



RESEARCH PAPER

**Needs of Continuing Professional Development of College Faculty
in Lahore**

Amna Naushahi*¹ Ashiq Hussain Dogar² Shaista Syeda³

1. Ph. D Scholar, Department of Education, University of Education, Lahore, Punjab, Pakistan
2. Controller of Examinations, Department of Education, University of Jang, Punjab, Pakistan
3. Lecturer, Department of Education, University of Education, Lahore, Punjab, Pakistan

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ABSTRACT

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***Corresponding
Author**

amnanaushahi07@
gmail.com

The present research is designed to explore the needs of continuing professional development of college faculty (CPD) in Lahore. Limited education budgets in developing countries may not allow implementation continuous professional development system and, therefore, researcher proposed that government hire a team of educational experts who work on training of a small number of master trainers that give on job training to untrained teachers in their respective colleges. This system of continuous professional development well in the limited financial resources of Lahore Government and, therefore, has been suggested in the present work for upcoming provincial teachers training projects. The proposed system of CPD has been designed according to teachers training needs of Lahore based colleges. In this qualitative research the related data was collected from interviews of 24 teachers of 18 Girls' degree colleges where CPD is not followed at present. The interviewed teachers supported the proposed the suggest involvement of Government supervised master trainers to develop education skills of college teachers thereby improving the provincial education system.

Introduction

Education is a source of economic and social growth in any developing and developed country. Rahmani (2006) pointed out that in the change and development of the world teacher plays an important role. Goodson and Hargreaves (2002) stated that teaching is an important profession of society and teacher plays a key role in spreading knowledge and without teachers' future of the societies cannot build. Teacher is a strong stone of this educational process and he faces many problems in implementing new challenges of education. As Fullan (2016) stated that the total change in education depends on what teacher does and thinks.

Mizell (2010) stated that Professional development associated with different terms like in-service education, staff development, career development, professional learning and continuing education. The purpose of all these terms is to facilitate the learning of teacher, students and principals. In education the term professional development used for verity of professional trainings, professional learning, professional knowledge, skill and effective teaching learning process (Glossary of educational Reform, 2017). Mayer and Lloyed (2011) explain the professional development is an activity in which formal and informal development of teachers and administration involve.

The performance of teacher is depend upon the continuous professional development of teacher as Swafford (2000) said that the importance of continuous professional development of teachers in world increasing day by day in whole world because there are several changes coming in educational system. Day and Sachs (2004) argue that continuous professional development is an expectation in educational system because there are many changing coming in educational system like in curriculum and other reforms in society. So these studies identify the importance of continuous professional development of teachers. But there was a gap to find out specifically continuous professional development of faculty in girl's degree colleges. Therefore the current study was designed to find out the needs of continuing professional development for degree college faculty in Lahore. The findings of the study would be beneficial piece of knowledge for teacher, educators, researchers and policy makers.

According to Aly (2007) research Teacher training institution in Pakistan around two hundred three (203) and there are also three hundred (300) teacher resources centers established by government of Pakistan. There are also teacher training institutions working along with government institutions. So according to this research under the short term programs 40,000 teachers are trained yearly. According the reports of National Educational policy 1998-2010 these programs do not meet the standard of education and cannot maintain the quality of education. Some of these programs run to fulfill the needs of training teachers about pedagogy methods (government of Pakistan, 1998).

Khan (2011) stated that these teacher training institutions are not working properly and he highlighted many reasons like these institutions only provide knowledge not focus on application, only interest in providing certificates, only focus on memorization to pass exam and there is no extra qualifications for trainers so these are big reasons because of that these institutions are not working properly.

Higher Education Commission (HEC) also working on teacher training and in HEC training environment is change it more focus on practically judgment through activities, making portfolio, presentations and micro teaching. To organize training for teachers is responsibility of provincial government and in this situation the role of Higher Education is very important. It is working on teacher training program with the collaboration of different professional development institutions in Pakistan. HEC focused on English language training programs for English language

teachers in the country. This program is working for meet the international standard of English language pedagogy (National Curriculum Development, 2002; National Education policy, 2009).

Darling-Hammond (2000, 2001, 2005) stated that there are many pedagogical issues in teacher training that how can teacher gain knowledge and transfer this knowledge to the students. Ashton and Crocker (1998) focused on pedagogical knowledge and he focused that this knowledge should base on knowledge of learning, teaching methods and curriculum design. In the absence of teacher training teachers are faced with different problems like planning syllabi, designing curriculum, teaching courses, analyzing learners, student learning and specific needs.

Material and Methods

Well known qualitative research method and phenomenological approach research design have been used in this work because it helped to understanding about the phenomena in very depth. Through extensive literature review the researcher has developed a semi structured interview format based on purposive sampling technique with sample size of 24 teachers selected from faculty members of 18 Degree colleges of district Lahore. This format has been used to conduct face to face interviews from the selected members and their proposals have been compiled.

Procedure

The researcher developed a semi structured interview protocol in Urdu to explore the needs of continuing professional development for using Charmaz's (2014) recommendations of open ended stage questions. Then face to face interviews were conducted from selected members of faculty of degree colleges Lahore. Information collected in interview memos were incorporated in the initial data collected was then compared with the emerging categories that helped in emerging themes. This finally led to know about the perception of college faculty regarding CPD.

Following table showed the detail regarding codes, categories and themes.

Table 1
Detail regarding codes, categories and themes

Questions	codes	categories	Themes
How much teaching experience do you have?	10 years	Only induction and promotion training is going on	Teacher training
Can you take any teacher training in your teaching career?		Junior enjoys training but senior did not	
No, I did not attend any			

<p>teaching training in my carrier. I think so except B.ed and M.ed there is no any setup of training in college. But at Govt. level only those teachers take teacher training who newly hiring in colleges. From which session Govt. started induction training for teachers?</p> <p>From 2015 HEC started induction training. Except this training there is no any setup of seminars and workshops in colleges for teachers especially in degree colleges.</p> <p>Is there any setup of training at the time of promotion of teachers?</p> <p>Yes now recently Govt. started the trend of copulation training at the time of promotion of grade 19, 20.</p> <p>Last year also send some people at Islamabad for training of grade 18 and 17. But these are selective people. Full staff members are not including in it. And these are also newly hiring people.</p> <p>Are teachers willing to take any teacher training?</p> <p>Yes young teachers are willing to take training and they are energetic to improve their knowledge. But some senior teachers feel that training is not beneficial for them because they have much experience of teaching.</p>	<p>Not attended enjoy it.</p> <p>training</p> <p>Some teachers attend induction training</p> <p>Only induction training</p> <p>No other setup of training</p> <p>Now started promotion training</p> <p>Selective persons training</p> <p>Young staff enjoy training but senior feel Burdon</p>
<p>Did govt. arrange</p>	<p>no academic Non academic Seminars and</p>

seminars and workshop on other topics for teachers? Yes, govt. arrange seminars and workshop for teachers for dingy training, defense training, girl guide, Except of this many other seminars principal arrange related to different subjects in college like history and geography. Can provide any certificate after this seminar? Yes certificates provided after this seminars and it is motivated for teachers.	seminars arranged Some different subject seminar also arrange	seminar arranged certificate provided	workshop also
How principal check the performance of teachers? Our results are the signs of our performance if our board and university result is good then its mean our performance is good and if our result is not good then its mean our performance is not good. Principal also write our ACR according to our results. Is there any other system of teacher evaluation in your college? Yes some time principal assign some senior teachers duties of taking rounds of classes but round teacher only observe that teacher is taking class or not. She did not guide about academic problems for teachers. Is there any platform in	Board and university results and ACR are evaluation card Round of classes But not beneficial in academic work HOD and senior guide about academic issues	Result are rounds of performance Evidence of teacher performance HOD teachers	Evaluation of teacher help

your college for resolving academic issues of teachers?

No, there is no any platform for teachers to share their academic issues. Unofficially we share our problems from our seniors and HOD and they guide us about our problem.

Did you feel that CPD is compulsory for teachers? Yes I feel that CPD is beneficial for teachers. It must be arranged for teachers.	CPD is beneficial	is	Need of CPD in different areas but not arrange due to lack of resources	Need of CPD
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In which areas did you feel that there is need of CPD?

I think so CPD is needed in areas of: teaching Methodology, classroom Management, guiding about responsibilities of students, guide line about A. V aids.

Can arrange subject voice.	Needed in	Beneficial for students
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In your point of view what are the reasons that Govt. is not arranging CPD for teachers?

I think so that government has no resources to arrange this type of trainings.

No resources to resolve basic problems of infrastructure
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Even government is not able to resolve the problems of light in the classrooms, strength of student is very high in classroom and teachers faces problems during delivering there lecturers in the classroom.

In Summer vocation 2 week

In your opinion how can Govt. arrange CPD for teachers?

subject voice training in a place

I think so in summer vocation government Training will arrange training of 2 beneficial for weeks for teachers, subject students voice teacher's call at one place. It can arrange just like government arrange election training.

What you feel that what will benefit of CPD?

I think so it will beneficial for students. When teacher will take current information and polish their knowledge, then it will beneficial for student and they will show good result.

Any recommendations did you wanted to suggest?	Problems of teacher resolve	Resolve teacher problems	Recommendations
I think so teachers issues like burden of work, problems in the classroom like light off problems must be resolve. And I think so academic calendar must be improve.	Academic calendar improve.		

Note. Table showed following themes emerged after analysis of semi structure interviews from degree faculty of district, Lahore:

Teachers Training and Evaluation

Majority of the interviewers did not attend any training in their carrier and the few who attended were of the view that such courses were beneficial. These interviewers also supported evaluation of teachers' performance and advocated for a proper system to evaluate these performances under a standard evaluation procedure. At present ACR, academic board report and university results of students are used for the evaluation of teachers. Some teachers said that there is no need of teachers' performance evaluation as the courses have not changed for the last many years and, therefore, the performance remain the same and does not vary in different years.

Seminars and Workshops

Most of the teachers attended non-academic seminars like cleanliness, dengue, Girls Guide and Civil defense wherein they received certificates for these trainings. Only one teacher attended seminar on library training. Seminars and workshops play key role in adaptation to modern education systems as these forums provide exposure opportunities to the latest developments in these areas. Unfortunately, financial resources limit this activity and deprive young teachers to update their teaching skills.

Needs and Suggestions about CPD

Almost all teachers agreed to the need of implementation of CPD in colleges because many teachers agree that they are facing problems concerns new changing in educational system and suggested many proposals that have been incorporated in proposed the system of CPD in colleges.

Recommendations and CPD System

After detailed discussions with the teachers the researcher has suggested easy system of CPD which can introduced in colleges. Considering the limited financial resources of the government researcher suggested that government can apply CPD system in degree colleges with the help of experts of teacher training and mater trainers'.

Proposed CPD Practices in Colleges

Present study suggested possible CPD practices of teachers in degree colleges. In low budge government can implemented CPD system in colleges like government can develop a program with the help of teacher training that first there should be a team of experts and then these experts trained master trainers who selected by principal of college on the base of suitability and competency of teachers then these master trainers trained their college faculty members. So cost come very low on this practice and this practice can be suitable especially for female teachers that they can attended CPD in their colleges easily.

Experts

In the proposed system Educational Experts shall lead CPD and give training to master trainers. These experts should have minimum M.S. Education degree with extensive teaching experience. Universities can easily manage these personnel from their existing teaching staff. Government should arrange CPD for master trainers once in a year at the startof every session. This training should be arranged district wise with consideration for all areas of educational demand. Master trainers play the bridge role between experts and college teachers. They should be regularly supervised and updated with latest developmentsby the experts to attain the required quality of teaching.

Master Trainers

College Principal should select subject wise master trainers for subsequent training from the experts. These trainings may involve long term personnel investments so only suitable and stable minded master trainers should be selected for such trainings as the investments may be wasted if these trainers fall short of the requisite criteria. It is proposed that one master trainer should not give training to more than fifteen teachers to maintain the quality of teaching. Government should arrange two weeks CPD trainings for these master trainers at the beginning of session so that they may have up to-date knowledge of the latest developments in their respective subjects. These master trainers should follow up, with submission of monthly reports, to see if the new learning strategies are being followed by the teachers under training.

Teachers under Training

This may include all staff members of college. These teachers should follow master trainers and give them positive response in training sessions. This process of CPD may ensure demands/needs fulfillment of teachers under training, including their financial expenses. This stress free learning may help in continuity of such trainings.

Discussions

The purpose of this research was to explore the needs of continuing professional development of college faculty. This research was qualitative and researcher took 24 interviews of female education faculty members from 15 degree colleges. Researcher developed semi structure interview protocol and asked different questions from teachers about teachers training, seminars and workshops, teachers evaluation system in colleges, needs of CPD, their views about importance of CPD and how can CPD be arranged in colleges. Teachers provided very supportive information and researcher was able to propose a CPD module after analyzing the views of teachers.

Interviewed teachers shared their training experiences of 14 days induction training conducted in 2017 in University of Education Lahore. In these trainings experts delivered lectures on administration, teaching methodology, assessment of performance and job rules. This training also provided guidance for class room practices and application of new strategies in the class room through monitoring and supervising the students. Richards and Farrell (2005) said that teachers training and professional development are two big goals of education. Teachers training involve the understanding of basic concepts and principles and their implementation on teaching and subsequent ability to practice in the class room. Application of new strategies in the class room through monitoring and supervision of the students enables the teachers to handle the class room and run it smoothly.

Most of the interviewed teachers said that a proper system for teachers' evaluation should be in-place to maintain quality of teaching. The designed format for teachers' evaluation should include class room observation and feedback from students in addition to existing criteria of ACR, academic board report and university results of students. Huberman (1995) said that the most important achievement for the teachers in professional development is character building and maintenance of professional standards, norms and social conditions. Some teachers appreciated CPD following and proposed that it may be helpful in methodology, management, student counseling and professional standards.

A teacher suggested that CPD training may be helpful in online assessments, child psychology, administration, modern teaching methods, polishing behavior of teachers and Improvement in evaluation systems. She mentioned that HEC has no funds and, therefore, cannot arrange such trainings. She suggested that teachers should take one day training in a month and experts should guide the teachers. Bredeson(2003) noted that needs of a teacher under training should be identified and properly addressed for her confident involvement in application of formal and innovative teaching methodologies. Continuity in professional development is important for sustainable change in behavior of teachers under trainings. It implies that annual trainings in colleges should be arranged by the Government for continuous professional development.

Conclusion

In this research work four basic questions were asked from the teachers. These are concluded below:

What is current status of continuing professional development of college faculty?

After going through the collected data it was concluded that 2009 and 2017 education policies have been approved by the Government but at present there is no setup of continuing professional development of college faculty. Implementation of these policies is at initial stages and some working is being carried out to conduct training of teachers by inducting suitable teachers.

What is the opinion of college faculty for needs of the continuing professional development?

For this purpose the researcher conducted semi stretched interviews of Degree College teachers. Most of these teachers were of the opinion that continuing professional development of college faculty may help teachers in improving teaching methods, maintaining classroom, conducting evaluation, administration, guiding students and managing curricular activities. As such these trainings under government support may improve professional life of the teachers.

What is the system of teacher training of college faculty?

Most of the teachers gave negative response and said that at present there is no system of continuing profession development of college faculty.

How can we manage Continuing Professional Development for degree college teachers?

After discussions with the teachers the researcher introduced a system of continuing professional development of college faculty. Researcher has suggested a practical method of starting continuing profession development of college faculty. This is based on government selected educational experts to give training to master trainers selected by respective principals. These master trainers should give training to other faculty members that may be regularly followed up and reported to district education officers for continuation and further improvements at their end.

Recommendations

Continuing Professional development may help teachers in self-grooming and improvement in their professional skills. Some key recommendations for implementation of CPD are given below:

- CPD setups are strongly recommended in colleges to facilitate the lecturers to improve their professional skills. Proper caring of teachers in respect of financial and social needs may motivate them to apply latest teaching techniques with due consideration of psychology of students.
- Counseling centers are recommended in colleges to guide teachers about modern teaching methodologies, I.T skills, new methods of teaching/assessment and evaluation, administrative rules, management rules and professional honesty.
- Senior teachers should conduct workshops in colleges and give training to juniors. Besides, they should help juniors to resolve their day-to-day problems.
- Principal should arrange trainings in college under senior teachers and may involve experts from outside if funds are available.
- Workshops and seminars should be compulsory for promotion of teachers and they should attend at least two workshops and two seminars in a year. Teaching staff should have minimum extracurricular load so that they may focus on teaching.
- Govt. should facilitate teachers through grants and easy procedure of study leaves so that teachers can update their teaching skills through higher level courses.

- Teachers should change the syllabus of all classes so that teacher can update her educational system and knowledge.
- Universities should have experts team to give training to senior staff members of allocated colleges that may give training to junior staff members.
- Paper patron should continuously be changed with incorporation of modern additions like time management, new objective of education and change in behavior of teacher.
- One or two weeks trainings for CPD of teachers should be arranged under experts' team between March and May wherein Govt. should call teachers of every level from allocated colleges giving various incentives and trainings should be focused on evaluation process, teaching policies and methodology, with added points of morality and self/students grooming.
- Govt. should arrange collection training of teachers. Guide teachers in this training about jobs rules and teaching methods. Start training from low level, and improve salary package.

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