



Effects of District Teacher Educators Mentoring Practice on Professional Development of Primary School Teachers at Primary Level

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ABSTRACT

Education is back bone in the development of a society and teacher has a pivotal role in the education system. Every society invests in the teacher education by developing the teachers' potential in teaching methodologies and strategies to ensure maximum outcomes from the system. In Pakistan primary teacher's education has been a pivotal consideration of different national and international institutions. These institutions have been continuously contributing to develop the teacher's proficiency at elementary level. The present study was designed to see the impact of teachers' training teaching learnt through different periods in service training programs on the performance of the primary school teachers. The sample of the study consisted 100 male primary teachers and 100 female teaches and 40 district teacher educators. The performance of the teachers and district teacher educators was judged by the questionnaire. The observation scheduled comprised eight teaching skills. The study concluded that in-service trained teachers utilized microteaching skills hence their performance was comparatively better. The impact on the students showed better performance. The study recommended to continue in-service training programs on teaching methodologies and strategies for elementary school teachers by establishing independent cell at district level.

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1. Introduction

Several attempts have been made by the government like different policies making and its implementation (i.e. 1947 Education conference up to New education policy 2009) to boost up the education system and to take it back on the track but all these efforts has gain little success.

The quality of education provided by the public sector in Pakistan has been poor due to low levels of teacher competence, lack of classroom-based support for teachers, poor quality of textbooks and learning materials, lack of systems to assess student-learning outcomes, uneven supervision, insufficient resources for critical teaching and learning materials, and weak sector governance and management (World Bank, 2006).

Quality of education cannot be achieved without quality teacher. Teachers are the heart and soul of the education and without an active and well qualified teacher it will not be possible to have meaningful development in this sector. Teacher's development cannot be viewed in insulation and must be considered together with the development of an environment conducive to academics as well as research and development in the education. (Hammon & Cobb, 1996).

In Pakistan professional development of primary school teachers has ignored from the last few decade. To meet the need of the teachers the Punjab Government initiated many programmes for the professional development of teachers. Among these training programmes was initiated in 2004 under the umbrella of Directorate of Staff Development (DSD) for the Primary School Teachers (PSTs) through District Teacher Educators (DTEs). Through training programmes teachers improve their performance and improve

pedagogical skills in, e.g. Taleemi Calendar, lesson planning, activities based teaching and learning, use of support material, interaction with students, classroom management and home work. The present study will focus on these pedagogical skills which contribute towards the improvement of performance of teachers and students' achievement.

"Training plays crucial role in shaping the skills of professionals, which ultimately benefits the organization in terms of available skilled human resources for diffusion of knowledge thereby providing effective support services to the learners". (Dimri, A.K & Misra, A.K 2006).

Professional training for primary school teachers must be focus of these terms, lesson planning, and interaction with students, supportive material and classroom management.

The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

1.1 District Teacher Educators (DTEs)

Key player in the implementation of the Continuous Professional Development (CPD) programme for primary school teachers has been identified as the District Teacher Educator. To prepare the DTEs for actively conducting training, mentoring, support and coordinating activities a Guide Book has been developed. Its contents include descriptions of a prototypical Cluster Training and Support

Centre (CTSC), job description, selection criteria and qualifications and specific responsibilities of DTEs.

The most important goal of DTEs is the professional development of primary school teachers and to accelerate child learning at primary level in Punjab. It should focus on changing the classroom practices, especially on changing how teacher teach and children learn. Changing these practices requires a long term relationship with the individual teacher, understanding of the learner and classroom context, joint planning and collective work with the teacher and continuous support to the teacher. The teacher mentoring and support cannot be supported from the learning. It is the essential the DTEs are made aware of the prevailing gaps in students learning. The matter can be addressed by gatherings, analyzing and using data on student learning for supporting teachers. It is not intention to suggest that the DTEs should undertake research studies on student learning, rather the intent is that DTEs should monitor formally or informally the status of student learning in school by assessing improvement in the pedagogical skills of the teachers (Govt. of Punjab, 2010).

Professional training for primary school teachers must be focus of these terms, lesson planning, and interaction with students, supportive material and classroom management.

1.2 Statement of the Problem

The district teacher Educator program was launched by the government of Punjab for the professional development for the primary school teachers. This program supported by many donor agencies. The objective of this program was to train the primary school teachers professionally and to impart quality education in their academic areas. The mentoring practices have given rise to many controversies among the teachers. The study aims at bringing out the real nature of the issue. There is a dire need to study the impact of District Teacher Educator on professional development of the Primary School Teacher. Thus, the researcher intends to find out the impact of training implementation on professional development of the Primary School Teacher at primary level in district Pakpattan.

1.3 Objectives of the Study

1. To study the effects of district teacher educator's mentoring practice before lesson for professional development at primary level.
2. To explore the effects of district teacher educator's mentoring practice during lesson for professional development at primary level.
3. To explore the effects of district teacher educator's mentoring practice at the end of the lesson for professional development at primary level.

1.4 Research Question

1. What are the effects of district teacher educator's mentoring practice before lesson for professional development at primary level?
2. What are the effects of district teacher educator's mentoring practice during lesson for professional development at primary level?
3. What are the effects of district teacher educator's mentoring practice at the end of the lesson for professional development?

1.5 Significance of the Study

The present study will be beneficial to the teachers and head teachers because of having an insight into the strength and weakness of DTEs systems. This study useful for the Directorate of Staff Development, public and private

Agencies concerned with teacher training. It will enhance the capacity development of the academicians of all department of DSD Lahore. It will helpful for the District and Regional Administrator, Dy. DEOs, DEOs, EDOs, CTSC heads and DTSC heads. This study will provide the guide line to the agencies involved in developing the strategies regarding the professional development of teachers. This study will be helpful for policy makers, instructional materials and course writers.

1.6 Delimitation of the Study

There thirty-six districts of Punjab province and the district teacher's educator's system was function in all districts of Punjab province.

Following were the delimitations of the study: -

1. This study was delimited to the primary school teachers working in two Tehsil (Pakpattan and Arifwala) of District Pakpattan.
2. This study was delimited the primary school teachers who are teaching to Grad-4 and Grad-5.

2. Review of Related literature

2.1 Mentoring

Hobson et al. (2009) report the discoveries of a survey of the global research on the training of starting educators. The researchers explore and distinguish a scope of potential advantages and expenses connected with training, and recommend that the way to augmenting the previous and minimizing the last lies in the acknowledgment of various conditions for fruitful tutoring. For example, the viable are determination and planning of guides.

Wang (2001) drew the information from twenty-three US, UK, and Chinese teacher educators. This study investigates the relationship between settings of coaching and mentoring. It talks about learning openings made by tutoring in various settings for amateurs to figure out how to educate. Through similar investigation, it finds that tutoring rehearses indicate more noteworthy contrasts crosswise over projects and nations than inside. This is the situation not withstanding when tutors are honing or moving toward rehearsing a sort of instructing, not surprisingly by training reformers.

According to Borko (2004) Instructor proficient advancement is crucial to endeavor to enhance our schools. This article maps the territory of research on this imperative point. It first gives a diagram of what we have realized as a field, about powerful expert improvement programs and their effect on instructor learning. It then recommends some essential bearings and procedures for augmenting our insight into a new domain of inquiries, not yet investigated.

Stanulis & Wibbens (2012) analyze whether focused on coaching and training can have any kind of effect amid the enlistment years. The impacts of a mentoring intervention and mediation in light of standards of training quality and powerful expert improvement were contemplated. Figuring out how to lead classroom examinations is a high-influenced rehearsal identified with viable training and mentoring. Forty-two starting basic instructors took an interest in a yearlong mentoring practices to lead dialogues for higher-arrange considering.

Onchwari & Keengwe (2008) motivation behind this study was to look at the effect of the guide mentor activity demonstrated on partaking Head Start Programs. The researchers met 44 members crosswise over two mid-western states. The members gave positive criticism about the activity and recognized particular education needs in light of this

model were effectively executed in their classrooms. This study recommends the significance of joining the tutor instructing activity model to improve instructor educational practices.

2.2 Role of District Teacher Educator's (DTE's)

Lunenburg, et al. (2007) conducted a study on the role of DTEs. New dreams of learning have entered training. This article talks about the results for teachers training and looks at displaying by educator instructors as a method for changing the perspectives and practices of future educators. The consequences of writing and a different contextual analysis on the results are talked about. Both the writing look and the contextual analysis approach prompted to the conclusion that we have found what is right around a clear spot in both the assortment of learning on instructor training and the real practices of numerous instructor teachers. The article finishes up with a dialog of approaches to enhance this circumstance.

According to O'Sullivan (2010) carried out a study who district teacher educators are? How are educator teachers taught and arranged for their parts and errands? This article utilizes a survey of a two-year full-time Diploma in Teacher Education (DTE) for instructor instructors in Uganda to draw in with these inquiries. The article starts with a presentation of the Ugandan instructor training setting and a writing survey, concentrating mostly on educator teacher learning, readiness, parts, and undertakings.

According to Bax (1997), philosophy more suitable to the settings in which we educate. In teacher training, there has been a comparing development to guarantee that our approach is as pertinent as could be allowed to learners' instructing settings. This article inspects the impacts that this more setting touchy approach will have on the part of the instructor teacher, and on the endeavor to guarantee that educator training programs energize longer-term beneficial change.

Zeichner (2005) looks at different parts of the creator's move from classroom teacher to a collaborating educator and after that from coordinating educator to college training teacher. This examination is utilized as the reason for a few particular proposals for how to enhance the readiness of the up and coming era of instructor teachers and educator training programs.

3. Research Methodology

This chapter has presented the detail of all those steps which were taken to make this study. The researcher enlisted the population, sampling, methodology and research instruments which were used to collect data and data analysis.

3.1 Research Design

The study is made by using quantitative method. The main aim of using qualitative approach was to assess random sampling and take data through random sampling from the

different Govt. schools for boys and girls. The researcher selected 100 male and 100 female students of Government primary schools for boys and girls from district Pakpattan. Also 40 district teacher educators were selected. The questionnaire was made for this study having all those options which can be filled by the respondents easily to present their attitude about the research.

3.2 Population

The target of the study government primary schools of District Pakpattan teachers selected. According to the School Education Department Government Punjab census report there are 648 Primary Schools (Male and Female) in two Tehsil (Pakpattan and Arifwala) of District Pakpattan. 343 Male schools and 305 Female schools and total numbers of Primary Schools are 648. The total number of primary school teachers 1878 male 1009 and 869 female primary school teachers.

3.3 Sample

For the purpose of sampling, random sampling techniques was used. At the first stage 10% schools were taken from the both Primary schools (Male and Female) which made the total 65 primary schools and second stage 10% teachers were taken from the both primary school (Male and Female) teachers which made the total 106 primary school teachers. The sample consisted of 100 male and 100 female teachers equally from urban and rural areas of the district Pakpattan.

3.4 Research Tool

The present study is of descriptive nature. Questionnaire was used to get the data from the selected population.

3.5 Research Instrument

Two Questionnaires were developed separately for the teachers and District Teachers Educators to collect the data from the teachers of the primary schools (Male and Female).

3.6 Data Collection

Essential data was collected by the researcher personally by visiting the primary School teachers and the cluster centers for district teachers' educators.

3.7 Data Analysis

The data was analyzed using the parentage and means with standard deviation

4. Data Analyses

Table 4.1 shows that the mean score of male teachers (4.42) is less than the mean score of female teachers (4.54). The mean score difference between male teachers and female teachers is (0.12). There is no significant difference between mean score of male and female teachers.

Table 4.2 shows that the mean score of male teachers (4.34) is less than the mean score of female teachers (4.48).

Table 4.1. Teachers regularly maintain teachers' diaries.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | -- | 4% | 2% | 42% | 52% | 4.42 | 0.727 | 0.12 |
| Female | -- | 3% | 3% | 31% | 63% | 4.54 | 0.702 | |

Table 4.2. Maintenance of diary helps the teachers to set their teaching plan in order.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 4% | 3% | -- | 40% | 53% | 4.34 | 0.913 | 0.014 |
| Female | 1% | 3% | -- | 40% | 56% | 4.48 | 0.745 | |

Table 4.3. Teachers prepare lesson plans according to the teacher's guide.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 3% | 4% | -- | 42% | 51% | 4.34 | 0.913 | 0.014 |
| Female | 1% | 3% | -- | 39% | 57% | 4.48 | 0.745 | |

Table 4.4. Teachers concentrate on the keeping and writing the diary.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|-----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 19% | 16% | 12% | 25% | 28% | 3.27 | 1.496 | 0.29 |
| Female | 18% | 13% | 4% | 25% | 40% | 3.56 | 1.55 | |

Table 4.5. Teachers follow the complete instructions given in the teacher's diary.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|----|-----|-----|------|------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 3% | 9% | 3% | 44% | 41% | 4.11 | 1.03 | 0.26 |
| Female | 1% | 6% | 1% | 38% | 54% | 4.37 | 0.86 | |

Table 4.6. Teachers implement the lesson plans in their classes properly.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|-----|----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 3% | 13% | 4% | 43% | 37% | 3.98 | 1.101 | 0.30 |
| Female | 2% | 7% | 4% | 35% | 52% | 4.28 | 0.974 | |

Table 4.7. Teachers use audio visual aids in their classroom on regular bases.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|-----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 8% | 14% | 10% | 41% | 27% | 3.64 | 1.242 | 0.41 |
| Female | 4% | 10% | 3% | 42% | 41% | 4.05 | 1.099 | |

The mean score difference between male teachers and female teachers is (0.14). There is no significant difference between mean score of male and female teachers.

Table 4.3 highlights that the mean score of male teachers (4.34) is less than the mean score of female teachers (4.48). The mean score difference between male teachers and female teachers is (0.014). There is no significant difference between mean score of male and female teachers.

Table 4.4 throws light that the mean score of male teachers (3.27) is less than the mean score of female teachers (3.56). The mean score difference between male teachers and female teachers is (.029). There is no significant difference between mean score of male and female teachers.

Table 4.5 shows that the mean score of male teachers (4.11) is less than the mean score of female teachers (4.37). The mean score difference between male teachers and female teachers is (0.26). There is no significant difference between mean score of male and female teachers. It shows that male (44+41=85%) and female teachers (38+54=92%) show agreement with the statement that teachers follow the complete instructions given in the teacher's diary.

Table 4.6 highlights that the mean score of male teachers (3.98) is less than the mean score of female teachers (4.28). The mean score difference between male teachers and female teachers is (0.30). There is no significant difference between mean score of male and female teachers. It shows that male (43+37=80%) and female teachers (35+53=87%) show agreement with the statement that teachers implement the lesson plans in their classes properly.

Table 4.7 shows that the mean score of male teachers (3.64) is less than the mean score of female teachers (4.05). The mean score difference between male teachers and female teachers is (0.41). There is no significant difference between mean score of male and female teachers. It shows that male (41+27=68%) and female teachers (42+41=83%) show agreement with the statement that teachers use audio visual aids in their classroom on regular bases.

Table 4.8 explores that the mean score of male teachers (4.18) is less than the mean score of female teachers (4.31). The mean score difference between male teachers and female teachers is (0.13). There is no significant difference between mean score of male and female teachers. It shows that male (46+40=86%) and female teachers (42+46=88%) show agreement with the statement that teachers use the low cast/ no cast materials in the classroom.

Table 4.9 shows that the mean score of male teachers (4.46) is less than the mean score of female teachers (4.53). The mean score difference between male teachers and female teachers is (0.07). There is no significant difference between mean score of male and female teachers.

Table 4.10 highlights that the mean score of male teachers (4.37) is less than the mean score of female teachers (4.38). The mean score difference between male teachers and female teachers is (0.01). There is no significant difference between mean score of male and female teachers.

Table 4.11 shows that the mean score of male teachers (4.03) is less than the mean score of female teachers (4.21). The mean score difference between male teachers and female

Table 4.8. Teachers use the low cast/ no cast materials in the classroom.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 2% | 4% | 8% | 46% | 40% | 4.18 | 0.892 | 0.13 |
| Female | 1% | 1% | 10% | 42% | 46% | 4.31 | 0.775 | |

Table 4.9. Interaction between the teacher and students gives encouragement to the student.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 1% | 0% | 10% | 29% | 60% | 4.46 | 0.758 | 0.07 |
| Female | 1% | 0% | 2% | 41% | 56% | 4.53 | 0.559 | |

Table 4.10. Classroom management improves the attitude of the students.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 1% | 1% | 5% | 46% | 47% | 4.37 | 0.72 | 0.01 |
| Female | 0% | 1% | 7% | 45% | 47% | 4.38 | 0.663 | |

Table 4.11. Teacher carries out activity during the lesson.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 3% | 6% | 9% | 49% | 33% | 4.03 | 0.969 | 0.18 |
| Female | 1% | 4% | 7% | 49% | 39% | 4.21 | 0.819 | |

Table 4.12. Mentoring should address the real problem faced by the teachers.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|-----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 7% | 13% | 5% | 42% | 33% | 3.81 | 1.228 | 0.21 |
| Female | 4% | 5% | 10% | 47% | 34% | 4.02 | 1.004 | |

Table 4.13. Teacher asks different questions to check the students' comprehension.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 1% | 2% | 14% | 42% | 41% | 4.20 | 0.828 | 0.13 |
| Female | 0% | 2% | 9% | 43% | 46% | 4.33 | 0.725 | |

Table 4.14. Teacher's voice should be loud and clear in the classroom.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 0% | 2% | 9% | 25% | 64% | 4.50 | 0.745 | 0.06 |
| Female | 0% | 2% | 13% | 24% | 61% | 4.44 | 0.795 | |

Table 4.15. Teachers involve the students in the lesson by using different techniques.

| Teachers | Responses | | | | | Mean | SD | Mean Difference |
|----------|-----------|----|-----|-----|-----|------|-------|-----------------|
| | SDA | DA | U | A | SA | | | |
| Male | 0% | 3% | 11% | 32% | 54% | 4.37 | 0.80 | 0.08 |
| Female | 0% | 3% | 15% | 31% | 51% | 4.29 | 0.834 | |

Teachers are (0.18). There is no significant difference between mean score of male and female teachers.

Table 4.12 explains that the mean score of male teachers (3.81) is less than the mean score of female teachers (4.02). The mean score difference between male teachers and female teachers is (0.21). There is no significant difference between mean score of male and female teachers.

Table 4.13 highlights that the mean score of male teachers (4.20) is less than the mean score of female teachers (4.33). The mean score difference between male teachers and female teachers is (0.13). There is no significant difference between mean score of male and female teachers.

Table 4.14 highlights that the mean score of female teachers (4.44) is less than the mean score of male teachers (4.50). The mean score difference between male teachers and female teachers is (0.06). There is no significant difference between mean score of male and female teachers.

Table 4.15 shows that the mean score of female teachers (4.29) is less than the mean score of male teachers (4.37). The mean score difference between male teachers and female teachers is (0.08). There is no significant difference between mean score of male and female teachers.

5. Summary, findings, conclusion and recommendation

5.1 Summary

The study was conducted to find out the impact of teachers mentoring practices on the teachers 'professional development. The quantitative method was used to collect the data from the selected population from the district Pakpattan. Data was analyzed using SPSS. The data was expressed with the help of tables. Responses of teachers and district teacher educators were positive and supported the objectives and research questions of the study. In this chapter, results would be discussed in accordance with the objectives and research questions.

5.2 Findings

1. The study found majority of male and female teachers (94%) equally show agreement with the statement that teachers regularly maintain their diaries.

2. The study found majority of female teachers (96%) show agreement with the statement that maintenance of teacher diary helps the teachers to set their teaching plan accordingly.

3. The study found majority of female teachers (96%) and male teachers (93%) show agreement with the statement. So, majority of the female teachers (96%) have the perception that teachers prepare lesson plans according to teacher's guide.

4. The study found majority of female teachers (65%) and male teachers (53%) show agreement with the statement. So, majority of the female teachers (65%) have the perception that teachers concentrate on the keeping and writing the diary.

5. The study found majority of female teachers (92%) and male teachers (85%) show agreement with the statement. So, majority of the female teachers (92%) have the perception that teachers follow the complete instructions given in the teacher's diary.

6. The study found majority of female teachers (87%) and male teachers (80%) show agreement with the statement. So, majority of the female teachers (87%) have the perception that teachers implement the lesson plans in their classes properly.

7. The study found majority of female teachers (83%) and male teachers (68%) show agreement with the statement. So, majority of the female teachers (83%) have the perception that teachers use audio visual aids in their classroom on regular bases.

8. The study found majority of female teachers (88%) and male teachers (86%) show agreement with the statement. So, majority of the female teachers (88%) have the perception that teachers use the low cost/ no cast materials in the classroom

9. The study found majority of female teachers (97%) and male teachers (89%) show agreement with the statement. So, majority of the female teachers (97%) have the perception that interaction between the teacher and students gives encouragement to the students.

10. The study found majority of female teachers (92%) and male teachers (93%) show agreement with the statement. So, majority of the female teachers (92%) have the perception that classroom management improves the attitude of the students.

11. The study found majority female teachers (88%) and male teachers (82%) show agreement with the statement that teacher carries out activity during the lesson.

12. The study found majority of female teachers (81%) and male teachers (75%) show agreement with the statement. So, majority of the female teachers (81%) have the perception that teachers mentoring should address the real problem faced by the teachers.

13. The study found majority of female teachers (89%) and male teachers (83%) show agreement with the statement that teacher asks different questions to check the students' comprehension.

14. The study found majority of female teachers (85%) and male teachers (89%) show agreement with the statement. So, majority of the female teachers (85%) have the perception that teacher's voice should be loud and clear in the classroom.

15. The study found majority of male teachers (86%) and female teachers (82%) show agreement with the statement. So, majority of the male teachers (86%) have the perception that teachers involve the students in the lesson by using different techniques.

Conclusion

The results derived from the findings expose the trend of the teachers and district teacher educators towards the mentoring practices in the primary schools.

Keeping and writing teachers' diary is very important in good lesson plan. Teachers as well as DTEs are convinced that diary is the most influential role in the successful delivery of lesson and to make the teaching impressive and result oriented. Another factor in the effective teaching is the preparation of lesson plan. Most of the teachers think that lesson planning is vital for the teaching of any subject. Keeping the importance of the lesson plan in their mind, teacher formulates the lesson plan according to the instructions given in the teacher diary. Audio visual aid and low cost no cost material is helpful in the teaching process. These aids can do a lot of concepts clearance to the learners and more effective than lecture or discussion. Teachers and educators are fully aware of their importance and they did show their support and interest in these aids. Activities during lesson also carry great impact on the students learning ability and learning capacity. Teachers approve the active role of the

activities carried out in the classroom situation. One of these activities is the use of questioning to the students. Teachers' perception about the DTEs is also the matter of consideration.

Recommendations

It is experimental study that checks Impact of District Teacher Educators' Mentoring Practices on Professional development of Primary School Teachers at Primary Level. This structure of professional development is very positive but basically there are some obstacles between theory and practice. This programme should apply for the successful implementation of professional development at primary level in Pakpattan. The professional development programs should be launched so as to enable the teachers to adjust their methodologies according to the mental level of the students.

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