



RESEARCH PAPER

Training and Support Centers (CTSCS) As a Resource Center in Professional Development of Teachers

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ABSTRACT

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The article aims to examine to check the effectiveness of professional training organized by Cluster Training and support centers (CTSCs) to explore relationship among the factors of professional training organized by (CTSC) and to predict the impact of professional training of teachers on their performance. The problem stated in this study was to analyzing the role of Cluster Training and support centers (CTSCs) as a resource center in professional development of teachers. The target population was comprised of all the teacher of district Faisalabad. Researcher used multistage sampling method to collect data. The sample consisted of 120 school teachers. Findings of the study revealed that Teachers who received re-training based on the school cluster meetings and interactions have improved competences in the teaching. Majority of responses showed that Teachers instructed by CTSC training had the benefit of active and participatory learning and development program enhanced their competences in pedagogy which accounted for the success of their lesson.

Introduction

Teacher is the key element in the classroom instruction (Hawes 1979; Galabawa 2001; URT 2007). An effective teaching should be competent (academically and pedagogically) and efficient (ability,

work load, and commitment) for use of teaching and learning resources and methods (Rogan 2004; Van den Akker & Thijs 2002; Mosha2004).

Establishment of Teachers Resource Centers is an important element in the professional development of teachers, for an interactive, on-the-job coaching and mentoring approach to Teacher Professional Development (Kruse and Luis, 1997; Quinn and Restine , 1996). Trainings can be organized in small school clusters by informal practices like team teaching the sharing of experiences and educational resources among teachers for self-improvement, peer coaching, autopsy, mutual study groups, reflective discussion and action, innovations and encouraging collaboration (Pounder, 1999).

Teacher Professional Development organized by Cluster Training and Support Center provides opportunities for primary school teachers to develop new instructional techniques, to explore new roles, refine their practice and broaden themselves (Oberg, 2006; Van Hamersveld, 2007).As in the new paradigm of education teacher has a new role in the instruction process as; (a) different characteristics including in teaching and learning styles, (b) different learning and teaching objectives, and (c) teaching and learning environments and facilities (Oyston, 2003). These mean providing various methods and learning resources. Learning resources are learning materials provided in resource centers which include videos, books, audio cassettes, instructional video programs, graphic materials, Documental material overhead transparency (Merril & Drob, 1974). Developed organizations usually prefer the term 'resource center' to 'library' to emphasize that this is an active and attractive place where people can relax and enjoy themselves, talk to each other and take part in meetings and training activities.

A resource center should aim to; create a pleasant environment for learning contain a relevant and accessible collection of resource materials (based on the actual needs of users); provide a range of information services; encourage people to use the information in the resource center and help users gain access to information from other sources (Villegas-Reimers, 2003).

According to Villegas-Reimers, (2003)“Professional development” or “continuing professional development” (CPD) are used for a life-long, career-long and continuous program. continuing professional development encompasses more comprehensive teacher and more-active forms of learning facilitated in workshops at the

school or cluster level. Many countries are now adopting “teacher professional development” as a “new model” or “revolution” in teacher development program (Cochran-Smith & Lytle, 2001; Gidey, 2002; Villegas-Reimers, 2003).

The Cluster Training and Support Centers (CTSCs) have been recognized by DSD with the coordination of DED in selected higher secondary schools or high schools in each district. 2-5 District Teacher Educators have been appointed from the Government Teachers to provide training at CTSC and on-spot in class support to primary school teachers and 15-75 primary schools have been attached to each CTSC school. (Directorate of Staff Development, 2007)

The roles and responsibilities of the CTSCs are to implement in-service training courses, workshops, and a host of other teacher development activities within the CPD framework; to provide follow-up, mentoring and pedagogical support to PSTs; To coordinate with various providers of teacher education, local education officers and other key stakeholders; to undertake TNAs of primary school teachers; to provide feedback and data to DTSCs and DSD. (Directorate of Staff Development, 2007)

District Teacher Educator (DTE) is a key role player in the implementation of CPD framework for primary school teachers (PSTs), whose primary task is to enhance the quality of learning in the schools in close collaboration with the head of cluster center, heads of schools and teachers within the cluster and other stakeholders.

According to Shukla (2002), identities of teachers that are needed at the beginning with some modifications, social identities, personal identities, and self-concept. Social identities are attributed to place or situate them as social objects. The Professional Development Day (PD Day) for school teachers is held every three months at the Cluster Training and Support Center (CTSC) wherein all school teachers from one cluster are present. The PD day aims at utilizing the input from assessments and mentoring visits to design model lessons for teachers which are delivered by the DTEs. These model lessons incorporate the basic objectives of the CPD program including activity-based learning and planning a lesson as per the academic calendar / Taleemi calendar (Chande, 2006). The role of DTE is very crucial in generalization and quality enhancement of education. The utility of DTE in quality enhancement would be proved by their own efforts, so their efficiency needs to be increased. The need of the

present study was felt to know the effectiveness of the implementation of various program under DSD, to investigate if these institutions are playing their role up to expectation, to know if the program are implemented with their fullest capacity by the CTSC heads, headmasters and teachers under the clusters, to know how effectively the centers are working and if some action plan can be suggested for the better functioning of the CTSCs as resource centers.

Objectives of the Study

- To identify the role of Cluster Training and support center (CTSC) for provision of professional guidance.
- To check the effectiveness of professional training organized by (CTSC).
- To explore relationship among the factors of professional training organized by (CTSC).
- To predict the impact of professional training of teachers on their performance.

Research Questions

- To how much extends guidance facilities are provided by resource center?
- What is the effectiveness of professional training organized by resource center?
- To how much extend relationship among the factors of professional training organized by resource center.
- To predict the impact of professional training of teachers on their performance.

Limitations of the Research

The limitations of the research are:

- Due to time limitations it was not possible to record the perception about the whole services for the school teachers provided by CTSC. Thus, the study is limited to only four services such as Professional Trainings, Guidance assistance, Resource Management, Motivation
- The study was delimited to the twenty CTSCs of district Faisalabad.

Methodology

Design of the study

The design of the study is a descriptive survey.

Population of study

The target population comprised of all the teacher of district Faisalabad.

Sample and sampling techniques

Researcher used multistage sampling method to collect data. First of all twenty CTSCs were selected randomly then twenty school teachers were randomly selected from each cluster. The sample consisted of 120 school teachers.

Measures of Data Collection

Data collection is primarily of two types. One is quantitative and other is qualitative.

For the analysis and interpretation of collected data mean and percentage belonging to descriptive statistic is used.

Instrumentation

Under the guidance and supervision of guide and experts, researcher designed the research tools to know the present status of Cluster Resource Centre. The researcher used a self-developed five point Likert scale having 5= strongly agreed, 4= Agreed, 3= undecided, 2= disagreed, 1= strongly disagreed

Validity

Three point rating scale, most essential, essential and less essential was administrated to validate the questionnaires. In first draft there were 24 items in the questionnaire. Mean value was calculated of each item from the experts. The mean values of 12 items were less than two so researcher excluded those items from questionnaires. Expert also refined the items in format and language to put it in a more logical order. The feedback from the experts helped in finalizing the questionnaires. The final draft is consists of 12 items.

Reliability

The internal consistency of the instrument was determined using Cronbach alpha method and the coefficient of internal consistency obtained was 0.78.

Data Analysis Technique

Table 1: Data Analysis regarding Gender

	Frequency	Valid Percent	Cumulative Percent
Male	48	40%	40.0
Female	72	60%	100.0
Total	120	100%	

The above table shows that 40% respondents are male and 60% are female.

Table 2: Data Analysis regarding Experience

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Experience	Frequency	Valid Percent
18-20 years	13	11%
21-23	17	14%
24-26	37	31%
27-29	29	24%
30 above	24	20%
Total	120	100%

The above table shows that 13% respondents have 18-20 years of experience, 14% respondents have 21-23 years of experience, 31% respondents have 24-26 years of experience, , 24% respondents have 27-29 years of experience and 20% respondents have 30 years above.

Table 3 shows that frequency of respondents

	N	Mean	Std. Deviation
Professional Trainings	120	3.3500	.68579
Guidance assistance	120	3.3444	.67354
Resource Management	120	3.2889	.69537
Motivation	120	3.5861	.57491

Above table shows statement wise Mean, Std Deviation and overall Mean of CTSC's Professional development facilities .Less than three Mean value shows the trend of respondents towards agree and greater than three mean value shows the trend of respondent towards disagreed. Overall mean value Motivation 3.58 shows that teachers are highly satisfied with instructional facilities provided by CTSC. Over all mean value of Professional Trainings (3.500), mean value of Guidance assistance is (3.344) and Resource Management (3.2889) respectively show the high satisfactory level of significance.

Table: 4 Pearson's correlation

	Professional Trainings	Guidance assistance	Resource Management	Motivation
Professional Trainings	1			
Guidance assistance	.256**	1		
Resource Management	.131	.661**	1	
Motivation	.217*	.439**	.362**	1

** Correlation is significant at the 0.01 level (2-tailed).

- Pearson's correlation matrix reveals that Professional Trainings, Guidance assistance, Resource Management and

Motivation are correlated to each other. Furthermore, Professional Trainings is high correlated to Guidance assistance for future ($r=.256$), Motivation ($r=.217$) and less correlated with Resource Management ($r=.131$).

Guidance assistances high correlated with Resource Management($r=.661$) with Professional Training ($r=.256$) and Motivation($r=.439$) and less correlated with Guidance assistance($r=.131$). Resource Management correlated with motivation ($r=.362$), Guidance assistance($r=.661$) and

Findings and Conclusion

Objective wise conclusions were drawn as follows

Teachers who received re-training based on the school cluster meetings and interactions have improved competences in the teaching. Majority of responses showed that Teachers instructed by CTSC training had the benefit of active and participatory learning and development program enhanced their competences in pedagogy which accounted for the success of their lesson. Overall mean value Motivation 3.58 shows that teachers are highly satisfied with instructional facilities provided by CTSC. Over all mean value of Professional Trainings (3.500), mean value of Guidance assistance is (3.344) and Resource Management (3.2889) respectively show the high satisfactory level of significance.

Discussion

Griffin in Guskey (2002) noted that high qualify professional development is a central component in nearly every modern proposal for improving education. This study, therefore, has much implication for teachers professional development program The CTSC is the forum where the major professional support is provided to the teachers. Teachers meeting afford them of the opportunity to develop and generate ideas on the best ways they could facilitate learning; concepts in subject areas are introduced, issues such as curriculum, lesson plans, school examination results and evaluation are discussed, teaching and learning materials are also designed and developed. According to Pruitt (1990) that teacher education must be a continuous process for each and every teacher whether supplemented by the government or shouldered by the individual teacher.

Recommendations

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- It is suggested that it should be adopted as a national program for the re-training of teachers in private schools to send in their teachers for training.
- Project oriented teacher should be facilitated at CTSC.
- There should provided guidance of computers and other technologies in CTSCs.
- Basic infrastructural facilities should be provided to every CTSC.

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