

RELATIONSHIP BETWEEN TEACHERS' PROFESSIONAL DEVELOPMENT AND THEIR TEACHING PERFORMANCE AT SECONDARY SCHOOL LEVEL

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ABSTRACT

The purpose of this study was to examine the relationship between teachers' professional developments and their teaching performance at secondary school level. For this purpose, four objectives were formulated. This study was quantitative in nature; correlational design was used to investigate the relationship between studied variables. Population of the study was all public secondary schools of district Lahore. Proportionate stratified random sampling technique was used to select 30 schools and 30 secondary teachers were selected from each school by using purposive sampling technique who had attended teaching trainings. At the next stage, 14 students under one teacher were selected using random number table so total 400 students were selected for study. Two Questionnaires were developed, one for the teachers and other for students. Close ended questionnaires were developed by considering the nature of the study objectives. All respondents contributed in the study showed their interest and willingness. This study was conducted in district Lahore. The research objective of study was to examine relationship between teachers' professional development and their teaching performance. The findings of this study indicated positive relationship between variables. Furthermore, study recommends that the duration of teachers' professional development is not sufficient for their effective training, Govt. should take consideration of that and they should increase the duration of their training for the effective professional development of teachers.

Keywords: Professional Development Trainings, Teaching Performance, Teachers, Secondary School

INTRODUCTION

When schools try to hire a teacher, there are some basic necessities they are looking for; a degree and experience in working with students in order to get quality education, variety of professional development skills is a need of a teacher, together these skills and knowledge of their subject and experience make an effective teacher, so a teacher needs to attend these training courses and programs to be a more knowledgeable teacher who can understand the student's need and also it helps to improve the performance of teachers. Furthermore, due to the rapid developments in technology influence our lives, they influence the way students learn things and the way teachers teach. Modern teachers must be competent not only in basic skills but in new skills so that it makes them professionally developed teacher. In this modern digital age, teachers need to be flexible, patience and able to adapt to whatever is presented to them.

Professional development of teachers viewed as a source for updating knowledge and skills of teachers in different fields (Khan & Begum, 2012). Performance is closely related to teacher quality. Teachers are responsible for maintaining high quality standards in order to improve and increasing student achievement. Several new studies have also shown that student (Glazier, 2009). Additionally, for professionals and teachers opportunities have been given to practice to improve the performance. (Patton, Parker & Tannehill, 2015).

Effective professional development is a continuous process that includes training, practice, and

feedback and provides adequate development of time and support. Successful training involve teachers in learning activities similar to those they will use with their students and will encourage the development of teacher learning. There is a rising interest in the development of schools as learning organizations and so that teachers can share their experience in a more systematic way in order to enhance learning. Newly, the educational system is the most important problem and attracts the attention of all people more than in previous years (Rouf, 2007).

The educational system is one of the most vital social systems whose main axis is to educate and teach human beings (Safi, 2009). Taking benefit of the skills and abilities of human resources, it provides the ground for the development of educated society. The organization of education and training can achieve educational goals by benefiting from knowledge-oriented and qualified skillful teachers. Therefore, teacher qualifications need to be developed (Kashani & Rostampoor, 2011).

Professional development of teachers' results in the continuous change of roles and responsibilities of teachers and their knowledge in various fields of education. Therefore, it is important that teachers who have achieved a certain level of development have a broader viewpoint on their society and their professional life they are active in schools and eventually improve the performance of students (Tynjala, 2008). As some studies shows, who do not have quality teachers, many teachers are not sufficiently prepared to teach when they graduate from university. Training programs are important for teachers (Ermeling, 2010).

So now, there is the demand of quality education in schools due to changing society, changing curriculum, changing climate, the introduction of new languages in schools, education, and politics uncertainty means that teachers must continuously receive a programmed professional training. These reforms require teachers to improve subject knowledge, teaching skills, including an understanding of cultural and psychological factors that influence student learning (Abdal-Haqq, 1996).

This is why Hammond (2000) claims that the most important variable in student performance is the quality of the teacher in the classroom. Schooling involves key stakeholders such as school administrators (principals), students, teachers, organizations, professional promoters, parents and community members all of them plays an equally important role in providing high quality education to students (McLaughlin & Talbert, 2006).

Sandholtz (2002) stressed the vital role of teachers in implementing new plans and performs in the classroom. Likewise, Craig (2003) also stated that having high quality teachers is important for improving quality education to improve learning. Guskey (2002) emphasized the importance of teachers in schools by stating that teacher responsibilities have changed theatrically and have increased in recent eras (Lohman & Woolf, 2001). With this different focus on tying classroom practice to student learning, the role of pre service and in service professional development in increasing worth of teaching and learning is of dominant importance (Knight, Gamson, McDonald, Nolan & Whitney, 2015).

When teachers are not well ready in pre-service training programs, in-service training programs, in particular professional development activities they are critical to improve their teaching proficiency (Demirtas, 2010).

Pakistan is a creating nation in South Asia like other creating nations. The fundamental purpose behind their underdevelopment is low quality training which thus majorly affects the nation's social, economic and political framework. Accordingly, teachers influence the advancement of the whole country. Instructing is the well-known craft of the instructor to blending delight in articulation and inventive learning. Instructors can have a more significant impact than others. Indeed, a perfect instructor produces positive change in the general conduct of his understudies, conveying them to a high character and admirable profound quality (Khan & Afridi, 2017).

REIVEW OF LITERATURE

This study explored the relationship of teachers' professional development and their teaching performance at secondary schools, it also explored the components of professional development and the limitations they faced at secondary level.

Moore (2004) defines that "professional development is a continuous process from which we obtain skills and knowledge. They must be related to our job responsibilities, job requirements and profession". Furthermore, it plays an important role in building motivated and competent and fully trained teachers. In the previous discussion, we have come to know that professional development is a continuous process that provides the worker with skills and abilities that become useful to carry out

work tasks. It is also useful to acquire and retain employees (Aslam, 2014).

Professional development training are criticized for failing to change teachers' practices and attitudes. Furthermore, Guskey (2002) argues that “professional development programs do not meet the applied and practical needs of teachers. They do not extend the knowledge and skills of teachers and do not believe that the process of teacher change does not produce the desired results”. According to him, the hypothesis that professional development programs lead to a change in classroom teacher practices then changes their attitudes and beliefs and leads to a change in student learning outcomes not being specific (Khan, 2012).

The teacher's professional development has been defined in different ways. Rockoff (2004) defines it as the development of a person in his professional role. Watzke (2006) describes the professional development of teachers as the ability of ordinary teachers to recognize and accept responsibility for improving not only their own practice, but also the shared practice of the profession. In order for this new path to be traveled, teachers must open the doors of their classes and instead of evaluating each other, they begin to study their practices as a common professional responsibility for all.

Guskey (2002) defines “professional development as the process to improve the skills and competencies of the staff needed to produce outstanding educational outcomes for students. Professional development is the key to meeting today's educational needs. On an individual level, it is the development of a person's professional role to gain more experience in the role of teaching, which is what he gets systematically”. It is also a gain of experience in professional growth through the examination.

Johnson (2009) simply defines the professional development of teachers as "Lifelong Learning" and argues that the two are very similar. The definition of professional development of the Timperley (2008) teacher is associated with the results of the students in particular teaching situations, the knowledge and skills developed are those that have been established as effective for obtaining results from valuable students. The idea that cognition is located in nature was taken as a starting point, since this idea conquers in the perspectives of cognitive, psychological and professional development of teacher learning. This idea of learning as participation in the activities is a first principle of learning that is present in the improvement of the school and in the theory of organizational development. Both domains underline the integration of work and learning processes as a necessary condition for individual and organizational improvement and development (Watzke, 2006).

So, the second principle of learning derives from the recognition that learning is not only individual but also social. The notion of individual learning prevails in the concept of self-directed learning (Clardy, 2000). The concept of individual and collaborative learning is also widely addressed in professional development approaches where both levels play an important role. However, there is a growing demand for greater collaboration to stimulate teacher education.

The reasoning behind this collaboration request is that feedback, new information or ideas arise not only from individual learning, but also, to a large extent, from dialogue and interaction with other people. Furthermore, it is assumed that collaboration creates a learning culture and helps build a community that supports and encourages further learning. The third learning principle refers to the goal of teacher learning, where learning is considered a necessity for teachers to develop professionally. As a professional development it can be described as the process by which teachers obtain new knowledge, skills and values that will improve the service they provide to clients (Hoyle & John, 2005). Teacher learning is closely linked to professional goals that require teachers to strive to continuously improve their teaching practices. From this principle, teacher learning is called professional learning.

Furthermore, professional attachment emphasizes the fact that learning strongly influences the preferred and proposed means that can lead to these goals. There is a lot of agreement in the literature on these media, that is, how teachers must learn to develop professionally. All forms of professional learning can be divided into four categories: three categories related to the individual level of learning and a category that refers to the level of collaborative learning. A first category cited frequently has to do with reading to gather new knowledge, information or data (Kwakmam, 2003).

However, keeping up is a fundamental responsibility of professionals, since the professional knowledge base that underlies professional work depends on the entry of new information, as it is subject to continuous improvement. The main purpose of the reading is to keep up with new ideas and developments in the professional field as new topics, new teaching methods and manuals, new

pedagogical approaches, but also new social developments that have an impact on the training and teaching in general. A second category is called doing (Moore, 2000).

By doing and experimenting, teachers not only acquire new experiences, but also apply new ideas, so they strive to improve their professional practices within the classroom, as it is the most significant from a professional point of view. However, it is debated whether "doing" itself can be linked to learning, since doing so also deals with routine behavior (Jarvis, 1987). Professional development experiences may be funded by district, school or they may supported by foundation grant or other private funding source. In many different subject areas training and mentoring can be used so these training developing technical, quantitative and analytical that can be used to analyze student's performance.

Many researchers have faced lifelong learning; the most notable of these is Malcolm's contribution. S. Knowles, known as the father of andragogy, who brought andragogy (the general science of adult education) to America, in the 70s. It was the time when adults were thought to learn differently from children.

In the 21st century, the motivation for lifelong learning and the ability to participate productively and responsibly in a different society is a fundamental component for the success of teachers in their work (Mayhew, Wolniak & Pascarella, 2007).

Research Questions

- What is the relationship of teachers' professional development with performance of teachers at secondary school level?
- To what extent teacher's professional development and their teaching performance relate after controlling demographic variables (teaching experience, gender, and teaching training, age)?

METHODOLOGY

The nature of this study was quantitative and correlational design was used. The Study was conducted to examine the relationship of teachers' professional development and their teaching performance at secondary school level of Lahore. This design benefits to predict score and explain the relationship among variables.

Population of the Study

The total number of public secondary schools in district Lahore are 332 the total number of male secondary schools are 153 and female secondary schools are 179 (Statistics School Education Department, 2018). The population of students consisted of all the learners enrolled in public secondary schools in district Lahore. The population of teachers consisted of all secondary teachers teaching in public secondary schools. According to data available on the website of annual school census (2018), students who currently enrolled at secondary level in theses public schools of district Lahore are estimated to be 105,681 and 3,298 teachers.

Table No. 1 Population of the study

No of Secondary Schools district Lahore	Secondary Teachers	School	Secondary School students in district Lahore
332	3,298		105,681

Sampling Technique and Sample Size

The sample was selected by using stratified random sampling technique. This process of stratification can be proportionate or disproportionate. In proportionate sampling, the proportion of sample size being selected is equal to the proportion of the total population (Kothari, 2004). Subgroups were developed, called strata. According to Curry (2007) if the range of population is between 101-1,000 so 10% margin of error can be used. Therefore, the present study as a sample comprised of 30 secondary schools in district Lahore. Two stages were followed to select the sample while using proportionate random sampling technique, population is divided into two strata. The common characteristic of each strata is gender. One strata is comprised 14 male secondary schools while the second strata is contained of 16 female secondary schools in district Lahore that were selected with an equal proportion of male and female as the proportion of population from the selected schools. 30 secondary teachers were selected from each school by using purposive sampling technique who had attended teaching trainings. At the next stage, 14 students under one teacher were selected using random number table so total 400 students were selected.

Instrumentation

A closed-ended questionnaire was designed as a research instrument by researcher to collect the data from respondents to determine the professional development and teachers' performance at secondary school level in Lahore. For the collection of quantitative data, two questionnaires were designed, one for students and the other one for teachers. In demographics of the students, the information of the respondents was having age and gender, respectively demographics of the teachers were age, gender teaching experience and number of teaching trainings.

The second part of questionnaire for teachers was consisted of two factors; professional development and teaching performance. There were further 8 components of professional development in order to analyze the professional development skills while the second factor i.e. teaching performance consisted of 5 components to analyze the teaching performance. There were forty seven items in teachers' questionnaire. The second part of students' questionnaire consisted of forty items that was comprised of 6 components for professional development skills and 5 components of teaching performance. Questions asked from students were about their teachers who have attended professional development trainings.

Piloting of the instrument was done to ensure the reliability. Cronbach's alpha of reliability was tested. For this purpose, 15 teachers and students were selected. According to Issac and Micheal, 10-30 participants for pilot study are suitable (Issac & Micheal, 1995).

Data Analysis

Descriptive statistical analysis technique was used to analyze the data. The data gathered from participants was analyzed statistically to draw mean score and standard deviation showing the results of the responses given in the questionnaire. Correlational design used to measure the relationship among variables. Likert type scale questionnaire used to get information from the participants.

Data Analysis and Interpretation

Following section consisted of analysis and interpretation of information assembled by researcher with the help of questionnaires filled by teachers and students. Data analysis process was branched into two sections. First part was consisted of analysis and interpretation of data yielded from the questionnaires of thirty (30) teachers. Second part consisted of the analysis of data gathered by questionnaires from four hundred (400) students.

Analysis of Teachers' Questionnaire

Table No. 2 Frequency and Percentage Related to Demographic Variables (N= 30)

Variables	Frequency	Percentage
Gender		
Male	12	40
Female	18	60
Age		
20-30	16	53
31-40	7	23
>40	7	23
Experience		
1-5	14	47
6-10	8	27
>10	8	27
Training		
1-2	22	79
3-4	6	21

Given table 4.1 shows that 40% were male teachers and 60% were female Given table 4.1 shows that 40% were male teachers and 60% were female teachers. It shows that 53% teachers were 20-30 years old, 23% teachers were 31-40 years old, 23 teachers were >40. Table illustrates that 47% teachers were experienced 1-5 years, 27% teachers were experienced 6-10 years, 27% teachers were experienced >10. Given table shows that 79% teachers were have attended 2 trainings and 21% respondents have

attended 3-4 teaching trainings.

Professional Development

Table No. 3 Responses of the Teachers about Thematic Knowledge (N= 30)

Sr.#	Statements	SDA	DA	N	A	SA	M	SD
1	I relate subjects to everyday life activities of students.	0	0	10	50	40	4.3	0.65
2	I increase students' creative thinking skills in the teaching process	0	0	13	57	30	4.16	0.64
3	I relate learning with previous knowledge for students	0	0	3	53	43	4.40	0.56
4	I relate learning with personal experiences for students	0	0	17	40	43	4.27	0.73
5	I use learning and teaching strategies that are suitable for students' learning.	3	10	10	43	33	3.93	1.08

Table 3 presents that greater part of 90% have agreed or strongly agreed that I relate subjects to everyday life of students, 10% remains neutral. The majority (87%) teachers agreed that they increase learners' creative thinking skills in the teaching process, 13% remains neutral. The most of teachers (96%) strongly agreed that they relate learning with previous knowledge for students, 3% remains neutral. The majority of (83%) teachers agreed that they relate learning with personal experiences for 56 students, 17% remains neutral. However, majority of teachers (76%) agreed that they use learning and teaching strategies that are suitable for students' learning, 10% remains neutral and 13% disagreed. The teachers have highly agreed that they relate learning with previous knowledge for students ($M=4.46$, $SD = 0.56$) and least agreed with statement "I use learning and teaching strategies that are appropriate for students' learning" ($M=3.93$, $SD = 1.08$).

Table No. 4 Responses of the Teachers about Learning Environment (N= 30)

Sr.#	Statements	SDA	DA	N	A	SA	M	SD
1	I know that creating a suitable class environment is effective with students learning.	0	0	3.3	50.0	60.0	4.47	0.77
2	I know that creating a suitable class environment is effective with students learning,	0	0	3.3	50.0	46.7	4.43	0.56
3	I create a positive and healthy atmosphere in the classroom.	0	0	3.3	36.7	60.0	4.57	0.57

Given table presents that majority of 110% have agreed that class environment is useful with learners learning, 3% remains neutral. Majority of teachers (96%) agreed that they encourage students to cooperate with each other, 3% remains neutral. The most of teachers (98%) agreed that they create a positive environment in the classroom, 3% remains neutral. The teachers have highly agreed that "they know that creating suitable environment students learning" ($M=4.47$, $SD = 0.77$) and least agreed with statement".

Table No. 5 Responses of the Teachers about Cooperation (N= 30)

Sr.#	Statements	SDA	DA	N	A	SA	M	SD
1	To enforce learning environment, I use parents experience	0	10.0	20.0	53.3	16.7	3.72	.84
2	To enrich student learning, I use parents and family experience.	0	10.0	30.0	36.7	23.3	3.73	.94
3	I consult with my colleague about issues related to school.	0	3.3	10.0	53.3	33.3	4.17	.74

Table 5 Presents that most of 70% faculty agreed that to enforce learning environment, they use parent's experience, 20% remains neutral and 10% disagreed. The most of 60% teachers agreed or strongly agreed that to enrich student learning, they use parents and family experience, 13% remains neutral and 10% disagreed. Most of (86%) teachers agreed that they consult with their colleague about issues related to school. 10% remains neutral and 3% disagreed. The teachers have highly agreed that they consult with their colleague about issues related to school ($M=4.17$, $SD = 0.74$) and least agreed

with statement” To enrich student learning, I use parents and family experience” ($M=3.73$, $SD = 0.94$).

Table No. 6 Responses of the Teachers about Educational Technology (N= 30)

Sr.#	Statement	SDA	SD	N	A	SA	M	SD
1	To increase teaching effectiveness, I use different educational technologies.	0	0	23.3	53.3	23.3	4.0	0.69
2	I facilitate learning by using educational technology.	0	3.3	30.0	50.0	16.7	3.8	0.76
3	I apply educational programs that need computer and other educational technologies.	0	30.0	10.0	33.3	26.7	3.57	1.19

Table 6 presents that most of teachers (79%) agreed regarding increase teaching effectiveness, they use different educational technologies, and 23% remains neutral. The majority of teachers (68%) agreed that they facilitate learning by using educational technology, 30% remains neutral and 3% disagreed. Most of teachers (60%) agreed that they apply educational programs, 20% remains neutral, and 30% disagreed. The teachers have highly agreed that to increase teaching effectiveness, they use different educational technologies ($M=4.00$, $SD = 0.69$) and least agreed with statement “I apply educational programs that need computer and other educational technologies” ($M=3.57$, $SD = 1.19$).

Table No. 7 Responses of the Teachers about Evaluation (N= 30)

Sr.#	Statements	SDA	DA	N	A	SA	M	SD
1	I evaluate students' performance during school year.	6.7	3.3	13.3	56.7	20.0	3.80	1.03
2	I use different evaluation approaches to improve student educational advancements.	0	0	16.7	73.3	10.0	3.93	.52
3	I use the result of achievement test to improve my teaching method and learning process.	3.3	6.7	16.7	63.3	10.0	3.76	.87

Table 7 presents that most of 76% teachers agreed that they evaluate students' performance during school year 13% remains neutral, 10% agreed. The majority (83%) teachers agreed that on different evaluation approaches 17% remains neutral. The majority of 73% agreed that they use results of achievement test to improve my teaching method and learning process.16% remains neutral and 10% disagreed. The teachers have highly agreed that they use diverse evaluation approaches ($M=3.93$, $SD = 0.52$) and least agreed with statement I use the result of achievement test to improve my teaching method and learning process” ($M=3.76$, $SD = 0.87$).

Table No. 8 Responses of the Teachers about Management Skills (N= 30)

Sr.#	Statements	SDA	DA	N	A	SA	M	SD
1	I am generally well-organized and prepared for lecture.	0	0	20.0	43.3	36.7	4.17	.74
2	I maintain enough classroom discipline.	0	0	3.3	60.0	36.7	4.33	.54
3	I use verbal direction for the child who is disengaged.	0	0	23.3	46.7	30.0	4.07	.74
4	Students returned the assigned tasks to me in time.	3.3	0	20.0	50.0	26.7	3.97	.89

Table 8 presents that majority of 80% teachers agreed that they generally well-organized and prepared for lecture, 20% remains neutral. The majority (97%) teachers agreed that they maintain enough classroom discipline, 3% remains neutral. Most of 77% teachers agreed that they use verbal direction for the child who is disengage, 23% remains neutral. The most of 77% teachers agreed that Students returned the assigned tasks to them in time 3% disagreed. The teachers highly agreed that that they maintain enough classroom discipline ($M= 4.33$, $SD= 0.54$) and least agreed with statement” Students returned the assigned tasks to me in time” ($M= 3.97$, $SD= 0.89$).

Table No. 9 Summary Statistics of Scores on Professional Development and Teaching Performance (N= 30)

Sr.#	Statement	Scale Range	M	SD	Skewness	Kurtosis	95% CI LB	UB
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Professional development								
1.	Thematic Knowledge	1-5	4.21	0.54	-0.01	-1.06	4.01	4.41
2.	Learning Environment	1-5	4.49	0.49	-0.62	-0.66	4.30	4.7
3.	Cooperation	1-5	3.89	0.67	-0.34	0.01	3.63	4.14
4.	Educational Technology	1-5	3.79	0.72	0.16	-0.87	3.51	4.05
5.	Research Base	1-5	3.91	0.43	0.04	-0.88	3.36	3.85
6.	Educational Planning	1-5	3.81	0.59	-0.19	0.22	3.74	4.06
7.	Evaluation	1-5	4.13	0.52	0.38	-0.90	3.59	4.02
8.	Development of Human Resources	1-5	4.06	0.40	-0.09	1.29	3.73	4.20
Teaching Performance								
9.	Management Skills	1-5	4.12	0.45	0.46	-0.16	3.93	4.32
10.	Instruction/Curriculum	1-5	3.97	0.52	-0.17	-0.21	3.90	4.20
11.	Teaching Methodology	1-5	4.34	0.51	0.00	-1.19	3.94	4.28
12.	Assessment Skills	1-5	3.61	0.66	0.17	-0.41	3.8	4.16
13.	Content Expertise	1-5	3.97	0.63	-0.69	-0.60	4.15	4.53

Descriptive statistics were conducted to find the means, standard deviations, skewness, kurtosis and 95% CI upper and lower bounds. The teachers were agreed that they have achieved good thematic knowledge through professional developments trainings ($M=4.21$, $SD=0.54$). The teachers were agreed that they have achieved more about learning environment through professional developments trainings ($M=4.49$, $SD=0.49$). The teachers were satisfied that they have made understanding about cooperation through professional developments trainings ($M=3.9$, $SD=0.67$). The teachers were agreed that they have achieved poor knowledge about educational technology through professional developments trainings ($M=3.8$, $SD=0.72$). According to teachers they have achieved not so well research base through professional developments trainings ($M=3.9$, $SD=0.43$). The teachers were agreed that they have achieved poor educational planning through professional developments trainings ($M=3.8$, $SD=0.59$). The teachers were agreed that they have achieved poor educational planning through professional developments trainings ($M=3.8$, $SD=0.59$). The teachers were agreed that they have achieved good Evaluation through professional developments trainings ($M=4.13$, $SD=0.52$).

The teachers were agreed that they have achieved development of human resources through professional developments trainings ($M=4.06$, $SD=0.40$). The teachers were agreed that they have improved their teaching performance and they have achieved good management skills through professional developments trainings ($M=3.61$, $SD=0.66$). The teachers were agreed that they have improved their teaching performance and they have achieved not so good Curriculum/Instructional skills through professional development trainings ($M=3.8$, $SD=0.52$). The teachers were agreed that they have improved their teaching performance and they have achieved very good teaching methodological skills through professional development trainings ($M=4.3$, $SD=0.51$). The teachers were agreed that they have achieved poor knowledge about assessment skills through professional developments trainings ($M=3.8$, $SD=0.72$). The teachers were agreed that they have improved their teaching performance and they have achieved content expertise ($M=3.8$, $SD=0.63$).

Table No. 10 ANOVA of Teaching Performance with post hoc for Age (N= 30)

Sr.#	Age	Age					F(2, 27)	P	
		20-30	31-40	>40	M	SD			
1.	Management skills	4.04	.47	4.17	.70	4.13	.44	.530	.59
2.	Instructional curriculum	3.97	.30	4.2	.66	4	.25	.703	.50

3.	Teaching methodology	4.0	.43	4.3	.49	4.07	.37	1.873	.17
4.	Assessment skills	3.7	.52	4.2	.57	4.1	.31	2.51	.10
5.	Content expertise	4.2	.52	4.5	.50	4.4	.42	1.27	.29

Note: M=mean, SD= standard deviation

One way was conducted to discover the influence of teaching experience on level of teaching performance. Participants were distributed into three groups according to their age (group 1 20-20yrs; group 2 31-40yrs; group >40 years). There was no statistically significant difference age with management skills (effect size is small = 0.03), instructional curriculum (effect size is small = 0.04), teaching methodology (large effect size = 0.1), assessment skills (effect size is large = 0.1) and content expertise (moderate effect size = 0.08) as $P > .5$.

Findings

After analysis of data, various findings were identified on the basis of frequencies, standard deviation, mean. By applying inferential statistics with regards to demographic variables, findings were identified.

Responses of Teachers

- It is to be identified that 40% were male teachers and 60% were female teachers and 53% teachers were 20-30 years old, 23% teachers were 31-40 years old, 23 teachers were >40.
- It is illustrated that 47% teachers were experienced 1-5 years, 27% teachers were experienced 6-10 years, 27% teachers were experienced >10. It is also found that 79% teachers have attended 2 training and 21% teachers have attended 3-4 teaching training.

Teachers' Professional Development

- Responses of the teachers about Thematic Knowledge they have achieved through professional development, results identified that majority of 90% agreed that I relate subjects to everyday life of students, 10% remains neutral. The majority (87%) teachers agreed that they increase students' creative thinking skills in the teaching process, 13% remains neutral. Majority of (96%) teachers agreed that they relate learning with previous knowledge for students, 3% remains neutral. The majority of (83%) teachers agreed that they relate learning with personal experiences for 56 students, 17% remains neutral. The majority of 76% teachers agreed that they use learning and teaching strategies that are suitable for students' learning, 10% remains neutral and 13% disagreed.
- Responses of the teachers about Learning Environment by teacher's professional development, presented that majority of 110% agreed that they know that creating a suitable class environment is effective with students learning, 3% remains neutral. Majority of 96% teachers agreed that they encourage students to cooperate with each other, 3% remains neutral. The majority of 98% teachers agreed that they create a positive and healthy atmosphere in the classroom, 3% remains neutral.
- The result of Responses of the teachers about cooperation that was identified that majority of 70% teachers have agreed that to enforce learning environment, they use parent's experience, and 20% remains neutral and 10% disagreed. The majority of 60% teachers agreed that to enrich student learning, they use parents and family experience, 13% remains neutral and 10% disagreed. Most of 86% teachers agreed that they consult with their colleague about issues related to school. 10% remains neutral and 3% disagreed.
- Responses of the teachers about Educational Technology identified that that majority of (79%) teachers agreed that to increase teaching effectiveness, they use different educational technologies, and 23% remains neutral. The majority of (68%) teachers agreed that they facilitate learning by using educational technology, 30% remains neutral and 3% disagreed. Majority of (60%) teachers agreed that they apply educational programs that need computer and other educational technologies, 20% remains neutral and 30% disagreed.
- Responses of the teachers about Research Base from professional development component was that the majority of (37%) teachers agreed that they usually spend lots of times for investigation and research, 40% remains neutral and 23% disagreed. Majority (63%) teachers agreed that they interact with the senior teachers and researchers who are specialize in teaching discipline. 20% remains neutral and 18% disagreed. Most of (70%) teachers agreed that they interested in action research projects related to work environment, 27% remains neutral and 3% disagreed.

The majority of (60%) teachers agreed that they interested in workshops related to project subjects. 30% remains neutral and 10% disagreed.

- Responses of the teachers about Evaluation was that majority of (78%) teachers agreed or strongly agreed that they evaluate students' performance during school year 13% remains neutral, 10% agreed. The majority (83%) teachers agreed that they use different evaluation approaches to improve student educational advancements 17% remains neutral. Most of (96%) teachers agreed that they relate learning with previous knowledge for students, 3% remains neutral. The most of (83%) teachers agreed that they relate learning with personal experiences for students, 17% remains neutral and 10% disagreed.
- Responses of the teachers about Development of Human Resources from the professional development were that the majority of (80%) teachers agreed that they have high expectation for learning, 20% remains neutral. The majority (70%) teachers agreed that they consider individual differences during teaching learning process. 17% remains neutral and 13% disagreed. Most of (84%) teachers agreed that they aware of students' mental differences in learning, 3% remains neutral and 13% disagreed. The majority of (83%) teachers agreed that they aware of students' social, emotional differences in learning, 17% remains neutral.

Teaching Performance

- Responses of the teachers about Management Skills, how much teachers have improved teaching performance, identified by teaching components from the teachers who had attended professional development training, for the management skills.
- The majority of (80%) teachers agreed that they generally well-organized and prepared for lecture, 20% remains neutral. The majority (97%) teachers agreed that they maintain enough classroom discipline, 3% remains neutral. Most of (77%) teachers agreed that they use verbal direction for the child who is disengage, 23% remains neutral. The majority of (77%) teachers agreed that Students returned the assigned tasks to them in time 3% disagreed.
- Results of Responses of the teachers about Instruction/Curriculum showed that majority of (83%) teachers agreed that they give assignments linked with subject whom students are studying, 13% remains neutral and 3% disagreed. The majority (97%) teachers agreed that they explain the learning material clearly with examples to students, 17% remains neutral and 3% disagreed. Most of (90%) teachers agreed that they use a variety of teaching strategies with blend of activities during class time, 10% remains neutral.
- Responses of the teachers about Teaching Methodology to identify the teaching performance was that majority of (83%) teachers agreed that they select appropriate teaching method according to the topic. 10% remains neutral and 7% disagreed. The majority (80%) teachers agreed that they usually check the prior knowledge of students by asking them different questions, 20% remains neutral. Majority of (97%) teachers agreed that they help the slow learning students in a pleasant way. 3% remains neutral. Most of (87%) teachers agreed that they choose a teaching methodology agreeing with mental abilities of students, 7% remains neutral and 7% disagreed.
- Responses of the teachers about Assessment Skills was that the majority of (63%) teachers agreed that they always get the marking done on time, 20% remains neutral and 17% disagreed. The majority (77%) teachers agreed that they keep Identifying student learning gaps, 20% remains neutral and 3% disagreed. Most of (77%) teachers agreed that they Identifying student interventions and support, 20% remains neutral and 3% disagreed. Most of (90%) teachers agreed that they follow up my school improvement plan, 10% remains neutral.
- Responses of the teachers about Content expertise they have attained through trainings were that majority of (93%) teachers agreed that they have detailed knowledge of the content covered at this school, 7% remains neutral. The majority (97%) teachers agreed that they detailed knowledge of instructional methods used by me, 3% remains neutral. Most of (83%) teachers agreed that they are very well-informed about the subject that they teach to students, 17% remains neutral.
- Descriptive statistics conducted to find the means, standard deviations, skewness, kurtosis and 95% CI upper and lower bounds. The teachers were agreed that they achieved good thematic knowledge through professional developments training ($M=4.21$, $SD=0.54$).

- Results showed that the teachers were agreed that they achieved more about learning environment through professional developments training ($M=4.49, SD=0.49$)
- Results showed that the teachers were satisfied that they made understanding about cooperation through professional developments training ($M=3.9, SD=0.67$).
- Results showed that the teachers agreed that they achieved poor knowledge about educational technology ($M=3.8, SD=0.72$). According to teachers they have achieved not so well research base through professional developments training ($M=3.9, SD=0.43$).
- Results showed that the teachers were agreed that they have achieved poor educational planning ($M=3.8, SD=0.59$). The teachers were agreed that they have achieved good Evaluation through professional developments training ($M=4.13, SD=0.52$).
- Results showed that the teachers were agreed that they have achieved development of human resources training ($M=4.06, SD=0.40$).
- The teachers were agreed that they have improved their teaching performance and they have achieved good management skills through professional developments trainings ($M= 3.61, SD= 0.66$).
- According to results, the teachers were agreed that they have improved their teaching performance and they have achieved not so good Curriculum/Instructional skills through professional development training ($M=3.8, SD=0.52$).
- According to findings, the teachers were agreed that they have improved their teaching performance and they have achieved very good teaching methodological skills through professional development training ($M=4.3, SD=0.51$).
- The teachers were agreed that they have achieved poor knowledge about assessment skills ($M=3.8, SD=0.72$). The teachers were agreed that they have improved their teaching performance and they have achieved content expertise ($M=3.8, SD=0.63$).

CONCLUSION

Following was the conclusion of this research study:

According to students' responses the components of professional development including; thematic knowledge, learning environment, evaluation and development of human resources, most of the students have agreed on these components of professional development, these components are showing higher mean values. And teachers' responses about components of professional development including; thematic knowledge learning environment and development of human resources have maximum agreed of teachers on these components of professional development and higher mean values.

Hence responses of teachers about teaching performance including; management skills, teaching methodology instructional skills and content expertise have maximum no of teachers who agreed on these components of teaching performance which show higher mean values. Similarly, students' responses about components of teaching performance including; management skills, instructional skills, content expertise and assessment skills, most of the students have agreed on these components of teaching performance and higher mean values but overall mean value of students' responses is less than the teachers' responses mean value.

The results show that there is relationship exists between professional development components; thematic knowledge, learning environment, development of human resource, evaluation and components of teaching performance including; management skill, instruction/curriculum, content expertise, methodology, assessment skills. According to students' responses there is strong and positive relationship between components of professional development and teaching performance. So, the relationship exists between these two variables.

Teaching experience on level of professional development, there was statistically significant difference of evaluation with teaching experience that the mean scores for group1 (1-5years) was significantly different from group2 (6-10years). Findings showed that there was no statistically significant difference of teaching experience with management skills, instructional curriculum, teaching methodology, assessment skills and content expertise. One-way between-groups analysis of variance was conducted to explore the impact of age on level of professional development. Participate were divided into three groups according to their age (group 1 20-20yrs; group 2 31-40yrs; group >40 years). There was no statistically significant difference of teacher's age on professional development

and teaching performance.

As no of trainings increases, the professional development improves hence teachers' performance also increases, teaching trainings (group 1= 1-2 trainings, group2= 3-4 trainings) impact on professional development, findings have shown that there was significant difference in scores for group1 and group2 for thematic knowledge. There was significant difference in scores for group1 and group2 for cooperation. According to findings, there was significant difference in scores of gender for educational technology instruction/curriculum, assessment skills, and content expertise. Also seen that the mean value for male was greater than female of these components and here was no significant difference of gender with thematic knowledge, learning environment, cooperation, educational planning, and evaluation, development of human resources, management skills and teaching methodology.

RECOMMENDATIONS

There is need to arrange more trainings related to educational planning and educational technology, training should be interesting and different from previous lesson, not a training program is enough, there should be more trainings to complete the instructors demand.

Furthermore, the duration of teacher's professional development is not sufficient for their effective training. Govt. should take consideration of that and they should increase the duration of their training for the effective professional development of teachers that are fully resourced.

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