

**DEVELOPING A STRATEGY FOR TRAINING OF
PROFESSIONAL TEACHERS AT SECONDARY
SCHOOL LEVEL**



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Reg. #: 1094-406015

Faculty of Education
Preston University Kohat
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Supervisor:

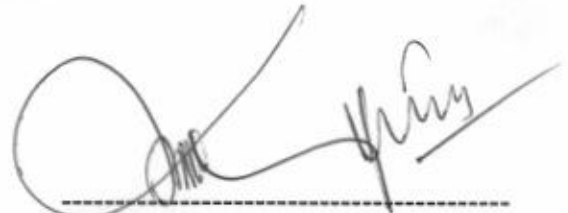
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AUTHOR'S DECLARATION

I, Syed Makhdoom Ali Shah son of Syed Asghar Ali Shah Registration No. 1094-406015 student of Ph. D. (Education) at Preston University, Kohat, KPK do hereby solemnly declare that:

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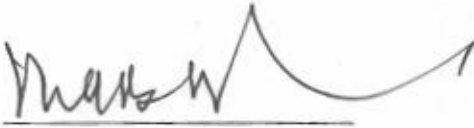


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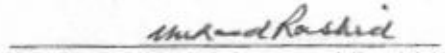
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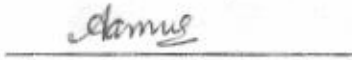
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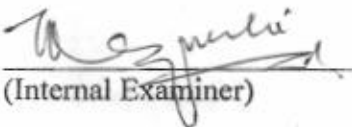
The thesis entitled, "Developing a Strategy for Training of Professional Teachers at Secondary School Level" is accepted in partial fulfillment of the requirement for the Degree of Doctor of Philosophy in Education at Faculty of Education, Preston University Kohat.



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ABSTRACT

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Secondary level of education is a crucial stage of learning. This phase of education demands much care and serious input by the teachers. Secondary School Teachers (SSTs) are posted in the secondary schools to teach at this crucial stage of learning. SSTs have bachelor degree in education (B. Ed), which they get as pre-service training of profession. SSTs are also given in-service training through different short term programmes such as refresher courses, workshops, seminars. After this training it is expected that the results of training input should be reflected in the teachers' performance in the form of students' achievement, but the outcomes are not according to the expectation. Keeping in view these gaps in teachers' training and their performance, it was considered imperative to conduct a study to analyze their perception, performance and practices in the school and to develop a strategy for training of professional teachers at secondary school level. This study was basically descriptive in nature. The main objective of the study was to develop a strategy for training of professional teachers at secondary school level. Ten declarative hypotheses were formulated and tested. The study was delimited to the SSTs working in Government Boys Secondary Schools of Punjab. Out of 13333 SSTs 2000 male SSTs (about 15 % of population) posted in 400 Secondary Schools (25 schools from each district) in 16 districts of the Northern, Central and Southern Punjab were included as sample through random sampling technique. Out of 3196 Head Teachers, 400 Head Teachers (about 13 % of population) were also selected. Forty Teacher Educators out of 450 from 43 teacher training institutions located in Punjab were also selected as sample by random sampling technique. The sample size was therefore 2440 (15%) which includes 2000 SSTs, 400 Head Teachers and 40 Teacher Educators.

Two Likert type five point rating scales for SSTs and Head Teachers were developed, pilot tested, validated and used for data collection at the first phase of the study. These instruments comprised 75 items and based upon ten indicators of teachers' performance/professionalism i.e. lesson planning skills, classroom management skills, teaching strategies, evaluation skills, interest in co-curricular activities, learners' psychology, guidance and counselling, character building of students, school record maintenance and conducting research studies on different problems. Data were collected in person as well as by mail from all over Punjab.

A performance/competency analysis criterion was developed and minimum agreement level was determined for analysis. Mean scores and chi-square were

applied to analyze the data. On the basis of the results/findings of data collected at first phase a strategy was developed and validated and got approved from thirty five teacher educators and university teachers of education departments.

All ten hypotheses were not accepted at significance level of 0.05. It was concluded that the perception and performance of SSTs (regarding most of the statements) was not up to the standard. The neglecting attitude of SSTs and head teachers regarding the input of mentoring, reinforcement, motivation, guidance and counselling, co-curricular activities, evaluation, effective teaching methodology, character building of the students and conducting research studies on different problems was found through the study. To impart professionalism in SSTs need of in-service training was favoured by SSTs and head teachers. Recommendations for mandatory refresher courses/training (at least once in every three years) on selected indicators of teachers' professionalism, introduction of mentoring system and continuous evaluation, promotion of research culture among SSTs were made. For imparting the professionalism in the working staff of SSTs along with enhancing their performance level, a strategy for training of professional SSTs {In-service Training Strategy for Professional Teachers (ITSPT)} was developed and presented for practice/adoption and experiments by the researchers of the future.

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