich teaching skills as a trainer and a trainee. The findings show that the quality of teachers are required to indicate the actual efficiency and eligibility as trainers and trainees to improve skills adopting with the modernized facilities which are provided by the govt. and NGOs. The study shows that the trainers are required to be made responsible for what they do and as a result, in a long term vision, the future of the country will remain secure for at least a few decades by ensuring quality students those are now in the secondary level. Nevertheless, without taking a sound

plan by the govt. through training institutions in Bangladesh, trainers and trainees perceptions in the higher secondary level would not be sophisticated.

XI. Limitations

During the conduction of this study, researchers have faced some confines. Researchers found that a lot of respondents were non-cooperative, which was somewhat difficult for us to ensure the availability of secondary data. Moreover, researchers felt dishearten for misbehaves from some trainers and trainees during data collection for this study. Some respondents refused and rejected researchers straightly as they were afraid of information leakage and shown noncooperation attitudes. Throughout the study, perception of the trainers and trainees on what they wanted exactly was required to be figured out. Moreover, this research was restricted to accessible resources and surveys which were used as means for data gathering.

12. Directions towards Further Study

There has been huge scope for further study from this topic. The following researches maybe considered to be conducted in the near future.

This study was the first attempt to conduct any study with the perceptions of trainers and trainees, which was actually based on the activities of training institutions of secondary education. Further studies can be done on the curriculum development of the training institutions. Moreover, budget planning of the training institutions for the improvised curriculum is also a big challenge for the govt., on which, a research can be done based on the perception of trainers. The processes of improving the skills of root level teachers are another significant topic to conduct a research. Simultaneously, another research can be done on the introduction of technology to the teacher-trainees' involvement in secondary education and based on that, they will be able to introduce them to the secondary school students. The proper ways of motivating the trainers can also be another good area of research.

Recommendations

1. A qualified department of training education, which actively takes part in improving training service in order to ensure personnel competency, satisfying the learners' desire for knowledge via developed teaching techniques, and producing more trainers who will be able to establish positive perceptions in trainees interpersonal relations.
2. It is within the scope of the responsibilities of educational training institutions to train trainers and trainees providing service. Every trainer and trainee in the training system share their knowledge, experiences, and observations with each other in the training activities.
3. It is a training activity that allows one to develop a sense of security in their career, to lift their spirit, to maximize their level of prosperity, to seize an opportunity to move upwards in the hierarchy, and to pursue their lives in an environment of communication with open pores, and bring functionality to the development of trainers' and trainees' perceptions (Adem, 1981; Arslan, 2011).

XII. Conclusion

This study investigated the perception of trainers and trainees involved in the training activities in training institutions focused on secondary education in Bangladesh. In this study, researchers could find out the factors which are accountable for the training programs, trainers and trainers and keeps a quite significant influence on them. The trainers and trainees are currently not satisfied with the kind of progress going on in the training institutions in Bangladesh and they expect to receive a lot of investment from the govt. and nongovernment in the near future. We believe the more the govt. is going to invest in this sector of training the teachers, the more return we are going to receive in the future. Samsung possess almost double patents more than one of the biggest United States companies, Apple. Currently, South Korea is standing on its manpower which is their biggest resource. In our country, we have enough resources and we have enough population. Now, we need to invest in the best possible ways to utilize the education sector, which requires to engage people in that sector, i.e., the trainers and trainees, more skilled. In order to make them skilled, both the govt. and NGOs needs to invest on the technologies, more training programs, good curriculums and field works if necessary to train them in the elite standard. Only then, the perception of the trainers and trainees will become more positive resulting in the bright future for the students in the coming days.

References

- [1]. Adem M (1981). Educational Planning, Ankara: Sevinc Press.
- [2]. Arslan MA (2011). Opinions of Literature Teachers Related to Academic Training, in-Service training and organizational Socialization Process, *Educ. Res. Rev.* 9(23):1280-1290, Doi: 10.5897/ERR2014.1961
- [3]. Akar U (2007). The relationship between scientific process skills and critical thinking skill levels of prospective teachers. Unpublished master's thesis. AfyonKocatepe University Institute of Social Sciences, Afyon.
- [4]. Cetin A (2008). Critical thinking Power of prospective Primary school Teachers. Unpublished master's thesis. Uludag University Institute of Social Sciences, Bursa.
- [6]. Cetinkaya Z (2011). Determining of the views of prospective Turkish teachers on Critical thinking. *J. AhiEvrans University Faculty of Education* 12(3):93-108.
- [7]. Enose M.W. Simatwa (2010). Piaget's theory of intellectual development and its implication for instructional management at presecondary school level, *Educational Research and Reviews* Vol. 5(7), pp. 366-371
- [8]. Freese A (2005). Reframing one's teaching: Discovering our teacher selves through reflection and inquiry. *Teach. Teacher Educ.* 22:100-119.
- [9]. Gordon T (1993). Effective teaching education (E. Aksoy& B. Özkan, Trans.). Istanbul: Ya-Pa Publications.
- [10]. Griffiths, V. (2000). The reflective dimension in teacher education. *Int. J. Educ. Res.* 33:539-555.
- [11]. Kocak B, Kurtlu Y, Ulas H, Epcacan C (2015). Relationship Between Critical Thinking Levels and Attitudes Towards Reading of Prospective Primary Teachers. *Ekev J. Acad.* 19 (61):211-228.
- [12]. Kucuk EE (2008). Analyzing of the questions on the 6th grade Turkish course workbook interms of Critical Thinking. *E-J. New World Science Academy.* 3(3):492-504.
- [13]. Kurum D (2002). Critical Thinking Powers of Prospective Teachers' Unpublished master's thesis. Anadolu University Institute of Educational Sciences, Eskisehir.
- [14]. MacKnight CB (2000). Teaching Critical Thinking through Online Discussions. *Educause Quarterly*, 4:38-41.
- [15]. Piaget J (1994). Cognitive Development in children: Piaget Development and Learning, *J. Res. in Sci. Teaching*, 1964, 2: 176-186.
- [16]. Sabahattin Deniz (2010). Implications of training student teachers of preschooling through micro-teaching activities for a classroom with mentally-disabled students, *Educational Research and Review* Vol. 6(8), pp. 560-569.
- [17]. Semra Guven (2015). Teacher behaviours observed by teacher candidates throughout their primary and secondary school years, *Educational Research and Reviews* Vol. 10(12), pp. 1662-1669.
- [18]. Ward RJ, McCotter SS (2004). Reflection as a visible outcome for preservice teachers. *Teach. Teacher Educ.* 20:243-257.
- [19]. Yesilbursa A (2011). Reflection at the interface of theory and practice: An analysis of pre-service English language teacher's written reflections. *Austr. J. Teacher Educ.* 36(3):104-116.
- [20]. Yeung K, Watkins D (2000). Hong Kong teachers' personal construction of teaching efficacy. *Educ. Psychol.*, 20(2): 213-236.
- [20]. Yilmaz K, Tosun MF (2013). Teachers' perceptions of the relationship between beliefs and education for teacher and student relationship. *J. Res. Educ. Teach.* 2(4): 205-218
- [21]. Zayif K (2008). Critical thinking tendencies of prospective teachers. Unpublished master's thesis. Abant İzzet Baysal University Institute of Social Sciences, Bolu.
- [22]. Zeichner MK, Liston PD (1987). Teaching student teachers to reflect. *Harvard Educ. Rev.* 57(1):23-48.

Kamol Gomes. "Trainers' and Trainees' Perception on Training Activities: An Empirical Study in Some Training Institutions Based On Secondary Education in Bangladesh." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 2, 2018, pp. 41-52.