

Perception of Primary School Teachers Regarding Professional Development through Mentoring Process in Quetta District

ABIDA MENGAL

M.Phil Scholar , University of Balochistan Quetta

Dr. Muhammad Aamir Hashmi

Assistant Professor, IER, University of the Punjab Lahore

Zobia Kanwal

Research Assistant, IER, University of the Punjab Lahore

Abstract-

Mentoring process is an essential instrument for the professional development of the teachers, especially, for the untrained and freshly recruited teachers in order to enable their inner skills to inculcate creativity and productivity among their students. It appears that the teachers of Quetta district remain far from mentoring process. Therefore, this research was conducted to oversee the interrelationship between the professional development of the teachers at the primary level and their perception toward the mentoring process. In the quantitative method, 100 teachers were chosen for the research among which 82 percent teachers were female and 18 were males. The questionnaires were distributed among the teachers who were from district Quetta. The results and findings through the SPSS reveal that the mentoring process leaves deep imprints on the careers of the teachers and over their teaching performance.

Key terms: Perception, Primary School, Professional Development, Mentoring

Introduction

Education has always been the main factor of development in any country in the world. Education is an essential element which helps to promote the basic principles of life in any society for instance the norms and values are essential parts of society and education is the backbone to hasten the development of these basic elements of society. No doubt in Pakistan the education ratio has always been low due to which the development rate has decreased over the years, but on the other hand if we compare the standard of education in Pakistan to other countries than huge gap has been found. As a matter of fact, Pakistan also needs to improve the structure of education. It has always been the major aspect to eradicate the ignorant prospect of any society in history of the world. (Hussain, 2004).

The limited scope of better future opportunities before the Industrial Revolution had confined the fame and scope of career to merely agriculture and with some opportunities of working in the royal institutions, but the Industrial Revolution just changed that concept. Production markets were created which began to compete with each other and soon the world ushered into a new era of competition where numerous prospects for earning a living were created. This new competing environment has increased the role and challenges of the teachers of modern day world as they have to prepare the entire nation for the best and worst of times, but at the same time, they have to perform their duty of human resources development.

Only a teacher can know the best potential of a student and only a teacher can inject in the mindset of the student the idea of being an ideal for the society. The third world countries present a different sketch of the world scenario and a different picture of the status quo of the domestic conditions. Pakistan is a third world country and Balochistan is the most backward province of this third world country. Quetta is the provincial capital of Balochistan and being the hub of all the provincial activities, it attracts people from different walks of life. The arrival of the people from different walks of life has made Quetta a very healthy city for competition and innovation. (Allama Iqbal Open University, 2015).

For the very reason, the role of the teachers has significantly grown in the past couple of decades. The teachers have to first work on grooming their own potential through personality building and professional development, and then they have to work on the nurturing of the skills of the students. For

this, the teachers need training on the basis of proper rules and regulations. The mentoring process has proven very imperative in this regard for professional development of the teachers.

Every year, lack of development and lack of financial support leaves a majority of rural students out of education. The number of educational institutions is absolutely non-existent in those areas. This frustration leads them to quit their careers and all future goals which they had set ambitiously during their schooling. (Farooq, 2011)

From this perspective, it is obvious that career choices vary from society to society and career is something which is related to the social order of a society. The patterns of living and the established standards of life in a particular society leave a great impact on the career of a person. In a broader perspective, it means the social trends motivated by the social order toward which the people are attracted to associate their future planning and decisions. It is up to the teachers to meet this demand of the society. The teachers are expected to revolutionize the mindset of the students and steer them to the coherent and right path. (Schostak, 2009).

The teachers are also expected to create a socially, religiously, morally and politically responsible citizen out of the student. Even the parents look toward the teachers for extracting the best out of their children by relinquishing their burden and handing it over to the teachers. The teachers have to act in many ways, as spiritual leaders, as friends, as counselors and as consolers. A teacher cannot play so many parts at the same time unless the teacher has enough potential. Even if the teacher has enough potential, yet the teacher cannot make that potential work unless the teacher is properly trained through the mentoring process and knows full well the use of techniques and tactics that maintain the interests of the students in the classrooms. (Woolley, 2006)

The analysis comes as follows is that career is a property of the individuals which is basically motivated by the social norms of a society and it is planned for employment to fulfill all the dreams of a well-off living. It can include the experience of a single institution or organization or it can encompass the overall experience a person gains from organizations. Since the organizations are not playing their role effectively, the teachers have to be more responsible in this regard. The fact of the matter is that the public is expecting very highly from the teachers of Quetta.

Therefore, it falls into the utmost responsibilities of the ministry of federal and provincial education to take the notice of the issue and under the urgency of the concerns, it must introduce educational reforms. The provincial government has to make it its top priority as the future of entire nation hangs in the balance. The mentoring trainings for the teachers have to be extended to the rural areas of Quetta so maximum number of teachers benefit from it. (Rashid, 2015)

Literature Review

It must be the responsibility of the teachers to train the students' expertise and guide them toward their interests so that they can find wider opportunities of career selection. It must be the responsibility of the Ministry of Education to design a standard curriculum to inject creativity and productivity enabling students for personal career choices, but the current scenario is far from reality.

Besides all this, the teaching methods are poor and counter-productive. Thus, the overall education structure in almost all rural parts of the country is dismal and poorly administered. The students are the creation of the same schooling system around the province where they are injected with ill-confidence and ill-creativity, if they are not creative then how it is possible that they will judge a better career selection. (Farooq, 1994)

The students coming from rural areas do not have the educational background as far as the family education or quality schooling is concerned as compared to the students of urban areas whose family education is strong and their schooling quality is comparatively higher. There is no denying the fact that the current students of Quetta are facing a series of problems once they leave their rural education and move to the urban areas. Only a few students can make the judgments on their own without any guidance receiving strength or guidance from the given social environment, but most of the students cannot make it that far. Personal judgment of the students at the age of study is quite delicate and at the same time it is affected by a variety of events and factors which does not enable them to discern what is good or what is evil. (Rashid, 2015)

Since most of the students' parents are not educated, they look forward to the teachers for guidance in order to opt for their career selection. If the teacher was recruited on the basis of nepotism, then the teacher will

lead to their doom, but if the teacher has undergone the mentoring process and knows full well the interests and inclinations of the students, that teacher can live up to the maximum potential of the students and help them opt for the best possible career in relations with their interests.(Van Dorn, 2006)

This is truly the biggest cause of their failure when the teachers cannot help the students decide the future of the students and then force them to opt that career as a part of their studies and as a part of their lives. Failing so, they are rejected by the parents or rejected by the society leading to absolute frustration and desperations. (Hoodboy, 2009)

These challenges have degraded the value of education as security and economic stability have emerged as the single most important priorities for government policies whereas education is a mere lower focus with less attention and the least of budget allocation. Frustration and disappointment is the most critical point where the students quit their studies. This ratio is higher in Quetta for the past couple of decades owing to the security and economic challenges. Every student needs counseling for selecting a specialized career at school and college level so that when they come to the university level, they must be fully prepared and clear that in which field they must go for a brilliant future and they should be clear that which field can promise the achievement of the targets they have set for the career. Only a notable number of students can have strong nerves and overcome their depression while most of the students cannot do away with the frustration and the economic gap. This gap gives them immense disappointment and a sense of inferiority complex. (UNESCO, 2007).

Once they are suffering from inferiority complex, they undergo frustration which then drives them toward instant decisions about the career. In order to compete with the elite society and desiring for a similar life the elite have, the students often do the mistakes in career judgments and they opt for business-oriented subjects for earning more and more money to instantly become rich at the expense of their own choice, liking and interests. Only the teachers after the parents can drive them out of their mental miseries and depression. (Vitaro, 2001)

If a teacher has undergone capacity building trainings, then the teacher knows how to discover the weaknesses and strengths of the students and then endeavors to overcome the problems that particular student is facing. In this way, considerable amount of depression can be released and

the previously frustrated students can perform better in the class room as well as in the society. (Plagnol, 2011)

Methodology and study design

The study was quantitative in nature and a survey method was deemed appropriate research design to conduct the study.

Population and sampling

All the primary school teachers of district Quetta were the population of the study. Stratified cluster random sampling technique was used to select the representative sample for the study. Population was divided into strata (Gender, Locale) then in clusters (each school was considered as cluster) based on whole government sector schools of Quetta district.

Instrument

A questionnaire was developed as instrument of study to get information from relevant population about perception of primary school teachers' scale regarding professional development by mentoring process. The most extensively used type of questionnaire is five point Likert scale.

Data Collection

Data was collected from primary school teachers of district Quetta through questionnaire by researcher herself. Then the literature was put through the SPSS software for accurate results.

Data Analysis

Data was analyzed by using a Statistical software SPSS. The responses of the respondents were tabulated and appropriate statistical techniques were used such as frequencies, percentages, mean score, standard deviation, t-test, were used to analyze the data collected by administered questionnaire to primary school teachers.

Main tables.**TABLE-1**

The mentoring process helps deal with the academic calendar in a better way

	Frequency	Percent	Valid Percent	Cumulative Percent
Strong Agree	82	42.5	42.5	42.5
Agree	86	44.6	44.6	87.0
Uncertain	14	7.3	7.3	94.3
Disagree	6	3.1	3.1	97.4
Strongly Disagree	5	2.6	2.6	100.0
Total	193	100.0	100.0	

Result:--There is no denying the veracity that the maintenance of the academic calendar is the symbol of academic excellence and discipline. Out of the 100 respondents, 42.5 percent strongly agreed while 44.6 percent of them only agreed, thus, the overwhelming majority of the respondents were in favor of maintaining the academic calendars. On the other hand, above 7 percent of them were uncertain about their opinions and the other 5 percent disagreed saying that it is obviously very difficult for the teachers to maintain academic calendars.

TABLE-2

Professional development is essential for planning schedules for the academic calendar

	Frequency	Percent	Valid Percent	Cumulative Percent
Strong Agree	89	46.1	46.1	46.1
Agree	78	40.4	40.4	86.5
Uncertain	17	8.8	8.8	95.3
Disagree	4	2.1	2.1	97.4
Strongly Disagree	5	2.6	2.6	100.0
Total	193	100.0	100.0	

Result:-To the question that the professional development is essential for planning the academic schedules and then applying them into the class, 46 percent of the respondents from the city of Quetta strongly agreed while 40 percent only agreed. 9 percent were uncertain about their responses and the other 5 percent disagreed. However, the majority favored the professional development which bears testimony to the fact that professional development and academic planning are correlatives.

TABLE-3

Professionally developed teachers boost the confidence of students encouraging them to ask questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Strong Agree	103	53.4	53.4	53.4
Agree	62	32.1	32.1	85.5
Uncertain	17	8.8	8.8	94.3
Disagree	5	2.6	2.6	96.9
Strongly Disagree	6	3.1	3.1	100.0
Total	193	100.0	100.0	

Result:--Professionally developed teachers boost the confidence of students encouraging them to ask questions. On this question, the majority of the teachers who were the respondents agreed. 53 percent of the teachers showed strong agreement while 32 percent of them only agreed. 6 percent disagreed and the other 8 percent of the respondents decided to remain neutral. The professionally developed teachers know how to embolden the students and through what means their fears can be overcome. So, they can in a better way boost the confidence of the students.

Discussion

An exhaustive and compressive research and then analysis of the questionnaires prove enough that students in Pakistan are under extremely abysmal plight and the problems they face are piling up with the mounting educational, economic social and political problems in the country. An overwhelming majority of students cannot properly decide their future fate; as a consequence, they fail to achieve the goals they set for their futures.

Education has remained one of the most forgotten and ignored sectors throughout Pakistan history. It continues to be ignored at the expense of youth's future. A defined and well thought career is the only means that can ascertain a person of welfare and successful in today's cut-throat competition where survival of the fittest is the order of the day. If the students even do not have their own independent judgment over a particular career selection then how they can compete and survive with the fast moving world. The motivation for a future plan is often received from family or from the teachers.

In both cases, the students in Pakistan do not have the privilege of motivation since most of the parents are either illiterate or they have the will to impose their own choice on the kids whereas the teachers are often discouraging rather than being fruitful owing to economic decline and lack of bright career opportunities at the national level. The case of Balochistan is even worse. Quetta in spite of being the hub of education for the people of entire Balochistan is facing numerous challenges of professional development and capacity building trainings for the teachers of the city.

Once the students gather enough motivation to go to schools and colleges, the obsolete curriculum and the untrained teachers with their orthodox teaching methods further discourage the students. College and university level administration is one of the most abominable problems they face in their academic works. The society further discourages them by keeping higher expectations from the students and often stirring those expectations in public.

The problems of the students are way too much and the measures taken in this regard to ease the tensions of the students are very less and low. The results are obvious. Every year hundreds of thousands of students graduate from colleges and universities of Pakistan, but still they fail to contribute in the national development and welfare. Because they fail to accomplish and seek the ways they deem fit for their careers.

It has to be understood that the future of students is everything and their contribution in national growth and development is more than essential, but this all they can do only when the challenges they face are properly dealt with. The ministry of education has to deem it necessary in order to make sure the challenges should be terminated. New measures like educating the parents, career counseling forums, training and equipping the teachers with teachings skills and creating more and more opportunities of employment

need to be adopted. The youth has grappled for decades between political and economic turmoil, but now it is high time they get the treatment they deserve.

The social background changes when the students migrate from less developed areas to the more advanced areas for higher education. The students, therefore, have to gain enough knowledge about the social trends and the possible changes in decisions or in the personality which only the proactive and highly skilled teachers can provide. If the teachers are not under the mentoring process, they cannot inculcate in the minds of the students their role and value for the society, thus, they fail to contribute for the benefit of the society.

Education is one of the most expensive fields in Pakistan. Whereas governmental education is merely confined to orthodox faculties and methods with less courses and less opportunities, the private education is highly expensive and beyond the capacity of the lower as well as the middle class students to gain education. It is becoming a lucrative business. The number of government schools is very less where the fees are low, but very less accommodation, on the other hand, the number of private schools in Pakistan is rapidly increasing with more accommodation, but very high fees structures. The teachers from the private schools are not up to the mark. They are not well educated and the most important thing is they are not trained at all. Therefore, the entire responsibility of directing the students toward a decisive career falls on the shoulders of the government recruited teachers. The mentoring process not only makes the teachers punctual and disciplinary, in fact, it is a system that can reflect their weaknesses. In other words, the teachers scrutinize their own weaknesses and attempt to remove them.

Lack of professional and skilled teachers adds to the students' miseries along with the tough courses. Science requires professional and highly experienced teachers at least at the primary level to teach and impart the basic knowledge among the students, but the lack of highly valued teachers is discouraging the students from further pursuing the science courses. The education system is ill-equipped and highly backward. It is one of the least developed sectors in Pakistan along with health and etc. education is the least advanced sector with a curriculum and syllabus that is not revised with the passage of time and ill-creative.

The youth generation after generation has seen no productivity and creativity after all going through the processes of education in Pakistan. The

students of Preston University, in the case study revealed that the creative education with a revised and re-designed curriculum is the only panacea to all educational evils. The students blame this ill-educated system as the basic of their every problem. They want a creative and productive education system so that the education can revolutionize the coming generations.

The current generation is ill-educated so all the aspirations of the people are associated with the future generations if the future generation conditionally gets the education which the current youth is demanding. If creative education is installed, only then the students will learn the genuine problems of the society and only then they will learn how to cope with the lasting problems of the society. If creativity is adopted through education, it will introduce a revolution in the society of Quetta. However, it needs untiring and hard endeavors. The need of the hour is that the people, especially the government should hear and address the demands of the students.

Summary of the procedure

This chapter deals with findings, conclusions drawn from results and recommendations on the base of results for betterment in lacking area of this research study. The last portion of the conclusion contains the significant recommendations made for attracting the attention of the government toward expediting the mentoring process in order to enhance the professional and individual capacity of the teachers.

It is concluded from the results that perception of primary school teachers regarding mentoring process is in favor of mentoring process. There is no denying the fact that the teachers that the teachers hailing from the rural areas are more prone to ill-competency and non-creativity, for the very reason, they are the ones to have the immediate concern of the government for the mentoring process. Quetta city is the most advanced and most competing city in the entire province of Balochistan.

Recommendations

Assessment of students was found weak area by primary school teachers. So it is recommended that DSD should arrange training to develop assessment strategies and techniques. Training should be provided to use A.V. Aids effectively to primary school teachers. Primary school teachers should be motivated to use teaching kits and teacher's guide. Training should be provided to primary school teachers regarding activist based teaching and learning. The head teachers should also perform their role to guide and support primary school teachers for improving student-teacher interaction skills.

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