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PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL
TEACHERS IN RAWALPINDI**

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ROLE OF TEACHER TRAINING INSTITUTIONS IN PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL TEACHERS IN RAWALPINDI

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ABSTRACT

Professional development generally refers to the group of activities that systematically improve teachers' knowledge of academic subjects and advance teachers' understanding of instructional strategies. This study is aimed at investigating the role of teacher training institutions in enhancing professional development of secondary school teachers in Rawalpindi with the view to identify their strength, grey areas and improvement thereof. The objectives of the study to identify the role of teacher training institutions, to assess the utilization of educational technology and imperfection in the teacher training programmes in teacher training institutions. The study was descriptive in nature. Data and related information were gathered by survey method. For this purpose, three questionnaires for the head teachers, teacher educators, and prospective teachers on five-point Likert scale was developed separately. The collected data from respondents were analyzed by taking percentage and mean score was used for analyses of data. Linear regression method was used to check the effect of independent variables on dependent variable (SPSS-17). Sixteen (16) teachers training institutions offering professional development programme are functional were selected as a population. The sample of the study caters for sixteen (16) head teachers, seventy five (75) teacher educators and three hundred twenty two (322) prospective teachers. The entire population was selected as sample. The major findings reveals that teachers training institutions contributes towards the professional development and teacher training programme enhance professional skills of prospective teachers. The overwhelming majority of the respondents were agreed that educational technology enhance professional competence of prospective teachers and they usually able to use all type of educational technology. In addition, this study stresses syllabus may be revised after five years according to the need, further more it is recommended that professional ethics may be taught as a subject in professional development institutions, and mandatory educational technology may provide in the classrooms.

Keywords: Professional Development, Teacher Training Institutions, secondary School, teacher training programmes, educational technology.

1. INTRODUCTION

Education is a tool that brings the desired changes in individual attitude, behavior and development of personality. According to Thakur (2014, p.5)

The role of education as social agent is universally recognized, social changes always take place when humans need change in society. Social setup fails to understand and meet the needs of human. Education always initiates to bring permanent changes in personality of human beings.

Education contributes significantly in human development. It is a process, which enhances mental capabilities and physical potentials of a person. Khalid. (2004 p.4) cited John Dewey as "Education is process of living through a continuous reconstruction of experience. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities. "Education is the only tool through which we can develop a society. Education as a basic element of personal and social development is accepted by all experts and according to Government of Pakistan, economic survey of Pakistan (2006-2007, p.161)

Education is driving force of growth and progress in an increasingly interconnected and globalize world. The multifaceted impact of education on every aspect of human existence makes it an essential area of policy framework especially for developing countries. Developing countries

where majority of the world population resides need to maximize on productivity and capabilities of the advance human capital.

A teacher provides education to the students, moulds and develops their character and personality. In fact, an inspiring and learned teacher influences effectively students and thus becomes instrumental in their success. According to Government of Pakistan, National Education policy 1998-2010, (pp.47-48), "the academic qualification, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process".

Teacher training programmes contribute significantly in assisting the teachers to apply effectively their skills, techniques and methods to ensure effective learning person and achieve desired learning objectives. Teacher has to implement different activities in the class room and school like teaching, assessing, guiding and control the different type of situations. Teacher training supports teachers to face new problems and feel self-confident in handling these problems in learning process. Training supports prospective teachers in applying modern techniques and methods resourcefully for achieve the objectives.

Professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. It also refers to various educational experiences related to an individual's work. It is an ongoing development process for professionals that continues throughout their professional career and enhances their competence in the teachers training institutions contribute in the professional development of teachers.

2. REVIEW OF LITERATURE

Teaching is a profession that demands a high sense of devotion, dedication and professional excellence. Teacher training programmes offered by the teacher training institutions are developed in a systematic way, where teachers are trained to enhance their pedagogical skills. Training of teachers provides them awareness, understanding and skills about teaching learning process. The importance of the teacher training programme need not to be over emphasized as these help teachers in their teaching profession to face new challenges and feel more confident in dealing multifarious, problems that arise in a learning environment. A quality teacher is the central figure for provision of quality education and plays a vibrant role in moulding, shaping behavior, manners and help in development of student personality. Students are generally influenced by their teachers, as they spend most of their time under the guidance and supervision of teacher in the schools.

According to Winch (1999, p.10). "Education tell us what it is for. Since they embody the fundamental process of education, they determine the character of everything else: institutions, curriculum, pedagogy and assessment." Teaching is a sacred profession which demands sense of devotion, integrity, professional excellence and skills and have deep sense of professional honour. If a teacher is well equipped with the subject knowledge and pedagogical skills and discharge his duties with the highest sense of devotion and sincerity, then the educational objectives are successfully achieved. According to Nelson, (2007, p.7)

In education, teachers are those who help students or pupils learn, often in a school. The objective is typically a course of study, lesson plan, or a practical skill, including learning and thinking skills. The different ways to teach are often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority.

Professional development is a slow but gradual process and needs concerted efforts. It really needs enthusiastic and willing teaching staff, well-organized educational system, and responsive environment for students and teachers.

According to Anna, (2000) 'Professional development has attracted increasing attention in recent years. Faced with rapid change, demands for high standards and calls for improving quality. Teachers have a need as never before, to update and improve their skills through professional development'. Use of educational technology plays very helping role in the professional development of prospective teachers. It is an organized and wide-ranging technique of working to achieve desired outcomes. This technology is very handy in teaching-learning process. Use of white boards, various types of graphic representation, audio-visual aids, broadcasting media, computer and other cinematographic aids being used in the classroom are supportive for enhancing knowledge in a recurrent way to the learner. In teacher training institutions, educational technology is also being used more and more.

Prospective teachers not only learn from this technology but also learn how to benefit from this technology in the classroom after completion of the professional training programme. In this context, Thomas, (1997). (Vol. – 4 p.1) cited Silber "Educational technology is complex, integrated process involving people, procedure, ideas devices, and organization for analyzing problems and devising, evaluating, and managing solutions to those problems, involved in all aspects of learning". There are 284 teachers training institutions in public and private sectors in Pakistan, these teachers training institutions offers many professional development courses i.e. B.Ed., M.Ed., M.A. Education, M.Phil

Education and Ph.D. Education, out of which 16 teachers training institutions offering professional development programme are functional in Rawalpindi. Two (2) institutions from public sector are the degree awarding institutions and other fourteen (14) from private sector are affiliated with different universities.

The professional development programmes in these teachers training institutions have been devised to offer prospective teachers with a broad-based knowledge relating to education in theory and practice. It vividly chalks out capabilities and limitations of teachers and students alike. This well-thought and skillfully planned educational programme gives a platform to moulds teachers and students to become visionary thinkers and educationists, besides meeting the contemporary educational demands. This programme enables them to achieve the best appropriate learning outcomes. The basic aim of professional development programme is to provide healthy classroom environment, balanced grooming of students, need-based training of teachers, school management, development of evaluation system, improvement of pedagogical skills and finding out solutions of the problems faced by both teachers and students. Only a Teacher training institution can provide professionally sound and skilled secondary school teachers.

a. Role of Teacher Training Institutions In Professional Development

The teacher needs dedication and determination for continuation in his learning process during his service as well as who intend to enter this profession. It felt imperative to analyze the extent of success at teacher training institutions for the development of professionally strong teachers. Although the development of teacher training institutions is visible in regards to their enrolled strength, but the teacher output at school level is not encouraging. This showed that there is lack of interest and motivation among the teachers even among those who got teacher training at these institutions. Probably the teacher trainers do not consider the impact assessment on their trainees and motivation among them during and after training; while simply awarding teacher training completion certificate is not the solution of the problem. There is no doubt the teachers do not obtain teacher training for their development, but they achieve training certificate for their job confirmation and salary increment.

Moreover, there is a need to assess the educators' performance periodically in order to ascertain the quality of teaching. In many cases it has been observed that there is nothing wrong with the teacher training institutions. The analysis shows that appointment to the teachers is made on merit especially at secondary school level.

b. Role of Head Teachers In Professional Development

Being an institutional leader head teacher usually run a committee, such as an institutional improvement team, an institutional leader shares the vision of the institution, bring into line his or her professional goals and shares responsibility for the success of the institution as a whole.

Leadership may be defined as a process of influencing the work objectives and strategies of a group or organization; of influencing the actors in an organization to introduce strategies and achieve objectives; of influencing the functioning and identity of a group and, lastly, of influencing an organization's culture. (UNESCO, 2009)

Head teachers are planners. This is the essential role of the head teachers in teaching training institutions. Head teachers have a plan how to run the institution. They usually divide duties among the teachers. A well-conceived plan is fundamental to a successful learning experience. A head teacher first becomes a manager and then a planner. Head teachers has many more roles in the institutions he is overall responsible all the activities occurs in the institution and he have fully involve in decision making about these activities.

c. Role of Teacher Educators In Professional Development

Teacher educators themselves caught sometimes poor teacher quality sometimes they used old teaching methods. Trainers fail to cultivate thinking, inquiry and problem solving among their trainees. Basically teacher trainers helps other to deliver their lecture in better way. So if they are sound they can deliver the lecture in better way. The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that: "On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' future". Teacher educators are known as the teacher trainer or the master trainer. The master trainers are the person envisioned with future needs and prepare a teacher according to the need of the society. According to Bates (2011 pp. 7-8)

Teacher educators are those teachers in higher education and in schools who are formally involved in pre-service and in-service teacher education. Those who work full time or part time in teacher education institutes, whether these are colleges for faculties of education, or in schools

and are involved in teaching and supervising student teachers. It also means that those who are involved in the professional development of teachers are regarded as teacher educators.

The professional development of the teacher educators is the much-ignored aspect. Although a competent teacher educator can train a competent prospective teacher to meet the educational challenges of the modern era.

The future teachers-in-training will influence the shape of society well into the 21st century. However, although a teacher must serve certain universal needs of the individual, the school also has a responsibility to reflect cultural, economic and political the curriculum is a way of organizing and sequencing learning experiences with the aim of achieving specified learning outcomes. (Moon, 2000).

The role of teacher educator is very important in higher education institutions. His role is likely to design curriculum supervising the prospective teachers in the teacher training institutions. It is generally acknowledge that need for professional skills that promote ultimate professional learning and development for prospective teachers and teacher educators. The professional learning journey is metaphor often used to describe the experiences of prospective teachers and teacher educators as they engage in professional education and growth. The role of a teacher is to help students apply concepts, such as math, English, and science through classroom instruction and presentations. Their role is also to prepare lessons, grade papers, manage the classroom, meet with parents, and work in close coordination with school staff. According to Marshad (2016 pp.70-71).

The teacher should be a model for the student by showing just behavior and good morals. He should also abide by the ethics of profession to fulfill the goals and ambitions of society, as he is an essential element in the educational process, modifying and developing the content of his subject and choosing the strategy that can achieve the educational goals. The teacher should be open minded in order to be able to identify the students' needs' skills, and best methods of dealing with them.

Today's world a teacher's role is a multifaceted profession; they carry the role of a surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, planner and much more. According to Marshad (2016 p.63).

A set of modern teaching tasks targeting the employment of systemic planning in teaching, varied teaching strategies, information and communication technology, innovate enrichment activities in teaching, classroom- management skills, and diverse assessment methods. In the old pedagogy student viewed as winners and losers, learner as empty vessels, teachers as experts, singular teaching styles, summative assessments and unilateral decision-making.

I. Teacher Educator as a Planner

Teachers are planners. They have to plan what to do in the class and the next day. Before all else, the teacher must develop a "flight plan." Like any good flight plan, it must lay out a destination and the path to that destination.

II. Teacher Educator as an Instructor

The instructor plays role of resource person to the students. Instructor also plays role of mentor and source of information for the student. Instructor is a planner and provides the feedback to the institution and evaluates the student.

III. Teacher Educator as a Student's Mentor

A teacher plays the role of mentor, who has the personal and professional relationship with the student. Mentor will try to provide the help and attention to the student helps them provide the information and encouragement.

IV. Professional Duties of Teacher Educator

Teacher has many professional duties for the betterment of his students and manages the class some are the common professional duties of a teacher. He has to implement the guideline from the school administration. Teacher relation to his student is that of a mentor. A teacher should be answer of the central norms and influences.

d. Role of Teacher Educator In Professional Development In Today's World

Serving as a mentor for novice teachers is a common role for teacher educator. Mentors serve as role models, acclimate new teachers to a new institution and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

I. Teacher Educator as an Institutional Leader

Being an institutional leader educator usually run a committee, such as an institutional improvement team, an institutional leader shares the vision of the institution, bring into line his or her professional goals and shares responsibility for the success of the institution as a whole. Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

II. Teacher Educator as a Catalyst for Change

Teacher leaders can also be catalysts for change, according to Lerner, (2004, p.32). "Never content with the status quo but rather always looking for a better way". Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

According to Singh (2005, p.34) "A teacher is supposed to deal with explanation and exposition of matter and ideas. His job is to theories, speculate, moralize and discover the most 'general' as well as the 'unique' causes and principles. He is conscious of the principles of human action and conduct". Teacher play various roles in classroom, institute and in public for improvement without good training he cannot perform all the duties very well. So, teacher professional development programme play very significant role to train the teacher for all the duties of teachers.

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we inspire to be like. We learn through team, through their commitment to excellence and through their ability to make us realize our own personal growth. We look to them for advice and guidance. A role model can be anybody: a parent, a sibling, a friend but some of our most influential and life-changing role models are teachers (Tech.com, n.d).

Teacher is the best role model due to the nature of work and teacher is most followed person by the student usually students idealize the teachers. So, teachers training programmes are designed to keep all the things in mind.

e. Teacher Training Programmes In Training Institutions

Teacher always passes through challenges and teaching is a profession to be dealt gently and sensibly. Hence, only adequately trained teachers with entire motivation can shoulder this nation building responsibility who knows the value of professionalism in teaching. In Rawalpindi the educational scenario is not encouraging one and apart from the increasing opportunities for teacher training and handsome salary packages in the government schools, the teaching quality is deteriorating. The teacher needs dedication and determination for continuation in his learning process during his service as well as who intend to enter this profession. It felt imperative to analyze the extent of success at teacher training institutions for the development of professionally strong teachers. Although the development of teacher training institutions is visible in regards to their enrolled strength, but the teacher output at school level is not encouraging. This showed that there is lack of interest and motivation among the teachers even among those who got teacher training at these institutions. Probably the teacher trainers do not consider the impact assessment on their trainees and motivation among them during and after training; while simply awarding teacher training completion certificate is not the solution of the problem. There is no doubt the teachers do not obtain teacher

training for their development, but they achieve training certificate for their job confirmation and salary increment. Moreover, there is a need to assess the educators' performance periodically in order to ascertain the quality of teaching. In many cases it has been observed that there is nothing wrong with the teacher training institutions. The analysis shows that appointment to the teachers is made on merit especially at secondary school level.

f. Components of Teacher Training Programme

When an individual takes the responsibilities of a teacher, he has been admitted in teachers training institution for desired programmed. Where he has been executed to mental, sociological, metaphysical, and scientific ideas and beliefs, all this is very important as some educationist approves. According to Sangha (2006, p.6)

The Teachers' Training program is very important because we need people who have the capacity to teach, and who can develop that capacity for the future. That is the only way in which the teaching can continue. This being the case, those who take this responsibility must be perfect. If we do something in the wrong way - not correctly or not perfectly - that's how it will continue to develop.

It is very sensitive to produce competent teachers in the society it really need work hard the teacher training institutions play vital role to introduce the different programmes for the teachers of different level. B.Ed., M.Ed., M.Phil., PhD. And different types of diplomas introduced by the teaching training institutions according to the level of the students. According to Richards (2005. p.3.)

Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice.

Same idea is discussed by another philosopher that teacher education or teacher training programmes includes the basic concepts in the different subjects Even the teacher of mathematics describes about mathematics' teachers but the training scheme is the same basically and a bit different subjects to subject. According to Even (2009.p 18.)

Teacher education characteristics (e.g., programme structure) and approach or orientation (e.g., curricular content and sequence, pedagogy) importantly shape opportunities to learn and may influence teachers' knowledge, practice, and presumably pupil learning. The information obtained at the study conference shows great variability among the options offered future mathematics teachers.

Teachers training programmes for secondary school teachers have the following important factors that plays very important role in professional development of prospective teachers in teacher training institutions. Following are the components of programme.

- i. Instructional Development
- ii. General Education
- iii. Professional Education
- iv. Career Oriented
- v. Technology
- vi. Interrelation of Knowledge
- vii. Task and Teaching
- viii. Supply and Demand
- ix. Research
- x. Accreditation

g. Components of Effective Professional Development

Professional development depends on two basic things i.e. Development and training. Both the elements have different impact on prospective teachers. According to Richards (2005. p.3)

Two broad kinds of goals within the scope of teacher education are often identified, training and development. Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for

induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom.

Training deals with current encounters and responsibilities and realizes the basic concepts and ideas but development generally discusses to the exact work and it is extensive development. According to Richards (2005. p.4)

Development generally refers to general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up".

h. Knowledge, Skills, and Beliefs (Cognitive, Psychomotor And Affective Domains)

In teacher training three domains are very necessary to improve usually cognitive domain focused, Psychomotor and affective domain are not properly developed or properly focused. Cognitive domain means the growth of mental skills or mental capability during the professional development in other words increase of knowledge which up to the mark on time to time, evaluation (Thomas, 2004).

I. Knowledge (Cognitive Domain)

The cognitive domain involves knowledge and the development of intellectual skills of the student. This includes the recall or gratitude of specific fact, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive a process, starting from the simplest to the most complex.

- i. Information (Knowledge)
- ii. Understanding (comprehension)
- iii. Application
- iv. Breakdown (Analysis)
- v. Combination (Synthesis)
- vi. Evaluation

II. Skills (Psychomotor Domain)

Psychomotor domains mean the growth of the skills. This domain focusing both mental and physical activities and consisting four levels. Observing, imitating, practicing and adapting which the prospective teachers learns and show their skills how to use computer, projector and other educational technology during the class including all type of activities where the prospective teacher is physically involves.

III. Beliefs (Affective domain)

Affective domain means growth in feelings or ethics it focusing on attitude, feelings, and emotions. The domain consisting five levels Receiving, responding, valuing, organization and characterization by value. During the professional development course the interaction with the class how a prospective teacher behaves with educators and his peer group (Thomas, 2004).

i. Professional Development Activities In Teacher Training Institutions

There are so many activities in professional development institutions to improve the professional development skills of prospective teachers. Some important activities are as under:

I. High Quality Instructions

Most of the teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving teaching. High quality instructions create high quality teachers. (US Department of Education, 2002).

II. Combines Evaluation

The purpose of the first level of evaluation is to collect evidence regarding the extent to which participants were satisfied with a professional development offering. Such evaluations often prompt participants to provide feedback in one or more of the following areas:

Contented: The relevance, utility, clarity, value, difficulty, and importance of the subject matter presented

Procedure: The quality of the instruction, activities, materials, and technology of the training, including the quality of the facilitator

Framework: The appropriateness of the setting, facilities, and accommodations of the professional development experience

Consciousness: The extent to which participants were aware of the purpose and goals of the professional development prior to the training. (Bayar, 2014).

III. Self-Monitoring

Part of the “personalizing” stage of knowledge involves a general scan of the performance of own, whether or not this performance is related to specific learning objectives. Sometimes, objectives create blinders that put off us from seeing potentially useful abilities and learning potential. Self-monitoring is a strategy that may help you better identify the overall progress you are making, how your feelings about your work are changing and learning gaps you may have. According to Richards (2005. P, 48)

Self-monitoring a sample of one’s lessons is often a good starting point in planning personal professional development, because it can be used to identify issues that might later be further explored through peer coaching, action research, or in a support group. Although teachers are sometimes skeptical at first about the benefits of self-monitoring, few remain so after experiencing it and generally feel it was well worth the effort.

IV. Peer Observation

According to Richards (2005. p.85.) “Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson or part of a lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction”.

V. Peer Coaching

Peer coaching is considered the easy way to coach the fellow students in professional development programmes especially during the presentation other class judge their fellow very well and analyze candidly and freely. Peer coaching is basically strategy of learning in professional development programme class mate have equal respect and rank. Peer group share their experiences comfortably with each other. A variety of assistances follow from peer coaching, these include: mutual problem solving; learning through observation; and self and peer development. These benefits can lead to deeper learning, critical thinking and higher levels of leadership and managerial competency (Meister, 2010).

j. Professional Development Activities Outside The Teacher Training Institutions

I. Conferences

Conferences play very significant role in the development of prospective teachers. It opens new possibility for the prospective teachers. Difference of opinion and intellectual delivery lecture force the prospective teachers to reproduce different ideas field of professional development.

II. Seminars

Training seminars in professional development are very important seminars are conducting to improve and develop the professional skills of prospective teachers and enhance their capability of learning. Seminars create an effective learning environment to improve and upgrade the knowledge.

III. Workshops

Education is never ending process, and workshops help the teachers to continue to improve their knowledge through workshops. Workshops help prospective teachers to learn new strategies and teaching practices. Prospective teachers can improve their professional skills through workshops. (Hammond, 2010).

k. Use Of Educational Technology In Professional Development

Using technology in the teaching training institution setting requires training (to develop the knowledge and skills to apply the tools) and professional development (to understand and apply the technology in instruction and institutional management). According to Drey (2010 p. v). "Technology is not restricted to machines and hardware, but includes techniques and procedures derived from scientific research about ways to promote change in human performance". Educational technology has practical value for the development, application and assessment of instructive programmes. It means the organized application of technical or other systematized information to the applied task. It helps students to achieve their goals and technology in education also increase the attention of the student towards the standardized test score in the examination. Technological tools should be a seamless part of the institutional environment, requiring no more prior learning to apply than, say, electricity. Teachers and students would use technological tools-or not-in learning situations, depending on whether they helped one to learn in that context. If research were required, students would conduct it at the school digital library or at a remote resource as needed. School administrative records and cafeteria food requirements would be updated automatically from entry-screening.

I. Assistance And Support To Prospective Teachers

Educational technology is the study of ethical practice of facilitating leaning and improving performance by creating, using, and managing appropriate technical process and resources. Educational technology is both use hardware and learning theories. According to Biswal (2012. P3).

This is the era of technology where we are utilizing scientific techniques for solving problems and improving the life. However for acquiring education also we are implementing technology to make teaching learning easier, simple, and comprehensive. This technology is known as educational technology which is saving time and energy and assisting learner progressively

Educational technology is the new dynamic in the traditional student-teacher relationship, however no one can argue that the most important influence in student learning and achievements is still teacher quality so it stands to reason that the true challenges of effectively integrating technology in education is human rather than technology while technology advance hold the promise of improve learning instruction. Technology focused professional development for teachers are the critical if technology is truly to be used to promote learning for all students. A comprehensive well thought out professional development plan that moves educators along the continuum from no voice to integrate our time, regardless of their starting position, demonstrate investment, commitment and thoroughness on the part of area. As teachers develop their core technology skills, they need ongoing support through a professional development environment that is constantly interwoven with hands on use of technology to reinforce their effort and learning. According to Inoue. (2006. P, 27).

Educational technology refers to a particular approach to achieving the ends of education. Instructional technology refers to the use of such technological processes for teaching and learning. The Association for Educational Communications and Technology (AECT) defines instructional technology as the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.

II. Addresses Student-Learning Needs

Professional development should address the need of the student prospective teacher should train as per current need of the society usually old courses taught for decades in the professional development institutions which do not meet the challenges of the modern world. How do we make professional development more useful and

engaging professional development become better is by differentiating the teacher learning, to more closely meet the needs of individuals and help them achieve their professional goals? (Hammond, 2017).

III. Job Oriented

Professional development programmes should be job oriented. Teacher education Programmes should be according to the need of the society.

I. Modern Trends in Professional Development

It is a challenge for educational leaders and administration to cope with the accessibility of modern instruction and the preparation for all teachers to be able to use them successfully. New electronic and computer technology is inevitable for teachers to learn about and apply efficiently in their teaching and learning process in the classrooms. A teacher now needed to learn more than content and pedagogical knowledge because he/she has to play a more dynamic role in universities and colleges in pedagogy. Creativity and use of modern technology is very essential rather unavoidable to be focused in our institutions. A crucial questions for the teacher educators that how they apply their new learning in their professional practice? Usually teacher educators are very confident and enthusiastic to improve their skills and they are eager to use modern electronic technology during teaching in the classroom. They show immense interest and motivation to display a very friendly attitude and take care of social and moral values to their students inside and outside classroom activities.

3. STATEMENT OF THE PROBLEM

The study is aimed at investigating the role of teachers training institutions in enhancing Professional development of secondary school teachers in Rawalpindi with a view to identify their strengths, weakness and improvement thereof.

4. OBJECTIVES OF THE STUDY

Following were the main objective of the study:

- i. To identify teacher training programmes in different teacher training institutions in Rawalpindi.
- ii. To identify the role of teacher training institutions in professional development of Prospective teachers in Rawalpindi.
- iii. To assess the utilization of educational technology at teacher training institutions in Rawalpindi.
- iv. To identify the imperfections in the teacher training programme organized by the teacher training institutions in Rawalpindi.

5. HYPOTHESES

Following were the hypotheses of the study

H₁: Teacher training programmes significantly contribute in the professional development of prospective teachers.

H₂: Utilization of educational technology in teachers training institutions significantly affects the professional skill of prospective teachers.

6. SIGNIFICANCE OF THE STUDY

The present study immense significance in the professional development of secondary school teachers. This study is an attempt to assess the role of the teacher training institutions in professional development of secondary school teachers at Rawalpindi. This study is significant as its results might help in identifying areas, which need to be reviewed, and upgraded to make it relevant and efficient. This study is significant because its findings would facilitate to the policy makers, administrators, planners and curriculum developers for bringing about appropriate changes in teacher training programmes. The study also help to the teacher training institutions by identifying weak areas in teacher training programmes and suggest remedial measure for eliminating the weaknesses. The study also helps to the heads of teacher training institutions to identify the areas that need to be upgraded. The study is also significant because it will provide the strategies to teacher educators to improve their classroom skills. It would also be helpful for the prospective teachers and in-service teachers in developing their professional skills. The study is significant

because it will identify the gray areas in educational technology to the heads, teacher educators and prospective teachers in teacher training institutions.

7. DELIMITATIONS

Due to financial and administrative constraints, the study was delimited to 16 teacher training institutions located in Rawalpindi city. The study was delimited to session 2016-17. All head teachers were the population of study but the study was delimited to only those teacher educators who were teaching to prospective teachers of secondary school level in session 2016-2017.

8. METHODOLOGY

The study was descriptive in nature. Data and related information was gathered by survey method. For this purpose, three questionnaires one each for the head teachers, teacher educators, and prospective teachers on five-point Likert scale were developed.

I. Population

The population comprised of:

- All teachers training institutions (16) public (2) and private (14) offering professional development programme session 2016-2017 in Rawalpindi.
- All the heads (16) of teaching training institutions session 2016-2017 in Rawalpindi.
- All the teacher educators (75), teaching programme in teaching training institutions session 2016-2017.
- All the prospective secondary school teachers (322) of teacher training institutions session 2016-2017 of Rawalpindi.

Table-1. Population

S/No	Category	Population
1	Heads of teacher training institutions	16
2	Teacher Educators	75
3	Prospective teacher	322
4	Teacher Training Institutions	16

II. Sample of the Study

Almost 85 percentage of population was selected for study. According to Gay (2012, p.139) “for survey research, it is common to sample size 80% to 90 % of the population”.

Table-2. Sample Size

S/No	Category	Sample Size	Response Rate
1	Heads of teacher training institutions	14	12 (86 %)
2	Teacher Educators	67	57 (85%)
3	Prospective teacher	290	242 (83%)

III. Research Instrumentation

All the three questionnaires were discussed with the five experienced educationists and developed in the light of literature related to the professional development of teachers for 30 for each respondent for data collection which covered such aspects as objectives of the study, professional competence of teacher educators, course and management of head teachers. It also covered the use of educational technology in teacher training institutions.

IV. Pilot Study

A pilot study was conducted to verify the validity and reliability of the tools. Ten percent of sample was selected for the pilot study which was otherwise not part of the sample selected for study. According to Gay (2012, p.139) "for survey research, it is common to sample 10% to 20 % of the population".

Table-3. Pilot Study

S/No	Category	Size of Pilot study
1	Heads of teacher training institutions	2
2	Teacher Educators	8
3	Prospective teacher	32

V. Validity of The Instrument

Three questionnaires were refined and 5 items were removed out of 35 items of head teachers questionnaire, 5 item were removed out of 35 items of teacher educators and 10 item were removed of 40 items of prospective teachers questionnaire, being comparatively difficult to understand and slightly irrelevant on the feedback given by the responses of the pilot study, advised by two educationists and two faculty members of education department. Only eight items were include I this article from four main categories 2 question from each category which covers the whole theme of objectives.

VI. Reliability of The Questionnaire

Cronbach's Alpha method was used to measure the internal consistency of items. The Cronbach's Alpha for 30 items of head teachers was 0.89. For 30 item of teacher educators 0.85. The Cronbach's Alpha for 30 items of prospective teachers was 0.87.

9. ANALYSIS AND FINDINGS.

The data collected from different categories of respondents were analyzed statistically by percentage and mean scores and check the relationship between variables regression liner by using statistical package for social science (SPSS- 17).In analyzing data, the researcher used following statistics for the purpose of description. Percentage of responses to each item was calculated.

Overall of mean score of each item was also calculated through SPSS-17. Linear regression method was used to check the effects of independent variables on dependent variable and their relationship.

Table 4. Responses of Head Teachers

S/No	Statement	Percentage	Mean score
1	Curriculum envisages all the domains of prospective teachers in teacher training institutions	100	5.00
2	Teacher training institution contributes towards the development of prospective teachers	92	4.75
3	Syllabi are revised periodically as per government policy	47	2.75
4	Institution provide assistance to the prospective teachers addressing their learning activities	83	4.33
5	Institution offers M.Ed. programme is high quality	75	4.08
6	Teachers educators are professionally competent	92	4.91
7	All the class rooms are equipped with educational technology	51	2.75
8	This programme enables the prospective teachers to use educational technology	80	4.15

Table 4 reveals that all the respondents Mean value 5.00 agreed that Curriculum envisages all the domains of prospective teachers in teacher training institutions. Overwhelming majority (92 percent), agreed that Teacher training institution contributes towards the development of prospective teachers. Less than half (47 percent) agreed with the statement that Syllabi were revised periodically as per government policy. Moderate majority (83 percent), agreed that Institution assist the prospective teachers addressing their learning activities. Large majority (75 percent),

agreed that teacher training Institution offers M.Ed. Programme is high quality. Overwhelming majority (92 percent) agreed that Teachers educators are professionally competent.

Simple majority (51 percent) agreed that All the class rooms are equipped with educational technology. Moderate majority (80 percent) agreed that this programme enables the prospective teachers to use educational technology

Table 5. Responses of Teacher educators

S/No	Statement	Percentage	Mean score
1	Curriculum envisages all the domains of prospective teachers in teacher training institutions	90	4.31
2	Teacher training institution contributes towards the development of prospective teachers	95	4.51
3	Syllabi are revised periodically as per government policy	65	3.20
4	Prospective teachers are trained to assign different activities to the students during the class	90	4.16
5	Teacher educators use lesson plan in the classroom	92	4.29
6	Teachers educators are professionally competent	90	4.31
7	Educational technology contributes toward effective learning	96	4.47
8	Educators use a variety of educational technology to enhance professional development of prospective teachers	90	4.19

Table 5 reveals that overwhelming majority (90 percent) agreed that Curriculum envisages all the domains of prospective teachers in teacher training institutions. Overwhelming majority (95 percent) of the respondents are agreed that teacher-training institutions provide internet access to the prospective teachers. Vast majority (65 percent) of the respondents respond that Syllabi are revised periodically as per government policy. Overwhelming (90 percent) of the respondents that Prospective teachers are trained to assign different activities to the students during the class. Overwhelming majority (92 percent) of the respondents agreed that Teacher educators use lesson plan in the classroom. Overwhelming majority (90 percent) of the respondents agreed that Teachers educators are professionally competent. Overwhelming majority (96 percent) of the respondents' claims that Educational technology contributes toward effective learning. Overwhelming majority (90 percent) of the respondents are agreed upon that Educators use a variety of educational technology to enhance professional development of prospective teachers

Table-6. Responses of Prospective Teachers

S/No	Statement	Percentage	Mean score
1	Curriculum envisages all the domains of prospective teachers in teacher training institutions	77.2	3.88
2	Teacher training institution contributes towards the development of prospective teachers	90.5	4.39
3	Syllabi are revised periodically as per government policy	48.8	2.85
4	M.Ed. programme improves professional skills	94	4.27
5	Teacher educators explain the basic idea of the subject	94.1	4.34
6	Teachers educators are professionally competent	94	4.27
7	Quality of educational technology is good in this institution	90.8	4.27
8	Educational technology contributes toward the effective learning	91.6	4.34

Table 6 shows that moderate majority (77.2 percent) of the respondents are agreed that Curriculum envisages all the domains of prospective teachers in teacher training institutions. Overwhelming majority (90.5 percent) of the respondents respond that Teacher training institution contributes towards the development of prospective teachers. Less than half (48.8 percent) of the respondents admit that Syllabi are revised periodically as per government policy. Overwhelming majority (94 percent) of the respondents agreed that M.Ed. programme improves professional skills. Overwhelming majority (94.1 percent) of the respondents agreed that Teacher educators explain the basic idea of the subject. Overwhelming majority (94 percent) of the respondents admits that Teachers educators are professionally competent. Overwhelming majority (90.8 percent) of the respondents agreed that Quality of educational technology is good in this institution. Overwhelming majority (91.6 percent) of the respondents agreed that Educational technology contributes toward the effective learning

Table-7.Comparative analysis

S/No	Statement	Mean score Head Teachers	Mean score Teacher Educators	Mean score Prospective Teachers
1	Curriculum envisages all the domains of prospective teachers in teacher training institutions	5.00	4.31	3.88
2	Teacher training institution contributes towards the development of prospective teachers	4.75	4.51	4.39
3	Syllabi are revised periodically as per government policy	2.75	3.20	2.85
4	Teachers educators are professionally competent	4.91	4.31	4.27

Table 7 reveals that mean value of head teachers (5.00), teacher educators (4.31) strongly agreed however , mean score of prospective teachers was comparatively lower which is (3.88) shows that curriculum envisages all the domains of prospective teachers in teacher training institutions. Mean value of head teachers (4.75), teacher educators (4.31) and prospective teachers (4.39) shows that all the respondents are strongly agreed that teacher-training institution contributes towards the development of prospective teachers. Mean value head teachers (2.75), teacher educators (3.21) and prospective teachers (2.85) shows that all the respondents are not agreed with the statement that Syllabi are revised periodically as per government policy. Mean value of head teachers (4.91), teacher educators (4.31) and prospective teachers (4.27) shows that all the respondent are strongly agreed that Teachers educators are professionally competent in teacher training institutions.

I. Linear Regression

Effects of professional development and educational technology on teacher Training programme in the opinion of head teachers.

Table 8. Linear Regression

Variables	Model 1 B	B	95%CI
Teacher training programme	.822		.042
Professional development	-.311	2.074	.009
Educational Technology	.553	.665	.032
R	.765		
R2	.571		
F	3.8879		

Table 8 reveals that Dependent variable: Teacher Training Programme

Independent Variables: Professional Development, Educational Technology.

Table 4.5 shows that contribution of independent variables (professional development and educational technology) are significantly related to each other $R^2 = .571$, $F(2, 10) = 3.8879$, $P < .000$ statistics for each dimension of teacher training programme play significant role in professional development. Data suggests model is relatively good predictor of the outcome.

10. FINDINGS

Based on the analysis of data, findings were drawn, conclusions and recommendations were made accordingly.

a. Head Teachers

- 100 percent of the respondents agreed that Curriculum envisages all the domains of prospective teachers in teacher training institutions.
- Overwhelming majority (92 percent) agreed that Teacher training institution contributes towards the development of prospective teachers

- Less than half (47 percent) agreed with the statement that Syllabi are revised periodically as per government policy.
- Moderate majority (83 percent) agreed that Institution assist the prospective teachers addressing their learning activities.
- Large majority (75 percent) agreed that teacher training Institution offers M.Ed. programme is high quality.
- Overwhelming majority (92 percent) agreed that Teachers educators are professionally competent.
- Simple majority (51 percent) agreed that all the class rooms are equipped with educational technology.
- Moderate majority (80 percent) agreed that this programme enables the prospective teachers to use educational technology

b. Teacher Educators

- Overwhelming majority (90 percent) agreed that Curriculum envisages all the domains of prospective teachers in teacher training institutions
- Overwhelming majority (95 percent) of the respondents are agreed that teacher training institutions provide internet access to the prospective teachers.
- Vast majority (65 percent) of the respondents respond that Syllabi are revised periodically as per government policy.
- Overwhelming (90 percent) of the respondents that Prospective teachers are trained to assign different activities to the students during the class.
- Overwhelming majority (92 percent) of the respondents agreed that Teacher educators use lesson plan in the classroom
- Overwhelming majority (90 percent) of the respondents agreed that Teachers educators are professionally competent.
- Overwhelming majority (96 percent) of the respondents' claims that Educational technology contributes toward effective learning
- Overwhelming majority (90 percent) of the respondents are agreed upon that Educators use a variety of educational technology to enhance professional development of prospective teachers

c. Prospective Teachers

- Moderate majority (77.2 percent) of the respondents are agreed that Curriculum envisages all the domains of prospective teachers in teacher training institutions.
- Overwhelming majority (90.5 percent) of the respondents respond that Teacher training institution contributes towards the development of prospective teachers.
- Less than half (48.8 percent) of the respondents admit that Syllabi are revised periodically as per government policy.
- Overwhelming majority (94 percent) of the respondents agreed that M.Ed. programme improves professional skills.
- Overwhelming majority (94.1 percent) of the respondents agreed that Teacher educators explain the basic idea of the subject.
- Overwhelming majority (94 percent) of the respondents admits that Teachers educators are professionally competent.
- Overwhelming majority (90.8 percent) of the respondents agreed that Quality of educational technology is good in this institution.
- Overwhelming majority (91.6 percent) of the respondents agreed that Educational technology contributes toward the effective learning.

11. CONCLUSIONS

The following conclusions were drawn from the respectively from each segment of the study sample.

- Curriculum envisages all the domains of prospective teachers especially the cognitive domain.
- Teacher training institution significantly contributes in professional development of prospective teachers at secondary school level.
- Teacher training Institution offers M.Ed. programme is high quality.
- Curricula need to revise periodically as per government policy and according to the need of the students.

- Teacher educators are professionally competent in the teacher training institutions. Majority of them has sound command over their subject and they deliver their lecture prepared and organized.
- The data shows that prospective teachers take interest in using educational technology.
- Students are satisfied with their professional development programme at secondary school level in the teacher training institutions.

12. RECOMMENDATIONS

The following recommendation were made

- Syllabus may be revised after five years according to the need.
- Use of audio-video aids in the classrooms enhances the knowledge of prospective teachers.
- Professional ethics may be taught as a subject in professional development institutions.
- Curriculum of teacher training institutions may include psychomotor domain, for hand on activities opportunity may be given to the prospective teachers it will increase the confidence level of prospective teachers.
- Curriculum of teacher training institutions may include affective domain as a subject to develop the professional attitude in prospective teachers.
- Mandatory educational technology may provide in the classrooms.

13. RECOMMENDATIONS FOR FUTURE STUDIES

- Future research may be conducted on results and effects of affective domain on professional development in teacher training institutes in Rawalpindi division.
- Present study was conducted in Rawalpindi .It is limited so it cannot be generalized to larger geographical area of the country.
- Future research may be conducted to draw the comparison on professional development of secondary school teachers with the SAARC countries for making the research more generalize able in the region.

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