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Participants' satisfaction with continuous professional development program primary level

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ABSTRACT

The research study was design to measure the participants' satisfaction with continuous professional development (CPD) program. Study also aims to explore the affects of demographic factors that can enhance or decrease the satisfaction level of the course participants. For the measurement of participants' satisfaction quantitative and qualitative methods were used. For quanttative analysis a research tool comprised of 73 items were developed and for qualitative analysis interview method was used. The population of the study includes primary school teachers, head teachers and DTE's. Cluster training and support center, district teacher educator and primary school teachers asked to response about continuous professional development program through the questionnaire and interview. Total number of sample was 66 PST's, head teachers and DTE's. The data collected through the questionnaires was analyzed with the help of statistical package for social sciences. Results reveled that overall teachers with less experience and professional qualification are more satisfied with this training; Moreover female teachers are more satisfied as compared to male participants.

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Introduction

Teacher education programs must provide teachers with the skills and qualifications they need throughout their career. Teacher education has to do different jobs such as to enable teachers, to develop the potential of their pupil, to serve as role models, to help transform education and through it society, to encourage self-confidence and impart creativity.

Teaching is a dynamic activity, most of the things happen in a classroom changes rapidly but their role keeps expanding to meet the changing needs of our society. They prepare young people to be active citizens and independent lifelong learner and this is crucial for their employment opportunities. Teachers are continuously learned by training. In-service training includes all training activities which address the differentiated needs of teachers in schools including teachers without preserves training to improve their knowledge, skills and attitudes for better instruction.

Some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress (Hanushek, 2003; Barber & Mourshed, 2007; Varga, 2007). Teacher professional development should ideally begin with the identification of teacher competencies – the knowledge, skills and attitudes that a teacher should acquire to be able to function as an effective teacher. Teacher compunctions are crucial for initial teacher preparation, in-service training teacher evaluation, and career advancement.

In Pakistan Directorate of Staff Development (DSD) initiate the process of identifying teacher competencies, which calls for intensive research, analysis and wider consultation. Until teacher competencies are formally established, Directorate of Staff

Development (DSD) identified basic teacher competencies. These competencies constitute the most basic requirements that a teacher must possess to handle a primary classroom. Thus, as an interim measure, Directorate of Staff Development (DSD) proposes that primary school teachers will begin their Continuous Professional Development (CPD) cycle with basic competencies. It is envisaged that once teachers acquire all 3 categories of competencies, they should be able to perform as a self – learning professional – a new phase of teacher development often known as self – directed professional development. The ultimate goal is to enable teachers to think, act and practice as a self – learning professional. In complex activities one has to select and combine several methods and techniques utilizing the concept of evaluation-method-mixes. These objectives may be to train the newly employed persons in the project and introduce new policies, procedures, program, and production practices – in short the whole gamut of transfer of technology.

Today teacher's task is not limited to deliver a lecture on the subject assigned to him, but he or she has to perform so many duties at the same time. The task of teaching has not stayed behind simple anymore. Quality of education depends largely on the quality of teachers. The teacher of today must be the teacher of the as a whole man, and he can never be this unless he himself is a complete man.

Sheikh & Muhammad (1998) throw light on a fact that teacher education is not teaching the teacher how to teach. It is to kindle his initiative, to keep it alive, to reduce the evils of the 'hit and miss' process; and to save time, power, money and trouble of the teacher and the taught. However that teacher is of the view has to play his role at various levels. He has to streamline classroom teaching which involves command of the subject with a right knowledge of instructional technology.

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Besides this, teacher has to shape the personality and character of students. Along with this, he also has to inculcate in his students patriotism, nationalism, internationalism and humanism. View seems supportive to Kalim while describing the importance of teacher training that for successful teaching, teachers have to be well trained having knowledge of the subject along with deep sympathetic of child psychology and teaching methodology.

So it can be concluded that many educationists believe that teacher's task today is to educate children for their physical, mental, emotional, moral and spiritual development and this task is to be handled by person, who is familiar with methods of teaching and certain special skills for the purpose as well as knowledge of psychology of children. These cannot be acquired by rule of the thumb and very often an untrained teacher has to learn the job by an arduous and long practice during which it is not impossible that young children might be exposed to permanent harm, because the teacher has not used the skills and knowledge which he should have. Majority of men and women can only become good teachers if their training program is built on a sound foundation of theoretical knowledge and supervised practical work.

Teachers are the assets of a country, so cannot be ignored by the governments. Like other countries, Pakistan is also aware of the importance of teacher training and the efforts are being made since its birth to cope up with the needs of the country. The notion prevail around about teacher training situation in Pakistan seems critical. The picture reflect by most of the studies tells that the teacher training programs are not sufficient according to the needs of county, neither are they have any impact on teaching skills of teacher. According to an article "the challenge of teacher training in Pakistan" (2002), every province has an Education Extension Center responsible that is in charge of in-service education. The aim is to provide one in-service training session to each teacher at least once every five years. But these sessions are fewer than the number of teachers as indicated by a study of in-service refresher courses in Punjab. This study found that the courses reached a nominal number of teachers. For instance, in 1988, 16 refresher courses were offered to only 4,400 teachers, out of a total teaching corps of nearly 180,000.

The article above seems criticizing the inadequate balance between supply and demand of in-service training of teachers. This fact is indicated by many researches that resources and facilities are very limited and poor in Pakistani teacher training system. Besides that these resources are badly utilized on the other hand. The capacity of teacher education institutions is far below the present requirements of the country, not to mention the future.

In the light of above discussion it can conclude that there is a dire need of teacher training in Pakistan. However, it does not mean that government is ignoring this issue completely

obviously enough teachers are the agents of change the real hope for the future of communities and the repositories of knowledge, expertise, traditions and values. The investment in professional development of teachers is therefore the right investment for the formation of human capital and decidedly the most accurate investment in future.

Viewing the importance of teachers in education and teacher training, a training program entitled "Continuous Professional Development Program" (CPDP) was launched in August 2005 for the training of school teachers of low cost private sector schools with particular emphasis on PEF partner

schools in province of Punjab. The aim of CTDP Trainings is to introduce newer educational methods and offer teachers in these schools a chance to share the most innovative ideas and concepts being explored today. CTDP categorized in different levels i-e Primary Level Teachers (PLT) Elementary Level Teachers (ELT) and Secondary Level Teachers (SLT) with major emphasis on classroom management, teaching techniques, child psychology pedagogical skills and subject based. The aim of present study was to evaluate satisfaction of teachers and other concerned with CTDP training at primary level.

Statement of the Problem

The problem investigated was to measure the participants' Satisfaction with Continuous Professional Development Program at primary level.

Objectives of the Study

The specific objectives of the study were consisting on:

1. To evaluate the teachers' satisfaction with Continuous Professional Development (CPD) programs.
2. To find out the factors that affects the satisfaction of teachers of primary school teachers with Continuous Professional Development (CPD) programs.

Methods

Research Methodology

This study was descriptive in nature and following procedure was adopted for the proposed study.

Population

The population of the study was consisting on:

1. District Teacher Educators (DTEs) of the Cluster Training and Supports Center (CTSC) of public sector in Layyah.
2. All the Primary School Teachers (PSTS) of public sector in Layyah.

Sampling

All the primary schools of district Layyah randomly selected as a sample. Primary School Teachers (PSTs) were randomly selected including male and female as well as urban and rural. Total number of Primary School Teachers (PSTs), District Teacher Educators (DTEs) and head teachers were 66.

Development of Research Tools

In this study research questionnaire and interview were used to collect data for the District Teacher Educators (DTEs), head teachers regarding their satisfaction and concerned with the training programs.

Data Collection

The researchers personally visited randomly selected districts of four clusters of Layyah and collect the data from training center of primary schools teachers at Layyah.

Result

The data was collected through a questionnaire form 66 teacher, head teachers and district teacher educators (DTEs) working at primary schools. To arrive at conclusions various statistical analysis were performed through statistical package for social science (SPSS).

The reliability of research questionnaire were determine through split half method, in the first part the number of items were 37 and reliability index was .94 and 36 items were in the second half reliability index was .94 .

Item total correlation

Item analysis was performed on total correlations were computed. It ranges from .34 to .89 which shows that all items are significantly correlated with total scale.

Percentile Ranks

In order to determine the overall continuous professional development program, the percentile ranks of respondents' score were calculated.

Level and percentile scores of effectiveness of CPD Training

Table 1

Levels and percentile scores of satisfaction with CPD

Levels	percentile	score	%
Low	25	193	40%
Moderate	50	283	34%
High	75	322	26%

Table 1 describes the percentile analysis of teachers' satisfaction with CPD training for the three levels on a sample of 64 teachers, head teachers and DTE's.

It illustrates respondents with 40% are not satisfied with training while 34% teachers were moderately satisfied with the training whereas 26% respondents were high satisfied with the training.

Table 2

Comparison of mean and SD for the variable academic qualification of the respondent's

Qualification	Matric (n=8)		F.A (n=10)		B.A (n=15)		Master (n=33)	
	M	SD	M	SD	M	SD	M	SD
Qualification	297.7	31.7	302.3	31.8	268.3	54.8	245.0	31.4

Table 2 describes the score of respondents for the variable academic qualification of the respondents, illustrating that people with higher academic qualification less agree with effectiveness of this program (Master M=245, SD, 31.4) as compare to those who are less qualified.

Table: 3

Comparison of mean and SD for the variable respondents' age

Age	20-30y (n=11)		30-40y (n=20)		40-50y (n=28)		50-60y (n=7)	
	M	SD	M	SD	M	SD	M	SD
Age	283.27	32.42	272.45	57.65	283.64	46.51	306.00	24.30

Table 3 illustrates the results on test on the variable respondents' age. It indicates that age influence the level of satisfaction as the respondents' of old age are more satisfied than younger or middle ones (20-30years, M=283.27, 50-60years, M=306.00).

Table: 4

Comparison of mean and SD of respondents for the variable professional qualification of the respondents

Professional Qualification	P.T.C (n=16)		C.T (n=8)		B.ED (n=29)		M.ED (n=13)	
	M	SD	M	SD	M	SD	M	SD
	295.1	38.5	286.2	18.5	280.1	49.11	257.2	60.3

Table 4 illustrates the results of test on the variable professional qualification of the respondents PST's, H/Teachers and DTE's at primary level. It indicates that respondent's with less professional qualification are more satisfied with this professional training as compare to the respondents with higher qualification.

Table: 5

Comparison of mean and SD for the variable gender of the respondents

Gender	Male (n=45)		Female (n=21)	
	M	SD	M	SD
Total	279.40	54.43	289.33	22.08

Table 5 indicates the results of study on the variable respondents' gender. It indicates that respondents gender influence the level of satisfaction as the female teachers are more satisfied with the CPD training than male teachers (male M=279.40, female M=289.33).

Table: 6

Comparison of mean and SD for the variable status of the respondents

Total	DTE's (n=4)		PST's (n=55)		H/Teachers (n=7)	
	M	SD	M	SD	M	SD
Total	305.00	56.02	284.02	46.22	258.29	41.80

Table 6 illustrates the results on test on the variable status of the respondents. It indicates that status of the respondents influence the level of satisfaction as DTE's are more satisfied than H/teachers or PST's (H/Teachers M=258.29, PST's M=284.02).

Conclusions from Interview

In order to evaluate the CPD program in depth qualitative analysis was also performed an interviews with course participants were also conducted. Responses revealed that that majority of the teachers agreed that place of the training was near their school and conveyance was easily available to attend the training so primary school teachers can reach easily at the training place. Refreshment is served in an appropriate way and served well in time to the training participants and the menu of refreshment is also appropriate. Water coolers are available on the training places and teachers can get fresh and clean water any time. Majority of the teachers agreed that language of handout material is easy and training materials is need based and teacher module is comprehensive and training material is arranged in proper sequence and concept of training materials is clear, helping material fulfills the requirements of lesson. DTE's participates in all training courses organized by DSD, keeps positive relations with CTSC head, well established coordination with GO's and NGO's and DTE's are the source of inspiration for PST's and usually available in CTSC and give training very effectively. It is also explore that supporting staff is helpful in maintaining a healthy climate in the CTSC and teachers are really interested in training, PST's keep in touch with all activities of the training program due to the attractive training atmosphere so that teachers attend the training regularly while some teachers were not agreed but majority teachers take training very seriously. PST's find their DTE true friend and mentor that's why trainee teachers never miss their training because training provides quality of education of PST's and improves the performance of PST's as provides guideline in teaching strategies. They also claim that today parents of their students are also satisfied because after training teachers understand the learning difficulties of students and uses interactive teaching methods in class setting more effectively than before training.

Recommendations

This study will be helpful for the authorities to improve the Continuous Professional Development (CPD) program. Through this study various factors that can reduce the satisfaction level of the participants were identified now concerned authorities can make this training more meaning full through induction of more qualified trainers and also introduce some incentives for participants in order to maintain or increase their motivation towards this training.

In the light of findings and conclusions following

Recommendations Were Suggested

1. Library facility may be provided to every CTSC.
2. Department of Education and DSD organize more training session for teachers.
3. Government may provide more facilities and A.V. aids for (CPD).
4. DSD should include current issue and challenges in the course of training so it can become meaning full to more qualified teachers and young teachers.
5. Government may provide incentives to in-service trainee teachers.
6. More competent teacher trainers may be hired for training.
7. Government should provide transport facility for trainers and trainees.

8. Highly qualified, skilled and efficient teacher educators should be appointed for (CPD) frame work.

9. Government should be provided TA DA for DTE's and teachers.

10. In teacher training programs handouts and other reference material may please be provided in time.

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