

CAPACITY APPRAISAL OF PROGRAMS FOR TEACHER DEVELOPMENT IN INTERIOR SINDH

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ABSTRACT

The teacher trainers at different elementary colleges and executives at the Bureau of Curriculum in interior Sindh were used for capacity appraisal of teacher development programs and efficiency of such Programs was observed. A close-ended questionnaire was developed and administered to 100 teacher trainers; but finally 74 questionnaires found complete in all respects and this was considered as the sample size. Simple percentage was calculated on the basis of number of respondents perceiving as “agree”, “agree to some extent”, “undecided”, “disagree to some extent” and “disagree” on different related statements. The data reveal that only half of the population perceived satisfaction over applicability of teacher development programs and remaining half suggested vital improvement. Teachers nominated for training possessed poor academic background and program content is conventional, lacking in content knowledge and competence could not attract/motivate the teachers for effective learning and adoption. The trained teachers could not explain the concept of the content, could not even give proper examples on content during discussion, not able to associate the content concept with experiences of daily life and their capabilities are in question. The situation is crucial; the training is not effective, apart from all efforts, and mostly teachers are not conceptually clear on the program content. A sizeable proportion of respondents disagreed on statements describing teacher quality such as: friendly atmosphere in classroom, they are positive, constructive and cooperative, punctual in taking classes, deal the students like counterparts and involve them in teaching and learning, use psychological approaches to catch students' motivation of learning and supportive to students in class as well as when he is out of class.

Keywords: Program content, Teacher Development, Effective Teachers, Competence, Motivation.

BACKGROUND

In Islamic ethics, the teacher is regarded as more respectable than a real father; this describes the value of a teacher and guidance of mankind (Khaled al-Khalediy, 2011). Quality of education is solely dependent on the teacher; the motivated teacher senses education as a job of immense responsibility and feels about the accountability if he performs inappropriate in guiding and development of learners, because entire life

of a child is established when he/she enters school for education (Bruckmaier *et.al.*, 2016). An educator needs to be highly developed in sense of his own academic education and apparent personality be inspiring with multi-dimensional character, could generate ideals of significance and skills (Kersting *et.al.*, 2012). Being educator, the teacher deals the students literally to impart subject knowledge; takes psychological parameters into consideration in view of the students as well as social norms as well (Santagata and Yeh, 2016). The role to guide and control the development of character formation and habits development is simply the giving of education (Blömeke *et.al.*, 2014). During learning process, the students develop their capacities, motivations and powers while they are at the institutions (Bhargava and Pathy, 2011; Alnoor *et.al.*, 2016). On such foundation student moves into the societies and properly guided students by the teacher become not only the successful future characters but also efficient society elements (Maribeth, 1990; Blömeke and Delaney, 2012).

Teacher development programs as perceived by Borman, Kimball (2005) and Ball (1990) strengthen the belief towards importance of pedagogical features in the process of teaching and learning. Ballou and Podgursky (2000) concluded that teacher development programs have significant impact on teaching standard and learning outcome of the student. The teacher effectiveness is mainly dependent on the efficiency of pedagogical approaches. Latham and Gitomer (1999) proved positive association of teacher training and their performance at classroom level. Holtzman and Galton (2007) found that in-service teacher training has more impact on teaching and learning process. Teacher with sound professional preparation proves quality teaching and ensures greater student achievement. The true aim of teacher training is to develop professional abilities and boost pedagogical knowledge of teachers. Shulman (2000) suggested that teacher development program should produce valued teachers with professional commitments, knowledge power and adequate skills to impact the students.

The high academic qualification only of a person does not ensure that he could be a good teacher; but before entering the teaching profession the teaching training is essential to develop skills to motivate, guide and develop students. Hence, in the education system teacher training plays the role of backbone for development of effective teaching system (Chi, 2011; Blömeke *et.al.*, 2015). In Pakistan the government led education system is poor (Siddique, 1990) and in government schools, most of the teachers are untrained. The government educational

institutions are in dilemma, where the teachers are appointed without compulsory teacher training. However, during in-service training has become a formality for the teachers; as the private teacher training institutions facilitate the teachers for enrolment in their institutions and attendance for training is not compulsory? In the public sector, the teachers find mere training chance or opportunities related to their professional development. Although, several institutes are existed that provide teacher training, but the quality of training is not satisfactory and their performances have always been criticized from concerned quarters (Elahi and Nizam, 1997; Kaiser *et.al.*, 2015; Kaiser *et.al.*, 2017). On the contrary pathetic role government institutions providing teacher training, the private institutions are actively involved in teacher training. However, lack of resources with the private sector institutions quality aspect of the teacher training is sacrificed. Darling and Hammond (2000) argued that without producing quality teachers the educational institution cannot improve quality of education. Similarly, Scott *et al.* (2007) emphasized the establishment of research based contextually framed teacher development programs are sine-qua-none. Döhrmann *et.al.*, (2012) reported that in developing nations, education is facing setback due to non-availability of quality teachers; while Fauskanger (2015) suggested that the teaching personnel at all levels must possess specialized teacher training of international level before entering the profession of education. In case the teacher training programs are not developed in changing international educational scenario, the nations will face consequences of poor teaching qualities (Kersting *et.al.*, 2016; Okwoche *et.al.*, 2011; Santagata and Guarino, 2011 and Schlesinger and Jentsch, 2016). In Sindh province of Pakistan, the elementary colleges have been established for teacher training at regional level. However, the trained teachers are not evaluated for adoption and utilization of the teaching skills at classroom level. This study was carried out on the capacity appraisal of teacher development programs and efficiency of such programs using the following hypothesis:

- The content of teacher development programs is useful and practicable at classroom level.
- The participants (trained teachers) possess competence over content knowledge.
- Trained teachers novelty methods in utilizing teaching skills.
- Trained teachers improve overall classroom atmosphere due to behavioural change Trained teachers create developed classroom practices.

METHODOLOGY

A descriptive method is employed for this study using a close ended questionnaire measuring the respondents' perceptions by 5-point Lykert Scale. A sample size of 100 respondents was planned and accordingly the questionnaire was administered; but 74 questionnaires were found filled in all respects. A list of elementary colleges and working staff (teacher trainers) in Sindh province was obtained from the concerned Directorate and they were individually approached through their mobile phone contact or through email address and the questionnaire either were emailed, personally handed over or sent through courier at their given addresses. Simple random sampling technique was employed as suggested by Gulab (2000) that make data collection feasible objectively. Considering ethics, the consent of ensure research sample was acquired and consent letters were sent to the concerned quarters. Necessary permission from the concerned authorities was also sought to involve the teacher educators in this research. It also makes sure that the information collected through this research is not disclosed and should not be leaked out. The study covered some major areas of investigation which included: teacher development program content; development in content knowledge; development and innovation in teaching skills and abilities of trained teachers; attitude and behavior changes after training and development and innovation in classroom practice.

A pilot survey was conducted before formal administration of the questionnaire to validate and ensure the quality of item, content validity and information dependability. In view of the pilot study, and experts' feedback, the questionnaire was concluded and administered. The researchers visited in person to the nominated elementary colleges for teacher education for administration of questionnaire and collection of the questionnaires dully filled by the respondents.

DATA ANALYSIS

For data collection purpose, as described earlier the close ended questionnaire was used using a 5-point Lykert scale as follows: (1) Agree, (2) Agree to some extent, (3) Undecided, (4) Disagree to some extent and (5) Disagree.

RESULTS AND DISCUSSION

Teacher Development Program Content: The teacher trainers in different districts of interior Sindh were used to get information on a number of statements reflecting content quality used for development of

teachers. The data (Table 1) indicated that majority of the respondents (41.89%) were “agreed” on the structure of the content of teacher development program, 16.22 percent were “agreed to some extent” while 14.86 percent could not decide their opinion (undecided). However, 14.86 and 12.16 percent of the respondents “disagree to some extent” and “disagree” on the structure of the content of teacher development program. This indicates that the content of the teacher development program was overall acceptable and promising.

The pertinence and applicability of “content of the teacher development programs” was investigated and out of 74 respondents majority (44.59 and 24.32%) endorsed the relevance as “agreed” and “agreed to some extent”; while 8.11 percent respondents left the statement “undecided”. However, 20.27 and 2.70 percent of the respondents were “disagree to some extent” and “disagree” over the statement regarding applicability of content of teacher development program. This indicates that the respondents were satisfied over the applicability of teacher development programs.

The respondents when asked to perceive whether “the content of teacher development program is rationalized”, 33.78 and 14.86 percent perceived as “agreed to some extent” and “agreed”; while 29.73 and 14.86 percent respondents “disagree to some extent” and “disagree” over the rationale of the teacher development programs. This indicates that teacher development programs needs vital improvement and satisfaction of the respondents was not up to the mark.

The respondents were presented another statement to perceive whether the “content of teacher development program is interesting”, mostly responded negatively and almost 70 percent of the respondents disclosed that the content of development program is not appealing; while only 10.81 and 8.11 percent were “agreed” and “agreed to some extent” and perceived that the content is not interesting and appealing. This suggests the need of thorough change of the content used for teacher development programs and make them appealing and interesting.

Motivation of a learner is more important than the motivation of a teacher on program content. The respondents were asked to perceive whether the “teacher development program is motivational” and responses showed that more than 70 percent of the respondents (47.30% disagree to some extent, 13.51% disagree, 16.22% undecided) did not agree motivational nature of the program content. However, only 8.11 and 14.86 percent respondents perceived positive as “agreed” and “agreed to some extent” over the claim that the teacher development program

content is motivational. This showed that there is need of innovative measures to improve the program content and considering the poor background of teachers in the rural areas, the program content may be established.

The last statement presented to the respondents was an enquiry whether “the teaching and learning areas are covered by the content” and responses of a high majority was disappointed where 41.89, 36.49 and 4.05 perceived as “disagree”, “disagree to some extent” and “undecided” respectively. Only 10.81 and 6.76 percent respondents perceived as “agreed” and “agreed to some extent” over content fulfils the teaching and learning areas. This indicates that there is immediate need to improve the program content and develop according to the social changes and attract/motivate the teachers for effective learning and adoption.

TABLE-1
CONTENT OF TEACHER DEVELOPMENT PROGRAMS (N=74)

Sr#	Statements	Agreed	Agreed to some extent	Undecided	Disagree to some extent	Disagree
1.	The content of Teacher development program is well structured	31 (41.89)	12 (16.22)	11 (14.86)	11 (14.86)	09 (12.16)
2.	The content of Teacher development program is pertinent	33 (44.59)	18 (24.32)	06 (8.11)	15 (20.27)	02 (2.70)
3.	The content of Teacher development program is rationalized	11 (14.86)	25 (33.78)	05 (6.76)	22 (29.73)	11 (14.86)
4.	The content of Teacher development program is interesting	08 (10.81)	06 (8.11)	04 (5.41)	24 (32.43)	32 (43.24)
5.	The content of Teacher development program is motivational	06 (8.11)	11 (14.86)	12 (16.22)	10 (13.51)	35 (47.30)
6.	The teaching and learning areas are covered by the content	08 (10.81)	05 (6.76)	03 (4.05)	27 (36.49)	31 (41.89)

Note: Figures in parenthesis indicate the percentage of respondents perceiving on each statement.

Competence Over Content Knowledge with Trained Teachers:

The competence of trained teachers over content knowledge is one of the key factors to influence the trainee teachers and to search for such information was one of the thrusts of the present study. The data (Table 2)

showed that 35.14% respondents were “disagree to some extent”, 22.97% “disagreed” and 5.41% kept calm on the statement that “concept of content is well explained by trained teachers”. This argues that most of the trained teachers could not explain the concept of the content.

The respondents were enquired on the statement that “the examples given by trained teachers are pertinent” and their perceptions (Table 2) showed that 44.59% were “disagreed to some extent”, 14.86% “disagreed” and 12.16% did not comment on the statement; while only 16.22% “agrees” and 12.16% “agreed to some extent” that the examples given by the expert teachers are pertinent. This clearly showed the confusion among the trained teachers, they are not developed conceptually over the content and they could not even give proper examples on content during discussion.

The regional teacher educators when perceived on the segment whether “trained teachers associate the concept to experiences of daily life”, 41.89 percent “disagreed”, 16.22 percent “disagreed to some extent” and 10.81% did not perceive over the above statement. However, 21.62% “agreed” and 9.46% “agreed to some extent” over the statement. This suggested that the teachers who were trained at the regional teacher training institutions in most cases were not able to associate the content concept with experiences of daily life.

The respondents while asked to give their opinion on the “capability of trained teachers for simplifying difficult concepts” and their responses (Table 2) indicated that 35.14% “agreed to some extent”, 18.92% “agreed” and 9.46% remained did not perceive on this statement. On the other hand, 20.27% “disagreed to some extent” and 16.22% “disagreed” that trained teacher capability of simplifying difficult content concepts. This indicates that half of the respondents were positive and almost equally half of them were negative so far the trained teacher’s capability is concerned.

The basic approach of a trained teacher is to motivate the learners by his attractive presentation and personality impact so that the learners are psychologically involved in trained teacher. The respondents were asked to perceive whether the “teacher presents content concepts in an attractive manner” and majority (33.78%) “disagreed to some extent” followed by 6.76% (disagreed) and 4.05% (undecided). However, 25.68 and 29.73 percent respondents were “agree” and “agree to some extent” indicating that concepts presentation by trained teacher is attractive, respectively. This also shows a 50-50 satisfaction and dissatisfaction of

the respondents regarding the attractiveness of concept presentation by trained teachers.

Another statement was presented to express whether the trained teachers have skill to develop motivation among learners and 47.30, 16.22 and 22.97 percent respondents perceived as “disagree to some extent”, “disagree” and “undecided”, respectively. So more than 85 percent of the respondents feel that seldom the trained teachers have skills to develop motivation among the learners; while only a fewer respondents 9.46 and 4.05 percent agreed and agreed to some extent about the skillfulness of trained teachers to develop motivation among learners. The situation is crucial; the training is not effective, apart from all efforts, probably because of poor academic and professional background of the teaching community.

TABLE-2
COMPETENCE OVER CONTENT KNOWLEDGE WITH TRAINED
TEACHERS (N=74)

Sr#	Statements	Agree	Agree to some extent	Undecided	Disagree to some extent	Disagree
1.	Concept of content is well explained by trained teachers	14 (18.92)	13 (17.57)	4 (5.41)	26 (35.14)	17 (22.97)
2.	The examples given by trained teachers are pertinent	12 (16.22)	9 (12.16)	9 (12.16)	33 (44.59)	11 (14.86)
3.	The trained teachers associate the concept to experiences of daily life	16 (21.62)	7 (9.46)	8 (10.81)	12 (16.22)	31 (41.89)
4.	Trained teacher are capable of simplifying difficult concepts	14 (18.92)	26 (35.14)	7 (9.46)	15 (20.27)	12 (16.22)
5.	The concepts presentation by trained teachers are attractive	19 (25.68)	22 (29.73)	3 (4.05)	25 (33.78)	5 (6.76)
6.	The trained teachers possess skills to develop motivation among learners	7 (9.46)	3 (4.05)	17 (22.97)	35 (47.30)	12 (16.22)

Note: Figures in parenthesis indicate the percentage of respondents perceiving on each statement.

Novelty in Teaching Skills of Trained Teachers: The teacher educators were also enquired to express the novelty in teaching skills of trained and teachers and offered a number of related statements to perceive on. The data (Table 3) depict that 41.89 and 24.32 percent respondents were “disagree to some extent”, and “agree” that trained

teachers possess skill of lesson planning; while 20.27 and 5.41 percent were “disagree to some extent” and “disagree” while 8.11 percent did not responded to perceive on lesson planning ability of trained teachers. Around 65 percent were positive responses and yet 35 percent respondents disclosed lack of lesson planning skills in trained teachers.

The respondents were also asked to perceive whether “trained teachers can effectively communicate in classroom” and 32.43 and 47.30 percent “agreed” and “agreed to some extent” on the above statement; 12.16, 5.41 and 2.70 percent “disagreed to some extent”, “disagreed” and “undecided”, respectively. This clearly indicated that the trained teachers have capabilities of effective communication in classroom; but the circumstances and the situations clearly showed that the communication at classroom level is not effective.

The regional teacher educators when perceived on the statement whether “class management of trained teachers is very effective”, 29.73 percent “agreed” and 25.68 percent “agreed to some extent” while 20.27 percent “disagreed”, 17.57 percent “disagreed to some extent” and 6.76 percent did not respond to the statement. Slightly higher perception of the respondents was noted in favour of teachers that class management of trained teachers is very effective; while almost equal either opposed or they did not respond. Hence, the situation is not satisfactory, because more than 80 percent positive response can support the planning success in teacher education.

On the statement “students' learning evaluation of trained teachers in highly effective” the 59.46 and 12.16 percent respondents perceived as “agree to some extent” and “agree” respectively; while 14.86, 9.46 and 4.05 percent perceived as “disagree”, “disagree to some extent” and “undecided” respectively. This was clearly recognized by the teacher trainers that students' learning evaluation can best be done by the trained teachers; and obviously the better evaluation can better develop to the students.

The teacher educators were also enquired to perceive on statement that a “variety of teaching methods are used by trained teachers” and data (Table 3) indicated that majority (70.27%) “agreed to some extent”, 5.41 percent “agreed” that trained teacher use multiple techniques in the classroom for effective teaching; while 12.16 and 5.41 percent respondents “disagree to some extent” and “disagree” over this statement and 6.76 percent respondents did not respond. According to the perceptions, there is capacity with the trained teachers to adopt multiple

techniques for effective teaching; but unfortunately little efforts are made by the trained teachers to deliver effectively at the classroom level.

Motivation towards learning is the basic element for development of students; and the teacher trainers were asked to perceive whether trained teachers develop learning motivation in the classroom. The responses (Table 3) indicated that 25.68 and 55.41 percent respondents perceived as “agree” and “agree to some extent” over this statement; while 6.76 percent “agree”, 10.81 percent “agree to some extent” over this statement. However, 1.35 respondents did not respond over this statement. Although, the respondents responded positively for trained teachers’ qualities, but on average the government schools producing minimum results.

TABLE-3
DEVELOPMENT AND NOVELTY IN TEACHING SKILLS OF TRAINED TEACHERS (N=74)

Sr#	Statements	Agree	Agree to some extent	Undecided	Disagree to some extent	Disagree
1.	Trained teachers possess ability of lesson planning	18 (24.32)	31 (41.89)	6 (8.11)	15 (20.27)	4 (5.41)
2.	Trained teachers can effectively communicate in classroom	24 (32.43)	35 (47.30)	2 (2.70)	9 (12.16)	4 (5.41)
3.	Class management of trained teachers is very effective	22 (29.73)	19 (25.68)	5 (6.76)	13 (17.57)	15 (20.27)
4.	Students' learning evaluation of trained teachers is highly effective	9 (12.16)	44 (59.46)	3 (4.05)	7 (9.46)	11 (14.86)
5.	Variety of teaching methods are used by trained teachers	4 (5.41)	52 (70.27)	5 (6.76)	9 (12.16)	4 (5.41)
6.	Trained teachers develop learning motivation in the classroom	19 (25.68)	41 (55.41)	1 (1.35)	8 (10.81)	5 (6.76)

Note: Figures in parenthesis indicate the percentage of respondents perceiving on each statement.

Behavioural Change in Trained Teachers: The respondents at the elementary colleges also perceived on various behavioural changes after training in the teachers and their responses are given in Table 4. The results revealed that majority of respondents (47.30%) “agreed to some

extent” and 17.57 percent “agreed” that trained teachers develop friendly atmosphere in classroom; while 22.97 percent “disagreed to some extent” and 10.81 percent “disagreed” on this trained teachers’ characteristics.

On the statement, whether “trained teachers are positive, constructive and cooperative” 18.92 and 28.38 percent “agreed” and “agreed to some extent” respectively and 25.68 and 18.92 “disagreed” and “disagreed to some extent”, respectively; while 8.11 percent did not respond. More respondents perceived adversely that trained teachers are positive, constructive and cooperative as compared to those given positive opinion on this statement.

The statement “trained teachers share professional ideas with their counterparts” was “agreed to some extent” by 44.59 percent respondents and “agreed” by 33.78 percent; while only 8.11 percent “disagreed”. This indicates that teachers after training are developed in certain elements and due to increasing knowledge; they do not hesitate to discuss relevant matters with the colleagues.

The “trained teachers become disciplined and are punctual in taking classes” was perceived negatively by majority of respondents (47.30%) who “disagree to some extent” on this statement; while 16.22 and 14.86 percent respondents “agreed” and “agreed to some extent” on this characteristics of trained teacher. Most of the respondents disclosed that the trained teachers become less punctual in taking classes as compared to untrained teacher.

The trained teacher show positive response when asked for additional assignments: the above statement disagreed by more than 50 percent respondents; while less than 50 percent were agree that trained teachers are positive when asked for additional assignments. On another statement (trained teacher uses confidence building approach among societies) about 65 percent were positive and favoured the trained teachers; while some 35 percent disagreed this statement for the trained teachers.

TABLE-4
BEHAVIOURAL CHANGE/DEVELOPMENT IN TRAINED TEACHERS (N=74)

Sr#	Statements	Agree	Agree to some extent	Undecided	Disagree to some extent	Disagree
1.	In classroom the trained teachers develop friendly atmosphere	13 (17.57)	35 (47.30)	1 (1.35)	17 (22.97)	8 (10.81)
2.	Trained teachers are positive, constructive and cooperative	14 (18.92)	21 (28.38)	6 (8.11)	19 (25.68)	14 (18.92)
3.	Trained teachers do not hesitate to share professional ideas with their counterparts	25 (33.78)	33 (44.59)	5 (6.76)	5 (6.76)	6 (8.11)
4.	Trained teachers are punctual in taking classes and disciplined	12 (16.22)	11 (14.86)	8 (10.81)	35 (47.30)	8 (10.81)
5.	Trained teacher show positive response when asked for additional assignments	21 (28.38)	15 (20.27)	0	16 (21.62)	22 (29.73)
6.	The trained teachers use confidence building approach among societies	26 (35.14)	22 (29.73)	0	19 (25.68)	7 (9.46)

Note: Figures in parenthesis indicate the percentage of respondents perceiving on each statement.

Development in Classroom Practices of Trained Teachers:

Certain statements related to effective classroom practices were developed and presented to respondents to perceive whether they possessed such quality characteristics at classroom level and the responses are given in Table 5. On “research capabilities in educational aspects” in trained teachers, 50 percent perceived as “disagreed” and 22.97 perceived as “disagreed to some extent” while around 27 percent perceived as “agree” or “agree to some extent”. Most respondents indicate that seldom have the teachers possessed research capabilities and mostly they are not research minded.

While asked the respondents to perceive on maintenance of lesson plan diary by the trained teachers, almost 70 percent respondents “disagreed” or “disagreed to some extent” over this characteristics; while some 25 percent “agreed” or “agreed to some extent” over this trained teachers’ characteristics. It means that in most cases, the lesson plan diary is not maintained by the trained teachers.

The respondents when asked to perceive on the statement that “the trained teacher develop diverse techniques to make his class interesting”, more than 60 percent agreed this characteristics of trained teacher and remained disagreed. On another statement that “the trained teachers deal the students like counterparts and involve them in teaching and learning” more than 50 percent respondents disagreed; while some 40 percent agreed over this quality characteristics of trained teacher. Similarly, on the statement that “trained teacher use psychological approaches to catch students' motivation of learning” more than 50 percent agreed this quality characteristic of trained teacher while almost similar proportion of the respondents disagreed.

The respondents while asked to give their opinion on the “the trained teacher keep himself supportive to his students in class as well as when he is out of class” and their responses (Table 5) indicated that 43.24 percent “agreed” and 25.69 percent “agreed to some extent” over this statement; while 10.81 percent “disagreed to some extent” and 17.57 percent respondents “disagreed to some extent” on this trained teachers’ quality parameter.

TABLE-5
DEVELOPMENT IN CLASSROOM PRACTICES OF TRAINED TEACHERS (N=74)

Sr#	Statements	Agree	Agree to some extent	Undecided	Disagree to some extent	Disagree
1.	Trained teachers possess research capabilities in educational aspects	10 (13.51)	10 (13.51)	0	17 (22.97)	37 (50.00)
2.	The trained teacher regularly maintain lesson plan diary	17 (22.97)	2 (2.70)	4 (5.41)	22 (29.73)	29 (39.19)
3.	The trained teacher develop interesting elements to make his class interesting	35 (47.30)	10 (13.51)	4 (5.41)	18 (24.32)	7 (9.46)
4.	The trained teachers deal the students like counterparts and involve them in teaching and learning	9 (12.16)	21 (28.38)	5 (6.76)	29 (39.19)	10 (13.51)
5.	Trained teacher use psychological approaches to catch students' motivation of learning	16 (21.62)	22 (29.73)	9 (12.16)	21 (28.38)	6 (8.11)
6.	The trained teacher keep himself supportive to his students in class as well as when he is out of class	32 (43.24)	19 (25.68)	2 (2.70)	8 (10.81)	13 (17.57)

Note: Figures in parenthesis indicate the percentage of respondents perceiving on each statement.

CONCLUSIONS

- The content of the teacher development program is overall acceptable and promising but conventional not appealing and interesting enough.
- Applicability of teacher development programs perceived satisfactory by half of the sample respondents and remaining half suggested vital improvement.
- Teachers coming from interior Sindh have poor academic and professional background.
- The program content has no innovation to attract/motivate the teachers for effective learning and adoption.
- Lack of content knowledge and competence, most of the trained teachers could not explain the concept of the content. They are not developed conceptually over the content and could not even give proper examples on content during discussion.
- The teachers in most cases were not able to associate the content concept with experiences of daily life.
- Half of the respondents were positive and almost equally half of them were negative so far the trained teachers' capability is concerned.
- Only half of the respondents agreed the attractiveness of concept presentation by trained teachers and remaining half disagreed.
- The situation is crucial; the training is not effective, apart from all efforts, probably because of poor academic and professional background of the teaching community.
- Although 2/3rd of respondents agreed but 1/3rd did not agree on lesson planning skills in trained teachers.
- More respondents agreed that teachers have capabilities of effective communication in classroom; but the circumstances and the situations showed that the communication at classroom level is not effective.
- Only half of the respondents agreed that class management of trained teachers is very effective and remaining half disagreed.
- Respondents expressed that trained teachers adopt multiple techniques for effective teaching; but unfortunately little efforts are made by the trained teachers to deliver effectively at the classroom level.
- Although majority of respondents agreed that trained teachers develop friendly atmosphere in classroom, but yet sizeable proportion disagreed.
- More respondents perceived adversely that trained teachers are positive, constructive and cooperative; and they added that they are less punctual in taking classes as compared to untrained teachers.

- Half of respondents did not agree that trained teacher show positive response when asked for additional assignments.
- 2/3rd proportion of respondents was positive on confidence building approach used by trained teacher in societies and remaining disagreed.
- Seldom have the teachers possessed research capabilities and mostly they are not research minded.
- Most of trained teachers do not maintain the lesson plan diary.
- Trained teacher develop diverse techniques to make the class interesting, but yet considerable respondents disagreed this claim.
- More than half of the respondents disagree that trained teachers deal the students like counterparts and involve them in teaching and learning.
- Half of the population disagreed psychological approaches used by trained teacher to catch students' motivation of learning.
- 2/3rd of the respondents agreed that trained teacher is supportive to students in class as well as when he is out of class, but 1/3rd proportion disagreed.

SUGGESTIONS

- The content of the teacher development program needs to be innovated to make it appealing and interesting.
- Comprehensive change in content is needed in view of the modernized methods of teacher development and considering the poor background of teachers in the rural areas of Sindh.
- Social changes may be accounted for while content is innovated to attract/motivate the teachers for effective learning and adoption.
- Lack of content knowledge and competence of teachers need to be emphasized for providing them solid foundation and motivation by academic and professional power.
- The teacher may be evaluated for training by presentation under expert supervision.
- At school level, the examination system may be improved and teachers' performance assessment may be linked with the average exam result.
- Evaluation of teacher for his attitude may be assessed using different groups of students at the same school as well as involve the community/parents.

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