

Professional Needs for Training and Development of Public Sector Secondary School Teachers of Balochistan

Social Sciences

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Abstract

The purpose of this research was to investigate the professional needs where teachers need training and development 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 14 districts of Balochistan was taken. An instrument consisting of Performance Evaluation of Teacher was used and SPSS 13.5 version was used for analysis and findings of this study. This research study concludes that a regular and proper participation in training activities in different needed areas known as needs 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.

Key words: Professional needs, Professional training and development.

Introduction

Organizations today are confronted with rapid changes in both external and internal environments. As a result, employee development activities have become crucial for organizational development and organizational adaptability to environmental changes. According to (Sidiqi, 1987) Islam encourages acquisition of useful knowledge and skill suited to the socio-economic needs of the society and calls for effective and efficient use of one's time, space and resource. (DeSilva, 1997) said that usually training should be considered along with education policies and systems which are crucial to the development of human resources. Importance of training can be realized by giving a person a fish and we'll feed him for a day, teach him how to catch fish and we'll feed him for lifetime. Training is essential not

only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. Training and development deals with efforts of capacity enhancement whereby people get hold of abilities to aid in the accomplishment of organizational objectives. It occupies planned learning activities premeditated to develop an employee's performance at her/his recent job. According to (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, teachers are the key source of knowledge and wisdom for students as according to (Nkumbi and Komba, 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. In fact, it could be strongly argued that the most effective training programs are those which change behavior on the job in a constructive way. The real driving force for training would then be whether or not the training makes an individual or group of people more productive, efficient or useful to an organization. This can be measured by assessing where the individual or group is now, where it wants to go and the best way of getting there. [National Education Policy of Pakistan, 2009] 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, 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.

The education sector's role in the development of workforce through trained and developed teachers is most important in Balochistan. This research study has tried to identify the professional training and development needs for Public Sector Secondary School teachers of Balochistan.

Literature Review

With the start of new millennium, many countries in the world are engaged in educational reforms. Pakistan like other countries of the world is trying to bring reforms in its education system. One of the key elements in these reforms is professional development of teachers. Countries in the world have acknowledged that teachers need to be changed in order to improve education

systems. This role of teachers in educational reforms makes the field of teacher's professional development an important area, and has received specific attention as (Marcelo, 2009) said that the professional development of teachers includes all the experiences of natural learning as well as the more planned and conscious ones which try, both directly and indirectly, to benefit individuals, groups or schools and which contribute improving the quality of education in the classroom. It is the process by which teachers, whether alone or accompanied, review, renew and further their commitment as agents of change, with moral teaching aims. Moreover, they acquire and develop knowledge, competencies and emotional intelligence that are essential to professional thinking, planning and practice with children, adolescents and colleagues throughout each stage of their teaching lives. (Jumani, 2007) said that the quality and the level of excellence in education depend upon the quality and competence of teachers. A teacher is trained in both theory and practice and it becomes essential that training should equip them to do a challenging job. Good teaching also includes teacher's style because he is performing a role of manager when he sets learning activities and he manages the classroom as (Hussain, 2004) described that teaching style is a complex amalgam of belief, attitude, strategy, technique, motivation, personality and control. Teaching style lies at the heart of the interpersonal relationships between teaching and learners. However a basic set of factors lies behind teaching style. These relate to;

- Attitudes towards knowledge and learning.
- Preferred means of maintaining control over learners.
- Preferred ways of organizing class activities.
- Positive and negative feelings about the teaching itself.
- Beliefs about the purpose of education in general.
- Influences from within the teacher's role set.
- Beliefs about the best ways of learning.
- Attitudes towards the learners.

It is obvious that the sophisticated pedagogies, technology and collaborations also make a teacher effective in the teaching career of a teacher. In this regard (Fullan, 1993) said the professional teacher to be effective must become a career-long learner of more sophisticated pedagogies and technologies and be able to form and reform productive collaborations with colleagues, parents, community agencies, businesses, and others. Now a days teaching profession needs a complete and specific change in attitude of teacher through Professional development as is claimed to bring change in teachers' attitudes, but the change in teachers is linked with the change in learning outcome of students as (Guskey, 1986) said that change in teachers'

attitudes and beliefs are primarily a result rather than a cause of change in the learning outcomes of students. In the absence of evidence of positive change in students' learning, it suggests that significant change in the attitudes and beliefs of teachers is unlikely. The change in the attitudes and beliefs improves the student learning (Guskey, 2002) the three major outcomes of professional development such as significant change in teachers' attitudes and beliefs occur primarily after they gain evidence of improvements in student learning and these improvements typically result from changes teachers have made in their classroom practices and a new instructional approach and the use of new materials or curricula or simply a modification in teaching procedures or classroom format. The education system's survival is linked with teachers' growth as many other researchers have already done research on professional development of teachers who are engaged in professional development activities to become better teachers. Learning is made easy for teachers when their needs are identified whether it is training or coaching, but it needs the identification of needs. In-class program of coaching has the potential to identify individual teacher's needs and to provide the level of support and development appropriate to these needs (Hill and Hawk, 2003). The in-class coaching will rarely be subject related. The needs are generic to all learning areas, as is good assessment practice. These needs are primarily:

- Building an appropriate relationships with students
- Achieving individual student and class locus of control
- Using good formative assessment techniques
- Planning and delivering the program at appropriate levels
- Using effective pedagogical approaches including cooperative learning strategies
- Meeting individual and group needs in a class
- Managing behaviour appropriately
- Effective teacher questioning and feedback

In modern times education system teacher must have ability to manage the classroom which is a basic requirement for teaching as (Oliver, 2007) said the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. So, improving the ability of teacher to effectively manage the classroom behaviour requires a systematic approach to teacher preparation and ongoing professional development. Classroom management needs teacher to be a good teacher and give good teaching. The good teaching requires a good learning environment in the classroom which can match the students' needs. For this purpose teacher has to be involved in certain

activities for a good learning which needs professional development in how to create a learning environment in the classroom as (Ankrum 2006) describes specific activities as follows.

- Use high quality literature.
- Integrate word study into reading/writing instruction.
- Use multiple texts.
- Balance teacher-led and student-led discussions.
- Build classroom communities.
- Provide small group instruction and individual practice opportunities.
- Provide time for independent reading.
- Balance direct instruction in decoding and comprehension with guided instruction and independent reading.
- Use various assessments to inform instruction.

The teacher's quality through explanation is the most reliable predictor of student achievement. The teacher whose understanding of topic is thorough use clearer language, their discourse is more connected, and they provide better explanation than those whose background is weaker (Tayo and Adediwura, 2007). The way the students perceive the teachers in terms of their (teachers) knowledge of content of subject matter may significantly affect the students' academic performance. A teacher can only effectively transmit the 'new values, ideas and skills when he is thoughtful, skilful, committed, and devoted to his profession. In fact this along with the role of teacher determines what goes on in the classroom and ultimately what filters down to students' minds is what a civilized society expects from a trained teacher. How far the teacher comes up to these expectations of the society is the major concern of the management, parents and society at large (Almani, 2006). For the fulfilment of expectations of the society the teacher needs to possess some Malaysian teacher qualities in him/her to be an ideal teacher as (Halimi et al, 1993) stated ideal Malaysian teacher is stated as one who

- Is Noble in Character;
- Has Deep Moral And Religious Convictions;
- Is Human, Yet Progressive And Scientific
- In Outlook;
- Upholds The Aspirations Of The Nation;
- Cherishes The National Cultural Heritage;
- Has a positive attitude towards learning, the school and society; and endowed with these attributes,
- Promotes the all-round development of the child;
- Is loyal to his profession;

- Ensures the preservation of a united, democratic, progressive and disciplined society.

Furthermore, the modernization in the society now demands the modern schools to have teacher who can play a role of counsellor for pupils with related educational qualification and teaching experience. According to (Stein and DeBerard, 2010) the researchers found that both groups of counsellors rated themselves at the favourable, high end of the scale. There was a modest, statistically significant difference i.e., teacher-counsellors were somewhat higher than non-teacher counsellors. The researchers suggest that additional research examining teacher versus non-teacher counsellors' actual performance and competence in various counselling roles and activities is needed. Each principal must invent a counselling department and function with the most minimal guidance and expertise. At times, principals make decisions on school counsellor duties based on work demands, which supersedes any educational training. Thus, many principals do not fully understand how the school counsellor can contribute to student achievement, to school improvement, and to a positive school climate (Mason and Perera, 2010).

There is another issue relating to communication of strategies and classroom visits. The literature describes several additional strategies to prevent misunderstandings and manage ethical dilemmas. For example, publishing information and conducting staff trainings on informed consent, student confidentiality, and counselling services can be helpful for both parents and school faculty. Further, visiting classrooms and educating students about confidentiality and counselling programs can proactively prevent future problems. Finally, the literature touts the use of decision making models as well as the importance of consultation with other professionals when managing ethical issues (Crews and Froeschle, 2010). Effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers' understanding of the content they teach and equip them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' Meta cognitive skills". An effective teaching makes teacher different and teachers are required to be differentiated in teaching in real sense as (Ankrum, 2006) described teaching may be differentiated by adjusting time allotted to instruction, pacing of the lesson, materials used with students, personnel who support the lesson, and the approach to teaching and the sustained professional development in classroom management is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement. Disappointing effects of teacher education have inspired policy

makers to supplement their teacher training by providing in-service teacher professional training, Policy makers have today realized and consider. The best teachers and schools influence the students' knowledge and learning as (Rizvi, 2003) said to have the best school, we must have the best teachers. What teachers know and can do is the most important influence on what students learn. Therefore, to improve the quality of teaching, teachers should be given opportunities to grow as professional. Classroom assessment is considered as an important and integral part of instructional process for teachers and students but it should not help students as according to (Guskey, 2003) that assessment can be a vital component in our efforts to improve education. But as long as we use them only as a means to rank schools and students, we will miss their most powerful benefits. We must focus instead on helping teachers change the way they use assessment results, improve the quality of their classroom assessments with valued learning goals and state or district standards. When teachers' classroom assessment becomes an integral part of the instructional process and a central ingredient in their efforts to help students learn, the benefits of assessment for both students and teachers will be boundless. (Buchanan et al, 2010) said the many research studies have revealed that frequent communication, joint concerns and goals, family involvement, and supportive school climate positively affected school collaboration. A lack of common knowledge, understanding, expectations, role perceptions, time limitations, conflicting goals, and failure to follow through on decisions were cited as obstacles to collaboration and it is a means for solving problems and obtaining goals through a voluntary process whereby two or more stakeholders come together as equally valued participants to work on a mutual goal. Collaborating stakeholders share their resources and assume joint decision-making responsibility.

In 21st century and the current and weak situation in literacy rate needs specific support in education sector where teacher is identified as an important factor that has to play the key role in producing the developed workforce by means of quality in education. The professional development is right of teachers and there must be equal opportunity concept for training and development such as teachers in urban areas get more professional development opportunities as compare to teachers from the rural areas which show little bit sense of discrimination and a denial to equal opportunity concept. In his regard (Seferoglu 2001) study results show that rural schoolteachers have been less fortunate in having access to in-service training activities than urban schoolteachers. It is fact that the teacher can produce developed workforce only when teacher himself/herself is professionally developed with knowledge, skills and emotional intelligence and needs to be engaged in development process.

Research Question

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

Q.1. What is importance of training and development for the of professional needs and performance of teachers?

Q.2. What are the professional needs for training and development of teachers?

Q.3. How does professional development makes a teacher to be a productive and effective?

Research Hypothesis

The following eleven (05) hypotheses were developed in persuasion of above questions.

H1: Planning and preparation is professional need for training and development of teacher.

H2: Instruction is professional need for training and development of teacher.

H3: Learning environment is professional need for training and development of teacher.

H4: Parent interaction is professional need for training and development of teacher.

H5: Contributing member of staff is professional need for training and development of teacher.

H6: Professional obligations need for training and development of teacher.

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 was 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 important needs to be fulfilled for the overall performance of teachers. An instrument from Cambridge schools (Performance Evaluation of Teacher) was adopted where performance is the dependent variable and professional needs such as planning and preparation, instruction, learning environment, parent interaction, contributing member of staff and performance of routine professional obligations as Independent variables. The SPSS 13.5 version was used as testing tool and also for analysis and findings of the study.

Analysis and findings of study

The collected data was put into process of analysis for this research study which gave results such as 56.5 percent teachers don't read

professional material or literature and 43.5 percent teachers read professional material or literature. 19.6 percent teachers don't be engaged in informal discussion with seniors for improvement and 80.4 percent teachers be engaged in informal discussion with seniors for improvement. It was also found that secondary school teachers need professional development in different areas that become needs for training and development such as 47.7 percent teachers said they lack knowledge in contents and performance standards of main subject and have high level of need for professional development, 42.2 percent said that they have moderate level of need for professional development, 8.5 percent have low level of need for professional development and 2.7 percent have no need at all. 40.0 percent teachers said they lack knowledge in student assessment practice and have high level of need for professional development, 38.1 percent said that they have moderate level of need for professional development, 18.1 percent have low level of need for professional development and 3.8 have no need at all. 36.5 percent teachers said they lack knowledge in classroom management and have high level of need for professional development to be well equipped in teaching profession, 43.5 percent said that they have moderate level of need for professional development, 14.2 percent have low level of need and 5.8 have no need at all. 41.2 percent teachers said they are lacking in knowledge and understanding of main subject and have high level of need for professional development to be well equipped in teaching profession, 46.2 percent said that they have moderate level of need for professional development, 9.2 percent have low level of need for professional development and 3.5 have no need at all. 46.2 percent teachers said they are lacking in knowledge and understanding of instructional practice and have high level of need for professional development to be well equipped in teaching profession, 41.5 percent said that they have moderate level of need for professional development, 8.8 percent have low level of need for professional development and 3.5 have no need at all. 51.9 percent teachers said they lack knowledge in teaching students with special learning needs and have high level of need for professional development to be well equipped in teaching profession, 42.7 percent said that they have moderate level of need for professional development, 4.2 percent have low level of need for professional development and 1.2 have no need at all. 31.2 percent teachers said they lack knowledge in students' discipline and behaviour problems and have high level of need for professional development to be well equipped in teaching profession, 38.8 percent said that they have moderate level of need for professional development, 24.6 percent have low level of need for professional development and 5.4 percent have no need at all. 36.9 percent teachers said they lack knowledge in school management and administration

and have high level of need for professional development to be well equipped in teaching profession, 36.2 percent said that they have moderate level of need for professional development, 20.8 percent have low level of need for professional development and 6.2 percent have no need at all. 44.6 percent teachers said they lack knowledge in students counselling and have high level of need for professional development to be well equipped in teaching profession, 29.2 percent said that they have moderate level of need for professional development, 18.1percent have low level of need and 8.1percent have no need at all.

The findings of this study are that teacher training as carried out at present is not working properly. Teachers in our case schools had been exposed to in-service training many times over, but with little by way of value added a large number of teachers are being trained annually in teacher training institutes in the public sector across the country. Donors run their own programs as well. It was also found that even where such donor-driven projects deliver training of relative quality, the impact on the quality of teaching remained limited due to the lack of alignment with the related ingredients. In public schools, professional development promoted child-centred and activity based approaches to teaching and learning. An environment in which the training took place was the recognition of the need for field support. In the public sector schools, support was scarce and dependent on external interventions. Regardless of how it was provided, where the schoolteachers had an opportunity for ongoing support, they seemed to be making better use of professional development activities in their teaching practice. Classrooms in schools appeared relatively more participatory, learner centred, and less didactic. Yet teaching practice was more a collage of methodologies. That is, while teachers were attempting new practices, they had not completely abandoned the traditional practices. As they were learning to manage children and classrooms differently, many still regarded traditional practices to be more culturally appropriate and useful in maintaining discipline in the classrooms.

Conclusion

This research study has found that the teachers who participate in training activities, learn new teaching methodologies, techniques, styles and gain new knowledge perform better as compare to those who are not involved in the training activities or not participating deliberately. A regular and proper participation in training activities in different needed areas known as needs 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.

Suggestions

1. Special visits to other schools/ model schools to observe the teaching techniques and styles of the professionally developed teachers may be useful for teachers specifically from rural areas schools with incentives to overcome the professional needs and improve the performance.
2. 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.
3. Further secondary school teachers may be trained in how to face and handle students' discipline & behaviour problems, school management and administration and students counselling.
4. Professional development content may include how to develop a system to ensure continuity and alignment with the related ingredients.
5. An adequate system may be developed which can give attention to monitoring, accountability, and systematic budgetary provision for learning materials, in addition to textbooks and teacher guides and other support materials.
6. Training content must include techniques of multi-grade teaching, ways to make school environment attractive for the children, resources management and use of local no-cost/low cost materials, organizing co-curricular activities. Training content may include certain activities for a good learning which needs in how to create a learning environment in the classroom.
7. Students learning competencies also serve as teachers' competencies as far as content knowledge of various subjects is concerned. For competencies like pedagogical, multi-grade teaching and classroom management, lesson planning and learning needs of different groups, the help must be sought from the PEACE Balochistan, federal NEAS center and Provincial Institute of Teacher Training (PITE) to develop such competencies preferably.

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