



An Examination of the Effects of Resource Persons' Experiences on the School Teachers' Attitude towards the Teacher Training Program: A Qualitative Analysis

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ARTICLE INFO	ABSTRACT
<p>Article history: Submitted 20.07.2024 Accepted 24.12.2024 Published 31.12.2024</p> <p>Volume No. 11 Issue No. II ISSN (Online) 2414-8512 ISSN (Print) 2311-293X DOI:</p> <p>Keywords: Teacher training, Teacher trainer, Training Program, Program effectiveness, PEELI</p>	<p><i>The primary intent of the current qualitative study was to examine the perceptions, attitudes, and lived experiences of resource persons (expert trainers) and primary school teachers (PSTs) as trainees regarding the resource persons' delivery of training to PSTs through in-service teachers' training program, Punjab Education and English Language Initiative (PEELI). The research questions of the study were addressed through the collection of data from 10 semi-structured one-on-one interviews with resource persons/master trainers and four focus group discussions (FGDs) with 20 primary school teachers who participated in the PEELI training sessions as trainees. Each focus group consisted of 5 participants (PSTs). The study was conducted in public-sector primary schools of District Okara, utilizing a phenomenological research approach and a constructivist paradigm. Thematic Analysis (TA) was employed to analyze the interview and focus group data. The emergent themes encompass the recruitment process of Resource Persons/Expert Trainers, Training of Resource Persons by worldwide Training Consultants, and Delivery of PSTs training sessions by Resource Persons. The themes of the study imply that the PEELI has improved their pedagogical and communicational skills by familiarizing them with activity-based, learner-centered, and active-friendly classroom environments by adopting English as a medium of instruction and enhancing PSTs' confidence.</i></p>



Introduction

The teachers who have undergone in-service training maintain significantly distinguishable, precise and explicit teaching-learning methodologies, as well as subject knowledge and evaluation techniques and strategies in comparison to untrained teachers (Khanam, 2021) also argues, in a review of the literature on in-service teacher training, that this type of training retains considerable implications and consequences for teachers' classroom implementation and performance (Siddiqui et al., 2021).

Teachers' in-service training is being practiced all over the world with the belief, conviction, ardor, and fervency that it stimulates and fosters teachers' professional development (Ahmad, et al., 2021). Notably, the training is designed to promote and support the teachers' professional development and continuous refinement (Siddiqui et al., 2021). The in-service teachers' training is concerned with the prior pursuit of ensuring sustained, determined, and tenacious development and expansion of the capabilities and

competencies of visionary and educational institutions, as well as the entire academic system (Ahmad et al., 2021).

In-service teachers' training continuously equips teaching staff with resourceful, innovative, ingenious, and inventive academic and pedagogical proficiency, command, and competence to contribute to and support a government's endeavors and measures to transform its educational system into an outcome-based framework and configuration (Okiror et al., 2017). Nevertheless, it is paramount yet essential to develop a sustaining, supportive, and quality learning work environment for students as well as teachers. (Ahmad et al., 2021)

Obviously, through in-service training, teachers acquire all the knowledge and skills they need to develop professionally, focusing on their specific needs and interests (Siddiqui, 2019). In-service training for teachers is essential to keep them up-to-date and well-developed, in line with the continuously evolving essentials, approaches, and practices of students (Siddiqui, et al., 2021). The professional development of teachers is crucial for addressing the gaps in contemporary teachers' aptitude, talent, and mastery, as well as for sustaining and expanding their capability, proficiency, command, and expertise. Hence, the primary and most significant means of all this is in-service teachers' training (Siddiqui, 2019).

In-service teachers' training also eliminates the distinctions, dissimilarities, and divergences caused by the discrepancies in environment and individual background during teachers' preparation. It keeps the teaching profession new-fashioned, ultra-modern, up-to-date, ingenious, resourceful, innovative and visionary, as well as equips them with the latest knowledge, cognition and teaching skills. In-service training enables a deeper understanding of creative and innovative refinement, thereby facilitating the professional development of teachers as they assume responsibilities related to the evolving upbringing and teaching-learning environment (Osamwonvi, 2016).

Teachers' in-service training plays a crucial role in enhancing and enriching their teaching practices and classroom performance, equipping them with innovative knowledge, high-quality teaching skills, and up-to-date teaching and learning approaches (Nawab, 2017). Sensation, implementation, and mastery require that teachers evolve into active and dynamic learners, becoming eloquent and elevating individuals through further intentional, premeditated, and well-planned professional development activities (Ahmad et al., 2021).

For improved classroom teaching and learning, premeditated teachers' in-service training should be collaborative, long-term, and content-driven (Junejo et al., 2017). The researchers emphasize the tremendous concern that, as a persuasive teacher, in-service training and continuous professional development stand as a basic and essential key, proving a meticulous, intensive, rigorous, sustained and persistent effort to enhance the teaching-learning process (Evers et al., 2016). Thus, teachers should provide ongoing professional development through in-service training reinforcement to enhance their services and foster a culture of lifelong learning (Bakhsh, 2016).

The researchers emphasize the tremendous concern that teachers' training programs should aim to maximize teacher learning, along with a well-structured content core, mutual and collaborative active participation, an inquiry-oriented teaching-learning technique, as well as consistent curricula and school policies (Mushtaq, 2021). In-service training must equip teachers with a comprehensive and significant approach to the evolution and improvement of schools, providing quality teachers and fostering progress in student learning (Barrichello et al., 2020).

Accordingly, in-service teachers' training is paramount for the professional development of teachers, which is vital and encompasses a range of distinct activities and workshops. From these, numerous activities concentrate on the specific needs of students and classroom management, while other distinctive activities concentrate on curriculum design and unit planning (Bashir & Hussain, 2020; Khanam, 2021).

Likewise, teachers should be proficient in a range of content related to the subject matter, as well as possess additional skills and technologies. They must have a firm grasp of other essential components that support high standards of teaching and learning processes, as well as quality teaching, to keep pace and step forward in facing the challenges of the 21st century and modern era (Ali, 2020).

Punjab Education and English Language Initiative (PEELI) training was an endeavour of the Punjab Government for Primary School Teachers (PSTs). The training was conducted in 2017, in association and partnership with the British Council and the Quaid-i-Azam Academy for Educational Development (QAED) (Baig et al., 2021; Bashir & Batool, 2017; Kuyate, 2019; Lone, 2020; Mushtaq, 2021; Nadeem et al., 2021; Naz et al., 2020)

Purpose of the Study

The basic purpose of the present qualitative study is to examine and analyze by exploring the lived experiences, perceptions, feelings, thoughts, and attitudes of Primary School Teachers (PSTs) as trainees and their Resource Persons/Master Trainers regarding how Resource Persons affect the experiences and attitudes

of school teachers towards Teacher Training Programs.

The study aims to gain a comprehension regarding the research phenomenon by indicating and revealing the sensations, perceptions, sentiments, views, reflections, feelings, reactions, and attitudes through the lived experiences of the present research participants who experienced as Resource Persons/Master Trainers and Trainees in the training of Punjab Education and English Language Initiative (PEELI), that was executed by the School Education Department (SED) in association with British Council and Quaid-i-Azam Academy for Educational Development (QAED), Lahore.

The study will embolden, stimulate, and provide guidelines to policymakers, training organizers, and monitoring and evaluation personnel, as well as facilitate third-party evaluation adherents to instigate and assist the career-long opportunities and prospects for in-service teachers' capacity building and continuous professional development via in-service teacher training programs.

Research Questions

1. What was the recruitment process of resource persons/expert trainers adopted by the British Council and Quaid-e-Azam Academy for Educational Development (QAEDs)?
2. What steps were initiated for the training of resource persons by the worldwide training consultants of the British Council to enhance the competency and performance of resource persons?
3. How did resource persons contribute to enhancing the competency, knowledge, and skills of Trainees (PSTs) through the successful delivery of training sessions?

Research Methodology

The qualitative research approach was selected because the phenomenon under study demanded an in-depth analysis. The main objective of the study was to attain an in-depth acquaintance with the in-hand phenomenon. As the master trainers /resource persons and trainees/Primary School Teachers were both directly connected to the under-investigated phenomenon, hence, it was essential to incorporate into the study the lived experiences of both the trainees and trainers into the research.

Accordingly, to fulfil the elemental quintessence of the present qualitative study, it was essential to examine and analyze by exploring the lived experiences, perceptions, feelings, thoughts, and attitudes of Primary School Teachers (PSTs) as trainees and their Resource Persons/Master Trainers regarding how Resource Persons affect the experiences, and perspectives of school teachers towards Teacher Training Programs.

The researchers have utilized a qualitative research approach to study the effectiveness of in-service training programs. Nevertheless, the quantitative research approach is generally unable to furnish an in-depth understanding of various elements of in-service training (Pernice, 2011). In contrast, qualitative research may be essential in scholastic studies, particularly when addressing research questions regarding "why" and "how", as it enables one to comprehend in-depth the phenomena, contexts, and lived experiences (Cleland, 2017).

Thus, to gain a more profound and in-depth understanding of the critical area of research, the qualitative research method was employed. Using five (5) steps, the data were analyzed and transcribed (Obsorn et al., 2008).

Selection of participants

Generally, the primary aim of sampling by qualitative researchers is to assemble distinct events or cases that can provide more profound and in-depth knowledge of the phenomenon under study. Hence, the researcher aims to identify data study units that contribute to already available knowledge regarding any phenomenon. When the researcher explores an unknown or unique domain, they search for subjects and matters that may furnish basic understandings. To accomplish this purpose, the qualitative researcher generally employs non-probability sampling techniques, such as snowball, quota, convenience, or purposive sampling.

Hence, for this study, trainees/PSTs and resource persons/master trainers were chosen by using a purposive sampling technique as research participants. In this regard, cumulatively, thirty (30) participants, comprising twenty (20) PSTs who had been employed as trainees in the PEELI training in 2017, were selected for focus group discussion, with four training participants in every focus group. Likewise, ten (10) resource persons who served as resource persons/expert trainers in the PEELI training participated in the one-on-one interview protocol.

Data Collection

To gather data from resource persons (expert trainers) and trainees (primary school teachers) of PEELI training, an interview protocol guide and a focus group discussion were used. In this regard, cumulatively, thirty (30) participants, comprising twenty (20) PSTs who had been employed as trainees in the PEELI training, were selected for focus group discussion data collection, with four training participants

in every focus group. Likewise, data was collected from ten resource persons who served as resource persons/expert trainers in the PEELI training through the one-on-one interview protocol.

Data Analysis

For qualitative researchers, data analysis typically involves collecting, examining, and organizing interview transcripts, focus group discussion transcripts, initial and final notes, as well as other collected materials of various types to unveil and disclose significant and noteworthy findings and conclusions (Bogdan & Bilkan, 1998). Hence, this study employed Interpretive Phenomenological Analysis (IPA) as an approach to data interpretation. The data were transcribed and interpreted employing five (5) steps: (1) Reprised reading of transcribed data, (2) initial noting, (3) Determining and pinpointing emergent themes, (4) integrating and incorporating themes, (5) investigating analyzing patterns across cases (Obsorn et al., 2008)

Results of the Study

The following are the results of the study:

Recruitment Process of Resource Persons/Expert Trainers

For the Punjab Education and English Language Initiative (PEELI) training, the British Council devised and originated a renewed cadre. Accordingly, diverse, multifarious and manifold recruiting appraisal and evaluation centers were specified to recruit Expert Trainers (ETs) as Resource Persons.

The Quaid-e-Azam Academy for Educational Development (QAED) and the British Council jointly collaborated to establish various recruitment, appraisal and evaluation centers, ensuring diversity among recruited participants by taking into account their gender and geographical location. Teachers with excellent scholastic and academic backgrounds, as well as a firm grasp of spoken English from all 36 districts of Punjab, were invited to attend the concerned districts' recruitment centers.

During their model lesson on micro-teaching, the proficiency, expertise, command, and English language pedagogical skills of the Resource Persons/Expert Trainers were closely monitored, assessed, and evaluated. Hence, the district QAEDs recruited 1,001 Resource Persons/Expert Trainers.

Training of Resource Persons by Worldwide Training Consultant

During their entire 3-year PEELI training tenure, all Resource Persons/Expert Trainers acquired training of 25 days. Eventually, the British Council's training consultants furnished training in all 36 districts of Punjab. Hence, PEELI training's target was aligned with the collaboration of the British Council and the CPD framework. In this regard, during the response to questions during one interview, participant "E," who has performed as a resource person/master trainer for almost 16 years, stated:

"As a Resource Person of PEELI training, I was groomed at an elevated level to decipher and decrypt the primary school teachers' challenges and issues. PEELI cultivated, stimulated and eventually promoted me to develop and groom my aptitudes, talents, capabilities, competencies and skills most effectively to do my utmost for my trainees; hence, ultimately it also elevated primary teachers' mastery, skills, knacks and talents as trainees."

Hence, during the 1st year of PEELI training, its approaches and courses focused on the basic or first level, which is referred to as the "Foundation Level." Whereas, during the subsequent 2nd and 3rd years, as trainees, the Resource Persons made progress and ultimately achieved the required elevated level of "Engagement Level."

While interviewing the Resource Persons, most of them remarked regarding their training that all the training sessions were exceptionally delivered by Consultant Trainers from the British Council. They expressed that they are yet dumbfounded and astounded at how it has become feasible that, within merely 25 days, many facets, aspects, proportions, and dimensions were successfully achieved through PEELI's journey from proficiency in the English language to competency of teaching dexterities, aptitudes, mastery, talents, knacks and skills. They remarked that all of the British Council's Consultant Trainers were matchless, marvelous and superb.

For effective classroom practices, the *Resource Person* augmented command and competency in activity-based and learner-centered strategies and techniques. Additionally, they gained confidence in their proficiency and mastery of the training. Ultimately, they became competent in these classroom practices, as well as in delivering training sessions to their trainees. In this way, PEELI's Expert Trainers provided successful training for primary teachers in 36 districts across Punjab. Accordingly, the 6-day training on teaching English to nearly 110,000 primary teachers was provided by Resource Persons in thirty-six (36) districts across Punjab.

While responding to interview questions, participant "H" remarked:

"Ensuring diversity among recruited participants by taking into account their gender and geographical location, teachers with excellent scholastic and academic backgrounds, as well as a firm grasp of spoken English from all 36 districts of Punjab, the British Council initiated with

boosting and emerging trainers. These Resource Persons were trained by the British Council's proficient Training Consultants, who trained the Resource Persons. Finally, these Expert Trainers proficiently delivered the training to primary school teachers (PSTs)."

While responding to the questions, most trainees and trainers stated that by QAEDs in all 36 districts, remarkable procedures regarding the selection of trainers were implemented. They expressed that when QAEDs selected Expert Trainers/ Resource Persons, the British Council substantiated the selected trainers through their Training Consultants.

During the interview, most Expert Trainers and trainees(PSTs) expressed that the PEELI trainer's proficiency and delivery of training sessions were satisfactory. They held the view that the Expert Trainers effectively presented the comprehended skills and techniques during training sessions. They demonstrated relevance and pertinence to the training content and the needs of their trainees (primary school teachers).

In response to a question, the Expert Trainers described that performing as a resource person in PEELI was a demanding yet stimulating opportunity and a prospect for all of them. Almost all the resource persons shared a common viewpoint, remarking that they had learned much during their training as trainee/resource persons. They excelled as trainees in multiple dimensions, including session planning, teaching and learning strategies and techniques, feedback, and input sessions.

The British Council's Training Consultants equipped them with revitalized and reinvigorated dimensions and proportions to reflect on the pedagogy of resource persons, both in training primary school teachers and in their classroom instruction after PEELI training when they arrived at their schools. The interchange and interaction of concepts, beliefs, strategies, techniques, and approaches between these resource persons and the worldwide Consultant Trainers, who are familiar and acquainted with innovative and contemporary teaching strategies, helped them understand how these approaches are employed and practiced in different countries worldwide.

Delivery of Training Sessions to Primary School Teachers (PSTs)

The grant of the Certificate in English Language Teaching for Adults (CELTA) has undoubtedly been a desire, an aspiration, and a fabrication for the Resource Persons. Through PEELI by the British Council, that daydream was fulfilled. Hence, the Resource Persons left no stone unturned in delivering PEELI training to primary school teachers.

"If one expects quintessential and outstanding teachers for effective classroom instruction, one needs to provide and maintain exceptional, illustrative, and definitive master trainers. Accordingly, to deliver quintessential, illustrative, and exemplary master trainers, the PEELI program was the utmost appropriate and valuable initiative in this regard. I wish the PEELI training initiative would endure and be durable. It must be enhanced to middle, high, and higher secondary levels. I do consider that the PEELI training initiative is indubitably an exceptional source to place the master trainers and primary school teachers towards the appropriate targets that its organizers have already set for the PEELI training program."

The Resource Persons developed and refined their learning and skills through worthwhile experiences and opportunities for growth. Similarly, nearly all trainees, as well as their resource persons, agreed and consented to the fact that the PEELI has improved their pedagogical and communicational mastery by familiarizing them with activity-based and learner-centered teaching and learning approaches, which proved to be the utmost farsighted methods. In response to questions about the respondents' competency, almost all of the participants stated that they are thankful to the QAED, Lahore, and the British Council for equipping them with a unique opportunity and prospect to actively partake in the path of CELTA.

They also expressed their gratitude for all the initiatives undertaken by the British Council and QAEDs to administer the Resource Person. The PEELI training program provided a tremendous and fabulous learning as well as teaching experience. Indeed, the CELTA training course equipped all the Resource Persons with the prospect and possibility of interacting with, conversing with, and apprehending through Consultant Trainers worldwide. PEELI offered a prospect and possibility to gain knowledge and learn about multinational standards-based learning and teaching practices and techniques, which was undoubtedly a memorable and remarkable opportunity for all the Resource Persons.

All the Training Consultants provided helpful and worthwhile feedback to Resource Persons, which was immensely beneficial and practical. They learned to acquire and recast productive criticism and self-evaluation. Day by day, as they glanced and noticed themselves, they improved and elevated. That furnished a satisfying and pleasurable sense of inspiration and triumph among all of them.

While conducting focus group discussions, the trainees remarked that all the Resource Persons delivered their sessions very persuasively and effectively. They defined and clarified all the content marvelously and

admirably. The teaching approach of all the Resource Persons was remarkable.

While conducting focus group discussions "D," the teachers articulated about the content delivery of Resource Persons, described:

"It is an admitted fact that the PEELI training program has fostered my concentration with Spoken English evermore."

While conducting focus group discussions, nearly all trainees expressed that Resource Persons utilized appropriate, applicable, and pertinent methods and strategies to observe the enactment of trainees. During micro-teaching sessions, particularly, the Resource Persons provided valuable and relevant feedback. In the classroom, they also instructed all PSTs on the transparency of complex and intricate ideas, concepts, approaches, and strategies.

While conducting focus group discussions, trainees also expressed the utmost trust and confidence in their Resource Persons. Participants of the focus group discussion "C" remarked:

"Almost all the Resource Persons of the PEELI program were well prepared, well planned, and well equipped for their sessions' delivery. They engaged all the trainees appropriately."

Almost all the trainees (PSTs) stated that the lessons delivered by the Resource Persons were assessed through lesson observation by the third-party evaluation team. These lessons were evaluated using five chief indicators, categorized into 4 levels: Induction, Foundation, Engagement, and Integration.

During an interview regarding Resource Persons' skills and competency, participant "F," who has performed as an Expert Trainer for more than 10 years, remarked:

"Resource Persons's mastery of planning, organizing, and acclimating distinguishable practices, particularly in sessions of activity-based teaching and learning, enhanced to the most sumptuous extent."

While conducting focus group discussions, most trainees (PSTs) stated that, indeed, almost all Resource Persons had achieved an 'Engagement Level, and even a few achieved the final level the Integrated Level', which is an admirable and tremendous drive of their competency, capability, and enriched mastery in content delivery and lesson planning.

In response to interview questions about the Resource Persons' skills in lesson planning and delivery, most PSTs expressed complete satisfaction, indicating that they were impressed by their Resource Persons' capabilities, competencies, and professional skills.

While conducting focus group discussions, most teachers agreed that the Resource Persons' delivery was compelling and productive. They remarked that the Resource Persons presented, exemplified, ascribed, and demonstrated the entire related content to deliver their planned lessons in an admirable, commendable, and praiseworthy way. In contrast, a few trainees thought that the Resource Persons' content delivery was not convincing, compelling, or productive, as they primarily used the English language during various sessions of the PEELI training, which was challenging for primary teachers to comprehend.

However, the trainees acknowledged that while delivering the micro-teaching lessons, the Resource Persons mainly used appropriate, relevant, and practical strategies, techniques, and methods. The trainees (PSTs) stated that all PEELI Resource Persons were well-planned and well-equipped to deliver the lessons, and they effectively and sufficiently involved all the trainees in an admirable, compelling, and persuasive manner. Therefore, the competency, command, skills, and proficiency of

Resource Persons of the PEELI program to exploit, adapt, adjust, manage, manipulate, order, conceive, plan, convince, accommodate, and finally execute all activities improved and enhanced to the most splendid extent. In response to questions about Resource Persons' skills and competencies, participant "H", who has performed as a Resource Person for more than 17 years, remarked:

"It is evident that most of the Resource Persons obtained level 4, the Engagement Level."

As the Resource Persons of PEELI, they received training from well-experienced and highly qualified consultant trainers from various countries and continents with diverse academic backgrounds; hence, these resource persons utilized these learned approaches, capabilities, knowledge and skills to train their trainees.

During the semi-structured interview, the Resource Persons remarked that during the execution of their training by the British Council's training consultants, they *learned productive* approaches, techniques, and strategies. Therefore, they presented their most promising approach for adopting and adapting all these practices, approaches, procedures, techniques, and strategies during training sessions for PSTs.

The Resource Persons applied multiple significant and effective methods to enhance the language skills of their trainees (PSTs). Modern, trendy, and most elaborate and intricate grammatical concepts certainly stimulated and boosted the Resource Persons to train the PSTs in the PEELI Training Program.

During the semi-structured interview, all the Resource Persons remarked that they received training

from exceptional worldwide Training Consultants who enriched their talents, proficiency, and skills, enabling them to be effective Resource Persons for their trainees. Ultimately, they refined their trainees' spoken English competency, talent, and skills. They improved and shifted their trainees from a teacher-centered approach to a dynamic student-centered approach. They also enabled their trainees to adopt an activity-based approach to teaching and learning. In response to questions, semi-structured interview participant "E", who has performed as a Resource Person for more than 12 years, remarked:

"As a Resource Person of PSTs, the PEELI training initiative assisted me in solving trainees' challenges and issues. PEELI facilitated me to enhance trainees' aptitude talents, mastery in most efficacious dimension and an adequate manner."

PEELI proved to be an excellent opportunity and prospect for Resource Persons and trainees to enhance their instructional mastery and face the challenges of the modern era as dynamic and excellent teachers.

The Resource Persons enriched their talents through PEELI training with international consultants from the British Council, and they transformed and instilled these skills in their trainees (PSTs) through training. In response to questions about the competency of Resource Persons, the participant from the focus group discussion "C" remarked:

"The PEELI Resource Persons maintained their grasp of their related subjects. They were enthusiastic, robust, and vigorous.; consequently, they strode to approach all the trainees to confirm whether every trainee in the classroom has reciprocal, communal, bilateral relationships with other classmates."

Almost all the trainees shared the view that the PEELI program proved itself to be an exceptional source for improving their capabilities, competencies, skills, and knowledge. PEELI enabled them to overcome their hesitation and shyness about spoken English. It also helped them to adopt the English language as their Medium of Instruction. They proclaimed that their Resource Persons transformed their teacher-centered approaches into learner-centered approaches. Their Resource Persons also transformed their habituated, conventional and old teaching methodologies and strategies into activity-based teaching and learning methods.

The well-trained contemporary Resource Persons enabled the trainees to be fluent in spoken English and even instruct various subjects in English Medium. The Resource Persons created a friendly environment in the training rooms, which encouraged the trainees to start English as their medium of instruction. All the trainees began to respond positively and actively to their Resource Persons. While conducting the interview, respondent "F" expressed:

"Comprehending from the most proficient worldwide Resource Persons was indeed a pleasing and delightful experience. Distinguishable and varied approaches, strategies, and techniques were transferred and disseminated through the PEELI program. We learned to encourage, inspire and boost the students for the four skills, i.e., how to read, write, listen, and speak with pictorial help."

While conducting semi-structured interviews, most Resource Persons held the view that the PEELI program provided them with an excellent forum for exchanging valuable insights and perspectives with adept, talented, competent, and capable experts from various cultural, educational, and proficient backgrounds worldwide. Consequently, as Resource Persons, they did their best to transfer and disseminate all those capabilities and skills to their trainees (PSTs).

Discussions

When valid and appropriate material of training approximates a proper composition and arrangement, the compositions and manuscripts develop appealingly, credibly, smoothly and efficiently to read. Various studies indicate that utilizing suitable and correctly structured elements particularly influences how thoroughly and unambiguously readers understand the training material and content (Hamza, 2012). Resource Persons are expert trainers or master trainers who conduct training sessions to guide the trainees. Diverse kinds of positions and functions of the resource persons/master trainers are available; hence, a variety of researchers employed in the modern era is suggested and offered by (Shandler, 1996, p.42).

Resource Person/Master Trainer as a Competent Trainer

"The master Trainer/resource person plays equivalent position and function primarily involves explicit, precise, and candid methodical training that applies and consists of the master trainers or the resource persons of the training as well as assisting and supporting an individual in familiarity, apprehending or improving the trainee's capabilities, competencies, skills, and knowledge, via providing significant feedback about trainees' learning and understanding by adopting and employing various courses by applying different technique, methodologies, strategies and approached those are specifically scheduled, organized,

devised, or conceived, to satisfy the essentials and necessities of the trainees” (Shandler, 1996, p.42).

Resource person/master trainer as a provider

“The function and position of a resource person/master trainer essentially involves and concerns upholding, sustaining, developing, devising, conceiving and ultimately delivering training to the trainees, which implies and consists of the examination and investigation of the training conditions and necessities, materializing and developing the pursuits and purposes of the training initiatives, by creating, conceiving and devising processes, methods, techniques, processes and approaches of various training courses, selecting pertinent, relevant, suitable and applicable approaches, experimenting out and considering the most appropriate programs, picking and choosing and eventually sustaining promoting and satisfying the resource persons/master trainers via taking the training initiatives” (Shandler, 1996, p.42).

Resource Person/master trainer as a Consultant

“Resource person/master trainer plays a vital role that mainly involves dissecting, investigating and examining any institution's or organization's issues and concerns and offering resolves and solutions that mandate or demand training endeavors which consist in maintaining pinpointing of the liaison and specifying their implementation and undertaking issue and concerns, declaring and briefing the probable and conceivable training resolutions and keys, toiling and performing with resource persons/master trainer to nominate pinpoint and identify distinguishing endeavors concerning training initiative” (Shandler, 1996, p.43).

Resource Person/master trainer as an Innovator

"Resource persons/master trainers play a chief role in supporting and assisting organizations, associations or institutions, particularly to manipulate transformation and modification and interpret performance and undertaking and implementation issues and problems, which concerns accomplishing supervisors and directors providing assistance and support to seniors and supervisors to put the transformations and changes facilitating and stimulating conversions and suggesting the processes of training and guidelines concerning functions to administer properly about modification, evolution and transition of procedure and method. This type of resource person/master trainer's position and function is generally referred to as a stimulus and modification mechanism or motivation mechanism"(Shandler, 1996, p. 43).

Resource Person/master trainer as a Manager

Resource persons/master trainers' chief role concerns extending, maintaining, managing, and preparing the activities about evolution locomoting, worker training and procedure, process or operation, which concerns materializing and developing training strategies, approaches, guidelines, methods, and objectives having a strong liaison among various departments and with senior management in contributing training program to improve trainee's advancement and headway delivering and assuring that appropriate training activities are being assessed, reckoned, produced, devised, or conceived and cultivating the office workers staff are being appropriately trained to perform their responsibilities" (Shandler, 1996, p.43).

“Resource persons/master trainers familiarize and teach approvingly and favorably unconventional adeptness and skills to interpret and decipher convoluted, intricate, and complicated issues and problems via in-service teacher training initiatives to meet the requirements of the modern era; educators should be equipped and prepared discerned as specialists' professionals' and proficient” (Villegas-Reimers, 2003, p. 38).

Conclusion

It was found that the Quaid-e-Azam Academy for Educational Development (QAED) and the British Council jointly collaborated to establish various recruitment, appraisal, and evaluation centers, ensuring diversity among recruited participants by taking into account their gender and geographical location. Teachers with excellent scholastic and academic backgrounds, as well as a firm grasp of spoken English from all 36 districts of Punjab, were invited to attend the concerned districts' recruitment centers. During their entire 3-year PEELI training tenure, all Resource Persons/Expert Trainers acquired training of 25 days. Eventually, the British Council's training consultants furnished training in all 36 districts of Punjab. The Resource Persons left no stone unturned to deliver their best to PSTs. Hence, the PEELI has improved resource persons' as well as PSTs' pedagogical and communicational skills by familiarizing them with activity-based, learner-centered, and active-friendly classroom environment by adopting English as a medium of instruction. It heightened the confidence of resource persons and PSTs.

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