Comparison Of Effectiveness Of Professional Development Programs At Elementary Level In Islamabad

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ABSTRACT

The Federal Directorate of Education Islamabad organized two different Professional Development Programs (PDPs) for the capacity building of the teachers practicing in the public schools of Islamabad. These programs aimed to improve teachers’ pedagogical and communication skills. The aim of the study was to elicit and compare practicing teacher’s opinion about the effectiveness of Professional Development Programs (PDP) at elementary level with reference to quality of implementation and relevancy to teacher’s professional needs. Research was quantitative in nature and a descriptive survey research was used for the conduct of this research study. The target population of the present study was 640 in form of two strata. 400 participants from PDP I (Training of Pedagogical Skills) and 240 participants from PDP II (Training of Communication Skills). And sample was chosen using stratified sampling. The total sample of the study comprised of 344 serving ESTs under Federal Directorate of Education (FDE) as respondents. Sample from PDP I (Pedagogical Skills) was 196 and sample from PDP II (communication skills) was 148. Keeping in view the research objectives a questionnaire developed for the teachers who have participated in these professional development programs. Questionnaire consisted on 33 statements on five point Likert scale included two open-ended statements. Researcher has used Mean, Percentage and standard deviation for data analysis. There were two open-ended questions. The responses of open ended statements were presented under relevant themes showing frequency and percentage. T-test
was applied to compare the mean scores of the two groups of training. The result showed that PDPs under investigation were effective in terms of teachers’ perceptions. Teachers perceive these PDPs effective with reference to quality of implementation and relevancy to teachers’ professional needs yet they were not satisfied with the assessment procedure of these programs. The comparison of the two shows that the training program of pedagogical skill was more effective than communication skills as perceived by the participating teachers in terms of the quality of resources and facilities as well as its relevancy to teacher’s professional learning needs. Furthermore, they suggested that there must be continuous follow up of these PDPs. The researcher recommended that there is need for more participatory and interactive teachers’ training programs so that training of teachers move away from being theoretical to being practical. The department of training should develop refresher courses for the teachers to meet the needs of new curriculum changes as well as to face new trends and challenges of classrooms.

**Keywords:** Professional Development, Effectiveness, ESTs, Follow up, FDE

1. **Introduction**

Quality learning is dependent upon quality teaching by professional experts who are devoted to the standards of continuous professional development. Teacher quality and student achievement these two aspects are significantly correlated. The teacher must have not only a mastery of the content and curriculum, an appreciation of the various forms of standards, an awareness of assessment, and the ability to organize the lessons, but also be able to engage students to know them well enough to make appropriate instructional decisions (Tharp, 2003).

Komba and Nkumbi (2008), has ranked some advantages of professional development programs for teachers according to frequency of responses.

- Get more equipped and competent
- Move with the rapid changes in science and technology
- Improve teachers academically and professionally
- Updating teachers with changing curriculum (Komba & Nkumbi, 2008).

In Pakistan, teachers are provided professional development opportunities through various in-service training programs. In the context of Pakistan the Ministry of Federal Education and Professional Training (Mo FEPT) is responsible for providing policy and financial resources for teacher’s professional development. Because this information provide a baseline of professional development of teacher’s previous experience of professional development program, their current attitude and perception and their future expectation from such programs.

1.1 **Statement of the problem:**

The researchers of the world are endeavoring and researching to evaluate the impact of training on teachers’ performance in order to make their teaching more effective and efficient. Many efforts have made in this regard. Moreover, there is little research surrounding the effectiveness of such PDPs according to teacher’s perception therefore creating a gap in knowledge. There is, therefore,
need to investigate the perception of elementary school teachers about PDPs. The problem under investigation is to “compare the effectiveness of two PDPs as perceived by the practicing teachers at elementary level working under Federal Directorate of Education (FDE) Islamabad”.

PDP I: Training of pedagogical skills
PDP II: Training of communication skills

1.2 Objectives of the study:
The objectives of the study were to:
1. Identify practicing teacher’s opinion about the effectiveness of Professional Development Programs (PDP) at elementary level with reference to quality of implementation.
2. Elicit teachers’ opinion about the relevancy of these PDPs with professional learning needs of teachers.
3. Compare the two groups with reference to quality of implementation and relevancy of PDPs with teacher’s professional needs.

1.3 Research Questions
1. To what extent are the practicing teachers satisfied with PDPs in terms of quality of implementation?
2. Did the practicing teachers find the training relevant to their professional needs?

1.4 Research Hypotheses
Following null hypotheses were tested in the study:
Ho: There is no significant difference among the perception of two groups regarding quality of implementation.
Ho1: There is no significant difference among the perception of two groups regarding relevancy of PDPs with professional needs of the teachers.

2. Review of Literature:

2.1 Teacher Training and Professional Development:
According to Richards & Farrell (2005), the term training refers to, “activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals. Training involves understanding basic concepts and principles as prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. The process of training must start with a clear identification of need. Once trainee teachers have identified this requirement then the efficiency of training can truly evaluated. Goldhaber, Liddle, & Theobald (2012), stated that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for their students’ benefit and growth.

2.2 Significance of Professional Development Program:
Professional development assumed to one of the most effective ways to empower teachers for effective teaching. Professional development is a lifelong endeavor, a way of being, and a perspective on how one practices (Hartono & Rudi, 2016). Student learning and achievement increase when teachers engage themselves in interactive activities which they have learned in an affective professional development. PDPs ought to focus on the abilities and needs of teachers in order to handle students’ major learning challenges.

2.3 Factors Affecting Success of PDPs.

In different studies, researchers have discussed different factors that affect teachers training. The following some of the prime factors that affect the success of the PDPs:

2.3.1 Implementation quality:

i. Content of training

Many important points should be checked, such as the accuracy of the contents, the logical sequence of materials to be presented, and the projected course that are appropriate to the participants of the training program. (Aminudin & NurulAini, 2012).

ii. The Context

PDP based in a specific context could facilitate participants to replicate more deeply on their teaching practice, generating new concepts, promoting interaction instead of relying on transmission learning (Hefnawi & Ayman, 2012).

iii. Environment:

During a training session a variety of factors enhances take aways from a learning experience. These factors can be the area, space and colors of the building, seating arrangement and different other factors that may affect learning atmosphere (Aminudin & NurulAini, 2012).

iv. Time

The allocation of sufficient time permits both teachers and trainers to reflect, enriching both the teaching and learning processes and enables teachers to link new knowledge with prior experience. (Aminudin & Nurul Aini, 2012).

v. Trainers

Teacher professional training also needs role models, observing experts and specialists, inferred knowledge, a social network and even great accounts of effective practice. (Silverman, 2015).

2.3.2: Relevancy to Professional Needs:

Teachers learn best through professional development that reflects their needs. Furthermore, this study revealed that relevancy to teachers academic and professional needs should focus the following areas.
• Academic and professional needs of the trainees

• Methodology adopt by the resource persons should focus on trainees need (Khattak & Iqbal, 2010).

2.4 Professional Development Programs of Teachers in Pakistan
In Pakistani context, the quality of teachers’ professional development programs have always been low due to certain reasons. For example lack of properly certified trainers, lack of professional enthusiasm in teachers to participate in professional development training, lack of physical resources, distance of training centers, lack of transport facility for the teachers who working in far-flung areas from training centers, and many other reasons. According to the National Education Census, (2005), a number of studies indicated that teacher’s professional preparation in Pakistan is neither standardized nor based on acceptable professional standards. The NEC data shows that 26% of teachers in the workforce are untrained, 37% have only rudimentary training at the PTC and CT levels, 44% have not completed even a two-year undergraduate degree beyond 12 years of basic education.

2.5 National Professional Standards for Teachers in Pakistan: Following are the Professional Standards for Initial Preparation of Teachers in Pakistan:
   i. Subject matter knowledge
   ii. Knowledge of Islamic ethical values/social life and skills
   iii. Instructional planning and strategies
   iv. Assessment
   v. Learning environment
   vi. Effective communication and use of information technologies
   vii. Collaboration and partnerships
   (National Professional Standards For Teachers In Pakistan, 2009).

2.6 Training Wing of Federal Directorate of Education (FDE)
Training Wing of FDE established in year 2002 to cater the in-service training needs of large number of employees working in educational Institutions under administrative control of FDE. Director Training is revamping the In-service training wing. (Training Wing FDE, 2016)

2.6.1 Role and responsibilities of training wing
• Plan and Design different training programs
• Building pool of master trainers/ resource persons
• Design contents/modules of training programs
• Development of training material for all the trainings to conducted during the calendar (Training Wing FDE, 2016).
2.6.2 PDPs conducted by FDE in the context of present study

FDE organized two In House PDPs particularly for elementary school teachers in July 2019. Phase I of In House Trainings on improvement of Pedagogical Skills and Phase II on improvement of Communication Skills. In present study, the researcher has compare both of these PDPs in terms of teacher’s perceptions towards these PDPs.

Following were the objectives of these PDPs:

**Pedagogical Skills level I**
1. Explore three areas of effective classroom management for conducive learning.
2. Employ techniques to manage students’ behavioral issues.
3. Employ techniques to manage academic resources
4. Explore dynamics of group work and employ them in the daily teaching/learning

**Communication Skills level II**
1. Understand Effective Communication Skills and their role in Teaching and Learning (Source: Training Wing FDE).
2. Explore Kinds to Classroom Communications and Tips to Improve Oral Communication (Source: Training Wing FDE).

**Methodology:**

This study was descriptive in its nature. The quantitative approach used by the researcher to conduct this study. Data collected through survey approach. For this purpose, a questionnaire consisted on 31 statements on 5-point Likert scale and 02 open-ended questions were constructed for collecting requisite data. The validation of the research instruments made through experts’ opinion. Validation of the research achieved by presenting the instrument to six experts and the statements were incorporated according to experts’ suggestions. The Cronbach’s Alpha reliability of the scale was .910 comprising 31 items, which showed that the tool was highly reliable for data collection. The target population of the present study was comprised of two strata. One the participant of PDP I for pedagogical skills and the other is the participants of PDP II for communication skills. In pedagogical skills training total 400 teachers and in communication skills training total 240 teachers from public schools of FDE have participated. So from strata of 400 participants sample of 196 teachers was selected. Moreover, from strata of 240 participant’s sample of 148 teachers was selected. Researcher has used Mean, Percentage and standard deviation to analyze the data and T-test was applied to compare the groups.

**3.1 Theoretical Framework of the Study:**

The Kirkpatrick model is the most widely used method of evaluating training effectiveness. The framework offers a comprehensive four-level strategy to evaluate the effectiveness of any training program. Each level is important and has an impact on the next level (Deller, 2019).
Theoretical Framework of my research study is Level-1 Reaction. At this level, you gauge how the participants reacted or responded to the training program. Questions to ask trainees include:

- Was the course content relevant and easy to follow?
- Did you feel that the training was worth your time?
- Did you like the venue and presentation style?
- Did the training accommodate your professional learning needs?
- Were the training activities engaging?
- Ask questions about the learnings and key takeaways.
- Discuss the strengths and weaknesses of the program.
- Understand if the training was able to accommodate the learner’s pace and learning style (Deller, 2019).

Therefore, I used this training evaluation model particularly its Level 1 (reaction) as the theoretical framework of my research study.

4. Results

This section is related to analyze the perception of teachers regarding effectiveness of PDPs at elementary level in Islamabad in order to get the findings of the research. The data analyzed with reference to the two main components of PDPs.

4.1 Analysis of Data Component-I (Quality of Implementation):
This component aligned with the first objective of study i.e. Identify practicing teacher’s opinion about the effectiveness of PDP at elementary level with reference to quality of implementation in terms of content quality, resource person competency, presentation style, environment etc. The data tabulated in form of percentage, mean score and standard deviation. The statistical analysis and interpretation of each segment of the chapter were done by applying inferential and descriptive statistics SPSS.

Table 4.1.1 Analysis of Data PDP I with reference to Quality of Implementation

<table>
<thead>
<tr>
<th>Items/statements</th>
<th>SD (%)</th>
<th>DA (%)</th>
<th>UNC (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PDPs improved my command on teaching method</td>
<td>2.6</td>
<td>5.1</td>
<td>2.6</td>
<td>68.6</td>
<td>21.2</td>
<td>4.0</td>
<td>.85</td>
</tr>
<tr>
<td>2. 5 PDPs updated my subject matter knowledge</td>
<td>0</td>
<td>5.1</td>
<td>3.8</td>
<td>71.8</td>
<td>19.2</td>
<td>4.0</td>
<td>.66</td>
</tr>
<tr>
<td>3. In PDPs I practice sharing and exchange of subject teaching experiences with peers</td>
<td>10.9</td>
<td>17.9</td>
<td>18.6</td>
<td>34.6</td>
<td>17.9</td>
<td>3.4</td>
<td>1.18</td>
</tr>
<tr>
<td>4. All the participants share their pedagogical skills during PDPs</td>
<td>9.0</td>
<td>13.5</td>
<td>17.9</td>
<td>36.5</td>
<td>23.1</td>
<td>3.5</td>
<td>1.23</td>
</tr>
<tr>
<td>5. PDPs provided me expert support by the trainers</td>
<td>12.2</td>
<td>20.5</td>
<td>12.8</td>
<td>41.7</td>
<td>12.8</td>
<td>3.2</td>
<td>1.25</td>
</tr>
<tr>
<td>6. PD trainers were well qualified in their field</td>
<td>14.1</td>
<td>21.2</td>
<td>17.3</td>
<td>32.7</td>
<td>5</td>
<td>3.1</td>
<td>1.29</td>
</tr>
<tr>
<td>7. PDPs keep me updated with current trends in teaching</td>
<td>15.4</td>
<td>17.3</td>
<td>16.0</td>
<td>42.9</td>
<td>8.3</td>
<td>3.2</td>
<td>1.24</td>
</tr>
<tr>
<td>8. Sufficient time was allocated for this course</td>
<td>10.9</td>
<td>17.9</td>
<td>18.6</td>
<td>34.6</td>
<td>17.9</td>
<td>3.3</td>
<td>1.26</td>
</tr>
<tr>
<td>9. During PDP we were engaged in relevant interactive activities</td>
<td>3.8</td>
<td>17.3</td>
<td>21.2</td>
<td>40.4</td>
<td>17.3</td>
<td>3.5</td>
<td>1.0</td>
</tr>
<tr>
<td>10. Practical activities for effective</td>
<td>16.7</td>
<td>25.6</td>
<td>12.2</td>
<td>43.6</td>
<td>1.9</td>
<td>3.9</td>
<td>.46</td>
</tr>
</tbody>
</table>
teaching were sufficiently included in PDPs

11. The method used to evaluate the PDP feedback sheets was effective for our feedback

12. PD courses incorporated up-to-date information about effective teaching techniques

13. In PDP environment was conducive for professional learning

14. Pre-assessment of PDP was done

15. Post-assessment of PDP was done

Table 4.1.2 Analysis of Data PDP II with reference to Quality of Implementation

<table>
<thead>
<tr>
<th>Items/statements</th>
<th>SD (%)</th>
<th>DA (%)</th>
<th>UNC (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>M SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDPs improved my command on teaching methods</td>
<td>0</td>
<td>5.9</td>
<td>.8</td>
<td>88.1</td>
<td>5.1</td>
<td>3.9</td>
</tr>
<tr>
<td>PDPs updated my subject matter knowledge</td>
<td>0</td>
<td>2.5</td>
<td>.8</td>
<td>94.1</td>
<td>2.5</td>
<td>3.9</td>
</tr>
<tr>
<td>In PDPs I practice sharing and exchange of subject teaching experiences with peers</td>
<td>0</td>
<td>1.7</td>
<td>1.7</td>
<td>94.1</td>
<td>2.5</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Table 4.1.1 is based on percentage, mean score and standard deviation of the responses. It was observed that the participants rated the effectiveness of PDPs high in terms of subject matter training, command on teaching methods, up-to-date teaching techniques and interactive activities. Therefore, the table reveals that the highest mean value regarding quality of implementation is 4.05 of Statement No 02 “PDPs updated my subject matter knowledge.” Statement No 15 “Post-assessment of PDP was done” displays the Mean value 3.91. Statement No 12 “PD courses incorporated up-to-date information about effective teaching techniques” displays the Mean score 3.83. The Mean of Means of the quality of implementation of PDPs is 3.36. However, the lowest Mean score of the statement no 14 “Pre-assessment of PDP was done” shows that the teachers were less satisfied with assessment procedure of training. That is means majority of the respondents were not satisfied with the assessment done during PDPs.
Table 4.1.2 displays the Mean values of the first aspect (Quality of implementation) of effectiveness of PDP 2 (Communication Skills). It reveals that the highest mean value regarding quality of implementation is 4.01 of Statement No 15 Post-assessment of PDP was done. However, the lowest Mean score is 1.99 of Statement No 15, (Post-assessment of PDP done). The Mean of Means of this aspect is 3.97. It also represents that teachers perceive PDP 2 (Communication Skills) effective regarding its quality of implementation. However, the lowest Mean score of the statement No. 15 reveals that teachers were not satisfied with the assessment procedure of the training.
Table 4.1.3: Comparison of two groups regarding Quality of Implementation of PDPs

<table>
<thead>
<tr>
<th>Groups</th>
<th>Skills</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>T-score</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDP I</td>
<td>Pedagogy</td>
<td>157</td>
<td>63.05</td>
<td>6.26</td>
<td></td>
<td>3.92</td>
</tr>
<tr>
<td>PDP II</td>
<td>Communication</td>
<td>118</td>
<td>60.40</td>
<td>4.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1.3 shows that the mean scores of participants of PDP I (M=63.05) & PDP II (M=60.40) regarding implementation quality were different and the difference was (MD2.65). The table indicates that the t-value (t=3.92, p=.00, alpha= 0.05) was statistically significant to reject the null hypothesis. So the null hypothesis was rejected that, there is no significant difference among the perception of two groups regarding quality of implementation PDPs. The results showed that training program of pedagogical skill were more effective than communication skills as perceived by the participating teachers in terms of the quality of resources and facilities.

4.2 Analysis of Data Component-II (Relevancy to Teachers Needs):
This component aligned with the second objective of the study i.e. Elicit teachers’ opinion about the relevancy of these PDPs with professional learning needs of teachers. Eight statements developed for this purpose. Teachers learn best through professional development that reflects their needs.

Table 4.2.1 Analysis of Data PDP I in terms of relevancy of PDPs to Teachers Professional Needs:

<table>
<thead>
<tr>
<th>Items/statements</th>
<th>SD (%)</th>
<th>DA (%)</th>
<th>UNC (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PDP has improved my language proficiency</td>
<td>0</td>
<td>3.2</td>
<td>0</td>
<td>95.5</td>
<td>1.3</td>
<td>3.9</td>
<td>.69</td>
</tr>
<tr>
<td>2. PDP made me capable enough to perform my duties in school effectively</td>
<td>0</td>
<td>0</td>
<td>1.3</td>
<td>92.3</td>
<td>6.4</td>
<td>4.05</td>
<td>.75</td>
</tr>
<tr>
<td>3. PDPs was helpful in the formation of a positive attitude for teaching profession</td>
<td>0</td>
<td>.6</td>
<td>0</td>
<td>84.0</td>
<td>15.4</td>
<td>4.14</td>
<td>1.06</td>
</tr>
<tr>
<td>4. PDP enhanced my knowledge about classroom management</td>
<td>0</td>
<td>12.8</td>
<td>.6</td>
<td>81.4</td>
<td>5.1</td>
<td>3.78</td>
<td>.84</td>
</tr>
</tbody>
</table>
5. I felt that there is a kind of conflict between the needs of the in-service teachers and content taught in PDP

6. PDP should be amended in the light of the collected feedback by the teachers

Table 4.2.1 explores the Mean values of the third aspect of effectiveness of PDPs (Relevancy to Teacher’s professional needs). According to this table, the highest Mean score is 4.31 of Statement No 31 “PDP should be amended in the light of the collected feedback by the teachers.” The mean value 4.14 is of Statement No 28 “PDPs was helpful in the formation of a positive attitude for teaching profession.” Whereas the lowest mean score was 3.788 of Statement No 29, “PDP enhanced my knowledge about classroom management.” The Mean of Means of this aspect is 4.05 which reveal that teachers are satisfied that the PDPs are somehow relevant to their professional learning needs but still more improvement is needed. Teachers also opine that PDPs should amend in the light of the feedback given by them. The descriptive analysis revealed that the respondents’ perception towards capability in performing duties in schools and formation of positive attitude for teaching profession rated high. Moreover, perception towards improvement in language proficiency, enhancing management skills and assessment skills rated low. The overall description of the statements showed that the respondents agreed that the PDPs should plan and structure based on teachers professional needs.

Table 4.2.2 Analysis of Data PDP II in terms of relevancy of PDPs to Teachers Professional Needs:

<table>
<thead>
<tr>
<th>Items/statements</th>
<th>SD (%)</th>
<th>DA (%)</th>
<th>UNC (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PDP has improved my language proficiency</td>
<td>0</td>
<td>1.7</td>
<td>.8</td>
<td>93.2</td>
<td>4.2</td>
<td>4.0</td>
<td>.00</td>
</tr>
<tr>
<td>2. PD programs made me capable enough to perform my duties in school effectively</td>
<td>0</td>
<td>1.7</td>
<td>2.5</td>
<td>94.1</td>
<td>1.7</td>
<td>3.96</td>
<td>.33</td>
</tr>
<tr>
<td>3. PDPs was helpful in the formation of a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://www.webology.org
positive attitude for teaching profession

4. PDP enhanced my knowledge about classroom management
5. I felt that there is a kind of conflict between the needs of the in-service teachers and content taught in PDP
6. PDP should be amended in the light of the collected feedback by the teachers

Table 4.2.2 explores the Mean values of the second component of the effectiveness of PDPs (Relevancy to Teacher’s professional needs). Statement No 26 (PDP has improved my language proficiency) exhibits the Mean score of 4.00. Mean score of Statement No 27 (PD programs made me capable enough to perform my duties in school effectively) is 3.96. The lowest Mean score is 3.66 of Statement No. 30 (I felt that there is a kind of conflict between the needs of the in-service teachers and content taught in PD courses) the overall Mean of Means is 3.92. Which demonstrates that teacher has positive perception about the effectiveness of professional development programs with reference to its relevancy to teacher’s professional needs. Teachers opine that these training are helpful in formation of positive attitude in them and helpful in getting different professional skills in them for effective teaching.

Table 4.2.3: Comparison of two groups regarding Relevancy of PDPs with Professional Needs of Teachers

<table>
<thead>
<tr>
<th>Groups</th>
<th>Skills</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>T-score</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDP I</td>
<td>Pedagogy</td>
<td>157</td>
<td>24</td>
<td>1</td>
<td>.52</td>
<td>.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8.13</td>
<td>.00</td>
</tr>
<tr>
<td>PDP II</td>
<td>Communication</td>
<td>118</td>
<td>21</td>
<td>4</td>
<td>.72</td>
<td>.02</td>
</tr>
</tbody>
</table>

http://www.webology.org
Table 4.2.3 shows that the mean scores of participants of PDP I (M=24.52) & PDP II (M=21.72) regarding relevancy to teacher’s professional needs were different and the difference was (MD=2.79). The table indicates that the t-value (t=8.13, p=.00, α = 0.00) was statistically significant to reject the null hypothesis. So the null hypothesis was rejected that, there is no significant difference among the perception of two groups regarding quality of implementation, applicability and relevancy of PDPs. It is confirmed that there is a significant difference between the perceptions of the participants of PDP I and PDP II regarding the relevancy of PDPs with professional needs of teachers. The results showed that training program of pedagogical skill were more effective than communication skills as perceived by the participating teachers in terms of relevancy of PDPs with professional needs of teachers.

5. Findings

5.1 Findings of PDP 1: Pedagogical Skills:
Here are results of research questions for teachers’ perception regarding effectiveness of PDPs at elementary level described.

5.1.1 Findings of component-I
The 90% teachers were agreed on the statement “Professional Development Programs (PDPs) improved my command on teaching method”. The 91% teachers showed agreement on the statement that “PDPs updated my subject matter knowledge”. The 53% teachers agree on statement “In PDPs I practice sharing and exchange of subject teaching experiences with peers”. The 60% respondents believe the statement that “All the participants share their pedagogical skills during PDPs”. The 56% teachers agree with the statement that “The method used to evaluate the PDPs (feedback sheets) was effective for our feedback” 91% teachers agree with the statement that “PDPs incorporated up-to-date information about effective teaching techniques” Whereas 79% respondents disagreed the statement “Pre-assessment of PDP was done”. The 72% agreed with the statement “Post-assessment of PDP was done”. Table 4.1.1 displays that the Mean values of the first aspect (Quality of implementation) of effectiveness of PDP 1(Pedagogical Skills) it reveals that the highest mean value regarding quality of implementation is 4.05 of Statement No 02 “PDPs updated my subject matter knowledge.” The second highest mean value is 4.00 of Statement No 01 “PDP improved my command on teaching method.” Statement No 15 “Post-assessment of PDP was done” displays the Mean value 3.91. Statement No 12 “PDP incorporated up-to-date information about effective teaching techniques” displays the Mean score 3.83. The Mean of Means of the quality of implementation of PDPs is 3.36. This shows overall high Mean score. It also represents that teachers perceive the PDPs effective with reference to its quality of implementation. However, the lowest Mean score of the statement no 14 “Pre-assessment of PDP was done” show a that the teachers were less satisfied with assessment procedure of training describe in table No 4.1.1
5.1.2 Findings of component-II
The 98% of the respondents were agreeing with the statement “PDP made me capable enough to perform my duties in school effectively”. 86% respondents agreed that “PDPs were helpful in the formation of a positive attitude for teaching profession”. 96% teachers were of the view that “PDP enhanced my knowledge about classroom management”. 100% teachers were of the view that the teachers should amend PDP in the light of the collected feedback. According to this table, the highest Mean score is 4.31 of Statement No 31 “PDP should be amended in the light of the collected feedback by the teachers.” Whereas the lowest Mean score was 3.788 of Statement No 29, “PDP enhanced my knowledge about classroom management.” The Mean of Means of this aspect is 4.05 which reveal that teachers are satisfied that the PDPs are somehow relevant to their professional learning needs but still more improvement is needed. Teachers also opine that PDPs should amend in the light of the feedback given by them as described in Table No 4.2.1

5.2 Findings of PDP II (Communication Skills)
In order to reach the findings of the study, it based on research questions. Here results of research questions for teachers’ perception regarding effectiveness of PDPs at elementary level described:

5.2.1 Findings of component-I (quality of implementation):
The 96% teachers respond, “PDPs updated my subject matter knowledge”. The 96% respondents agreed with the statement that “In PDPs I practice sharing and exchange of subject teaching experiences with peers”. 94% teachers have of the view that “PDPs provided me expert support by the trainers”. The 94% teachers agreed upon the statement “PD trainers were well qualified in their field. The 100% teachers respond in favor of the statement that “During PDPs we were engaged in interactive activities”. The 96% teachers have of the opinion that “In PDP environment was conducive for learning”. The 92% of the teachers disagree with the statement that “Pre-assessment of PDP was done”. The 98% of the teachers agreed that post assessment was done. It reveals that the highest mean value regarding quality of implementation is 4.01 of Statement No 15 Post-assessment of PDP was done. Statement No.5 (PDPs provided me expert support by the trainers). Statement No.11 The method used to evaluate the PDP (feedback sheets) was effective for our feedback and Statement No.13 (In PDPs environment was conducive for professional learning). However, the lowest Mean score is 1.99 of Statement No 15, (Post-assessment of PDP done). The Mean of Means of this aspect is 3.97. They have the opinion that the PDP well administered and the resource persons were experts in their field. However, the lowest Mean score of the statement No. 15 reveals that teachers were not satisfied with the assessment procedure of the training as described in Table No 4.1.2.

5.2.2 Findings of Component 2: Relevancy to Teachers Professional Needs:
The 95% opine that PD programs made them capable enough to perform their duties in school effectively. The 94% respondents agreed with the statement “PDPs was helpful in the formation of a positive attitude for teaching profession”. The 96% teachers opine that Courses of PD
enhanced their knowledge about classroom management. The 82% respondents were agreeing that they felt there is a kind of conflict between the needs of the in-service teachers and content taught in PDPs. The 98% teachers were of the view that PDPs should amended in the light of the collected feedback by the teachers. According to this table the highest Mean score is 4.2 of Statement No. 31 (PDP should be amended in the light of the collected feedback by the teachers). The lowest Mean score is 3.66 of Statement No 30 (I felt that there is a kind of conflict between the needs of the in-service teachers and content taught in PD courses). The overall Mean of Means is 3.92. This demonstrates that teacher has positive perception about the effectiveness of PDP with reference to its relevancy to teachers’ professional needs.

6. Discussion:
This study is a significant contribution to the understanding the effectiveness of teachers’ professional development as perceived by the trainee teachers. Findings of this research study showed that the PDPs under investigation were effective in terms of teachers’ perceptions. Teachers perceive these PDPs effective with reference to quality of implementation and the practices of PDPs’ relevancy to teachers ‘professional needs. Certainly, time, money and other resources may be some of the major obstacles that make it difficult to realize and operate any kind of teacher training. The findings also revealed the need to develop more comprehensive and interactive PDPs in future. As for policy, the research findings tend to suggest that continuous and sustained PDPs for teachers should planned and develop on the professional needs of the teachers. Because a great majority of teachers opines that, no need assessment conducted before planning and structuring the training. The Training wing should be empowered financially to plan for wider and comprehensive program. In relation to further research, studies similar to the present study need to carried out in more districts and at higher level of education.

7. Conclusions
The findings of the study lead to the following conclusions:
1. It was concluded that participants of both PDP I and II were satisfied with the effectiveness of PDPs with reference to quality of its implementation and relevancy to teachers professional needs.
2. It concluded that teacher’s subject matter knowledge updated after attending PDPs. The teachers also, show agrees with the statement that after PDPs they can better practice pedagogical skills.
3. A great majority of teachers were of the view that these PDPs were very interactive and environment was conducive for learning.
4. Participants of both training showed agreement that through PDPs they learn to use technology in a better way.
5. It concluded that PDPs were helpful for teachers to improve their interpersonal skills, and enhanced their professional knowledge.
6. It is also concluded that majority of the teachers was of the opinion that these kind of PDPs should be based on the professional needs of the teachers as the researcher asked in open ended question about suggestion for improvement in future.
7. The participating teachers pointed out several areas for more training in future e.g. trainings of IT skills, classroom management skill, assessment skills, training of core subjects and activity based teaching.
10. Participants of both of the PDPs opine that assessment procedure was not reliable and it should improve in future PDPs.
11. All the participants unanimously agreed on the point that continuous follow up the PDPs should made sure.
12. In terms of teachers, training it appears that what they urgently hope to acquire is practical knowledge. That is why they seem to be concerned with IT skills and activity based teaching.
13. In open-ended questions, teachers indicated the areas in which they need more improvement.
14. Teachers suggested that teachers should supported financially and training should conducted near to their residence.
15. They also opine that resource persons should be more qualified and use more interactive methods during trainings.

8. Recommendations
1. As the participants of both programs perceive these programs effective for their professional growth in many ways therefore it strongly recommended to continuing such kind of programs in future.
2. PDPs should planned and developed according to professional needs of the teachers.
3. Offer incentives to teachers in accordance to their need and the stage of their career such as salary increase, allowances and benefits. Venues should near to trainee teachers.
4. Training to focus on improving teacher’s classroom management skills, promoting group work, assessment skills and activity based learning.
5. The curriculum and methodology of PDPs must designed to link with national curriculum to teach in the schools.
6. It was recommended that systematic follow-up of every professional development programs may made mandatory through implementation of some rules.
7. Studies similar to the present study need to carry out in more districts and at higher level of education.

References


