

EDUCATION AND CONFLICT RESOLUTION IN BALOCHISTAN
Comparison between Performance of Professionally Developed
and Undeveloped Teachers: A Study of Public Sector Secondary
Schools of Balochistan.

Administrative Sciences

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ABSTRACT

The purpose of this research was to compare the performance of professionally developed and undeveloped teachers and identification of significant professional development variables that can help the teachers to increase their performance. A convenient sample of 260 respondents (school teachers) from 49 secondary schools in 13 districts of Balochistan was taken to determine the major factors showing their effect on the overall performance of teachers. An instrument consisting of two parts, Part (A) (Professional Development of Teacher) and (B) (Performance Evaluation of Teacher), was used. The demographic characteristics of teachers with the interaction of professional development program variables were found significant in increasing the performance of teachers. General Linear Model was used to find out the effect of training variables on the overall performance of teachers. This research study concludes that professionally developed secondary school teachers with new teaching methodologies, techniques, styles and new knowledge perform more as compare to those teachers who are professionally undeveloped or lack opportunities, interest or deliberately avoid participation in training activities.

Key words: Performance evaluation of teacher, Professionally developed, Professional development.

INTRODUCTION

By professional development we mean the professional growth that is result of experiences and practices teacher gains and performs during his/her job

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career in teaching profession. According to **(Carlos Marcelo 2009)** “The professional development of teacher is the professional growth the teacher acquires as a result of his/her experience and systematic analysis of his/her own practice”. In developing countries like Pakistan and Namibia, teachers are the key source of knowledge and wisdom for students as according to **(Willy L. Komba & Emmanuel Nkumbi 2008)** in most developing countries, education means teachers. Due to lack of teacher’s guides and essential texts, invariably, teachers are the key source of knowledge, skills, wisdom, appropriate orientations, inspiration and models for the students. As a consequence, the teacher is central in facilitating the processes that lead to meaningful education and pupils’ learning outcomes are affected by teacher quality. It has also been observed frequently that Personality and attitudes of teacher affects the individual performance as according to **(Robbins, Millett, Cacioppe and Waters-Marsh 1998, p. 28)** individual performance is moderated by the personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance.

This research study has tried to put light on the education system of Pakistan: We have an inherited administrative setup from British India as **(Dr. Saleha Parveen 2006)** describes “the history of a formal system of education in India starts when in 1813 according to the charter of East India Company; the responsibility of the education of the masses was taken over by the government. It was just a modest beginning on the part of the government to introduce a national system of education. However, from 1813 to 1854 nothing significant was done in the field of education till 1947”. Pakistan came into being on 14th August 1947 under the leadership of Quaid-e-Azam Muhammad Ali Jinnah who viewed education as an instrument of socio change and it was later on endeavored that the education system must meet the brilliance of people and culture of nation as **(Meher Rizvi 2003)** said “since independence it has been tried to relate the education system to the needs and inspirations of the country and for this purpose an Education Conference was arranged in 1947 according to the directives of Quaid-e-Azam Muhammad Ali Jinnah who had provided the basic guidelines for the future development of education that the education system should/can suit the genius or brilliance of our people, our history, culture and encourage the highest sense of honor, integrity, responsibility, and selfless service to the nation. It should/can also provide scientific and technical knowledge to build up our economic life”. The constitution of Pakistan 1973 also gives rights to Pakistani citizens to have education and bounds state to endeavor to remove illiteracy as **(Mahmood Salim Mahmood 2004)** said “the Constitution of Pakistan 1973, article 38 (d) (2004 P-14) speaks of instilling moral values and of providing education to all citizens irrespective of gender,

caste, creed, or race. Few reports on national education got importance in the history Pakistan as (Dawood Shah 2003 P-3) said "the 1959 report of the commission on national education enjoyed a peculiar position in the history of educational reforms and many other commissions worked and submitted policy statements up to 1973". Many national education policies have been announced by the various successive governments after 1973 to 2009 but could not achieve the objectives in Pakistan, mostly there is a centralized educational administration which is controlled by federal ministry of education and provincial education departments are regulating the educational laws and policies at federal and provincial levels. Linking of school teacher's job career with professional development in Pakistan is must and in the interest of strong education system as (National Education Policy of Pakistan 2009 P-43) stated Pakistan government makes commitments for quality in education through its National Education Policy that the school teachers shall be given opportunities for professional development through a program on a three-year cyclic basis and Progress in career shall be linked to such professional development, the In service school teachers in mathematics shall be given due attention to develop a conceptual understanding, problem solving, procedural knowledge and practical reasoning skills and the In service school teachers training in courses shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.

Balochistan is one of the five provinces of Pakistan and a backward but largest area with 43 percent of the country's area. There are 26 districts and 86 union councils and it has 65 legislature seats. It (Balochistan) is a rich province with mineral resources such as Sandak project for gold and copper and hot water in the shape of Gawadar Bay and deep sea port in Pakistan which needs developed workforce that can play an important role in having and using these resources accurately to make the province economically prosperous. The education sector is only one and most important sector, which can play its key role in the development of workforce through increasing the literacy rate of province. This research study has tried to compare the performance of professionally developed and undeveloped teachers of public sector secondary school of Balochistan province where the high performing teachers satisfy the school administrator and student as well, but on other side poor performing teachers present the toughest challenge to school administrator. The unskilled behavior of these teachers de-motivates pupils and damages the school reputation as well.

Research Question

It was significant to address the following questions through this research study.

Q.1 what is difference between the performances of professionally developed and un-developed teacher?

Q.2 what does affect the overall performance of secondary school teacher?

Q.3 How does professional development make a teacher to be a productive and effective through his performance?

Research Hypothesis

The following eleven (11) hypotheses were developed in persuasion of above questions.

H1: The participation in workshop is major factor which affects the overall performance of teacher.

H2: The participation in seminar is major factor which affects the overall Performance of teacher.

H3: The participation in qualification or degree program is major factor which affects the overall performance of teacher.

H4: The participation in observation visit of other schools is major factor which affects the overall performance of teacher.

H5: The participation in network of trainers is major factor which affects the overall performance of teacher.

H6: The participation in research is major factor which affects the overall performance of teacher.

H7: The participation in mentoring or peer observation and coaching is major factor which affects the overall performance of teacher?

H8: The higher professional qualification is major factor which affects the overall performance of teacher.

H9: The higher academic qualification is major factor which affects the overall performance of teacher.

H10: Gender as a respondent is major factor who is compared on the basis of overall performance.

H11: District is factor which is compared on the basis of overall performance.

Research Methodology

There are two types of sources available for data collection regarding research purpose i.e. primary and secondary data. In this research study, primary source is utilized to complete the study. We totally relied on questionnaire survey results for empirical data. A convenient sample of 260 respondents (school teachers) from 49 secondary schools in 13 districts of Balochistan was taken to determine the major factors showing their effect on the overall performance of teachers. An instrument was adopted from first Teaching and Learning International Survey (**TALIS Teacher Questionnaire MS-12-01**) results implemented in 2007-08 in partner countries by Organization for Economic Cooperation and Development (OECD) The instrument consists of two parts, Part (A) (Professional Development of Teacher) and (B) (Performance

Evaluation of Teacher) was used as Dependent variable and Activities, time span, salary and payment, impact, needs, planning and preparation, instruction, learning environment, parent interaction, contributing member of staff and performance of routine professional obligations as Independent variables. The demographic characteristics of teachers with the interaction of professional development program variables were found significant in increasing the performance of teachers. The SPSS 13.5 versions as testing tool. During the analysis of data in SPSS, researcher has used General Linear Model (GLM) because the instrument has both, nominal and ordinal types of data. Therefore, GLM model is the best tool to evaluate this kind of data.

Results

The results of the study showed that 33.5 percent of teachers did not participate in workshop and 66.5 percent participated and the actual position of overall performance of school teacher. According to the results, the overall performance of the teachers who did not participate in workshop is 10.511 more as compare to the overall performance of teachers who participated in workshop. The overall performance of the teachers who did not participate in seminar is 1.000 less as compare to the overall performance of teachers who participated in seminar. The overall performance of the teachers who did not participate in qualification program is 1.957 less as compare to the overall performance of teachers who participated in qualification program. The overall performance of the teachers who did not participate in other school visits is 0.500 less as compare to the overall performance of teachers who participated in other school visits. The overall performance of the teachers who did not participate in research is 3.513 more as compare to the overall performance of teachers who participated in research. The overall performance of male teacher is 6.561 less as compare to female teacher. In district=1 (Sibi), district=11 Panjgor, district=13 Mastung there are respondents in category of participating in workshop only, so it is not comparable with other category. In district=2 Pishin, the overall performance of teachers who did not participate in workshop is 14.970 less as compare to the overall performance of teachers who participated in workshop. In district=3 Ziarat, the overall performance of teachers who did not participate in workshop is 17.781 less as compare to the overall performance of teachers who participated in workshop. In district=4 Bolan, the overall performance of teachers who did not participate in workshop is 4.684 more as compare to the overall performance of teachers who participated in workshop. In district=5 Lasbela, the overall performance of teachers who did not participate in workshop is 30.835 less as compare to the overall performance of teachers who participate in workshop. In district=6 Khuzdar, the overall performance of teachers who did not participate in workshop is 24.463 less as compare to the overall performance of teachers who participated in workshop. In district=7 Quetta, the overall

performance of teachers who did not participate in workshop is 11.247 less as compare to the overall performance of teachers who participated in workshop. In district=8 Jaffarabad, the overall performance of teachers who did not participate in workshop is 2.308 less as compare to the overall performance of teachers who participated in workshop. In district=9 Naseerabad, the overall performance of teachers who did not participate in workshop is 12.851 more as compare to the overall performance of teachers who participated in workshop. In district=10 Washuk, the overall performance of teachers who did not participate in workshop is 17.663 less as compare to the overall performance of teachers who participated in workshop. It was found that 61.9 did not participate in conference or seminar and 38.1 participated in conference or seminar and the overall performance of school teachers who participated or not participated in conference or seminar district wise. In district=1 Sibi, the overall performance of teachers who did not participate in seminar is 21.533 more as compare to the overall performance of teachers who participated in seminar. In district=2 Pishin, the overall performance of teachers who did not participate in seminar is 5.492 less as compare to the overall performance of teachers who participated in seminar. In district=3 Ziarat, the overall performance of teachers who did not participate in seminar is 2.250 more as compare to the overall performance of teachers who participated in seminar. In district=4 Bolan, the overall performance of teachers who did not participate in seminar is 5.241 more as compare to the overall performance of teachers who participated in seminar. In district=5 Lasbela, the overall performance of teachers who did not participate in seminar is 5.659 less as compare to the overall performance of teachers who participated in seminar. In district=6 Khuzdar, the overall performance of teachers who did not participate in seminar is 14.674 more as compare to the overall performance of teachers who participated in seminar. In district=7 Quetta, the overall performance of teachers who did not participate in seminar is 0.357 more as compare to the overall performance of teachers who participated in seminar. In district=8 Jaffarabad, the overall performance of teachers who did not participate in seminar is 2.624 more as compare to the overall performance of teachers who participated in seminar. In district=9 Naseerabad, and district=13 Mastung, there is no impact on the overall performance of teachers who participated or not participated in seminar. In district=10 Washuk and district=12 or Turbat, there is only one category of respondents of not participated in seminar which is a reference category and can not be compared. In district=11 Panjgor, there is only one category of respondents of participated in seminar which is a reference category and can not be compared.

This research study found that 16.1 did not participate in qualification program and 83.5 participated in qualification program and the overall

performance of school teachers who participated or not participated in qualification program district wise. In district=1 Sibi, the overall performance of teachers who did not participate in qualification program is 6.710 less as compare to the overall performance of teachers who participated in qualification program. In district=2 Pishin, district=3 Ziarat, district=7 Quetta, district=9 Naseerabad, district=10 Washuk, district=11 Panjgor and district=13 Mastung, there is no impact on the overall performance of teachers who participated in qualification program. In district=4 Bolan, the overall performance of teachers who did not participate in qualification program is 0.819 more as compare to the overall performance of teachers who participated in qualification program. In district=5 Lasbela, the overall performance of teachers who did not participate in qualification program is 27.242 more as compare to the overall performance of teachers who participated in qualification program. In district=6 Khuzdar, the overall performance of teachers who did not participate in qualification program is 9.087 less as compare to the overall performance of teachers who participated in qualification program. In district=8 Jaffarabad, the overall performance of teachers who did not participate in qualification program is 2.991 more as compare to the overall performance of teachers who participated in qualification program. In district=12 Turbat, there is no impact on the overall performance of teachers who did not participate in qualification program. The results of the study showed that 42.3 did not participate in observation visits of other schools and 57.7 participated in observation visits of other schools and the overall performance of school teachers who participated or not participated in observation visits of other schools district wise. In district=1 Sibi, the overall performance of teachers who did not participate in other school visits is 35.967 less as compare to the overall performance of teachers who participated in other school visits. In district=2 Pishin, the overall performance of teachers who did not participate in other school visits is 8.621 less as compare to the overall performance of teachers who participated in other school visits. In district=3 Ziarat, the overall performance of teachers who did not participate in other school visits is 2.812 less as compare to the overall performance of teachers who participated in other school visits. In district=4 Bolan, the overall performance of teachers who did not participate in other school visits is 3.884 more as compare to the overall performance of teachers who participated in other school visits. In district=5 Lasbela, the overall performance of teachers who did not participate in other school visits is 3.884 more as compare to the overall performance of teachers who participated in other school visits. In district=6 Khuzdar, the overall performance of teachers who did not participate in other school visits is 19.218 less as compare to the overall performance of teachers who participated in other school visits. In district=7 Quetta, the overall performance of teachers who did not participate in other school visits is 4.664 less as compare to the

overall performance of teachers who participated in other school visits. In district=8 Jaffarabad, the overall performance of teachers who did not participate in other school visits is 3.417 less as compare to the overall performance of teachers who participated in other school visits. In district=9 Naseerabad, there is no impact on the overall performance of teachers who did not participate or participated in other school visits. In district=10 Washuk, the overall performance of teachers who did not participate in other school visits is 1.349 less as compare to the overall performance of teachers who participated in other school visits. In district=11 Panjgor, there is only respondents in participated category which is also reference category, so there is no need of comparison. In district=12 Turbat, the overall performance of teachers who did not participate in other school visits is 2.900 more as compare to the overall performance of teachers who participated in other school visits. In district=13 Mastung, there is no impact on the overall performance of teachers who did not participate or participated in other school visits. The results of the study showed that 68.1 did not participate in observation research and 31.9 participated in research and the overall performance of school teachers who participated or not participated in research district wise. In district=1 Sibi, the overall performance of teachers who did not participate in research is 24.954 more as compare to the overall performance of teachers who participated in research. In district=2 Pishin, the overall performance of teachers who did not participate in research is 2.725 less as compare to the overall performance of teachers who participated in research. In district=3 Ziarat, the overall performance of teachers who did not participate in research is 15.075 less as compare to the overall performance of teachers who participated in research. In district=4 Bolan, there is no impact on the overall performance of teachers who participated in research. In district=5 Lasbela, the overall performance of teachers who did not participate in research is 4.413 less as compare to the overall performance of teachers who participated in research. In district=6 Khuzdar, the overall performance of teachers who did not participated in research is 8.444 more as compare to the overall performance of teachers who participated in research. In district=7 Quetta, the overall performance of teachers who did not participate in research is 7.143 less as compare to the overall performance of teachers who participated in research. In district=8 Jaffarabad, there is no impact on the overall performance of teachers who did not participate or participated in research. In district=9 Naseerabad, there is no impact on the overall performance of teachers who participated or not participate in research. In district=10 Washuk, district=12 Turbat and district=13 Mastung, there are respondents in not participated category which is also reference category, so there is no need of comparison. In district=11 Panjgor, there is only respondents in participated category which is also reference category, so there is no need of comparison. The results of the study showed that

73.1 percent male school teachers participated in this study and 26.9 percent female teachers participated in this study. The male and female school teachers' participation and their overall performance district wise where they participated. In D=1 or Sibi the overall performance of male teacher is 12.694 more as compare to the overall performance of female teacher. In D=2 or Pishin the overall performance of male teacher is 12.478 more as compare to the overall performance of female teacher in district Pishin. In D=3 or Ziarat, the overall performance of male teacher is 2.470 less as compare to the overall performance of female teacher in Ziarat. In D=4 or Bolan, the overall performance of male teacher is 10.147 more as compare to the overall performance of female teacher in district Bolan. In D=5 or Lasbela, the overall performance of male teacher is 40.055 more as compare to the overall performance of female teacher in district Lasbela. In D=7 or Quetta, the overall performance of male teacher is 10.747 more as compare to the overall performance of female teacher in district Quetta. In D=8 or Jaffarabad, There is no difference in the overall performance of male and female teachers. In D=6 or Khuzdar, D=9 or Naseerabad, D=10 or Washuk, D=11 or Panjgor, D=12 or Turbat and D=13 or Mastung only male teachers are respondents, so this is a reference category. The overall performance of male teachers who did not participated in workshop is 13.677 less as compare to the overall performance of female teaches who do not participated in workshop. There is no difference in the overall performance of male and female teachers who participated or not participated in the workshop. The results of the study showed that the Position of higher academic qualification of school teachers such as teachers with matriculation 61.9 percent, intermediate 38.1 percent, graduation 16.5 and post graduation 83.5. The table shows school teachers with higher academic qualification who participated in workshop and graph 4. 9 shows teachers' higher academic qualification and their overall performance district wise. The overall performance of teachers who did not participate in the workshop with matriculation (Academic qualification=1) is 0.923 more as compare to the overall performance of teachers who participated in the workshop with post graduation (Academic qualification=4). The overall performance of teachers who did not participate in the workshop with intermediate (Academic qualification=2) is 18.283 more as compare to the overall performance of teachers who participated in the workshop with post graduation (Academic qualification=4). The overall performance of teachers who did not participate in the workshop with intermediate (Academic qualification=2) is 18.283 more as compare to the overall performance of teachers who participated in the workshop with post graduation (Academic qualification=4). The overall performance of teachers who did not participate in the workshop with graduation (Academic qualification=3) is 5.667 more as compare to the overall performance of teachers who participated in the workshop with post graduation (Academic

qualification=4). The overall performance of teachers who participated in the workshop with intermediate (Academic qualification=2) is 5.793 less as compare to the overall performance of teacher who participated in the workshop with post graduation (Academic qualification=4). The overall performance of teachers who did not participate in the workshop with graduation (Academic qualification=3) is 3.970 less as compare to overall performance of teacher who participated in the workshop with post graduation (Academic qualification=4). The results of the study showed that District of schools where research was conducted and shows number of respondents with percentage. It became base for comparison of performance along with higher academic qualification of school teachers and their overall performance. In D=1 or district Sibi, The difference in the overall performance of teachers can not be compared with other category of academic qualification because all the respondents have post graduation which is a reference category. In D=2 or district Pishin, There is no difference in the overall performance of teachers with post graduation because there is no other category of academic qualification for comparison purpose, so it is incomparable. In D=3 or district Ziarat, There is no difference in the overall performance of teachers with post graduation because there is no other category of academic qualification for comparison purpose, so it is incomparable. In D=4 or district Bolan, There is no difference in the overall performance of teachers with intermediate and the overall performance of teachers with post graduation. However, the overall performance of teachers with graduation is 2.073 more as compare to the overall performance of teachers with post graduation. In D=5 or district Lasbela, There is no difference in the overall performance of teachers with intermediate and the overall performance of teachers with post graduation. However, the overall performance of teachers with graduation is 2.692 less as compare to the overall performance of teachers with post graduation. In D=6 or district Khuzdar, the overall performance of teachers with graduation is 12.878 less as compare to the overall performance of teachers with post graduation. In D=7 or district Quetta, the overall performance of teachers with graduation is 0.277 more as compare to the overall performance of teachers with post graduation. In D=8 or district Jaffarabad, the overall performance of teachers with graduation is 1.359 less as compare to the overall performance of teachers with post graduation. In D=9 or district Naseerabad, the overall performance of teachers with graduation is same or incomparable. In D=10 or district Washuk, the overall performance of teachers with graduation is 24.634 less as compare to the overall performance of teachers with post graduation. In D=11 or district Panjgor, the overall performance of teachers with graduation is 2.240 more as compare to the overall performance of teachers with post graduation. In D=12 or district Turbat, There is no difference in the overall performance of teachers with matriculation and the overall performance of teachers with post graduation. In D=12 or district Turbat,

the overall performance of teachers with graduation is 6.144 less as compare to the overall performance of teachers with post graduation. In D=13 (district Mastung), There is no difference in the overall performance of teachers with graduation and the overall performance of teachers with post graduation.

Analysis

In this part we analyze the overall performance of secondary school teachers in districts where study was conducted and hierarchically the overall performance of secondary school teachers in D=10 (District Washuk) is the best and D=11 (Panjgur) is the worst according to the research data. The district Mastung is redundant, so other districts are compared with it as mentioned below. The overall performance of secondary school teachers in D=10 (Washuk) is 31.604 more as compare to the D=13 (District Mastung). The overall performance of secondary school teachers in D=3 (Ziarat) is 14.514 more as compare to the D=13 (District Mastung). The overall performance of secondary school teachers in D=2 (Pishin) is 10.164 more as compare to the D=13 or district Mastung. The overall performance of secondary school teachers in D=1 (Sibi) is 0.018 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=4 (Bolan) is 1.094 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=6 (Khuzdar) is 9.556 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=8 (Jaffarabad) is 7.140 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=9 (Naseerabad) is 5.149 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=7 (Quetta) is 4.093 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=12 (Turbat) is 2.201 more as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=5 (Lasbela) is 0.933 less as compare to the D=13 district (Mastung). The overall performance of secondary school teachers in D=11 (Panjgor) is 4.821 less as compare to the D=13 district (Mastung).

Discussion

The results of the research study show the overall performance of teachers in district Washuk as the best and the overall performance of teachers in district Panjgor as the worst in Balochistan. The other results show a very strange situation that According to the results, the overall performance of the teachers who did not participate in workshop is 10.511 more as compare to the overall performance of teachers who participated in workshop. This situation needs to be considered that what reasons behind it are. May be the teachers who

participate in workshop are not encouraged by any incentive for more performance or those teachers feel responsibility who did not participate in workshop but perform more as compare to teachers who participated in workshop and perform less. The overall performance of the teachers who did not participate in seminar is 1.000 less as compare to the overall performance of teachers who participated in seminar. The overall performance of the teachers who did not participate in qualification program is 1.957 less as compare to the overall performance of teachers who participated in qualification program. The overall performance of the teachers who did not participate in other school visits is 0.500 less as compare to the overall performance of teachers who participated in other school visits. The overall performance of the teachers who did not participate in research is 3.513 more as compare to the overall performance of teachers who participated in research. This response is unbelievable that teachers involved in research can perform less because they can explore new things, ideas knowledge, teaching methods and styles to be used for more performance. It is also international issue in developed countries that school teachers should be encouraged to participate in research for the betterment of schools and students learning as well. The over all performance of male teacher is 6.561 less as compare to female teacher. This is natural that female always feel concern about all in every field as compare to male, so it is positive sign for education sector in tribal set up and male dominated society of Balochistan that female performs more as compare to male when opportunity is given to them. But we should find the causes of less performance of male teacher then try to overcome the issues if any identified. There is mix response about the effect of participation in workshop on overall performance of teachers. Some districts show that the overall performance of teachers who did not participate in workshop is more as compare to the overall performance of teachers who participated in workshop such as district=9 Naseerabad, the overall performance of teachers who did not participate in workshop is 12.851 more as compare to the overall performance of teachers who participated in workshop where as In district=5 Lasbela, the overall performance of teachers who did not participate in workshop is 30.835 less as compare to the overall performance of teachers who participate in workshop and In district=6 Khuzdar, the overall performance of teachers who did not participate in workshop is 24.463 less as compare to the overall performance of teachers who participated in workshop. But majority of districts show that the overall performance of teachers who did not participate in workshop is less as compare to the overall performance of teachers who participated in workshop. It is also very strange to know in this study that the overall performance of teachers who did not participate in the workshop with intermediate (Academic qualification=2) is 18.283 more as compare to the overall performance of teachers who participated in the workshop with post graduation (Academic

qualification=4) or the overall performance of teachers with lower qualification (Academic qualification=2 and 3) in districts 4 (Bolan), 7 (Quetta) and 11 (Panjgor) is more as compare to the overall performance of teachers who participated in the workshop with post graduation (Academic qualification=4). It means teachers with post graduation are showing low interest and they don't care of their performance which proves that there is lack of accountability or there is no action against those who perform less.

CONCLUSION

This research study has found that a professionally developed secondary school teachers perform more as compare to those teachers who are professionally undeveloped. In other words, the teachers who participate in training activities, learn new teaching methodologies, techniques, styles and gain new knowledge perform better as compare to those who lack opportunities, interest or deliberately avoid participation in the training activities due to unknown reasons. A regular and proper participation in training activities in different needed areas makes a teacher to be a professional teacher and makes a professional teacher to be an effective teacher who can show a sustainable professionalism and better performance in public sector secondary schools of Balochistan. However, this study has found a very strange situation in few districts such as in district=4 (Bolan), district=9 (Naseerabad), that the overall performance of teachers who did not participate in workshop is more as compare to the overall performance of teachers who participated in workshop. In district=1 (Sibi), district=6 (Khuzdar), district=7 (Quetta) and district=8 (Jaffarabad) that the overall performance of teachers who did not participate in seminar is more as compare to the overall performance of teachers who participated in seminar. In district=4 (Bolan), district=5 (Lasbela) and district=8 (Jaffarabad) that the overall performance of teachers who did not participate in qualification program is more as compare to the overall performance of teachers who participated in qualification program. In district=5 (Lasbela) and district=12 (Turbat) that the overall performance of teachers who did not participate in other school visits is more as compare to the overall performance of teachers who participated in other school visits. In district=1 (Sibi), district=6 (Khuzdar) that the overall performance of teachers who did not participate in research is more as compare to the overall performance of teachers who participated in research. This situation needs further research in future to know the reality and causes.

Suggestions

1. The school teachers may be encouraged by incentives (financial / non financial) for more performance.

2. The education administrators may arrange more training workshops along with incentives to create interest for participants and to encourage teachers for their maximum participation to learn new and improve their performance.
3. The more and more professional development seminars may be arranged in the districts (if possible at sub division level) and teachers may be encouraged by opportunity to participate in these seminars to gain new knowledge specifically in rural area school teachers.
4. In addition to normal increment special qualification increment may encourage the teachers to participate in qualification or degree program.
5. Special visits to other schools/ model schools to observe the teaching techniques and styles of the professionally developed teachers may be arranged for teachers specifically from rural areas schools with incentives to improve performance.
6. The secondary school teachers may be trained in course contents, performance standards of main subject, students' assessment practice for consolidating their knowledge and performance, classroom management and instructional practice.
7. Further secondary school teachers may be trained in how to face and handle students' discipline & behavior problems, school management, administration and students counseling.
8. The position of professional school counselor may be created who can continuously conduct training activities for teachers to address the teacher-student discipline issues specifically in rural area school.

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