ANALYSIS OF LEARNING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT OF UNIVERSITY TEACHERS

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AUTHOR'S DECLARATION

I, Bibi Haroon Registration No. 76FSS/PHD/EDU/F11as a student of PhD in Education at International Islamic University Islamabad, do hereby declare that the thesis entitled "Analysis Of Learning Opportunities For Professional Development of University Teachers", submitted for the partial fulfillment of PhD in Education is my original work, except where otherwise acknowledge in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree from this or any other university or institutions.
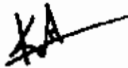
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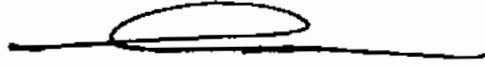
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SUPERVISORS' CERTIFICATE

The thesis entitled "Analysis of learning Opportunities for Professional Development of University Teacher" submitted by Bibi Haroon, in partial fulfillment of PhD Degree in education, has been completed under my supervision and guidance. We are satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

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DEDICATION

I dedicated this research to My Respected Father, Family and my honorable all teachers specially Prof. Dr. N. B. Jumani and Dr. kehkashan Arouj for all their guidance and attention which has made it possible for me to make it up to this point.

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Abstract

University teachers struggle hard for growing their competency with respect to the changing demands of their job. This is a survey type study designed to find out different learning opportunities for professional development of university teachers. The main objectives of the study is to take the views of the teachers about the participation in learning opportunities, its effect with reference to professional development, trends and issues regarding the current professional development, focus on the effect of professional development on the career of teachers, to see the teachers' learning needs and goals and factors affecting university teachers regarding their professional development. All the teachers in the discipline of social sciences in public sector universities in Islamabad and Rawalpindi encompass the population of the study. The sample size (N=201) was taken according to (Gay, 1962). Using a purposive sampling technique, data was collected through questionnaire based on closed-ended and open-ended questions. Data was presented in the form of tables percentages with graphs and the results were interpreted accordingly. Major findings were that the participation in professional development activities as learning opportunities were on the progressive side. Participation indicated in workshops, training courses and informal dialogues were increasing. The participant teachers were shown the level of effect of participation in different learning opportunities. Workshops and informal dialogues with colleagues both were shown the greater effect. Lack of time and need for more professional development programs were indicated as hurdles in availing professional development. It was found that professional development were shown change in the career of university teachers. As that above eighty-eight percent respondents shown better change in their teaching practice. Above eighty-six percent teachers were shown that they felt better change in student counseling and in future goal setting of the institution. Interaction with students and change in communication style, changing the course outline, recommended books and articles were shown by eighty-five percent teachers. Disciplining student's behavioral problems were found by eighty-four percent teachers. Change in work efficiency and relationship with colleagues were shown by eighty-three percent teachers. Use of technology in classroom were found by eighty-two percent respondents, and eighty-one percent teachers felt changes of better performance in student's supervision. So the professional development had shown greater effect on the career of teachers in this research. as Islam encourage Muslims to acquire all types of knowledge from any corner of the world. So, It is recommended that teachers require more participation in National and International conferences, more appraisal from their heads and better incentives for their professional development are need of the time. This study is beneficial for future researchers and policy makers.

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LIST OF ABBREVIATIONS

BCSC   Bureau of Curriculum for School based College

           Board of Colleges and School Curriculum

CAST   Centre for Applied Special Technology

CPD   Continuous Professional Development

ITE   Incorporating Technology in Education

LID   Learning Innovation Division

NAHE   National Academy of Higher Education

PCEPT   Professional Competency Enhancement Program for Teachers

PCK   Past Content knowledge

UDL   Universal Design for Learning

CHAPTER 1

INTRODUCTION

Every professional field requires exposure, knowledge, training and supervision. These areas are specific and unique with respect to each type of profession. Teacher education trainings, refresher courses, participation and organization of both National and International conferences, seminars, lectures and dialogues are considered most important for the improvement of teaching learning skills.

Education is the right of every individual and, "Education for all" is the voice of the day. So good education requires good teachers. Student, teacher and teaching are the essential components in the context of education. Therefore, education is generally and teacher education is particularly considered as a necessary aspect of all- the world over.

Education is a central as well as provincial role in Pakistan. The Ministry of Education formulates the plans and policies at Islamabad on national level and also involves the provinces to prepare these education policies and plans. The provinces build up their own plans in the beam of national education policies according to their own resources and situation. At provincial levels, 'secretary' is the administrative head in Education Department or in certain cases there are two secretaries designated a 'Special Secretary for Schools and the other 'Special Secretary for Higher Education. A number of additional and deputy secretaries with other staff available to support (Saeed,2007).

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For improving the teaching practice and development of content knowledge, professional development is viewed as an important process. Therefore, professional development could become the basis of organized reform efforts directed to enhance the teacher's ability to raise the teaching standards (Smith & O' Day, 1991).

To enhance the quality of higher education by bringing the processes of teaching, learning and research in line with international standards is the basic requirement according to the Education Policy of Pakistan(Govt. of Pakistan, 1998-2010).

The research reported here focuses on the impact of professional development on the profession of university faculty as regards their learning opportunities. Using purposefully selected sample of 201 teachers from different universities in the area of Islamabad and Rawalpindi. We examine features of teacher's professional development and their effect on the career of teachers.

Most of the young and newly inducted teachers teach and consider their experience as students in their own institution, which they had attended as a teaching strategy. After joining university, there is no formula, pre-service training or structured guideline for them. After induction, teaching time of every class is allotted to them. They are asked to develop a course outline, here field and area related basics and special areas of focus they don't have any idea. Sometimes already designed outline is given to them to be followed. How to instruct? How to follow this outline? What is quality education? How to provide standardized quality teaching? In this era neither its multi-cultural classrooms non-technological development process a challenge to the teachers. They need exposure, training and planning to evaluate and maintain an environment of accountability; for themselves and their students. (Lopez, 2009).

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According to the policy objectives of the National Education Policy of Pakistan 2017-2025, continuous professional development is to be made a regular feature for the up-gradation and promotion of teachers in order to prepare competent and qualified teachers (Govt. of Pakistan, 2017-2025).

Constitution of Pakistan, State has the responsibility of making higher education equally available to all. Exact wording of this Article is produced below: "The State shall:- (c) make technical and professional education generally available and higher education equally accessible to all on the basis of merit;" (Article 37 (c), Constitution of Pakistan, Chapter II, Principles of Policy) Pakistan Vision 2025: The Government of Pakistan with the maintain of all provinces have evolved a vision for socio-economic development of the country by 2015. This Vision is based on six Pillars, and first Pillar is 'Putting People First: Developing Human and Social Capital'. Recognizing the role of higher education in socio-economic development around the world, Pakistan Vision 2025 envisages to considerably increasing investment in human resources at the higher education level. It aims to: "To achieve the objective of developing a knowledge economy, we mark a large increase in costs on higher education, at this time from 0.2% of GDP to 1.4% of GDP, and significant growth in higher education enrolment from presently 1.5 million to 5 million" (Government of Pakistan, 2016, 'Pakistan 2025: One Nation-One Vision', Page 34).

In our country Pakistan, the worth in Higher Education stressed relatively in past. Numerous incentives has given by the Government both to students and staff members also with the concert of national and international universities. A useful turning points in this regard is the establishment of Higher Education Commission (HEC) of

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Pakistan. Higher Education Commission not only facilitate students for higher studies but also given that quality education to equip institutions. so, teacher education in particular and standard education in particular, is a part of global moment for value declaration. Which caused education development and competition in higher education sector of Pakistan. As a result of industrial growth in country it is obvious that universities are meeting the demand of market for qualified individuals with specialty in different fields (Zaheer & Rehman, ,2010)

The prevailing trend in education is learning and getting teaching skills, it is not only to assist university teachers to build up the essential skills and enables them to develop them into knowledgeable teachers but it also enables them to make new theories in the field of education (Mc Donagh,2012). Teaching and learning side by side are useful in bringing to the surface the complex nature of process of learning to teach not only students, but teachers as well. The teacher's conceptual understanding and cognition of the concept is crucial to student's learning (Retallick, 2005).

In order to promote capable and competent university teachers in society, teachers should be given proper training to enhance their competence. In fact, the society needs quality teachers. This requires continuous development of competencies and commitment of teachers to be empowered. The retention of good teacher is a problem throughout the world when compared to other professions they have to educate and mold the entire whole human being. Professionally groomed teachers can change the way of every thought, feeling and conduct in a right track. They are the role models for others. So they need more sound professional approach (Sarsani, 2006).

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There is a special need to think about the teaching learning process of the beginner teachers and teacher's professional development. Contribution of Strategies with new knowledge and technologies produce new capabilities for education and non-education communities in the society. Joining the seminars and conferences considered necessary for the change of new learners. It is visible that changing the skill based-practice of existing teachers is difficult, often creating -only transient effects, but professional development of teacher can make it more effective. Getting professional training from different institutions and accepting new responsibilities in teaching learning process create chances to improve practice and develop new skills for teaching in a university setting. Besides that pre – service and in-service professional development is also needed. Technological advancement and creation of new knowledge poses new challenges and open up new avenues for academic and non-academic communities. Teachers are a paramount change agent, as a source through which new learners keep themselves abreast of this change. However, changing the intrinsic and inner acumen of the teacher is difficult but their skills could further be developed and their knowledge can be enriched through professional development programs. Successful learners will pursue to produce opportunities through discussions with colleagues. In fact, anything that extends the knowledge or permits using this knowledge practically can contribute to develop sustainable professional development (IMechE, 2013).

Professional development belong to variety of tasks cocern to individual's work. Professional development means to study and be relevant new knowledge and skills that can advance performance at work place. In education, high quality teaching and leadership are considered the most essential factors in heightening students' achievement.

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Educationists learn to help students at the highest level. Therefore, the teachers and administrators expand their knowledge and skills effectively to implement the best educational practices (Barber &Mourshed, 2007).

It is generally observed that training fosters teachers to become mature and perform tasks more productively. Proper teacher education enables teacher to have knowledge about student's growing, developing and learning. This also reflects how pupils can be taught effectively so that their inner capabilities can be brought out and improved (Aggarwal,2004).

Professional development strategies strengthen the rank of teacher performance in universities. Teacher education is also the only way through which educators can learn so that they become competent and upraise students' achievement. No doubt teacher is the key factor in the educational system. He/she builds and continues the learning process. The trouble might not be so much with the syllabus but the way in which this knowledge is transmitted particularly by an experienced teacher. Reflection is the voice of the day in good teaching practice. Teachers in Pakistan and most of the developing countries are generally unaware of the term "reflective practice". It is the need of the time to become reflective practitioner (Rarieya, 2005). Professional supervision and supporting services for teachers is almost in every country (Ali, 1998). There is requirement of skilled and qualified teachers in third world countries like Pakistan (Coldevin, 1989).

What students require to be taught now is not a corpus of settle conclusions but problem solving skills and learning capacity. Modern approaches are less adopted. Moreover, teachers are less oriented in the modern pedagogical skills and concepts through in-services training programs. Teachers' training facilities in Pakistan need

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improvement at all levels. Through this research, teachers will be equipped with proper knowledge, and know about professional values and learned about the importance of learning opportunities that will in turn enable teachers for effective performance and developed teacher is more effective than the teacher without training and experience".

Due to globalization International comparison of professional development of teachers should be appreciated because it shows how different countries with different traditions and resources handle their teacher's professional approach. The Pedagogical practices in South Asia are affected and influenced by post structuralism thoughts as post-colonial theories, culture and resistance in international relation (Kanu, 2005).

1.1 Rationale of the Study

Basic purpose of the research find out learning opportunities for professional development of university teachers and to find its effect on the career of teachers. "Teacher mentoring" is one of the important learning opportunities in the field of teaching and teacher education. 36 (2013) 166-177 which focused on teacher mentoring as one learning opportunity. So there felt a need to investigate different potential sources as learning opportunities such as workshops, teaching practice, qualification programs, observational visits, literature reading, network participation. feedback (from the head of the department, higher authorities, colleagues, students and visitors), dialogue with peers, refresher courses, provision of technology and research in professional development etc. It makes a complex system of learning

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opportunities and these various types of opportunities creates a huge gap between theory and practice.

This study explores the university programs regarding learning opportunities for professional development of their teachers with a view to provide guidance and experiences to the teachers for meeting the challenges of teaching in the 21st century.

Traditionally teachers transmit information to students while the students listen passively. The role of a teacher has changed, Teacher is a facilitator, who assists student to learn themselves because university students have experience and are often able to plan their tasks quite efficiently. They are likely to be in groups, all performing differently. Some of them doing practical tasks, some others involved in writing, or in library. As the world moves on, university teacher struggles to keep up, with the challenges. So, university requires safe, cheap and effective ways of increasing teacher's technological knowledge and implementation of that knowledge into the said area. By creating opportunity for teacher's education, it is necessary to encourage a cross facilitation of ideas and dissemination of high quality practices. Hence this study will examine different learning opportunities with reference to professional development of university teachers.

Present study explores the joint connection between professional development and pupils attainment, such as supervision, teacher's up gradation, increments, awards and teacher's annual reports or other forms of assistance to support a teacher in transfer of new knowledge and skills, communication style, confidence, efficiency.

Learning opportunities are aligned with teachers' learning and development needs, and the institutions/or state improvement goals. Professional development also includes:

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1. Evaluation of the different learning needs through ongoing review of data.

2. Defining teachers' learning goals.

University teachers require broader exposure of training and technology for their learning rather than about delivering a set part of curriculum. So that they can be able to provide missing ideas, remove misunderstanding if students were having trouble. Different ideas can come up from the discussions between students. The teacher was more likely to be able to ask an exploring question, an in-depth question and question answer session with open-ended demanding questions. Different types of refresher courses must be arranged for this purpose like: Short term training courses for administrators to enhance their capabilities and empower them; Refresher Courses for Senior Teachers, and to understand the significance of education in general and higher education in particular in the global context, and orientation for newly appointed teachers.

1) To understand the value of education in general and higher education in particular.

2) To acquire and improve basic skills of teaching and learning with innovation.

3) To utilize the time to improve the teaching expertise of the teacher.

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understand the significance of education in general and higher education in particular in the global context, and Orientation for newly appointed teachers:

1) To understand the value of education in general and higher education in particular.

2) To acquire and improve basic skills of teaching and learning with innovation.

3) To utilize the time to improve the personality of the teacher.

In short, university teachers will be able to report that "Now we are feeling confidence in our ability, to maintaining our professional energy and we can make a difference by developing close and caring connections with our [students]". Some personal stimulating resources can help to develop these kind relationships. As a result university teachers will be able to develop better attitude about teaching profession; personal 1e2traits such as honesty, nonjudgmental attitude, a tolerance for deficiency and obliquity, a sense of answerability and humorous, an ability to separate and good interpersonal skills (Deiro, 2005).

Professional development may be supported by external experts' assistance or additional activities that address and define teachers learning goals. Since learning, teaching, teacher, education, information, and knowledge are key words in this study.

1.2 Statement of the Problem

Learning to teach for professional development in Higher Education is to collaborate in order to learn about, evaluate, and promote the best teaching practices. The personal qualities, skills and resources increase teacher's ability to reach their teaching goals, and help them maintain their professional energy. This study explores the participation of teachers in different learning opportunities and the level of effect of their participation for professional development. The study focused to interpret what has gone before in terms of professional development with its effect on the career of university teachers.

1.3 Objectives of the Study

1. To find out the participation in different learning opportunities for professional development of university teachers.

2. To identify the effect of participation in different learning opportunities for professional development.

3. To explore the issues and problems in professional development of teachers.

4. To find out the effect of professional development on the career of university teachers.

5. To discover the learning needs, and goals of professional development.

6. To explore the major factors that influence teacher's professional development.

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1.4 Research Question

1. What is the participation in learning opportunities for professional development of teachers?

2. What is the level of effect of participation in different learning opportunities for professional development?

3. What are the major challenges in availing learning opportunities for professional development?

4. How professional development affects the career of university teachers?

5. What are the learning needs and goals of professional development?

6. What are the major factors that influence teacher's professional development?

1.5 Significance of the Study

This study is useful for academicians, researchers, policy makers, stakeholders, government and private sector teacher training departments, teacher education and training institutions as well as government officials and working other than the government setup, as they will have a perception of the professional development needs of teachers initiated in higher education institutions. On a broader level, this study will enhance the teaching learning skills of teachers at higher level education. It will have a major effect on the quality of teaching at Higher Education in particular and also in general. The study will be important for academic staff of the university for designing courses. This research will provide the path and strong baseline for the upcoming

researchers who are doing work on the ground to make teacher skilled. The forthcoming research workers can utilize the result of this work to investigate the utility of learning opportunities for professional development being provided by government and private sector institutions. It will guide teachers for deciding what to do in particular teaching session and also help individually for planning unit. Policy makers and educational planners will get insight requirements of special professional programs for teachers. Identification of factors affecting the quality of teacher education will also be explored.

Teachers face several educational, professional and pedagogical problems. Thus analyzing problems in professional development in both quantitative and qualitative terms in education systems will be considered. This research will beneficial for heads, teachers, educators and master trainers in planning, focal persons and participants of the teacher training programs. It will provide strategic guidelines to the authorities for designing and implementing new training programs for professional development of teachers. All the developed and developing countries need progress in the professional growth of teachers for the development of their administrators, businessmen, engineers, doctors, teacher-student, managers, leaders and people from all walks of life in the society.

1.6 Definition of the Major Terms

1.6.1 Opportunities

Opportunity means chances to do or a time for doing something (English Dictionary).

1.6.2 Learning Opportunities

Learning opportunities means how many chances a university teacher availed for further training and learning. An important part of making lifelong learning lies in working area. There are learning opportunities in jobs themselves which means chances for workers to learn from their work (Katleen, 2005).

1.6.3 Professional Development

Professionally skilled teachers get qualified skills of teaching and increase their perceptive of their nature, task, framework, curriculum, classroom handling, training programs, course up gradation, student counseling, course up gradation, training, programs, workshops, conferences to improve their career (Stiggins, 1990).

1.6.4 Teacher Learning for Professional Development

The teacher needs support and guidance in the implementation of their learning objectives. It involves a process of learning for a teacher to meet the challenges of teaching in 21st century. It is recognized that importance of teacher learning for their professional development. This will ensure the quality of teaching and learning in higher education and assure the system that Academic staff are enhancing (Chalam, 2005).

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1.7 Methodology

This research is a descriptive study conducted through survey. The research approach was quantitative in nature. However, some qualitative mode in the form of open-ended questions were also included in the survey. Open-ended questions were asked in the questionnaire, these questions were included to explore the suggestions, problems, and factors related to professional development. The researcher adopted mixed method sequential design. In this study, two phases were used for quantitative and qualitative data to describe the research problem in depth. After collecting the data, first quantitative data measured and analyzed in phase-I and the results were interpreted and then the qualitative data in phase-II, analyzed through thematic method. The two methods which are qualitative and quantitative were assembled at the intense of getting winding up results and the entire analysis of outcome at the conclusion of the study. So, Concurrent triangulation approach is used here. Researcher collected both quantitative and qualitative data concurrently. Mixing of results happened in discussion section. No discrepancies were found in results Creswell & Clark (2007).

1.7.1 Population of the study

The population of the study consisted of university teachers belonging t o any age group to a wide range of disciplines in general and social sciences in particular.zAll teachers male and female in the disciplines of social sciences in public sector universities at Islamabad and Rawalpindi constitute the population of the study.

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1.7.2 Sample of the Study

A sample can be defined as a small proportion of a population selected for close examination and observation. It is a collection consisting of some part of the individuals or objects of population which is selected to represent the whole population. By noticing characteristics of the population from which it is drawn. (Singh, 1984).

Purposive sampling technique was used. Here the population catered to wide range of discipline in general and social sciences in particular of public sector universities at Islamabad and Rawalpindi. The sample of 201 teachers of social sciences was taken The sample size (N=201) was taken according to (Gay, 1962).

1.7.3 Delimitations of the Study

1) Only university teachers were selected

2) Discipline of social sciences was focused

3) Public sector universities

4) Local area of Islamabad & Rawalpindi was selected.

1.7.4 Development and Validation of Research Instrument

For this study instrument was developed in the following steps:

1. Generation of the statements as items:

a) Literature review:

For this purpose extensive literature was searched. Different articles were reviewed. Different statements were structure by the researcher in the light of this existing literature and published articles.

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b) Focus Group:

Four experts of education department in International Islamic University, Islamabad, gave some feedback after assessing the items. According to their suggestions, some items were revised and rephrased.

c) Item assembly:

As explained above, a large number of items were generated by the researcher. This newly developed questionnaire for teachers were used for the purpose of data collection. Close-ended questions of rating scale were used as well as open ended questions to explore the suggestions, issues, problems and factors related to professional development. Close-ended questions serve to explore the views of teachers to examine different learning opportunities with reference to professional development in teacher education and to see the effect of professional development on university teachers.

2. Content Validation:

The questionnaire was developed upon seventy items. Some members were approached to look in detail all the items. All members were full time Ph.D. Later expert opinions of the education department in IIUI were also taken for the confirmation of items. After the recommendations of experts different points Likert scale was used. Logically open-ended question and structural questions were used in the questionnaire. The teachers' personal information items were also included in the questionnaire.

1.7.5 Reliability and Validity

To get the objectives of this research, reliability of the instrument was also determined through Cronbach alpha coefficient for the instrument. It was found to be high to .91 and thus found reliable. Validity of the instruments was determined through expert's opinions.

1.7.6 Pilot Test

The questionnaires were distributed for pilot testing in order to test the effectiveness of questions asked in the questionnaire to make clear statements and also the instructions given at the top of each portion. The researcher instructed the respondents to give some their feedback after assessing the items openly in order to improve the statements of the questionnaire and to make it more clear and understandable. Four experts of education department in International Islamic University Islamabad gave some feedback after assessing the items. Ten more teachers of social sciences were included. According to their suggestions some items were revised and rephrased.

1.7.7 Data Collection of the Study

Data was collected individually. Using purposive sampling technique, both male and female teachers of social sciences in universities having education departments were selected for data collection. Moreover, initially a covering letter and consent letter were given to each respondent to realize the importance of the research where significance of study was given as to improve the professional development of university teachers on national level, particularly at Islamabad and Rawalpindi. For the purpose of data collection, the researcher visited personally to each and every teacher in the universities.

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1.7.8 Data Analysis

Data was analyzed according to objectives of the study. Using descriptive statistics, the data was presented in the form of tables, and the result was interpreted in percentages with graphs and analyze the data and to achieve means and standard deviation. For better understanding of the readers all important responses were written, and mentioned in thesis. The researcher concluded the report on the basis of major findings and recommendations.

Figure 1.1

Background Variables	Structural Factors
• *Genders (Male & Female).* • *University Teachers.* • *Departments of Social Sciences* *(including education departments).*	***Short term:*** Teacher gain knowledge and skills ***Medium term:*** Teacher gain aspiration, attitude &behavior ***Long term:*** Students gain aspiration, attitudes, behaviors, knowledge & skills ***Collective participation***
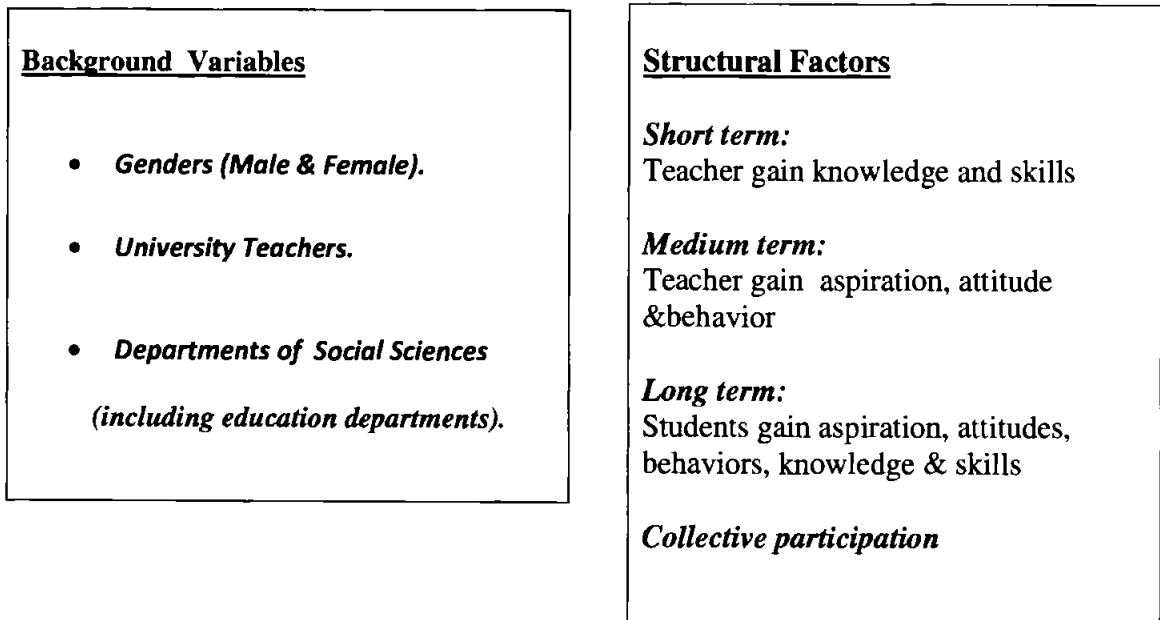
Figure1.2:*Conceptual Framework*

University Teachers

Learning Opportunities

- Practice of Teaching
- Mentoring/peer observation/coaching
- Workshop, Seminars & conferences
- Feedback from Colleagues
- Qualification programs
- Network participation
- Literature reading
- Observational visits
- Dialogues with peers
- Refresher courses
- Research in professional development

Professional Development

- Achievement
- Supervision
- Up gradation
- Increments
- Awards
- Annual reports
- Knowledge & Skills
- Communication style
- Cooperativeness
- Efficiency
- Confidence

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Relationship among Variables
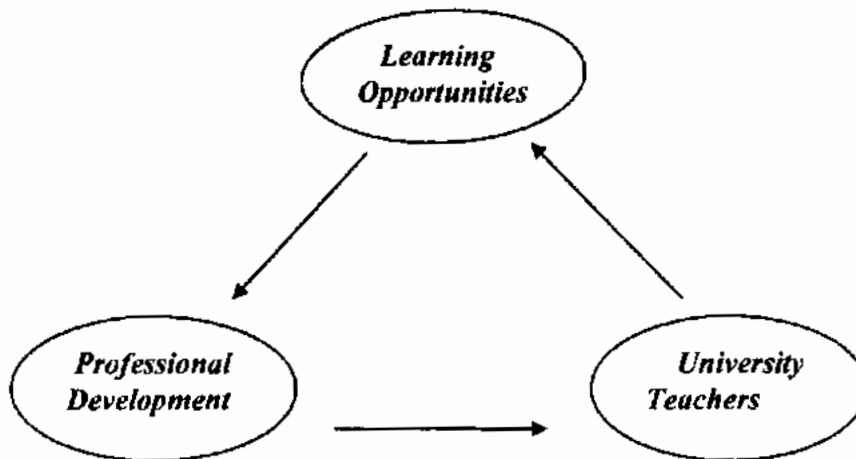
Figure 1.3: Relationship among learning opportunities, professional development and university teachers

1.) Universities facilitate to provide learning opportunities

2.) Learning Opportunities improve professional development of teachers.

3.) Professionally develop teachers can make effective progress in universities.

CHAPTER 2

LITERATURE REVIEW

2.1 Education

The word "education" is a noun and has its dictionary meaning as 'teaching', 'learning', or 'schooling', yet education is really a process. The term education means 'to train or guide an individual'. In short. to guide the inner potentialities of an individual is called 'education'.

According to Imam Ghazali "Education is a process which enables an individual to distinguish between the true and the false, the good and the bad, the right conduct and the evil doing" (Ali, 2010).

According to Ibne-Khaldun; Education comprises of the logical and ethical education of the mankind in the course of which their unseen potentialities are grown, qualities of personality are groomed, acquaintance and culture of the people is pass on to the upcoming generations"(Ali,2010).

It is important to note that pen and book are essential to the acquisition of knowledge. The Islamic revelation started with the word 'Iqra'('read' or 'recite').
In resent year education sector is expanding very rapidly all over the world. Globalization and digital revolution has created a demand for new and varied disciplines in education. The cost of providing education has gone up due to better teaching methodologies and learning instruments with rising inflation worldwide.

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2.2 Teacher Education

According to the Qur'aan, the first teaching class for Adam started soon after his creation and Adam was taught 'all the Names'. Allah is the absolute guider and always emphasize on getting knowledge According to various verses of Qur'aan the importance of knowledge is emphasized, there are many Prophetic traditions that persuade Muslims to attain all types of knowledge from any area of the planet.

Our education organization cannot be improved without the excellence of its teachers. With the novel worldwide awareness, the administration and new educational institutions are focus to edify their work force, therefore they can attain the global values and also struggle for getting the international competitors to bring into being the highest quality of instructors through constant development. (House of Common Report, 2012) professionally develop teachers and their skill develpoment is an purposely designed for continuing and organized process that aims to improve the one's professional acquaintance, skills and outlook so the students education outcomes can be better (Guskey,2000).

Beach& Bagley, (2012). Noted about the identification of certain common elements concerning teacher edification programs and the progress of higher knowledge-based economy by which mean state that they are systematically contingent on knowledge production and progress for economic constancy and growth as well as the even organization of their institutions.

Stehr & Bohme, (1986) strongly expressed three policy ideas. First step is the recognition that scientific knowledge (i.e. facts and principles that are acquired through

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the long process of systematic theoretical and empirical inquiry and stringent disciplinary investigation and analysis) is must for economic growth and social, cultural and technological development. Second is are cognition of the relationship between economic production and formal education and third is a acknowledgment of the task of teacher education with respect to the said association and the worth of introduction their education within the modern university also (Donaldson, 2010).

(Gopang, 2016) concluded that short trainings in teacher education programs are important as these tend to increase the quality of teaching of the teachers and also improve their communication skills.

2.3 Professional Development

Professional development of teachers comprises almost all types of learning opportunities, conferences, informal learning chances and ranging from college degrees to formal coursework. There are many sources to professional development, in which argumentation, coaching, reflective supervision, mentoring, communities of practice, technical assistance and lesson study are included (OECD, 2009).

In teacher training the main role is given to teacher-educators, a specific group of professional development with specific responsibilities, expertise and commitments in the related organizations (Kelchtermans, Smith & Vanderlinde, 2018). The progress of their expertise consist an essential issue, which consider guiding and modeling role to make sure the quality of education. and to introduced new technologies in academics. Although in the modern era many training programs are limited to certain areas but we have to face such challenges to make our teachers more professionally developed.

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(Inamorato dos Santos, Punie & Castaño-Muñoz, 2016; Nerantzi, 2018).

According to the nations perspectives educators and teachers have to tackle those challenging issues and do some research work for their professional learning. In so called global south some technologies were introduced to bring some positive change in education and to improve the quality of learning and teachers professional development. For the development of local teaching practices of educators more research work is needed to analyze the effect and impact of international training. More research is needed to analyze the effects and impacts of international training on local teaching practices of teacher-educators (Kelchtermans, Smith & Vanderlinde, 2018),

2.4 Nature of Professional Development

2.4.1 Professional Development in General

Globalization has its great impact on educational organization, which aims to transform their practices and knowledge to ensure high quality instruction at all level. The transformational efforts can be seen in emphasis given to teacher training and professional development courses around the world. Though the significance of teacher training cannot be disclaimed. Thus training courses must focus on how to change the teacher' existing practices and develop pedagogical and andragogic skills to maximize outcomes. Professional development, in a widen sense, refer to the professional development of a person's professional arena. More especially, the in-service professional development is the growth of a teacher as a result of acquiring invaluable experience and evaluating his teaching systematically (Glatthorn, 1995).

There are two major types of continuing professional development: first, formal

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learning opportunities such as, workshops, coaching, mentoring sessions and courses; second, informal experiential learning including books reading and research articles, interacting with colleagues and unconventional group discussion in a community of practice (Villegas, 2003). In addition, peer observation, self-observation and self-comment scan inform one's teaching and student's achievement.

2.4.2 Where and How Professional Development Takes Place

Professional development can be fruitful irrespective of where and how it takes place. Well-grounded planning and in-depth research of a teacher's professional and personal needs are prerequisites of any professional development attempt (Fullan, 2001).Successful implementations of professional development need clarity of purpose, continuous support and the implementation of newly gained knowledge. This can be done in the brightness of the teacher's professional needs, allowing for of the contextual factors that might be taken in to account in order to make sure the suitability and efficacy of such courses in a local context.

- **Developing Self- Regulatory Learning Skills**

Teachers also need to develop the self-regulatory skills, which enables them to monitor and reflect on the effectiveness of changes they make to their practice. This will tell them the ongoing adjustments they must make to maximize student's outcomes. Due to no such self-regulation, changing practice becomes an end in itself instead of a means to benefit students. Self-regulation is must for all learners, whether students or teachers; it is the process by which they seek feedback on their efforts to learn. In most educational jurisdictions, nominated leaders have responsibility for promotion, up gradation,

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professional learning and development opportunities for teachers. Effective professional development may take place outside the school atmosphere, but if it is site-based, leaders must be actively involved.

- **Effective Elements of the professional development**

For teachers high quality professional development excellence opportunities for Professional learning must be prearranged with a strong base on content that engages teachers to learn, involves collaborations, and must be is sustained over time, and feedback should be collected from colleagues. Such professional development for teachers should be an essential element of the success of the system (DeMonte, 2013).

In most educational institutions, almost all designated leaders have responsibility to promote professional learning and developing opportunities for teachers. Effective professional development may take place outside the school environment also, but if it is site-based, the leader's active involvement is necessary. Leaders may undertake multiple roles, according to their positions and expertise, but three roles appear to be crucial for gaining and maintaining the interest of teachers and ensuring that their learning is ongoing: Learning is cyclical rather than linear, so there is need for teachers to be able to revisit partially understood ideas which they try out in their everyday environment. It is essential that activities are designed and aligned to meet the particular learning purpose (Timperley, 2008).

Andragogy is a theory in which the learner is placed at the center, and it continues to be discussed as a front-runner for adult learning. According to Knowles, Holton, and Swanson (2005), there are six assumptions included in andragogy: (1) the need to know, (2) the learner's self-concept, (3) the role of the learners' experiences, (4) readiness to learn, (5) orientation learning, and (6) motivation (Adult Education,2009).

- **Essentials of Professional Development**

1. View of professional literature

2. Mechanism for learning

3. Conditions for growth ------------ (autonomy, collaboration, and time).

4. Implications for school leader------ (promoting self- sufficiency, stimulating

Exploration, knowing as process and experience of collegiality. either externally or hierarchically, is antithetical to the basic concept. Professionals cannot be forced to be collegial. A Deliberate Growth School leaders need to carefully examine the basic premises on which their plans for school improvement are based. It is essential that the enterprise follow from a clear understanding of professional growth and how and under what conditions it occurs (Bubb, 2004) mentioned that the perfection between professional training, professional education and professional spport is obvious.

1.Professional Education: Professional education Comprises of long courses, knowledg of research and theories.

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2.Professional Training: The second one of professional training that consist of workshops, conferences, short courses and many practical skills.

3.Professional Support: based on the activities that aim for job development and performance. Professional support is needed which is based on different activities. Teachers' professional development is located in their personal and professional lives and within the policy and institutional settings in which they work. Two sides of professional development were noted in this study namely, opportunities for staff development and opportunities for promotion. When analyzing the data how professional development is located and how it varies extremely in different settings from the formal (specific courses offered for teachers to attend) to the informal (informal discussions with others members about how to teach a particular aspect of a subject). The teachers need support and provide guidance in the implementation of their learning objectives. It involves a process of learning for a teacher and teacher educators to meet the challenges of teaching in the 21st century. It recognizes the importance of teachers learning for their professional development. It explores some of the joint connections between professional development and pupil attainment. There is a need to investigate different potential sources such as workshops, teaching practice, qualification programs, observational visits, literature reading, and network participation, feedback from colleagues and students, dialogues with peers, refresher courses, and research in professional development, study trips and provision of technology.

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2.5 Effective Elements of Professional Development

Many types of professional learning certificates and facts and evidences of progress level of participation and their success should be rated. Teaching strategies should be investigated. Teachers participation even they are successful or not shows the value of process. In some districts certification is subsidized and authoritative offers incentives to participants for their encouragement(Johnson, 2000; Lustick &Sykes, 2006).

For determining the good performancesof the students they pay for erformance pilot in Denver received a great deal of attention and research and form the view that" test based pay for performance does not work". (Gratz, 2005).

Effective professional development is defined as a form of a structured professional learning that brings about both the changes in teacher knowledge and practice, and also improve the results of student learning (Darling-Hammond, Hyler, Gardner, 2017).

Many professions showed that merit pay is not suitable for work that must be done successively and with the great cooperation. For motivation merit pay schemes have not proved positive effects (Johnson, 1986).

However, in the United States many financial issues are addressed as their teachers are not able to afford to teach so they are investigating way to develops their teachers professionally and highly qualified who continue to learn not seeking higher administrative positions (Johnson, 2001, 2003). Experienced teachers are taking roles as guiders lead teachers in various directions that will need success (Johnson, 2001, Christie, 2006). It seems that instructors who change role work in challenging environment and

able to participate in taking decisions in schools, they helps to keep motivation and satisfaction in important core of their work. (Huberman, 1992).

Other motivational efforts like giving awards to teachers, celebrating teacher's day on world teacher's day and other such activities really encourage teacher and that means a lot to them (Day et al., 2005).

2.6 Professional Standards for Initial Preparation of Teachers in Pakistan.

Standard-1: Subject Matter Knowledge

Teachers at university understand the central concepts, tools of inquiry, structure of the discipline, Especially as they relate to the National Curriculum/Content Standards, and design, Developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard-2: Human Growth and Development

Teachers understand how learners develop and learn in a variety of School, family and community contexts provide opportunities that support their Intellectual, social, emotional and physical development.

Standard-3: Knowledge of Islamic Ethical Values/Social Life Skills

Teachers understand the Islamic ethical values and practices in the light of Quran/ Sunnah and other religious contexts, and the implications of these values for bringing

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National and global peace, unity and social adjustment.

Standard-4: Instructional Planning and Strategies

Teachers at university understand instructional planning, design long-term and short-term plans based upon knowledge of subject matter, students, community, curriculum goals, and employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners.

Standard-5: Assessment

Teachers assess students' learning using multiple assessment strategies and interpret result to evaluate and promote students' achievement and to modify instruction in order to foster the continuous development of students.

Standard-6: Learning Environment

Teachers create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard-7: Effective Communication and Proficient Use of Information Communication Technologies.

Teachers use knowledge of effective verbal, nonverbal and written communication techniques and tools of information processing to foster the use of inquiry, collaboration and supportive interactions with students and parents. Teachers are able to use

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instructional and information communication technologies for curriculum enrichment, instruction, assessment and evaluation of learning outcomes.

Standard-8: Collaboration and Partnerships

Teachers build relationships with parents, guardians, families and professional organizations in the community to support student learning.

Standard-9: Continuous Professional Development and Code of Conduct

Teachers participate as active, responsible members of the professional community, engage in reflective practices, pursuing opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process. (professional code of conduct).

Standard-10: Teaching of English as Second /Foreign Language (ESL/ EFL)

Teachers understand pedagogy of English as Second/Foreign language and effectively communicate in English language (policy and planning wing, 2009).

2.7 Learning

Learning is a natural and a lifelong process. One can learn from his own experience and from other experiences. One can get experiences by doing routine task these activities can play a vital role in cognitive development. Learning takes place in a more better way break down when learner gets more opportunities to explore his hidden

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potential. In this point of view perspective learning is an active, reflective and interactive phenomenon with in a social atmosphere. Learning opportunities gives knowledge as well as modifies behavior which results behavior improvement. Now a days learning environment is multi-dimensional for learning. In the scientific era teacher is not the only source of knowledge. In teaching learning process variety of technologies are used to fulfill the needs of 21st century. Computer is certainly one of themost versatile and ingenious development of the modern technological age. The effective education system is achieved when true learning takes place in the individual for human resource development. The key factors in all educational development, is commitmentand determination to perform at their best (Selvan, 2014).

2.8 Teacher's Learning Needs

1.8.1 Awareness of Teaching Area

The teacher should be aware about his teaching area and needs to have full command over his subject to teach and distinguish the desired areas for immediate future use.

2.8.2 The teacher Need to Find Out the Ideas

The teacher should be able to judge the students to find out the students' level whether to remove their confusion or need to go faster on already learnt areas.

2.8.3 Sub-Divided the Knowledge

Teacher must be able to utilize the available time in a manner that learning get obvious ideas about the topic without any ambiguity. In this way, students understand easily and learn better in specific time.

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2.8.4 Confidence to Explore Ideas with Students

The teacher needs confidence to share his ideas with the students and conduct group discussion activities to motivate students to share their ideas with each other to clear their conceptions and learn in a better way. In this way, different ideas can emerge in the discussion among students that different students have different ideas to fill the gap of misconceptions. Therefore, teachers need to find out new ideas in teaching learning process and through discussion between students for better practice.

2.8.5 Able to Ask Probing Questions

Asking questions is the quality of a teacher. When teachers know the subject well, it means that the teachers will be able to ask a probing questions at the end of the class and give some challenging assignments to get the idea about the learned knowledge of students.

2.8.6 Make Sure every Student is Invited to Speak

A teacher should give opportunity to every student to speak and share his ideas. Teacher must listen carefully to the students and encourage their students to give voice to their thoughts or ideas. So all the students have a chance for their participation orally and practically.

2.8.7 Increase Student's Awareness of their Own State

To make the student aware of their own state. Learning teacher must have to improve his own awareness and they need to utilize their professional skills forward the learning process.

2.8.8 Informal Dialogues

The teacher needs to deliver dialogues about students' learning experiences their activities, learning outcomes and student's feedback. The teachers share their teaching learning experiences. It will help the teacher to solve the troubles of students and to remove misconceptions.

2.8.9 Learners ability to monitor their own progress

Students find out ways to organize their classrooms in which students are able to analyze their own performance to clear their misunderstanding. Therefore, the opportunities provided to each and every student that they enable to monitor their own progress. The teacher's role as a guide and involve students in different activities to monitor their own progress.

2.8.10 Reflection and Reading on Educational Research Evidence

Reflective Teaching is the voice of the day. Teachers need to read and reflect on educational research evidence and they can act on it in a proper way. Experience also reveals that they must have space for improvement and making themselves more better (Black, 2000).

2.9 University Teachers

The true university teaching may not result in our learning any definite art. But it does help us in holding as our idea the discovery and contemplation of truth (Ali, 2010). The article on about the strengthening of community schools with partnership of universities by (Medina et al.,2013) describes that the need for community engagement to appendage, underlying social challenge undertaking sources of the state colleges and higher education institutes (Hartley, 2009). This article describes the makeover and related affects between university and community and padagogic approaches to teach train and learns. This research presents the experiences of George Washington Community High School as it can specifically work as a guide for other schools and universities partnership that are highly interested in encouraging similar ways to reform. School, community and university partnership is not something strange At IUPUI teacher always gave good response on working collective faculty members gave positive response to call and worked collectively in urban areas it is the responsibilities of universities to work with public schools for their professional improvement schools and communities need to work hard to develop their interaction for professional development. They can take some essential steps and find out the need to transform the condition of schools communities. Main idea is admitting inclusive organizational environment that includes, parents, university administrators, faculty and long-standing community groups, as well as graduate and undergraduate students. The Midwest Center for University-Assisted Community Schools provides some technical support for school communities and universities in order to improve and strengthen collaboration among schools model

and university collaboration. It is said that higher education institutions can influences the facilities to benefit K12 schools therefore proper assessment is to reform in meaningful ways.

2.10 The Instructional Supervision of Teacher

Teacher's instructional management continues to play an important role for responsibility in education builds. There is force of the boards of education, the public, and the government due to which the educators have to realize their expectations. According to Merideth (2007), during the responsibility pressure on students that what they should know and do has also great stress on the continued professional growth and development of teachers. Hard work in the matter such as the evaluation for Learning Program deals with civilizing Student learning through professional hold up. According to Auger & Wideman (2000), the goals of professional development activities such as the development of educational experiences and learning of students also under go by instructional supervision (Nolan & Hoover, 2004), and professional teaching communities (Du Four &DuFour, 2003). Professional development, Instructional supervision and professional learning communities support the professional growth of teachers as well as can support student learning, teacher quality and school improvement. Therefore all are essential to include these activities. (Danielson & McGeal, 2000).

Model efficiency within the professional learning communities, includes Monitoring, planning, modeling, time allocation, questioning, celebrating, and confronting-all are characteristics of professional learning communities, described by

(DuFour & DuFour, 2003).

Staff development occurs at the school level through the process of professional learning communities. Teachers talking and thinking about effective teaching are due to the procedure of superior staff development (DuFour & DuFour, 2003).

Policy development is based on research necessary for school and teacher success on the School level. As DuFour (2003) stated, "Practices of the central office plays a major role in the eventual success or failure of the improvement efforts of individual schools" School administrative staffs are accountable to ensure policies in theory support policies in practice. Practically a large percentage of their budget devoted for the expenditures of personnel, there is a natural bond between the efforts to improve student learning and the development of human resources (DuFour & DuFour, 2003).

2.11 Adopting a Learning-Centered Approach

Learning communities have stepped to draw the attention of several universities for developing and increasing student-centered focus for the purpose of learning, Learning communities generally refer to foster interest in learning communities' all of the people engaged in cognitive interaction. There are three main reasons for believing the foster interest in learning communities. First, a philosophical reason: Our concept about knowledge is changing. The concept of co-operative and collective learning corresponds to a new belief that knowledge is built by learners: "The basic assumption of constructivism is that knowledge is actively built by learners as they shape and build mental frameworks to make sense of their environment" (Cross, 1998).Second, according

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to the research that those students are better, and more satisfied learners, who engage with professors and "have more frequent contacts with faculty members in and out of class during the study hour in the institutions are more satisfied with their educational experiences, less likely to drop out, and have learned more than students who have less faculty contact" (Cross, 1998). Third, many learning communities are used for a logical reason. By active participation in learning communities, students can learn more about group dynamics. They learn how to conduct productively. Learning groups "train people effectively for the workplace and educate them for good citizenship" (Cross, 1998). Lenning and Ebbers (1999) also believe that learning communities have positive effects. For students, benefits "include higher academic achievement, better retention rates, greater satisfaction with college life, improved quality of thinking, and communicating, a better understanding of self and other, and a greater ability to bridge the gap between the academic and social worlds" (Lenning & Ebbers, 1999).

2.12 The Basis of Professional Practice

There are three key phases of professional teaching practices.

1 Teaching practice

2. Professional learning in carrier

3. Moral teaching

Their main function is to guide teachers in their profession so they can achieve their goal of enhancing student learning faster. This collection of writing gives an image for a good professional practice for all teachers. To assure the academic standard five

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areas will need to be addressed: The conduct of academic staff; 2.The educational background; 3.Curriculum design and content; 4.The granting of award; 5.The institutional context (Smith et al., 2004).

2.13 Learning Theories

Many theories are developed about people learning. It is beneficial to consider their use that students learning and teaching in educational programs. Burns (1995) 'consequences of learning bring permanent change in behavior including both types of behavior that are observable activity and internal processes such as thinking, attitudes and emotions.' It is obvious that Burns includes motivation in this definition of learning. Burns thinks that learning might not appear itself in detectable behavior until sometime after the educational program has taken place.

2.13.1 Theory of Learner Involvement

Astin(1985) offers some interesting insights about successful learner involvement. In his book, Achieving Educational Excellence, Asti presents a theory of learner involvement. He stated that one can learn by completely involve in it the involvement include both physically and psychological energy for educational experience. An active learners always devotes himself for study and give much time to it and always ready for participation and learning activities and keep good interaction with teaching faculty and other learners. on the other hand, an uninvolved learner may ignore studies, spend little time on campus, abstain from additional activities, and have little contact with faculty members or other learners". By applying learner involvement theory, administrators and staff members must realize that nearly every institutional policy and practice can affect

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how much effort learners devote to academic pursuits and how they spend their time. Furthermore, administrative opinions on many non-academic issues can significantly affect how learners utilize their energy and time. Allocations of time and effort have important effects on how well learners actually develop their talents.

2.13.2 Sensory Stimulation Theory

Theory of sensory stimulation:

This theory states that efficient learning only occurs when sense are stimulated (Laird,1985). According to Laird active learning takes place by sense of seeing. After seeing, learner learns more by sense of hearing and then by other senses. By stimulating the sense of seeing, learning can be enhanced. However, better learning takes place by this theory explains that by stimulating the senses, inspiration through the senses is achieved through strong statements, volume levels, greater variety of colors, facts offered visually, and by using electronic media and visual technology.

2.13.3 Reinforcement Theory

Skinner theory of reinforcement:

This theory is developed by Skinner (Laird, 1985; Burns, 1995) who are from the behaviorist school of psychology, according to skinner behavior is depends on its results. In case of positive reinforcement, behavior is followed by good penalty. Rewards include verbal statements such as 'great job', 'you're right', 'good' etc. Other rewards are promotion to a higher level in an organization or a certificate at the end of a course. Behavior is also strengthened by negative reinforcement but it refers to negative condition it should be stopped. Punishment is not a positive impact. It creates a negative condition

and introduces bad experiences. Teachers use such reinforcement to teach the individual not to repeat such behavior. Punishment is given to the individual which removes the undesired behavior (Burns, 1995). Laird (1985) thinks that this sort of behavior is not much related to education. However, negative reinforcement or punishment is extensively used in everyday life although it only works for a short time and occurs only when the exhausting agency is present. Burns notices that most of the Competency Based Training is based on this theory, and although it is beneficial in learning repetitive tasks like multiplication tables and those work tasks that need a great deal of practice, higher order learning are not included. The criticism of this approach is that it is strict and mechanical.

2.13.4 Cognitive-Gestalt Approaches

The focus here is on the importance of development of insights, problem solving, meaning, and experience (Burns, 1995). Burns analyzes that this theory has generated the concept that individuals have different needs that concerns at different times. and they have subjective interpretations in different situations.

2.13.5 Theory of Holistic Learning

The basic conclusion of this theory is that 'one's personality consists of several elements specifically the body impulse (or desire), imagination, emotions, the intellect, and intuition' (Laird. 1985) that all require active participation if learning is to be made efficient.

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2.13.6 Facilitation Theory (The Humanist Approach)

The theory of facilitative learning is developed by Rogers et al., (2014). The basic idea of this theory is that learning will occur when the instructor acting as a facilitator creates an atmosphere in which learners feel comfortable to consider new ideas. It ones concept about on self is clear than meaningful learn takes place. Facilitative teachers are much more secure than other teachers. they are more attentive to their students. They pay more attention to learners accept their feedbacks both positive and negative from their feedback they brings some positive changes in themselves. Their feedback gives insight to their positive feedback it facilitate more learning. Learners are encourage for learning through their observation and experiences. Learners evaluate their own learning to achieve meaningful results.

2.13.7 Learning through Experiments

Kolb(2001) suggested a four-stage learning process with a model that is usually referred to in describing experiential learning (McGill &Beaty 1995). The process can start at any of the stages and it progresses, i.e. the stages and progress cycle in learning stages is not limited. Mistakes repeating occurs when we can without proper observation and contemplation.

2.13.8 Differences in Learning Styles

It is discussed again and again by educational researchers that people learn in different ways. Kolb(2009) one of the most dominant of them, found that individuals start with their desired style in the experiential learning cycle (see above). Honey and Mumford (1986 cited in McGill & Beaty, 1995), building on Kolb's work, identified four

learning styles:

Theorist (good at making connections and abstracting ideas from experience

Reflector (spends much time in contemplating)

Pragmatist (play role in planning stage)

Activist (Highly active and learn through experiences).

Their styles have both positive and negative impacts. According to Honey and Munford when we observe our learning styles we can improve learning, like this we can progress towards better learning and lessens our weaknesses.

2.13.9 Action Learning

Action learning is the approach focus on practice learning. It connects learning with action a cogitative process within small collaborative learning groups called action learning sets (McGill & Beaty, 1995). Revars and other researcher said that the action learning is good in problem solving and questioning enhanced the learning and it facilitate learners to learn from each other.

2.13.10 Adult Learning (Andragogy)

This theory is presented by Knowles (1978, 1990). According to him when one thinks and acts in mature way it means adulthood arrived and they think themselves adult. Then others should treat them as adults. He thought that adult learning was special in many ways. For example: adult learners carry a large diversity of experience to the learning atmosphere. This experience facilitates the educators adults are of the view that they have **a high degree** of contact on what they are to be educated for, and how they are

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to be learned. Their active participation should be facilitated in designing and enforcing educational programs adults require to be able to see the use for new learning. Adult learners hope to have a high degree of impact on how learning will be judged. Adults expect their responses to be put in carry out when asked for comment on the progress of program. Burns (1995) said that in adult age people becomes self-directing, this is the main concept of Adult learning, it is experienced based learning, it solves problems and cooperative learning program.

2.13.11 Adulthood as a Social Construction

Pogson and Tennant (1995) provides a perspective of adulthood as a social phenomenon. They say that the idea of a life's course varies for different individual and different cultures; therefore, trainers and adult educators should be wary of definitive views of adults and their behavior. Burns would probably be in favor of this view as he said that adult education theory is not very clear, for this view of school education he gave the example of petrol tank that tank should be filled at the beginning before starting the journey if we have not filled the tank we will face problems as if with the life, if we have not educated from the beginning than we will face problems in the life ahead and he thinks that there should be service stations along 'the length of the highway of life.' The question could be asked – when is adulthood complete? Is there any space for further development after a certain stage in life? Some authors think that while children at approximately the same age are at approximately the same stage of development, the same cannot be said for adults. Adults are not same in levels of knowledge and also in their life experiences. There could be said to be great variation in adult experience.

2.13.12 An Adult's Emotional Response can Affect Learning.

Some adults can face formal educational settings with feelings of high or low self-efficacy and anxiety. Their approach to novel learning behavior can be affected by how they appraise or judge the new experience. As given two adults in a classroom where an exercise is about to start, one individual may approach the exercise in such a way that leads to feeling of 'excitement', while the other person approaches the exercise in such a way that leads to the feeling of 'disconcertment'. It is self-evident that the way individual approaches the situation and the posterior emotion that arises, will affect the kind of action the individual takes (Burns, 1995). Burns argues that such approaches, coupled with labels such as 'fear' or 'anxiety' can lead some learners to emotionally disentangle from the source of distract that is the learning experience. However, when coupled with labels such as 'provocation' or 'challenge' the learner is led to take focused actions.

2.13.13 Consideration of Learning Theories

There are many learning theories that can be applicable in educational contexts. Teaching and learning tasks can be designed and put into practice to take principles of learning into account. Also, it is enthralling to think about individual differences among learners and to work on such activities that have variety and are interesting for all the learners in educational programs. The educators must understand the reasons of attending the educational programs and the concepts provided by all the theories and theorist about adult learning and with experience, educators have developed various models and have given the shape to research in the area of learning.

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2.14 Learning Elements

Motivation

1. Instructor should try to create an open, friendly environment.

2. There is adjustment of tension level to meet the level of importance of the objectives.

3. The teacher must reward for participation, culminating in success.

1. Reinforcement

1. Positive vindicate is "good" and it inculcates "good" behavior.

2. Use negative reinforcements until the bad behavior is removed.

2. Retention

1. The job of teachers is not ended till they have assisted the learners in reserving the information.

2. Instructors should focus on application and retention.

3. Transference

1. Positive transference, like positive reinforcement, occurs only when the learners make use of the behavior taught in the course.

2. Negative transference, again like negative reinforcement, occurs when the learners do not do when they are instructed not to do.

3. Transference most likely occurs in the following situations:

    1. Similarity

    2. Association

    3. Critical attribute element

4. **Degree** of original learning.

The greater success requires a greater accountability on the part of the instructors. The learners come to the course with briefly defined hopes. Unluckily, there are obstacles to their learning and the best stimulators for adult learners are selfish and significance benefit. They can be shown the course advantages the pragmatically, they will act better, and the benefits will be longer lasting (Sharma, 2011).

2.15 Teacher's Motivation

The use of facilities in professional learning moved to a poor consideration of motivation for professional learning. Primary motivator in teacher work is efficacy not the money if the teacher is professionally developed only than goals will be achieved in present challenging circumstances inspite of situations (Day et al., 2005).

Commonly the motivational theory reflects more the adult theory that adults are responsible for the situation, they develops a sense that they should be treated in their desire direction. Adults mostly in favor of learning those things which are need more practice in close to real life Knowles (1980). Thus, self-direction is main factor for adults to learn (Tough, 1979). Adults always connects their learning with practical practices (Wlodkowski& Ginsberg, 1995).

Such aptitude of adults is characterized as successful (Mordkowitz& Ginsburg. 1987). Adults becomes efficient on things which are valuable foe them choice and violation are judgmental (Knowles, 1980; Wlodkowski, 1999).

In respectful atmosphere adults learn easily, they are motivated when the learning is

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according to their choice and related to their values it becomes more efficient.

When teachers engaged in substantive actions, there is need of contemplation and profound thinking to construct new skills so it makes them professionally developed (Wlodkowski, 2003). Background differences matters a lot in adult learning examination and changes should be made according to it. If the adults feed that their personal experiences and their knowledge is not given importance and if they feel that there is no investment and engagement in the given task or no fulfillment of their needs they fails to motivate for learning . activities becomes difficult if there is no connection between needs and uses. A study in Australia and England show as reciprocal and an interactive relationship between devotion to work and learning – attachment to work was much more for teachers whore speckled upon and asked about their practice, who progressed to search for challenges and changes, who felt potent and able to make difference. In other words, it is not difficult to sustain and build commitment when teachers can make bond between the school enhancement in plan and policies their individual professional identity and cooperation with others. All the factors such as faculty members, dialogue, context and atmosphere factors were also key in building and conserving commitment. Where opportunities for professional development are rarely conceptualized, not concerned about individual participants and point out little relations to workplace situation. They make less impact upon teachers or student (Day, 1999; Goodall etal., 2005).

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2.15.1 Barriers and Motivation

Due to many responsibilities, adults have many obstacles against participating in learning.

1. Lack of time management

2. Financial matters

3. Problems with child care system

4. Confidence

5. Lack of information about opportunities to learn

6. Transportation

7. Administrative as well as political red tap

Motivation factors differ from person to person and from one group age to another. It is observed that the better way to stimulate adult learners is simply to improve their reasons for enrolling and lessen the barriers. Instructors must know why their learners are enlisted; they have to know what is keeping them away from learning. The instructors must plan their ways for motivation. Different type incentives can motivate the teachers to take interest in availing different learning opportunities.

The literature indicates that when teachers are able to participate in a wide range of formats, training is potentially more effective. Some formats, such as participation in seminars, courses or reading professional literature, may develop knowledge-based skills while others, like instruction, participation in professional networks or coaching, foster collaborative and social skills (Kraft, Blazar and Hogan, 2018). These characteristics help to build a more rounded sketch of teachers and principals (Chen and McCray, 2012).

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2.16 Related Studies

Professional Learning and Development.

1. The school-based have the responsibility to help and support teacher's PLD are not the similar people as those responsible for continuous their feedback or performance management. Policy-makers and educator's shared to identify means of arranging more teachers with chances to facilitate an external mentor. Even if teacher sustains and assessments are greatly lessens and efforts will be done to bring more open and cordial learning trends in school is strengthen, teachers are improbable to become easeful in showing their unawareness to their fellows all-time, given the recent material in which the judgment of their 'capability' is common place and in which judging, school authorities have strongly established and maintained the whole system of managing falsity. Mostly the conclusion work clearly blames the policy makers and their direction in this country (and other countries) that has upgraded school based and school-led CPD conditions, notably on the cost of local education authority counsel, but also possibly limiting other partners from outside specially based in higher institutes. While we have never seen any increase in opportunities for school-to-school CPD giving facilities for example teaching School Alliances and pedagogical restrictions (Department for Education, 2010), continued to be seen whether these will have a positive effect on teachers' PLD. There is possibility of teachers that will be no less likely to make their noticed competence and professional development needs across those boundaries that are not clear between schools, while the efficiency of school-to-school CPD may also hinder where schools are noticed to be in competition with each other. These quarries should be searched through

and future policy should be developed in this area informed by further research, Which would also welcome naturally, causes and results of teacher developments, and into outer guiding and other potential rectifier to teacher fabrications as restrictions to professional learning and development (Hobson&McIntyre,2013).

2.   This study has examined the ways that experienced helpers used to promotion program embraced a problem-based learning approach for teacher education. According to the fruitful discussion among science teachers. Thirty five in-service teachers and Six facilitators were the participants who took part in a professional development and analyzed the data of experienced facilitators by using many strategies in their facilitation, including quarries, revising, making bonds, reframing, summarizing, clarifying, meta-talk, modeling and role playing. Specifically, questioning and revising were the essential strategies in all sessions studied, accounting for about half of the facilitators' discussion. Study further showed both beneficial and disruptive characteristics of questioning and revising through this study. Observation found that teachers were able to make improvement in participating in the problem-based learning content in different ways. This study has implications for research on problem-based learning, learner-centered instruction and teacher's professional development. Because making teachers in discussin and analyzing problems of practice has tremendous potential for teacher professional development. (Zhang, Lundeberg, &Eberhardt, 2011).

The coherent method proposed to help in designing the researchers in examining the ways in which teachers bring educational models to life in their own classrooms. The types of sociable frame work examining on the method centre that teachers plan in executing a given model. Social structure designs through Investigating teachers' are able

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to chances search more thoroughly both teachers' perspectives on a many elements involved in the educational model and specific matters of contextual, affect implementation (Bielaczyc,2013).

3.   Researchers works on PCK time to time without doing work related to coherent. With this article four aspects of PCK have particularly Relevance to teaching history: transforming history, attentive to student's ideas to response and frame history. This study identified that PCK for teaching history includes and other teaching practices that shows the enhancement of knowledge, that shows how PCK is evident in their practice. Many researchers of history education focuses on teachers knowledge or practices at distinct moments in time. PCK shows progress for teaching history but some phases are difficult to cope with than other especially about students ideas about history which were more demanding for the new comers. In the end it is considered that how teacher education experience may contribute to the learning Trajectories, and chances for practice increasingly for authentic environments as well as the margin between university and field placement goals can contribute enactment of PCK and the depth development of candidates (Monte& Budano, 2013). Informal dialogues with colleagues, literature reading and network participation can contribute to enhancement of PCK (past content knowledge) and in depth development of candidates.

4.   Anderson (2008) worked on teachers' motivation to take part in the Anderson's work the main reason is about the knowledge through which teach certain concepts and skills and curriculum they use and mostly about the content they use. *(According to the study of Anderson in 2008. He explored reasons for gaining Content knowledge to teach particular concepts or skills Teacher's participation is necessary for learning new*

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instructional strategies. Teaching out of field is important for facing new content, but due to the obstacles in taking professional development, they have less opportunities to avail Sometimes teacher's personal investment enhance their professional development So it concluded that more professional development opportunities must be provided for teachers to assure their participation in professional development programs, which is the findings of current study according to objective No1; to fill the gap of present study).

5.   Seeking a series of textbooks that would fulfill the various needs of students, who had complained that some textbooks were outdated, heavy, and boring. Some information was missing in those books. The textbook series also have the need to align with the district's core imperative beliefs and to score high on the district's head. Als reviewed the areas of learning styles, relevancy, rigor and critical thinking skills.

Universal Design for Learning (UDL), bonding to technology, standards, diversity and 21st-century skills. UDL was critical to the rubric because in 2006 BCSC (Bureau of Curriculum and School based College)take and put in practice it as the guide to all curricular decisions.UDL is a designed that is by the Center for Applied Special Technology (CAST) (Rose & Meyer, 2002).

6.   This framework is founded on research about learning. Representation shows the multiple ways that knowledge can be provided to students, and expression offers students chances to express what they know. Teachers were not looking further at textbooks simply for material; they wanted to see how students would become busy with the topics, how acquired knowledge would be presented in many ways and how to collect information from students in different forms. In the complex situation of textbooks, adopting schools want that students have access to honest, well-written, safe and high-

quality information in today's modern world. They can easily reach information for personal use and through a great amount of data to find what they need. The modern community looks to continue building its technological resources an tools (Nelson, 2011).

7. This study sets out to develop a reliable questionnaire for Dutch language concerning related aspects with respect to stimulation. Using the literature on 'self-efficacy', which has long preserve a difference between personal efficacy (teacher efficacy) and results efficacy and which was also improved in view of teaching efficiency as an self-determining concept. Teachers in higher education issue that how much hard work can be made that help learning and (outcome efficacy) how the teaching process is related that bears only a restricted association to their motivation, although both phases are part of the ideas 'self-efficacy'. This may be related to the reality that university teachers cannot select not to teach nor have they chosen to become scholastic just because they want to teach (Visser, 2012).

8. Sharma (2009) stated to compare the teacher with other professions it is concluded that no other worker comes even somewhere near the glory enjoyed by a teacher.

9. It was noted (Shin, 2012) that teaching is a hard work. It involves suitable dispositions, personal competencies and greater knowledge and skills. The mastery of knowledge and skills may well discount the difficulty and dynamics of a social structure of professionalism. Teachers' earlier life experiences, educational will experiences control their thought about, presented knowledge and beliefs. Therefore, teacher must apprehension about inquiry and close observation of one's own individual strengths and personality in the process of becoming a good quality professional Good education

requires good teacher. Student, teacher and teaching are the essential mechanism in the context of education. Therefore, education is generally and teacher education is particularly considered essential for quality education.

10.   McDonough (2012) noted that emergent trend in educational context is the development for teachers not just as element and capable practitioners, but also as generators of educational premise, to make sense of the challenges that are present not only in the workplace, but also the commitment in formal studies at postgraduate level.

11.   Sharma (2005) mentioned that to identify with the development of teacher education practice, and the usefulness in preparing teacher, definition of the qualifications meaning fully to be engendered; sufficient organizational and administrative necessities in an institution purporting to arrange teachers; and an educational program, designed and administered on the purpose base, the nature of the teaching-learning process, and ask services of teachers.

12.   Qiding(2009) noted that the main liability of teacher is to enable students to achieve the mandatory level of skills.

13.   Ljubetic (2012) stated it is essential to put into role new strategies for teaching which will allow quality interaction among teachers, student and fellows. The development of significant thinking, collaboration, cooperation etc., which will actually prepare students for the challenges waiting for them in practice.

14.   Bates (2011) mentioned it is typical for teacher educators to make complete

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devotedness to educate their students and to continuously keep in mind the future professional requisition of student teachers.

15 Ren (2009) noted that most importantly, awareness of teachers' ethical construction should be enhanced significantly. Teaching cannot proceed in isolation. But for the teacher perfection morality, cooperation, a team spirit of mutual respect, and perceptions of moral and ethical conditions of students. It's not possible for them to achieve their teaching task or inculcate qualified talents. Then, an executive technique should be established and formulated.

16. Vazir &Wheeler (2004) affirmed that in-service courses and pre-service training in colleges or universities and are the two main kind of teacher training presented in Pakistan. Pre-service goes to professionalism such as the Bachelor of Education (B.Ed).for proficient high school teachers. The Certificate of Teaching (CT), compulsory for middle school teachers; and the Primary Teaching Certificate (PTC) the altering term now called(PST) Primary School teacher.

17. Joyce & Showers (2002) recognized that trainers have to ask question like: Who is training for and what consequence are expected? Is the training results new in learning or is it trying to polishing the presented knowledge and skills? So the teacher must conscious of training purpose.

18. Checkering (1987) described there are valuable resources for the enhancement of undergraduate education. But question is that how students and faculty members improve undergraduate education and support higher education specially and other generally.

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19.   Retallick (2005) renowned that for parents and teachers entrusted with educational welfare of the students to listen each other actively and to hear what each is saying without allocating blame. Parents-teachers partnership have an excellent opportunity to demonstrate the achievements and working together in the best interests of students.

20.   Sing(2005) declared that in all teaching training practice teaching is very essential practice in the professional training of teachers to bring theory and practice jointly. Its focus at placing the trainees in such a position in which they skillfully use their knowledge enhanced the communication to presents the extra co-curricular activities in and outside the classroom. Both student and teachers are expected to be energetically involved in extensive direct experience in a institutes under the direction of the staff of the teachers college to learn the dimensions of the profession of teaching and to get competencies needed for entering into the teaching profession. Teaching practice also facilitates the situation for assessing the mastery of the knowledge and skills required of an efficent teacher.

21.   Vermilye(1974) renowned that educational passport is a document as a personal property of a student that would contain a student's credentials from the educational world. This is a micro card, which is durable, in-expensive, and easily copied. All the minute of educational progress that one might desire to keep and presents high school grades, instructors' remarks, narrative testimonies, summaries of special projects or special training outcomes of observed learning, personal statements of achievement, and so on. The student can include in the passport what he chooses and, actually, a student can make his own passport if he chooses. Further, the passport will allow the recording of learning experiences on the occupation. Thus the passport will help in evaluating a space.

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An individual's on the whole progress in attaining his educational goals and will help in planning the next steps. The present study related to professional preparation of teachers and all the learning opportunities provided in the universities for the professional improvement of teachers and educators, like pedagogy, practice of teaching workshops, seminars, conferences, qualification programs, observational visits, network participation, mentoring, literature reading, and dialogue with person research in professional development are essential to enhance the quality of education and preparation of teachers professionally through these learning opportunities.

2.17 Summary

Literature Review is the second chapter of this thesis. In this chapter, different topics related to the thesis title were included. Doing Ph.D in the subject of education, the chapter was started with the topic and definition of education, then teacher education, professional development, nature of professional development, element of professional development, professional standard for initial preparation of teacher in Pakistan, learning, teacher's learning needs, university teachers, instructional supervision of teachers, the basics of professional practice, learning theories, learning elements teacher motivation and adopting a learning centre approach, included as well as **related studies** about the problem based learning approach, aspect of past content knowledge (PCK), teacher motivation to participate, practice teaching, students credential from the educational world, learning experiences on the job, professional improvement of teacher and educators, training outcomes of experiential learning and professional preparation of teachers and so on were included in this chapter.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the major procedusral dimension of the study. The chapter gives complete details about the research study was conducted and about the case study. The research design of study focus on population of the study, research tools, sampling techniques, questionnaire detail, the procedure for conducting the research, sample selected, and the data analysis technique etc.

3.1 Research Study

The study aimed at exploring the opinions of university teachers about the participation in different learning opportunities, its effects, issues and problems in availing learning opportunities with the reference of professional development and to see the results of professional development on the career of university teacher. It also inquired teacher's learning needs and goals and factors affecting university teachers regarding professional development with respect to their learning opportunities. The research was quantitative. However, some portion is qualitative in nature as open ended questions were also included in the survey. A survey was conducted by administering the instruments.

3.2 Research Design

Research design means the research scheme which guides the researcher to conduct the research. Mixed method research designs are approved ways of how integrated

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quantitative and qualitative approaches can be mixed in mixed method study. There are several mixed method designs that show the structure of consecutive phases and of parallel phases(Ponce,2014; Creswell & Plano Clark, 2011; Ponce, 2011; Teddlie & Tashakkori, 2009; Green, 2007). In this study the researcher adopted to use the explanatory design using sequential phases (quantitative - qualitative) the purpose of this design is to describe the research problem completely.

The quantitative and qualitative data was collected at the same time. After the collection of data, quantitative data was analyzed and then the results were interpreted (Phase – I), then to the qualitative study (Phase – II). In the qualitative mode, some semi-structured questions were asked from the respondents at the same time. The collection of qualitative data, thematic method was adopted through themes formation. And the results were clarified. These two modes, quantitative and qualitative were mixed for drawing the conclusion of the study.

Figure: 3.1 Mixed Design
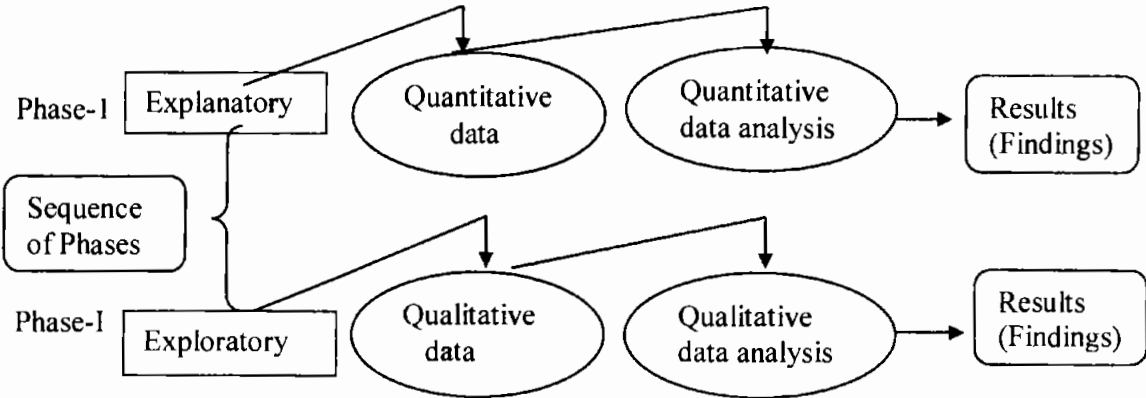
3.2.1 Objectives Scale Development Phas e – I

Development of an indigenous instrument on university teacher's professional development found suitable for population of university teachers of Pakistan.

To find out psychometric properties of the instrument, the scale development was progressed in following steps:

Generation of initial item pool, focus group discussion and content analysis: After a detailed review of literature including books, published articles and existing questionnaires on the related constructs focus group discussions were done with university teachers comprised five members. Discussion time varied from sixty to ninety minutes. Open-ended questions were asked. Responses were noted down. After content analysis the initial pool of seven major themes were generated. e.g. participation in activities of development, reasons for preventing in activities of development, resources of appraisal after receiving appraisal/feedback nature of changes in overall work behavior. These areas were asked in detail by developing item pool of 50 items. 48 items were asked in objective format. Two items were merged after committee discussion. Remaining items were 48. After getting feedback type of cooperation received, change in confidence, change in job demands, also type of problem faced in professional development, suggestion and content validation were asked in an open-ended format of semi-structured questions. At the end, suggestions and overcome weaknesses were also asked. Complete questionnaire was evaluated for content analysis, face validity and content validation by five field experts. They reviewed this scale and after incorporation of their suggestions questionnaire was administered among the sample.

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Psychometric properties of teacher scale objective items being developed were administered for analysis. The cronbach's alpha reliability coefficient found was 0.91. Demographic formation regarding age, gender, academic qualification, professional qualification, employment status, designation and experience was also taken. (Appendix).

3.2.2 Questionnaire

Questionnaire for teachers were used for the purpose of data collection.

Closed-ended questions of rating scale were used as well as open-ended questions to explore the issues, problems and factors related to professional development and some open ended questions were included relating common recommendations and suggestions for bringing enhancement in the quality. The questionnaire was developed on seventy items with the help of supervisor and expert teachers. At different points Likert scales as for the participation in different opportunities (Yes, No), for the level of effect of learning opportunities (No response, no effect, little effect, average effect, greater effect, for the reasons of hurdles or obstacles in professional development (Yes, no), for the university approval as feedback (never, once per year, twice per year, monthly, weekly, daily) and for the effect of professional development on university teachers, were given the options in five points as (No response, No change, a small change, a moderate change, a large change). Six questions were open-ended for logic beside seventy items of the questionnaire. The teachers' personal information items were also included. Name, gender, age group, present academic qualification, professional qualification, employment status, present designation, and experience. There were 10 questions in the questionnaire, out of which 4 were close ended questions and consisted of different items and sub-items

and the 06 were open-ended questions. Category A for personal information. Q.No.1 has

two categories in **B** ·a· for participation and 'b' for effect of participation in Category C

related to Q.No.2 of the questionnaire for obstacles or reasons of preventing from

participation in more learning opportunities. Category D consisted of receiving the

appraisal and feedback in the institution, related to Q.No.3.category E for the effect of

professional development on the career of teachers and changes occurred in the career of

teachers related to Q.No.4.Category F for open-ended structural questions related to Q.5

Result of qualitative part of the study are given on page No.147-152 among the six

domains of semi-structured questions.

Table: 3.1

Number of variables

S.No	Categories	Variables (items)	No. of questions items
0.1	A	Personal information	07
1.1.a	B	Learning opportunities(participation)	15
1.1.b	B	Learning opportunities (effects)	15
1.2	C	Obstacles /problems	07
1.3	D	Appraisal and Feedback	05
1.4	E	Effect of P.D on the career of teachers	21
Total			70

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Table: 3.2

Themes of Open-Ended Questions

S.No	Open-Ended Questions (Structured)
1.	Cooperation received
2.	Confidence increased
3.	Change in job demands
4.	Problems faced by respondent teachers
5.	Suggestions given by respondent teachers
6.	Overcome weaknesses

Sample Selection

The choice of the study population is called sampling. Choice of the sample depends on the type of research being conducted. Due to the sampling method, sampling from population sample, we distinguish between probability samples, which are based on probability theory and improbability samples, which are not based on probability theory (Kožuh, 2003;Kundačina and Brkić, 2004; Kundačina, 2010). Here the population catered to wide range of discipline in general and social sciences in particular of public sector universities at Islamabad and Rawalpindi. The researcher has to select public sector universities of social sciences in the area of Islamabad and Rawalpindi. Teachers were concerned, both male and female. Using purposive sampling technique. Purposive

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sampling is a form of stratified sample, researcher purposely select and also purposely leaves some members (Singh, 1984).

It is not a comparative study. Only teachers were concerned in this study. Adapting purposive sampling technique, data consisting of 201 out of 720 university teachers of social sciences were taken from different universities in Islamabad and Rawalpindi.

Table: **3.3**

Sample Selected

Male	Female	Total
51	150	201

3/3 Population of the Study

The population catered to wide range of discipline in general and social sciences in particular of public sector universities at Islamabad and Rawalpindi. All teachers belonging to any age group and gender were included at university level. Thus the teachers in the discipline of social sciences in public sector universities in Islamabad and Rawalpindi with constitute the population of the study. In this area the researcher visited different universities for data collection. Only those universities were selected which have a Faculty of Social Sciences.

3.5 Instrumentation

A researcher requires many data collection tools which may vary in their difficulty, administration, interpretation and design. Each tool is suitable for the collection of specific information. The researcher developed closed-ended and semi-structured tool for

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data collection. Sometimes it occurs that the existing research tools do not suit his

purpose, so he may have to develop them or construct his own (Koul, 1984). This study

aimed to focus on collection of experiences of the teachers of the universities. Newly

developed questionnaire was used for data collection.

3.6 Pilot Test

The questionnaire was pilot tested in order to test effectiveness of the questions

asked; clarity of the statements; clearness of the instructions given at the top of each

portion. For the improvement of the statement of questionnaire and to make it

understandable the researcher are instructed to openly give their feedback. After

committee approach, the researcher administered the questionnaire personally among 10

teachers for pilot testing. Four expert opinions and feedback of professionals of education

department were given after assessing the items and according to their suggestions, some

items were revised, and again shown to the relevant experts for confirmation of the

questions and correlated to the topic key words.

3.7 Reliability and Validity of Questionnaire

In evaluating a test two questions are encountered that are different, but overlapping.

First question is how accurately the test sample represents the broader universe of

responses from which it is drawn; Second is how sincerely that universe communicates to

the latent attribute in which one is interested. The first is called the "reliability "of the

test, they have been spoken of by Cronbach et al. (1972) as the generalize ability of the

test score – the range of inferences that can be made from it. The second is to its

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"validity" collectively, Typically there are three sides to the issue of reliability: 1. the basic rationale. 2.The procedures for data collection, and 3. the statistical procedures for data analysis. 4. These facets interact in that certain empirical data sets are appropriate for certain conceptions of the universe to which inferences is desired, and the possible types of statistical analysis depend on the data at hand.

3.7.1 Face validity

Scientific committee and experts in education department has reviewed the questionnaire which enhances its face validity.

3.7.2 Content validity

For ensuring the con tent validity of the questions, professionals in the field of teacher education assessed the items and in the light of their suggestions some items were revised for that the questions were relevant and correlated with the learning opportunities in professional development researches.

3.7.3 Reliability of Questionnaire

Formula determined the reliability of instrument in a questionnaire the Cronbach alpha reliability coefficient was used to check the reliability of quantitative dates and its subscales.

No of items	Cronbach's Alpha
70	0.913

Case Processing Summary

		N	%
Case	Valid	201	100.0
	Excluded	00	0.00
Total		201	100.0

a. List wise deletion based on all variables in the procedure

Figure 3 2 Reliability Statistics

The data display high alpha coefficient which showed the internal consistency of the instrument. The range for reliability from 0.71 to 0.85 for the sub-scales and 0.91 for the sub-scale of quantitative phase-1 indicated that the tool is strongly reliable.

3.7.4 Reliability

The ideal fact on which decision making rely would be something like the person's mean score our overall satisfactory observation which we shall call his "universe score." The researcher used the observed score or some functions of it as if it were the universe score. This is generalizes from sample to universe. The question of "reliability" thus granite into a question of precision of generalization (Keeves, 1988).

In this study, the effect of learning opportunities checked by five points Likert scale. First in part (A) of Q. No.1 in questionnaire were asked the questions about the

participation of teachers in different types of learning opportunities through (Yes, No). Then in part (B), questions were asked to show the effects of each learning opportunity, in which they were participated, by five points Likert scale (No response, No effect, little effect, Average effect, Greater effect), for the reasons as hurdles or obstacles in professional development (Yes, No), for the university approval as feedback (never, once per year, twice per year, monthly, weekly, daily) and for make changes or the effect of professional development on university teachers, were given the options in five points as (No response, No change, a small change, a moderate change, a large change). Six questions were open ended for logic beside seventy items of the questionnaire The teachers' personal information items were also included i.e. (Name, gender, age group, present academic qualification, professional qualification, employment status, present designation, and experience) etc. There were 10 questions in the questionnaire, out of which 4 were close ended questions and consisted of different items and sub-items and the 06 were open-ended questions in the questionnaire. Q.No.2 of the questionnaire for obstacles or reasons of preventing from participation in more learning opportunities.

Q.No.3.consisted of receiving the appraisal and feedback in the institution, Q.No.4. for the impact of professional development on the teacher's carrier and changes occurred in the career of teachers. Q.No.5. for open-ended structural questions. Then the percentage of item responses were given according to their selected scales.

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Table 3.4

Detail of the Respondent's Personal Information in Questionnaire

S.No	Categories	Options
1.	Gender	2 (male, female)
2.	Age group	4 (23-33, 34-44, 45-55, 55 above)
3.	Academic qualification	4 (M.A, M.Phil/M.S, PhD, Post.Doc)
4.	Professional qualification	5 (no resp, sp.Dip, sp.Trainig, courses,other)
5.	Employment status	4 (no resp, contract, Adhoc, regular)
6.	Present designation	5 (no resp lecturer, Asstt.prof. assoc.prof.)
7.	Experience	6 (less than 5, 6-10, 11-15, 16-20, 21-25, 25 & above)

3.8 Ethical Considerations

The subjects were informed through covering letter with questionnaire as a consent form about the purpose of the study and the method that would be utilized to collect the data. They were assured that being the respondents for this study no Potential risks were involved. Anonymity was maintained by giving the option to respondents to show their identity in writing names. Confidentiality was maintained as the identities were not revealed in reporting the results. Questionnaires were numbered for data entry.

3.9 Data Collection

Due to time constraints, the researcher selected his unit such a way that the selected sample yields as quickly as possible. In this method, it is left to the researcher to decide what to pick up and what not to include in the sample. According to this study data

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collection was done through administering questionnaires among the respondents. The researcher visited personally to the universities to administer and collect the questionnaires by hand. Moreover, initially a covering letter was given to each respondent to realize the importance of the research and their feedback for improving the professional development of teachers at national level at Islamabad and Rawalpindi.

3.10 Data Analysis

The normal frequency distribution curve is based upon probability law or the Probable occurrence of certain events. Events probability is described as the expected frequency of the happening of this event among such events showed as a ratio mathematically. A probability ratio falls always between the limits .00 (impossibility of occurrence) and 1.00 (certainty of occurrence). All possible degrees of likely hood maybe expressed by appropriate ratios between these limits (Koul, 1984). After data collection, the organization of data in the form of cleaning, feeding, and coding was done. Means and Standard Deviation were achieved.

In order to attain the objectives of research data was analyzed according tothe study observation. Utilizing descriptive statistics for interpretation of data and percentages were also used. It was quantitative analysis of data. Essential responses were mentioned in thesis for better understanding. In order to get the objectives of the study, validity and reliability of the tool were checked. Cronbach alpha determined the reliability for the whole instrument. It was found to be high to .913 and thus found reliable. Total-item correlation of the instruments was determined through expert's opinion.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the assessment and interpretation of data collected from the faculty members. Statistical analysis was carried out results of the study have been presented in the form of tables and graphical presentation. Due to categorical data Chi-square test was used for the analysis. Moreover, percentage and graphs were also used for interpretation and clarification of data. The sequence of data presentation and analysis of data is as:

A. Through questionnaire collected data was analyzed and interpreted the university teachers. This category is for the personal information and questions ranging from question one to seven of questionnaire deal with data analysis of the responses of faculty members. Shown as from (4.1 – 4.7) in this chapter.

B. This category has two parts "A" and "B". Part "A" deals with analysis of the participation in professional development activities as learning opportunities (4.8-4.22). Part "B" shows the effect of participation in learning opportunities as (4.23 - 4.37) in this chapter.

C. This category from (4.38- 4.44) of this chapter contains the analysis of obstacles or hurdles which made problems in availing the learning opportunities for professional development.

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D. This category (4.45 – 4.49) is regarded as a university approval and deals with the analysis of the responses for receiving appraisal and / or feedback in the institution.

E. This category from (4.50 – 4.70) deals with the analysis of the effects of professional development on the career of university teacher.

F. The last portion from (4.71- 4.76) deal with the analysis of open ended questions of the questionnaire that generally included to assess the quality of data, and for getting suggestions. Therefore, It is also measured as qualitative analysis of study. Got the views for thematic method and then arranged in this section.

Questionnaires were distributed among the university teachers and administrators in the selected Institutions for the collection of data. After collecting the data through questionnaires. Percentage and graph were also used for interpretation of data. Percentage and graphs of item responses were given according to their selected scales. The ideal datum on which decision making base would be something like the person's mean score our overall acceptable observation which we shall call his "universe score."The investigator used the observed score or some function of it as if it were the universe score. This is, he generalizes from sample to universe. The question of "reliability" thus resolves into a question of accuracy of generalization (Keeves, 1988).

(A)Personal Information of the Respondents

Table 4.1

Gender of the respondents

Options	Observed No	Percent%	Expected No
Male	51	25.4	100.5
Female	150	74.6	100.5
Total	201	100.0	
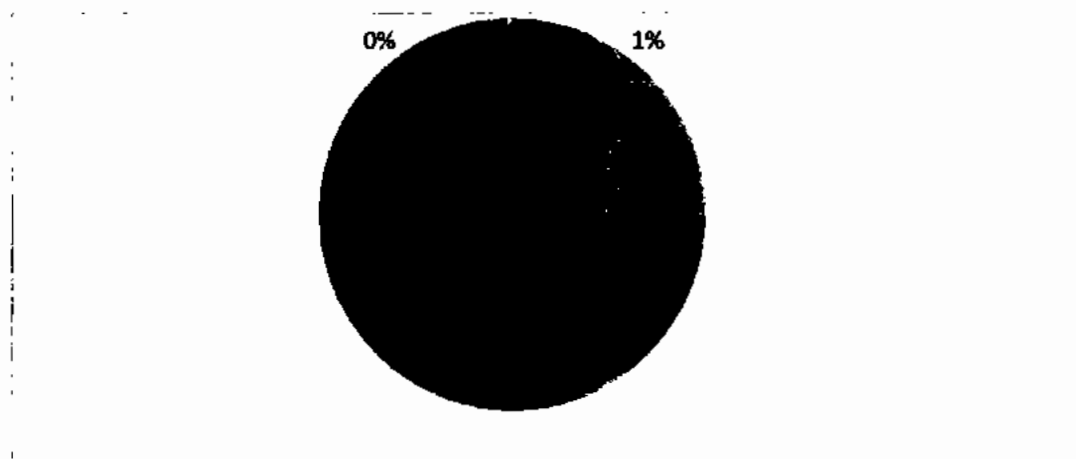
This section demonstrates the personal information of the respondents from table 4.1 to 4.7. The table 4.1 shows the gender of the respondents in the study. In this table, the 25.4 % respondents were male and the 74.6 % respondents were female. There is significance difference existed in score between Male = (M= 1.75, SD = .436) and female = (M = 1.746, SD = .436).

Table 4.2

Age group of the respondents

Options	Observed No	Percent%	Expected No
22-33	110	54.7	50 3
34-44	63	31.3	50.3
45-55	22	10.9	50.3
55 and above	06	3.0	50.3
Total	120	100.0	

0, 0% 3,2, 2% 8.2, 4%
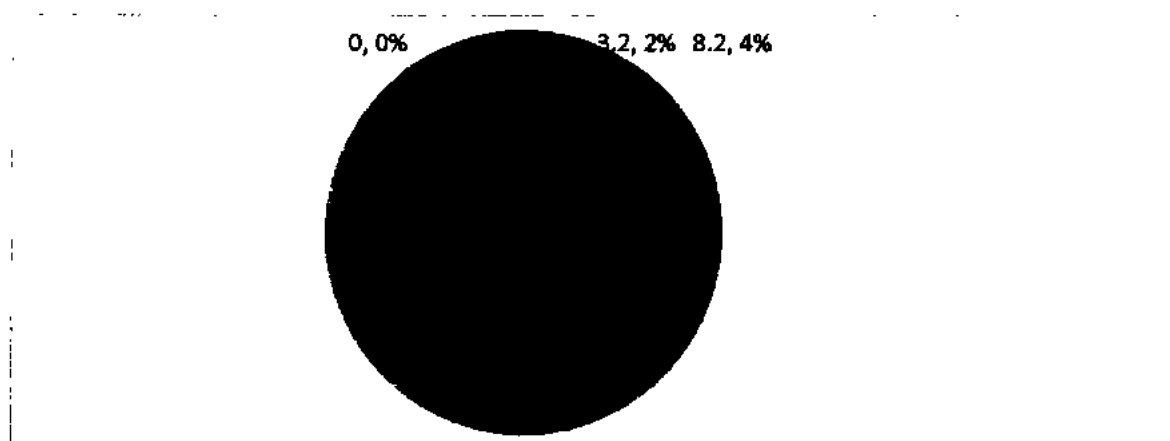
Table 4.2 demonstrates about the age group of the respondents in this study. Most of the respondents were in the age group of 23-33 means 54.7% respondents were in this age group. 31.3% respondents were in the age group of 34-44, 10.9 % were in the age group of 45-55 and the 3.0% respondents were in the age group of 55 and above. Majority of the respondents were showed their age group of 23-33. They were more than half percent of the total respondents.

Table 4.3

Academic Qualification of the respondents

Options	Observed No	Percent%	Expected No
Master	22	10.9	50 3
M.S/M.Phil	105	52.2	50.3
PhD	62	30.8	50.3
Post.Doc	12	6.0	50.3
Total	201	100.0	
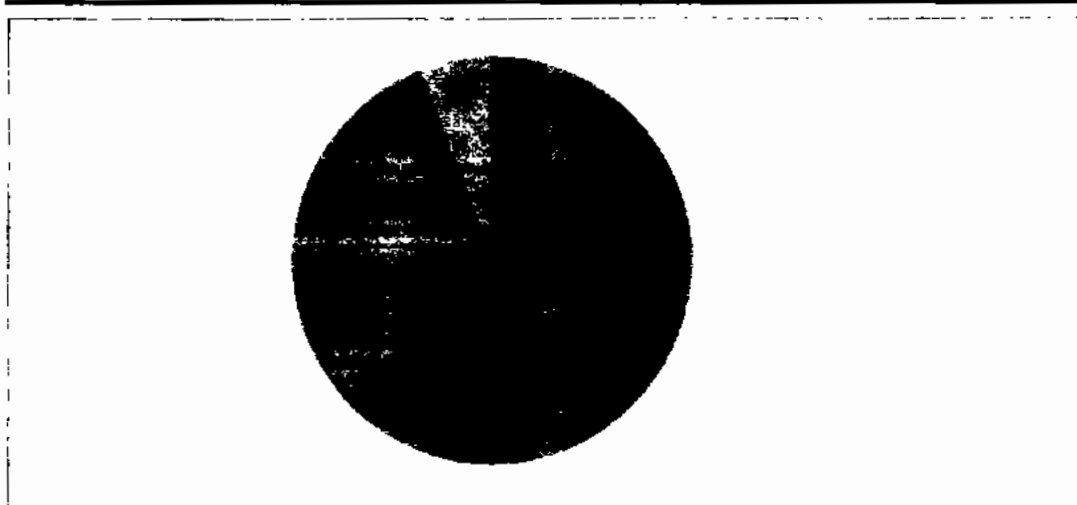
Table 4.3 shows the academic qualificatin of the respondents. Maximum respondents percentage was 52.2% and has the qualification MS /M.Phil, 30.8 % were Ph.D and 6.0 % rspondents had the qualification of post.Doc. while10.9 % of respondents were Master degree holders

Table 4.4

Professional Qualification of the respondents

Options	Observed No	Percent%	Expected No
No Response	60	29.9	40.2
Special Diploma	16	8.0	40 2
Special Training	39	19.4	40.2
Courses	56	27.9	40..2
Any Other	30	14.9	40.2
Total	201	100.0	

The table 4.4 shows the professional qualification of the respondents that 19 4 % respondents have the professional qualification of special training, 8 0 % respondents were special diploma holders, 27.9 % respondents have the professional qualification of different courses, 14.9 % were expert in any other technical or skillful education. While 29.9 % were the non-respondent.

Table 4.5

Employment Status of the respondents

Options	Observed No	Percent%	Expected No
No Response	02	1.0	50.3
Contract	25	12.4	50.3
Adhoc	09	4.5	50.3
Regular	165	82.1	50.3
Total	201	100.0	

Table 4.05 shows the employment status of the respondents that 82.1% respondents were the regular employer in their institutions, 4.5 % were on the Adhoc posts and then 12.4 % respondents were on the contract bases. While 1.0 % were non respondents.

Table 4.6

Present Designation of the respondents

Options	Observed No	Percent%	Expected No
No Response	06	3.0	40.2
Lecturer	125	62.2	40.2
Assist. Professor	57	28.4	40.2
Assoc. Professor	10	5.0	40.2
Professor	03	1.5	40.2
Total	201	100.0	

Table 4.6 shows the designation of the respondents that 1.5 % respondents were the professors, 5.0 % were the associate professors, 28.4% respondents were assistant professors and 62.2 % respondents were the lecturers in the institutions. While 3.0 % were the non-respondents.

81

Table 4.7

Experience of the respondents

Options	Observed No	Percent%	Expected No
Less than 5years	56	27.9	33.5
6-10 years	96	47.8	33.5
11-15 years	26	12.9	33.5
16-20 years	08	4.0	33.5
21-25 years	10	5.0	33.5
Above 25 years	05	2.5	33.5
Total	201	100.0	
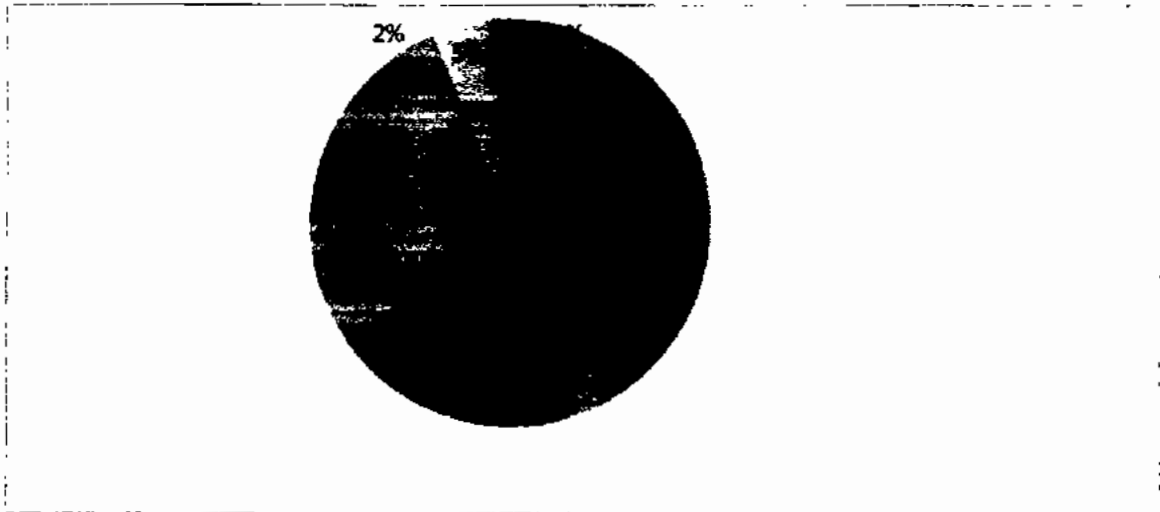
This table 4.7 shows the experience of the respondents that the experience of 2.5 % respondents was above 25 years, 5.0 % were had 21-25 years, 4.0 had 16-20 years, 12.9 % were had 11-15 years, 47 .8 % had the experience of 6-10 years. While the 27.9 % respondent had the experience of less than 5 years.

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(B) 1.Participation in Activities as Learning Opportunities for Professional Development

Table4.8

Respondents views for the Participation in workshops

Options	Observed No	Percent%	Expected No
No responses	02	1.0	100.5
No	12	6.0	100.5
Yes	187	93.0	100.5
Total	201	100.0	
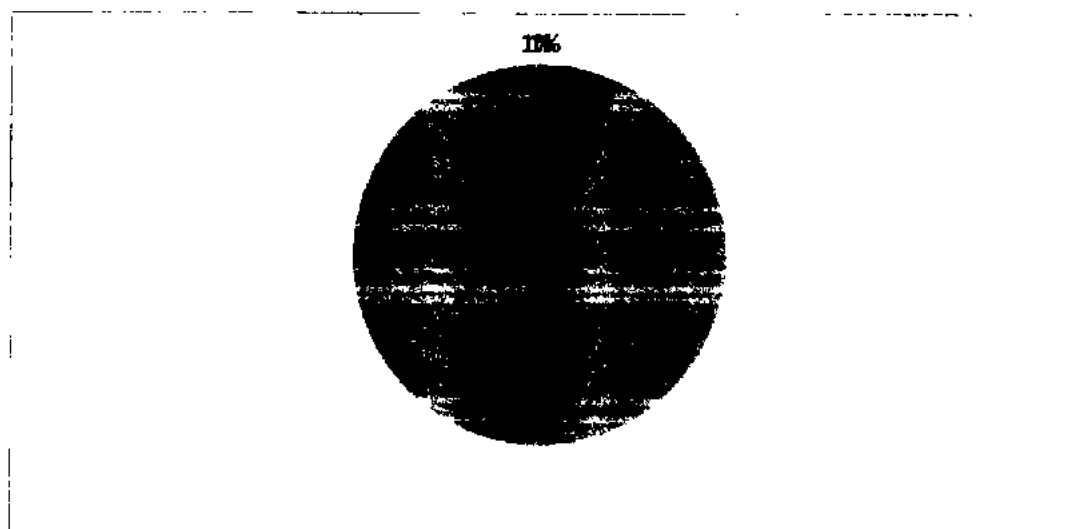
This table shows that 93.0% respondents participated in workshops and only 6% respondents did not participate, while 1% did not response. Therefore, the result was strongly significant which showed that mostly respondents participated in workshops for professional development.

Table 4.9

Respondents views for the Participation in Training Courses

Options	Observed No	Percent%	Expected No
No response	09	4.5	100.5
No	21	10.4	100 5
Yes	171	85.1	100.5
Total	201	100.0	
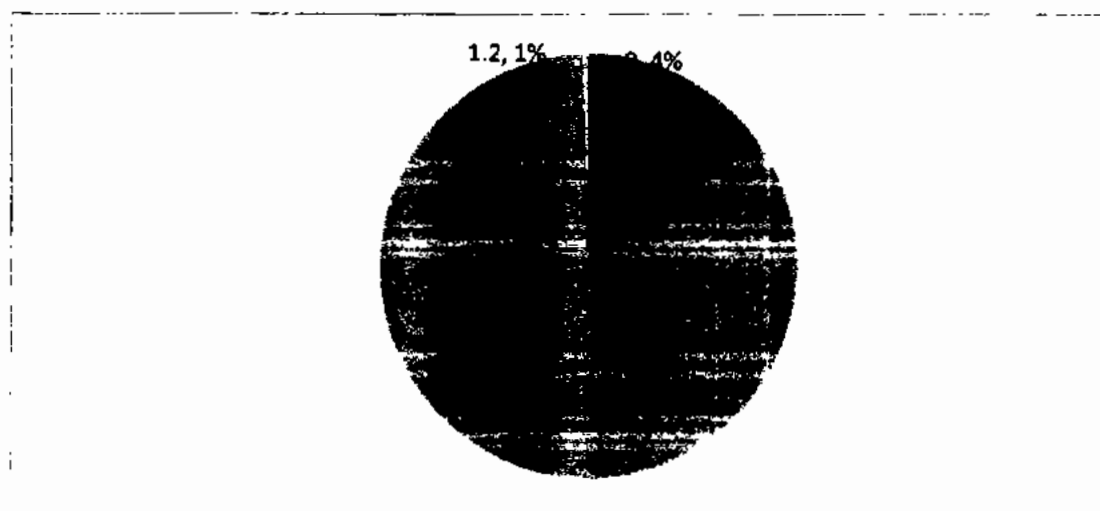
This table shows that 85.1% respondents were of the view that they participated in training courses and 10.4% respondents were non-participants. While 4.5% were not respondents for this learning opportunity of professional development. Therefore, the result was statistically significant which showed that most of the respondents participated in training courses for professional development.

Table 4.10

Respondents views for the Participation in Seminars

Options	Observed No	Percent%	Expected No
No responses	06	3.0	100.5
No	48	23.9	100.5
Yes	147	73.1	100.5
Total	201	100.0	
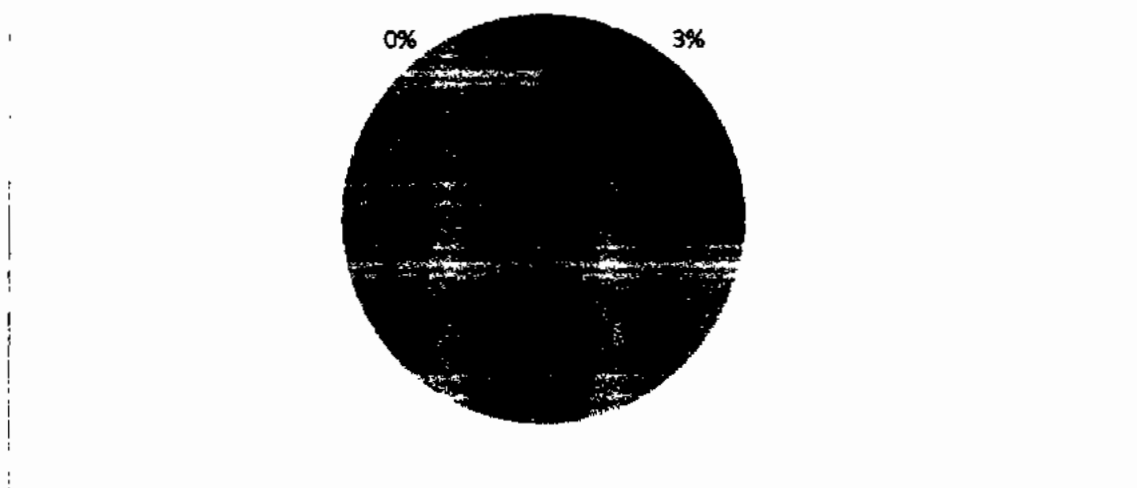
This table shows that 73.1% respondents were of the view that they participated in seminars and 23.9% respondents were non-participants. While 3.0% were non-respondents for this learning opportunity of professional development. Therefore, the result was significant statistically, which showed that most of the respondents participated in seminars for professional development.

Table 4.11

Respondents views for participation in Conferences

Options	Observed No	Percent%	Expected No
No responses	24	11.9	100.5
No	29	14.4	100.5
Yes	148	73.6	100.5
Total	201	100.0	

1%
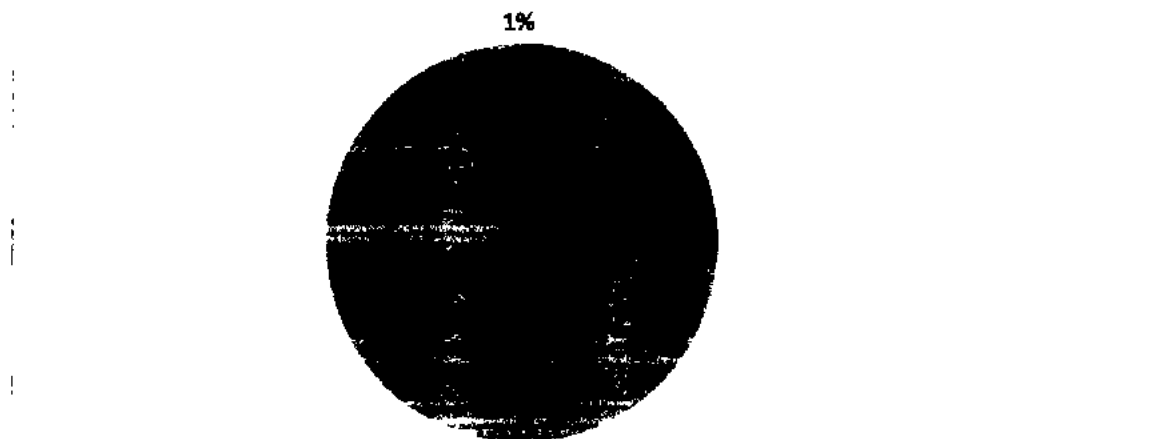
This table shows that 73.6 % respondents were of the view that they participated in conferences and 14.4 % respondents were non-participants. While 11.9 % were non-respondents for this learning opportunity of professional development. Therefore, the result was statistically significant which showed that most of the respondents participated in seminars for professional development.

Table 4.12

Respondents views to increase their qualification programs

Options	Observed No	Percent%	Expected No
No responses	14	7.0	100.5
No	69	34.3	100 5
Yes	118	58.7	100.5
Total	201	100.0	
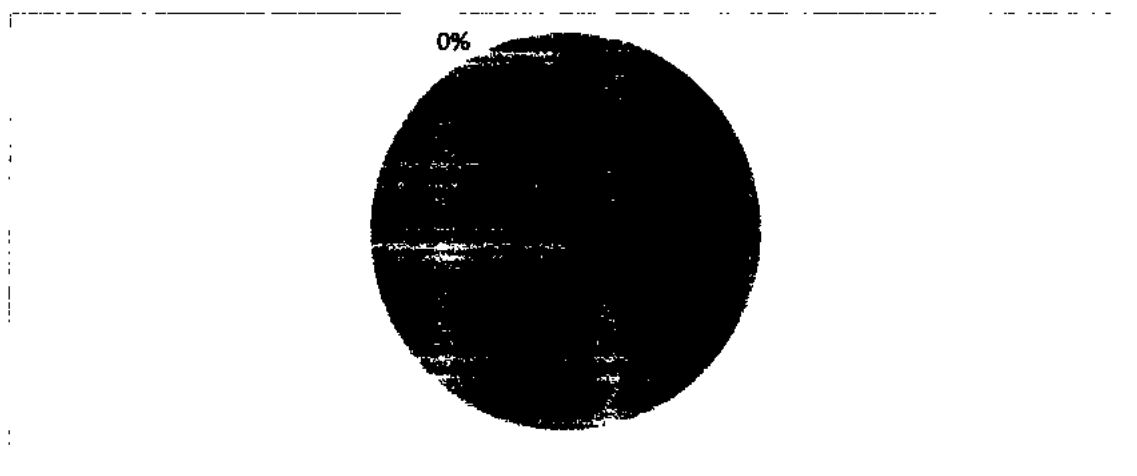
This table shows that 58.7 % respondents were of the view that they have increased the qualification programs and 34.3 % respondents did not increase their qualification. While 7.0 % were the non- respondents. Therefore, the result was significant which showed that more than half of the respondents have the opportunities to increase their qualification.

Table 4.13

Respondents views for Observational Visits to Other Institutions

Options	Observed No	Percent%	Expected No
No responses	12	6.0	100.5
No	88	43.8	100.5
Yes	101	50.2	100.5
Total	201	100.0	

1.2
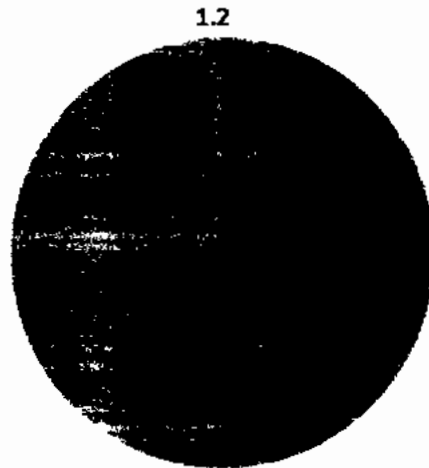
This table shows that 50.2% respondents were of the view that they availed the opportunity of observational visits to other institutions for professional development and 43.8 % have no opportunity. While 6.0 % were the non- respondents for this learning opportunities of professional development. Therefore, the result was significant statistically.

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Table 4.14

Respondents views to Individual Research on Professional Topics

Options	Observed No	Percent%	Expected No
No responses	12	6.0	100.5
No	35	17.4	100.5
Yes	154	76.6	100.5
Total	201	100.0	

This table shows that 76.6% respondents were of the view that they often do the individual research on professional and educational topics for their professional development and 17.4 % respondents had the opposite response. While 6.0 % were the non- respondents. Therefore, the result was significant statistically.

Table 4.15

Respondents views for Collaborative Research on Professional Topics

Options	Observed No	Percent%	Expected No
No responses	23	11.4	100 5
No	85	42.3	100.5
Yes	93	46.3	100.5
Total	201	100.0	
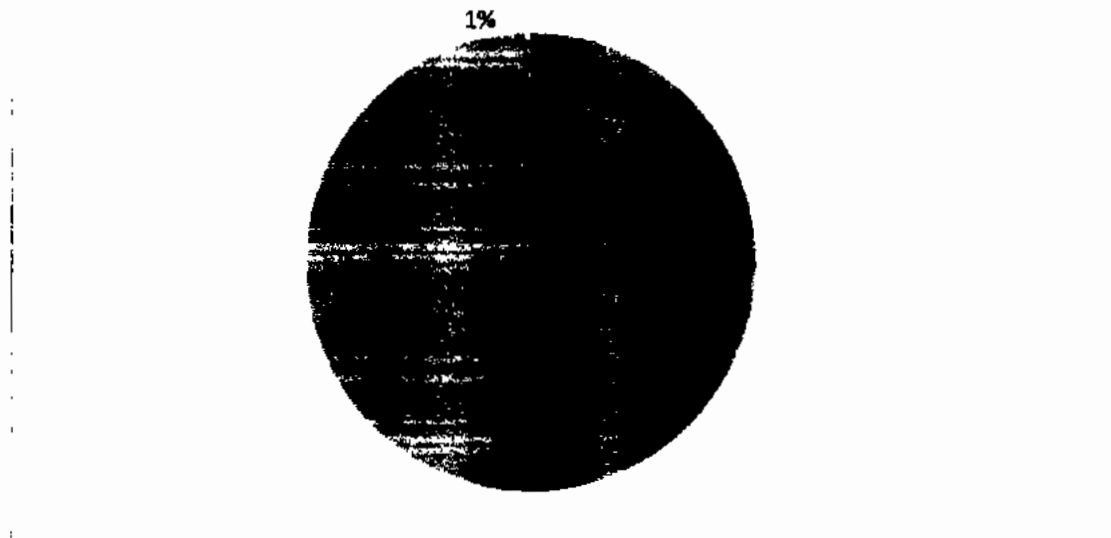
This table shows that 46.3 % respondents were of the view that they often availed the opportunity of collaborative research on professional and educational topics for their professional development and 42.3 % respondents were of the views that they have no such type of opportunity. While 11 4 % were the non-respondents. Therefore, the result was significant statistically.

Table 4.16

Respondents Views for Network Participation

Options	Observed No	Percent%	Expected No
No responses	09	4.5	100.5
No	102	50.7	100.5
Yes	90	44.8	100.5
Total	201	100.0	
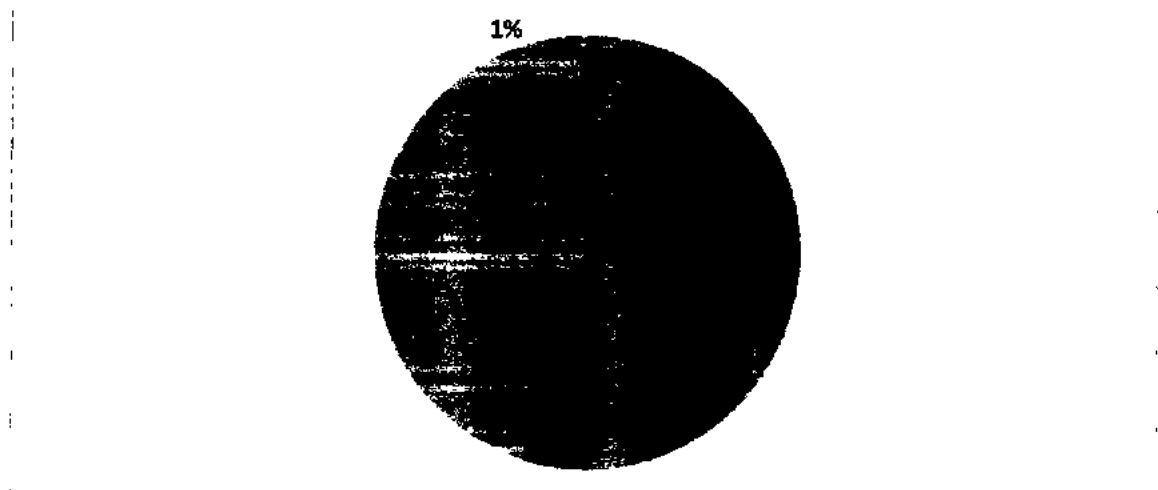
This table shows that 44.8 % respondents were of the view that they often availed the opportunity of network and take advantages by network participation for professional development. And 50.7 % respondents were of the opposite views to response. While 4.5 % were the non- respondents. Therefore, the result was significant statistically.

Table 4.17

Respondents views of Literature Reading for Professional Dev

Options	Observed No	Percent%	Expected No
No responses	04	2.0	100.5
No	19	9.5	100.5
Yes	178	88.6	100.5
Total	201	100.0	
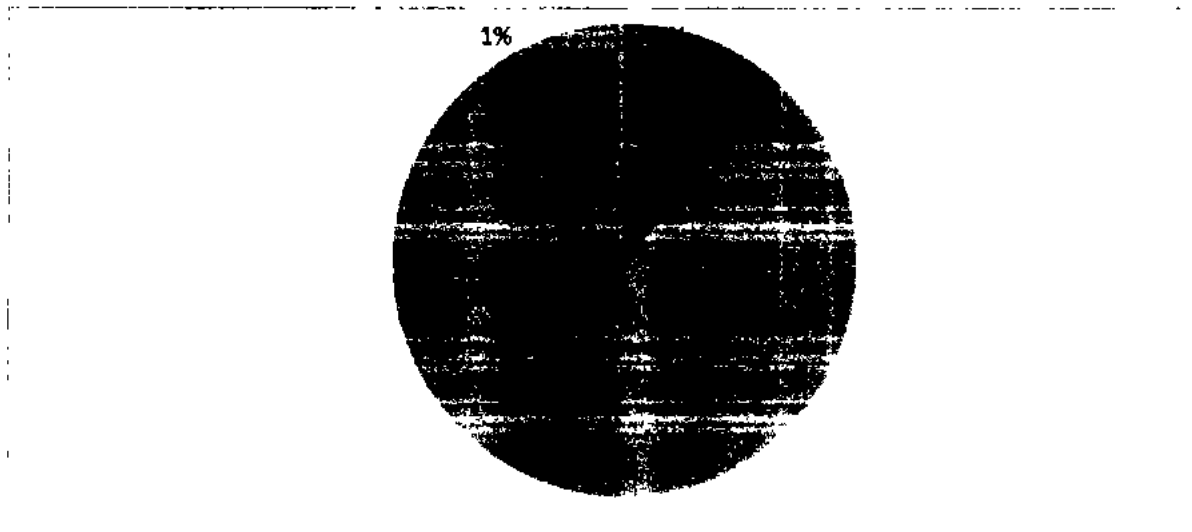
This table shows that 88.6 % respondents were of the view that they had the opportunity for literature reading and they could read different type of literature on professional and educational topics for professional development and 9.5 % respondents did not avail such type of opportunity While 2.0 % were the non- respondents for that. Therefore, the result was significant statistically.

Table 4.18

Respondents Views for Mentoring and Coaching

Options	Observed No	Percent%	Expected No
No responses	12	6.0	100.5
No	58	28.9	100.5
Yes	131	65.2	100.5
Total	201	100.0	
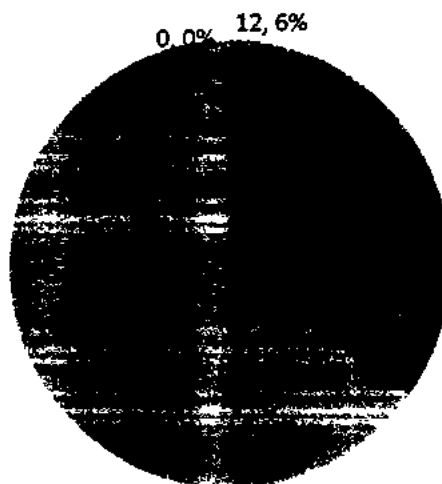
This table shows that 65.2 % respondents were of the view that they often availed the opportunity of mentoring and coaching for professional development and 28.9 % respondents were the views that they have no such type of opportunity. While 6.0 % were the non-respondents. Therefore, the result was significant statistically.

Table 4.19

Respondents views for Informal Dialogues with Colleagues

Options	Observed No	Percent%	Expected No
No responses	06	3.0	100 5
No	19	9.5	100.5
Yes	176	87.6	100.5
Total	201	100.0	
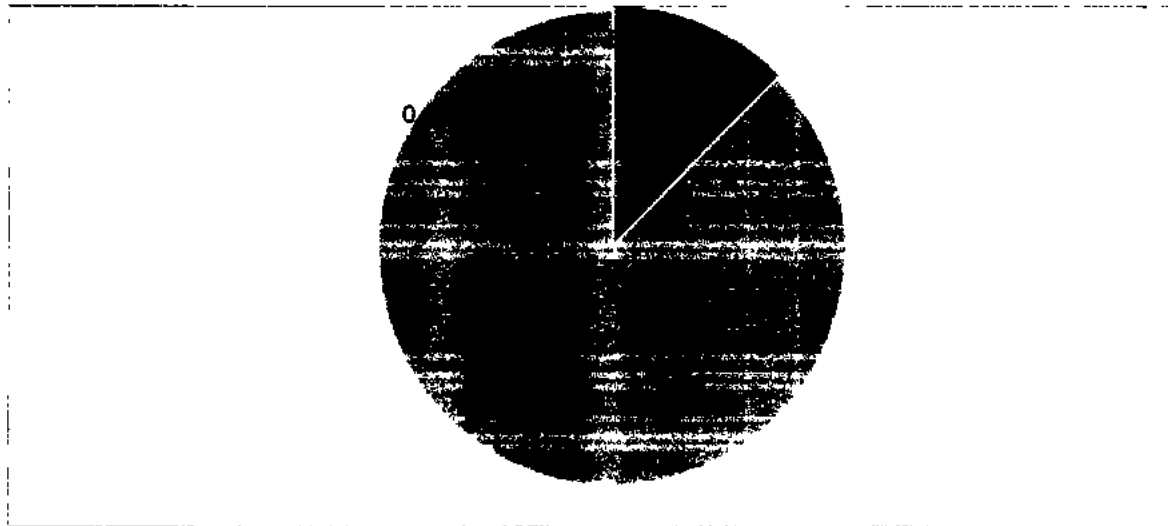
This table shows that 87.6 % respondents were of the views that they often had the opportunity for informal dialogues with colleagues on professional and educational topics. And 9.5 % respondents had not availed such type of opportunity. While 3.0 % were the non- respondents for that. Therefore, the result was statistically significant.

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Table 4.20

Respondents views for the Latest research based teaching content

Options	Observed No	Percent%	Expected No
No responses	12	6.0	100.5
No	43	21.4	100.5
Yes	146	72.6	100.5
Total	201	100.0	

0, 0%
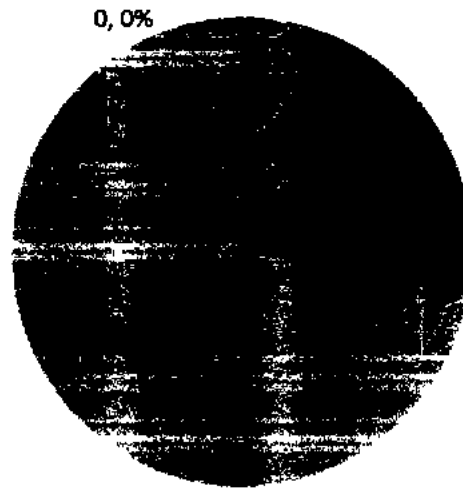
This table shows that 72.6 % respondents were of the views that they use the latest research based content in teaching for professional and educational development and 21.4 % respondents do not use this modern method. While 6.0 % were the non-respondents for that. Therefore, the result was significant statistically

Table 4.21

Respondents views for Teaching Method Accordance with Teaching Community

Options	Observed No	Percent%	Expected No
No responses	07	3.5	100.5
No	36	17.9	100.5
Yes	158	78.6	100.5
Total	201	100.0	
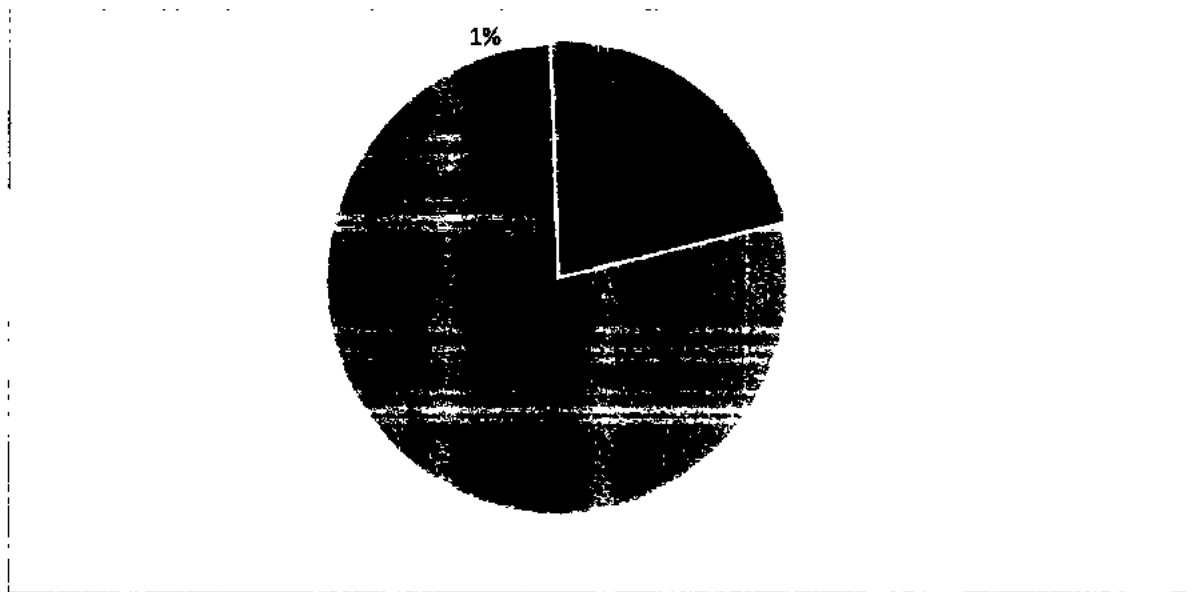
This table shows that 78.6 % respondents were of the view that they teach their student's accordance with teaching community and 17.9 % respondents had the opposite response. While 3.5 % were the non-respondents. Therefore, the result was significant statistically.

Table 4.22

Respondents views for Teaching Skills Accordance with changing Demand

Options	Observed No	Percent%	Expected No
No responses	05	2.5	100.5
No	36	17.9	100.5
Yes	160	79.6	100.5
Total	201	100.0	

0, 0% 5, 2%
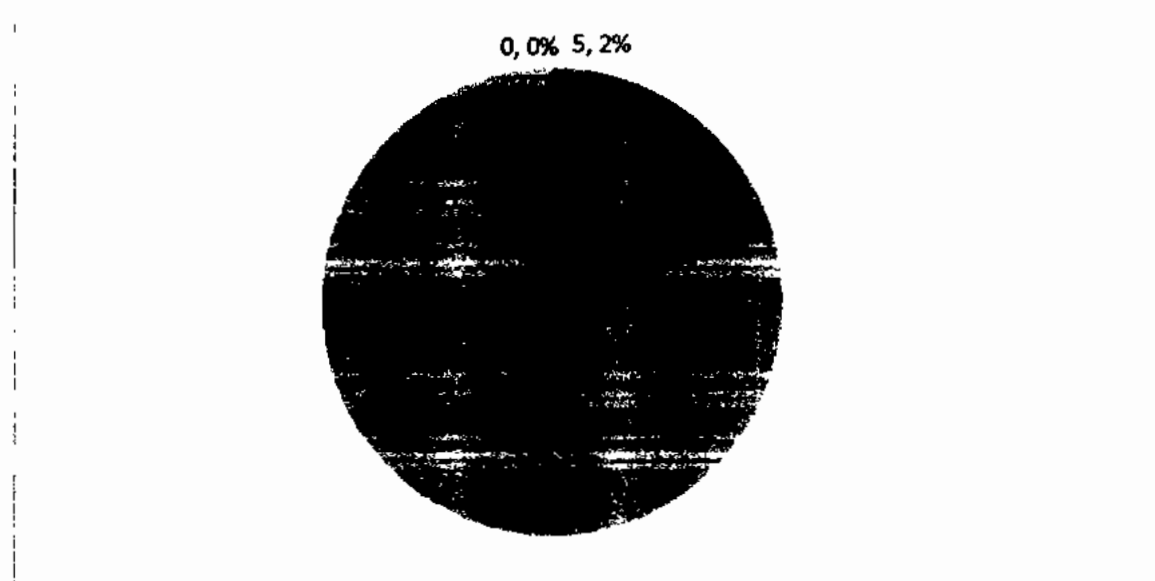
This table shows that 79.6% respondents were of the views that they use their teaching skills according to the changing demands of the society, and 17.9 % respondents gave the negative response. While 2.5 % were the non- respondents for that. Therefore, the result was significant statistically.

(B) 2.Level of Effect after participation in Learning Opportunities for Professional development

Table 4.23

Effect of Participation in Workshops

Options	Observed No	Percent%	Expected No
No responses	27	13.4	40.2
No effect	01	0.5	40.2
Little effect	25	12.4	40.2
Average effect	80	39.8	40.2
Greater effect	68	33 8	40.2
Total	201	100.0	

1, 1%

Table 4.23 demonstrates that the responses of participants differed significantly. Majority of the respondents, on the whole (86%) agreed that the workshops were very effective for their professional development.

Table 4.24

Effect of training courses on educational topics.

Options	Observed No	Percent%	Expected No
No responses	52	25.9	40.2
No effect	12	6.0	40.2
Little effect	23	11.4	40.2
Average effect	63	31.3	40.2
Greater effect	51	25.4	40 2
Total	201	100.0	
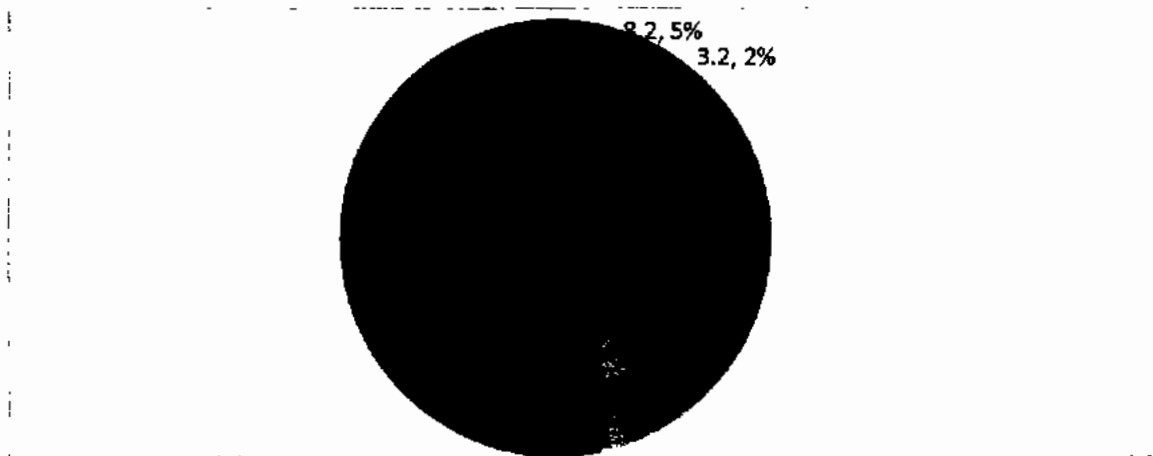
Table: 4.24 depicts that the responses of participants differed significantly as little effect

11.4 %, average effect 31.3 % and greater effect was 25.4%. Thus majority of the

respondents of (68 1%) totally agreed that the training courses on educational topics were

effective for them.

Table 4.25

Effect of Participation in Educational Seminars

Options	Observed No	Percent%	Expected No
No responses	86	42.8	40.2
No effect	10	5.0	40.2
Little effect	12	6.0	40.2
Average effect	32	15.9	40.2
Greater effect	61	30.3	40 2
Total	201	100.0	

Table 4.25 shows that the responses of participants differed significantly The

respondents (52.2) agreed that the educational seminars were so effective for their

professional development.

Table 4.26

Effect of Participation in Educational Conferences

Options	Observed No	Percent%	Expected No
No responses	46	22.9	40.2
No effect	08	4.0	40.2
Little effect	21	10.4	40.2
Average effect	73	36.3	40.2
Greater effect	53	26.4	40.2
Total	201	100.0	

Table 4.26 demonstrates that the responses of participants differed significantly.
Majority of the respondents (73.1%) agreed that the educational conferences were so
effective for their career.

Table 4.27

Effect of Increasing Qualification Programs

Options	Observed No	Percent%	Expected No
No responses	66	32.8	40.2
No effect	07	3.5	40.2
Little effect	25	12.4	40.2
Average effect	41	20.4	40.2
Greater effect	62	30.8	40.2
Total	201	100.0	

Table 4.27 demonstrates that the responses of participants differed significantly. Majority of the respondents (63.6%) agreed that the programs for increasing their qualification were so effective for their career.

Table 4.28

Effect of Observational Visits to Other Institutions

Options	Observed No	Percent%	Expected No
No responses	83	41.3	40.2
No effect	17	8.5	40.2
Little effect	18	9.0	40.2
Average effect	37	18.4	40.2
Greater effect	46	22.9	40.2
Total	201	100.0	

Table 4.28 depicts that the responses of participants were different significantly. The respondents (50.3%) agreed that the observational visits to other institutions were proved effective for their professional development.

Table 4.29

Effect of Individual Research on Professional Topics

Options	Observed No	Percent%	Expected No
No responses	54	39.9	40.2
No effect	05	2.5	40.2
Little effect	14	7.0	40.2
Average effect	46	22.9	40.2
Greater effect	82	40.8	40.2
Total	201	100.0	

Table4.29 shows that the responses of participants differed significantly. Majority of the respondents (70.6%) agreed that the individual research on professional topics were so effective for their professional development.

Table 4.30

Collaborative Research on Professional Topics

Options	Observed No	Percent%	Expected No
No responses	97	48.3	40.2
No effect	16	8.0	40.2
Little effect	07	3.5	40.2
Average effect	34	16.9	40.2
Greater effect	47	23.4	40 2
Total	201	100.0	

4%
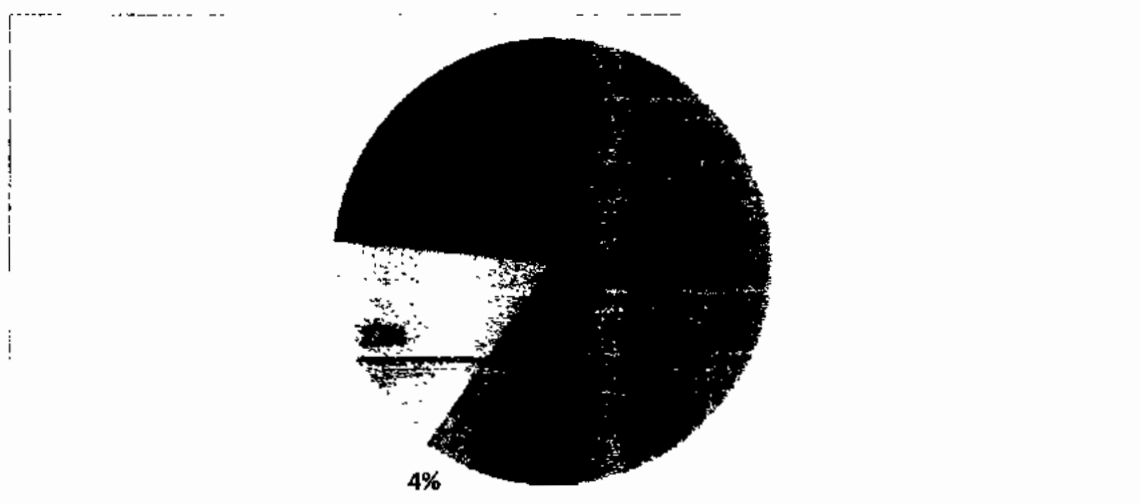
Table 4.30 demonstrates that the responses of participants differed significantly. The respondents (43.8%) agreed that collaborated research on professional topics were effective for their professional development.

Table 4.31

Effect of Network Participation of Teachers

Options	Observed No	Percent%	Expected No
No responses	94	46.8	40.2
No effect	17	8.5	40.2
Little effect	07	3.5	40.2
Average effect	37	18.4	40.2
Greater effect	46	22.9	40.2
Total	201	100.0	

4%
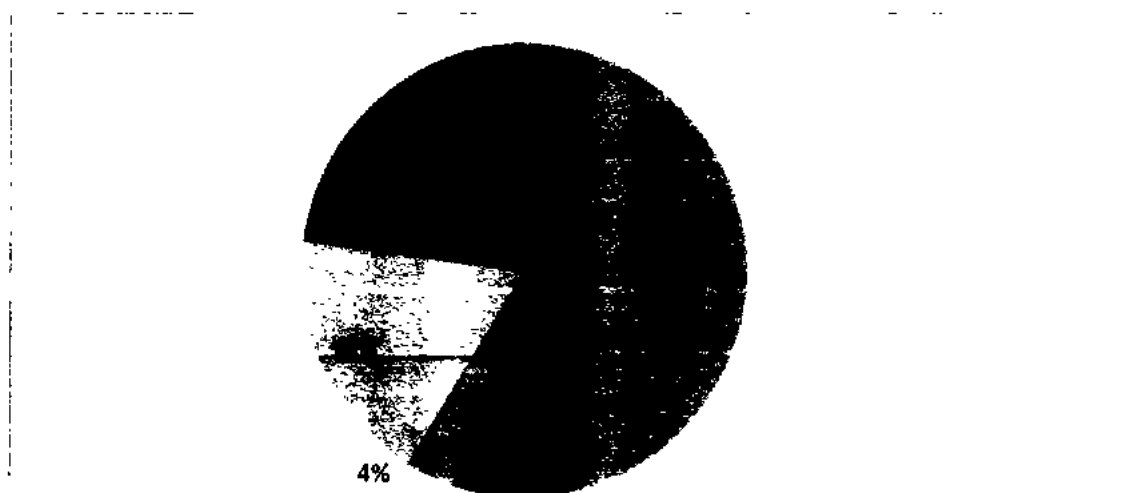
Table 4.31 shows that the responses of participants different significantly. The overall respondents (44.8%) were agreed that the network participation of teachers were effective for their professional development.

Table 4.32

Effect of Professional Literature Reading

Options	Observed No	Percent%	Expected No
No responses	36	17.9	40.2
No effect	07	3.5	40.2
Little effect	10	5.0	40.2
Average effect	52	25.9	40.2
Greater effect	96	47.8	40.2
Total	201	100.0	
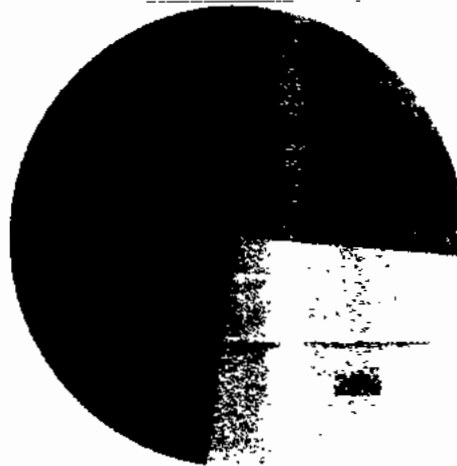
Table 4.32 depicts that the responses of participants differed significantly. Majority respondents (78 7%) were totally revealed that professional literature reading was effective for their career development.

Table 4.33

Effect of Mentoring and Coaching

Options	Observed No	Percent%	Expected No
No responses	60	22.9	40.2
No effect	13	6.5	40.2
Little effect	11	5.5	40.2
Average effect	51	25.4	40.2
Greater effect	66	32.8	40.2
Total	201	100.0	
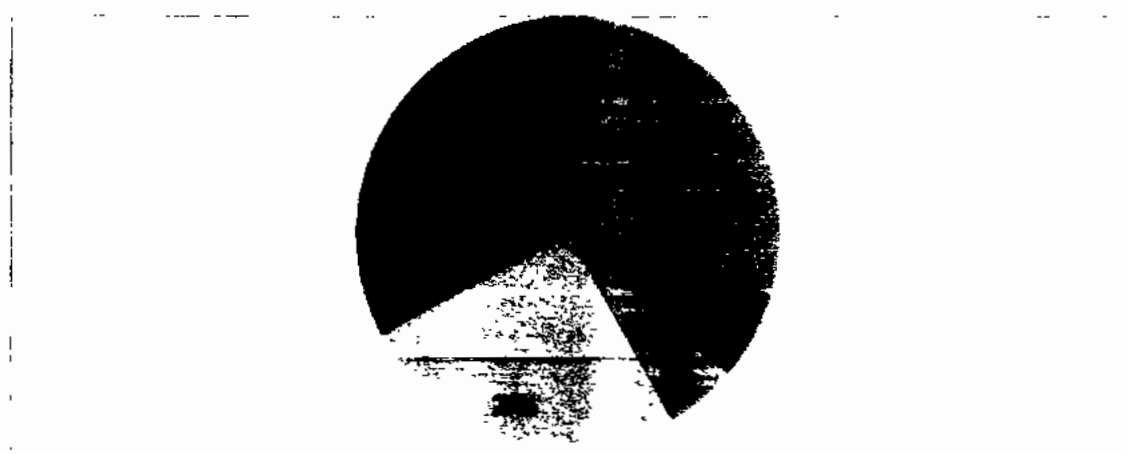
Table 4.33 demonstrates that the responses were differed significantly. Most of the respondents (63.7%) agreed that mentoring and coaching were proved effective for their professional development.

Table 4.34

Effect of informal dialogues with colleagues.

Options	Observed No	Percent%	Expected No
No responses	29	14.4	40.2
No effect	05	2.5	40.2
Little effect	16	8.0	40.2
Average effect	59	29.4	40.2
Greater effect	92	45.8	40.2
Total	201	100.0	
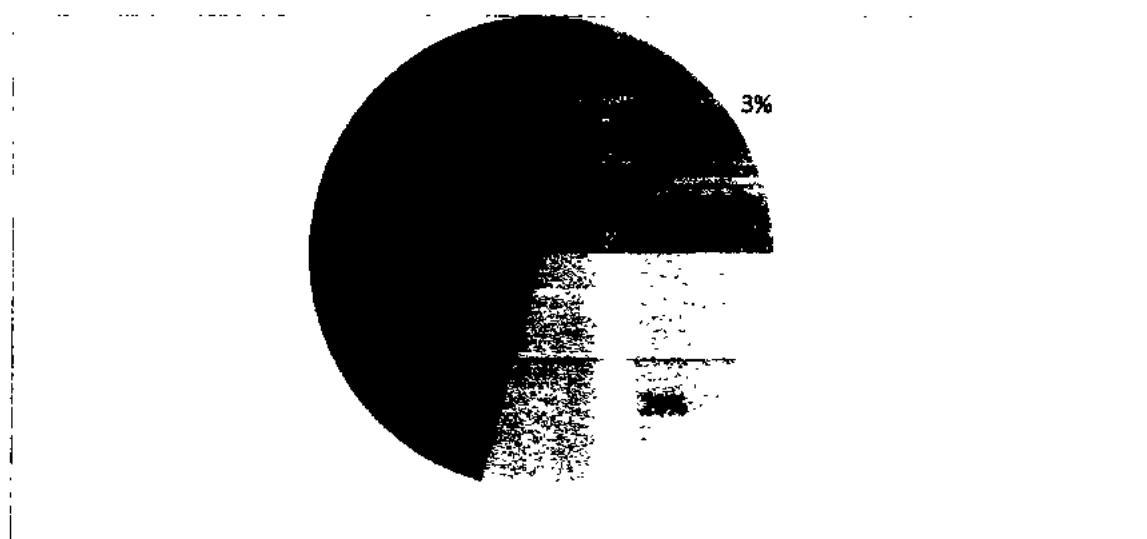
Table 4.34 shows that the responses of participants differed significantly. Majority of the respondents (83.2%) agreed that the informal dialogues with colleagues were proved highly effective for the professional development of university teacher.

Table 4.35

Effect of Latest Research Based Content

Options	Observed No	Percent%	Expected No
No responses	56	27.9	40.2
No effect	07	3.5	40.2
Little effect	10	5.0	40.2
Average effect	54	26.9	40.2
Greater effect	74	36.8	40.2
Total	201	100.0	
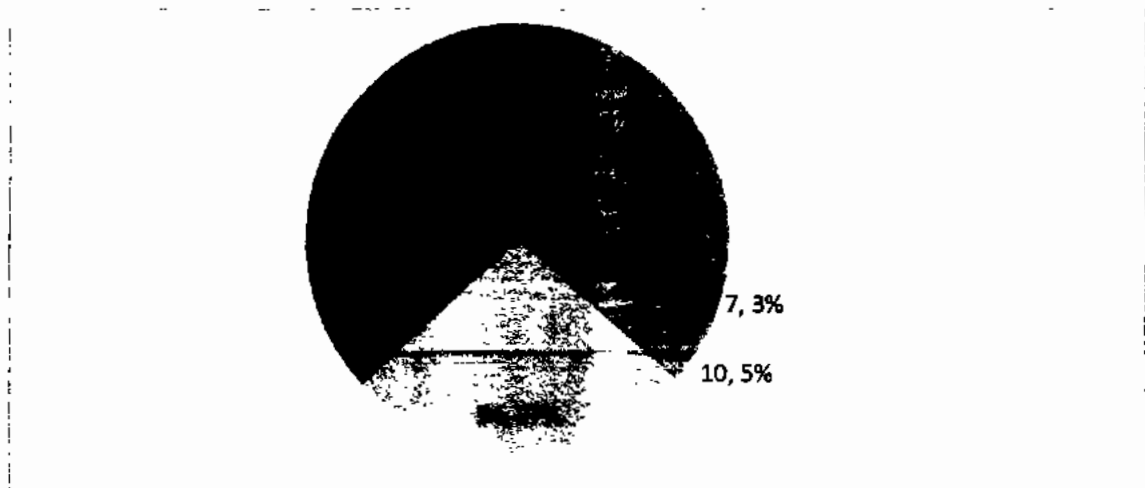
Table 4.35 depicts that the responses of participants differed significantly. Most of the respondents as almost (68.7%) was the level of effect of latest research based content for their career development of university teachers.

Table 4.36

Effect of Teaching Methods in accordance Teaching Community

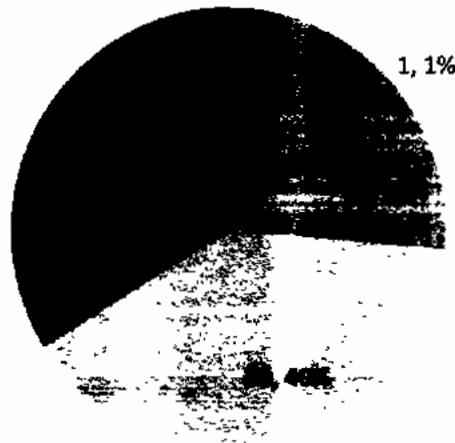| Options	Observed No	Percent%	**Expected No**
No responses	49	24.4	40.2
No effect	11	5.5	40.2
Little effect	12	6.0	40.2
Average effect	65	32.3	40.2
Greater effect	64	31.8	40 2
Total	201	100.0	
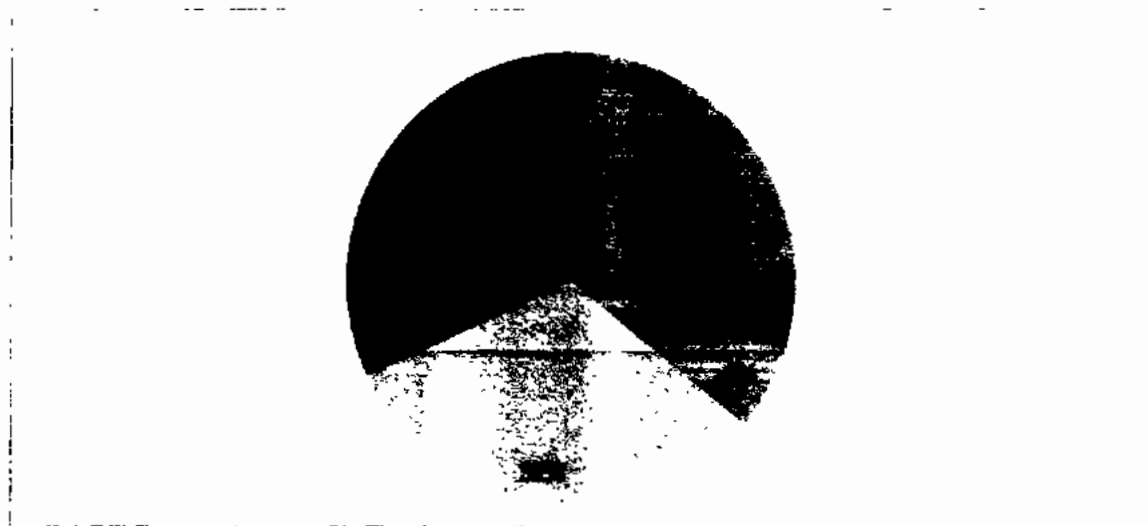
Table 4.36 shows that the responses of participants differed significantly. Majority of the respondents (70.1%) agreed that the teaching method accordance to the teaching community were proved highly effective for the professional development of university teachers.

Table 4.37

Effect of Teaching Skills with in changing environmental Demands

Options	Observed No	Percent%	Expected No
No responses	49	24.4	40.2
No effect	04	2.0	40.2
Little effect	17	8.5	40.2
Average effect	52	25.9	40.2
Greater effect	79	39.3	40.2
Total	201	100.0	
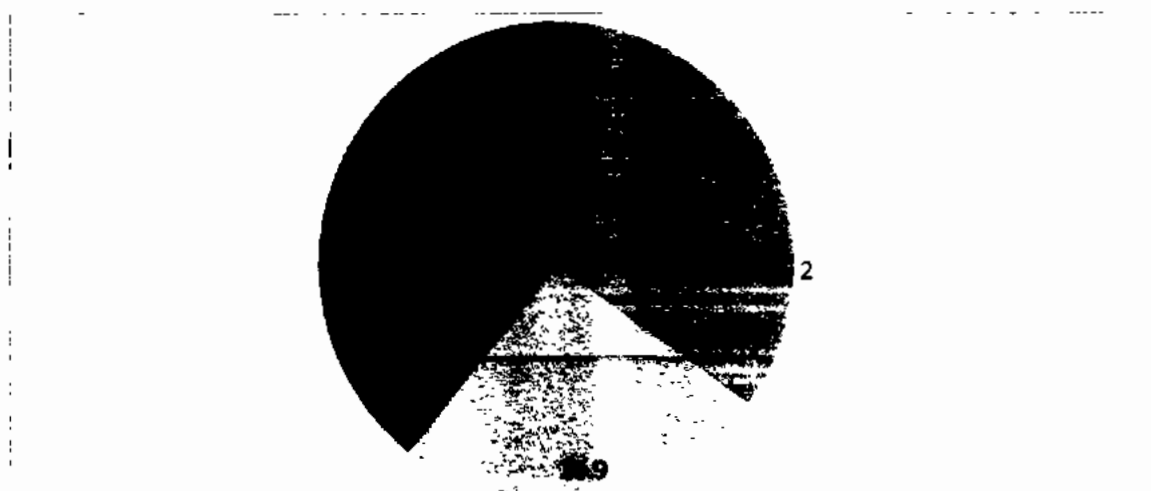
Table 4.37 demonstrates that the responses of participants differed significantly Majority of the respondents as almost (73.6 %) agreed that the teaching skills accordance with the changing environmental demand and were proved very effective for the professional development of university teachers.

(C) Reasons or Problems of Preventing From Participation in More Professional Development Activities

Table 4.38

I did not have the prerequisites

Options	Observed No	Percent%	Expected No
Yes	52	25.8	100.5
No	149	74.1	100.5
Total	201	100.0	
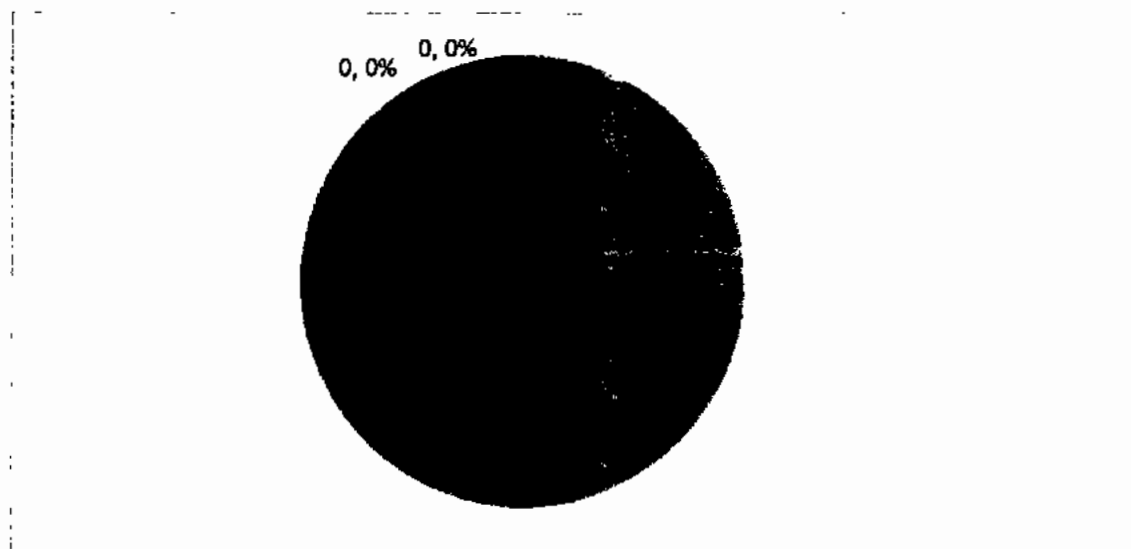
Table 4.38 demonstrates that the responses of participants differed significantly. Majority of the respondents as almost (74.1 %) agreed that they have no such type of problem and the present reasons is not a hurdle in availing the professional development programs. Only (25.9%) respondents have not the pre requisites for their professional development.

Table 4.39

Work Schedule Conflicted with Professional Development Programs

Options	Observed No	Percent%	Expected No
Yes	84	41.8	100.5
No	117	58.2	100.5
Total	201	100.0	
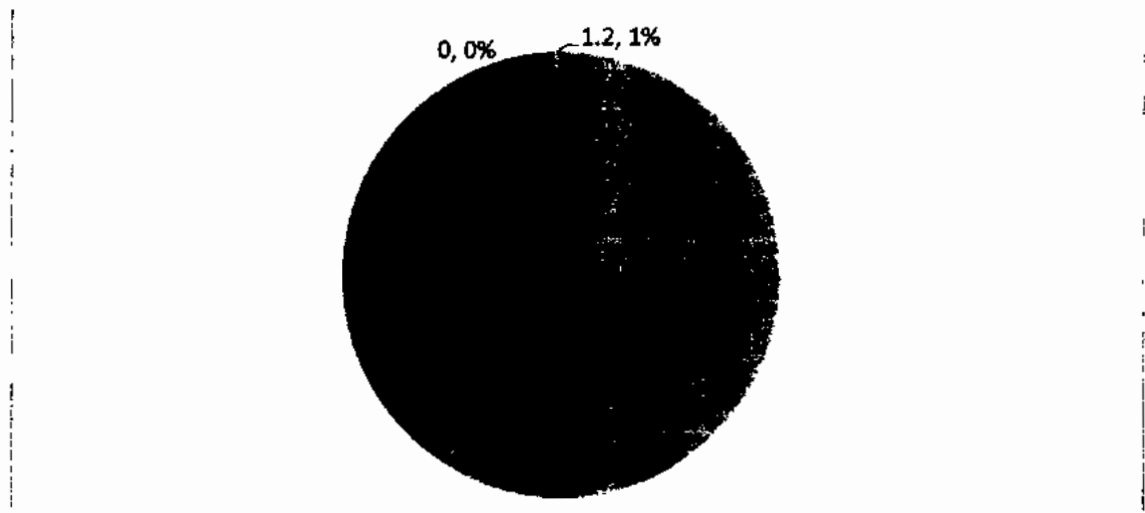
Table 4.39 depicts that the responses of participants were differed. Majority of the respondents (58.2 %) agreed that they have no such type of problem and the present reasons is not a hurdle in availing the professional development Only (41.8%) respondents were facing the problem that their work schedule conflicted with Professional development programs.

Table 4.40

Lack of time due to Family Responsibility

Options	Observed No	Percent%	Expected No
Yes	104	51.7	100.5
No	97	48.3	100 5
Total	201	100.0	
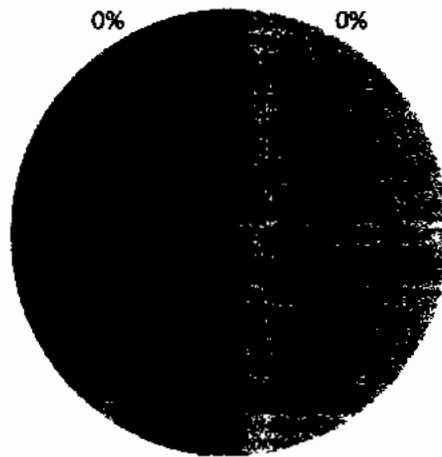
Table 4.40 shows that the responses of participants differed. The respondents of (48.3 %) agreed that they have no such type of problem and the present reasons is not a hurdle in availing the professional development. While (51.7%) respondents have the lack of time due to family responsibilities for the participation of professional development programs.

Table 4.41

Too Expensive Professional Development Program

Options	Observed No	Percent%	Expected No
Yes	92	45.8	100.5
No	109	54.2	100.5
Total	201	100.0	
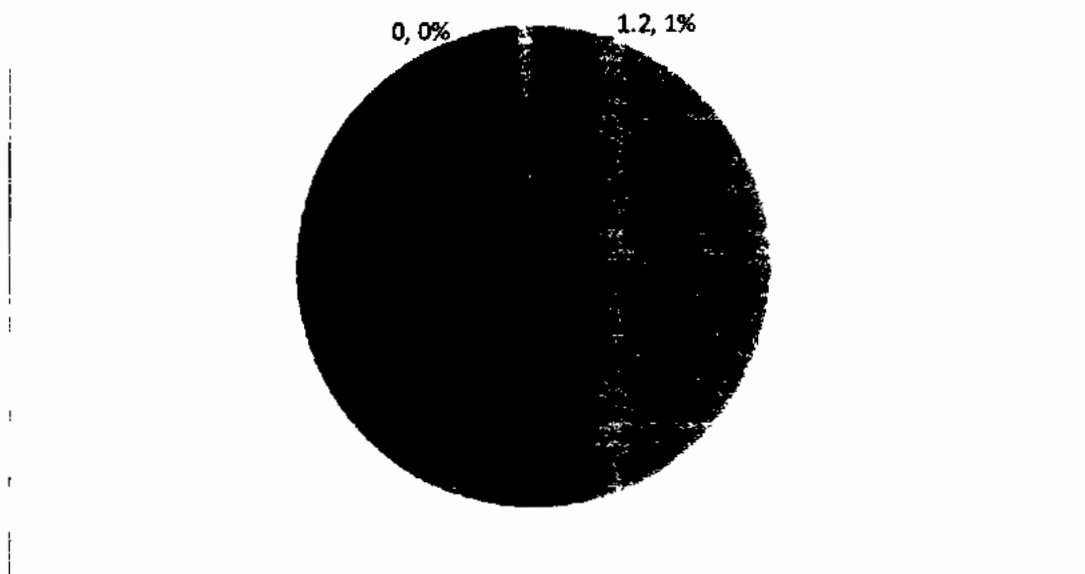
Table 4.41 shows that the Majority of the respondents as almost (54.2 %) agreed that they have no such type of problem and the present reasons is not a hurdle in availing the professional development. While (45.8 %) respondents were facing the problem, that professional development programs were too expensive for participation.

Table 4.42

Suitable Professional Development Program not offered

Options	Observed No	Percent%	Expected No
Yes	118	58.7	100.5
No	83	41.3	100.5
Total	201	100.0	
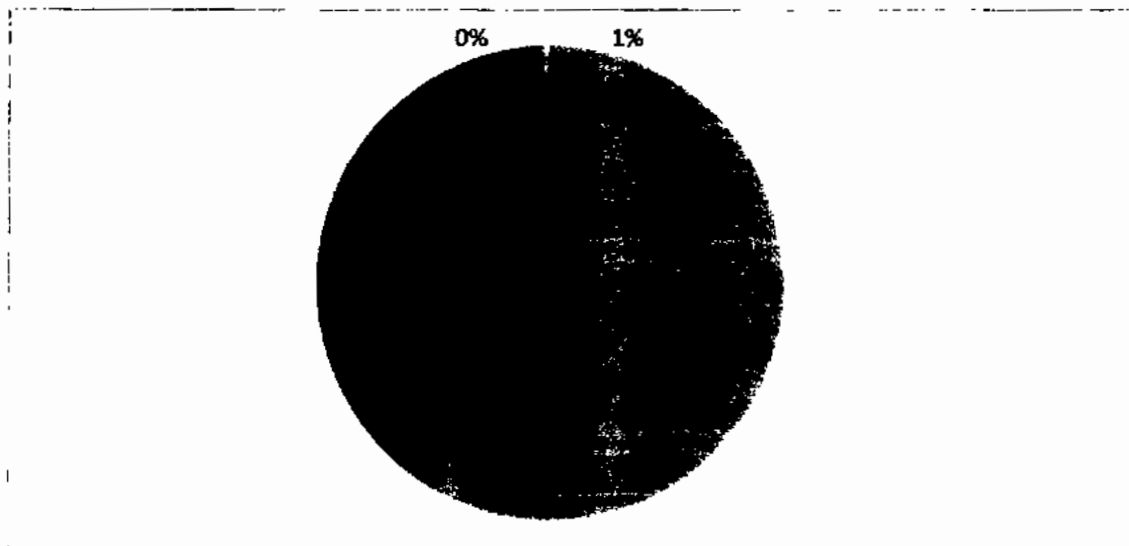
Table 4. 42 demonstrates that the respondents (41.3%) agreed that they have no such type of problem and the present reason is not a hurdle in availing the professional development opportunities. While (58.7%) respondents need that suitable professional development program should be offered for participation in professional development activities.

Table 4.43

Lack of Employer Support

Options	Observed No	Percent%	Expected No
Yes	82	40.8	100.5
No	119	59.2	100.5
Total	201	100.0	
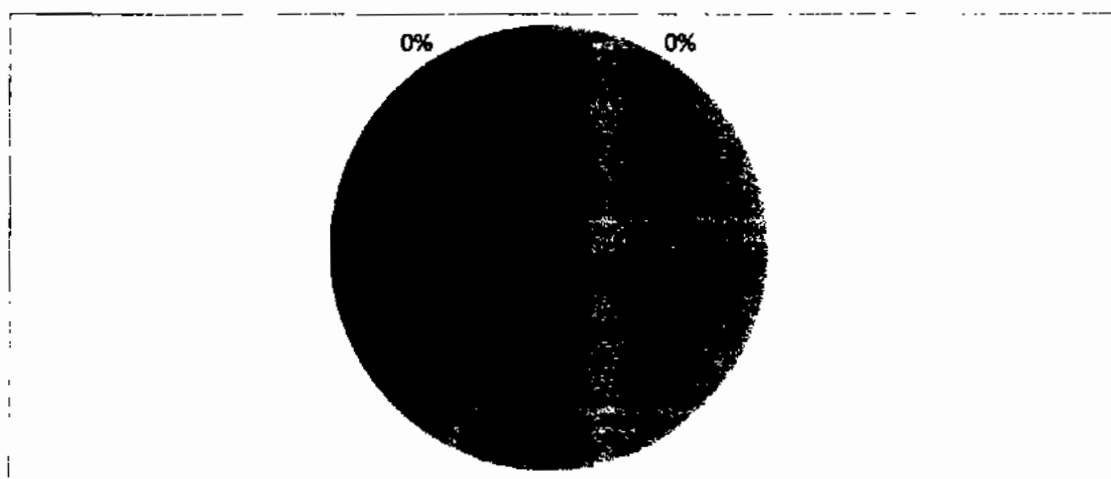
Table 4.43 shows that the responses of differed. Majority of the respondents as almost (59.2 %) agreed that they have no such type of problem and the present reasons is not a hurdle in availing the professional development opportunities. While (40.8 %) respondents needed the employer support for participating in professional development activities.

Table 4.44

Any others

Options	Observed No	Percent%	Expected No
Yes	00	-----	-----
No	201	100.0	100.5
Total	201	100.0	

Any Other		
	Observed No	Expected No
No	201	201.0
Total	201[a]	

a. This variable is constant.

Table 4.44 shows the variable No.7 in question No.2 of chapter-4 asking reasons for prevented them (respondents) from participating in more professional development programs. Six reasons were given as options. While in the last gave any other reason. But due to no answer remain constant.

(D) Received Appraisal and Feedback in the Institutions

Table 4.45

Feedback from the Head of the Department

Options	Observed No	Percentage%	Expected No
No responses	10	5.0	28.7
Never	39	19.4	28.7
Once per year	40	19.9	28.7
Twice per year	37	18.4	28.7
Monthly	50	24.9	28.7
Weekly	16	8.0	28.7
Daily	09	4.5	28.7
Total	201	100.0	
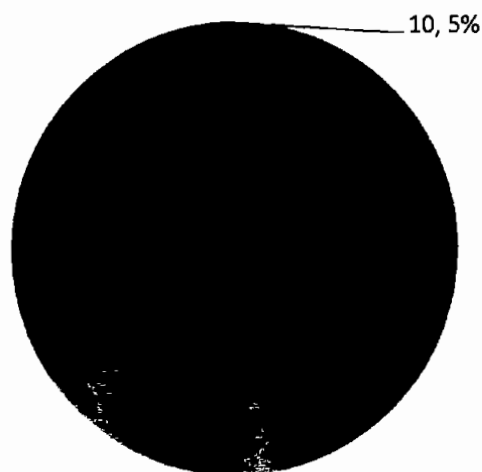
This table 4.45 shows that the 24.9% respondents monthly, 8.0 % weekly, 4.5 % daily received appraisal or feedback from the head of the department. And the 19.9% respondents once per year, and 18 4 % twice per year received appraisal and / or feedback from the head of the department of the institution. Overall 75.7% received feedback And the Only 5.0 % were not respondents. So the responses different significantly.

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Table 4.46

Feedback from the Higher Authorities

Options	Observed No	Percentage%	Expected No
No responses	16	8.0	28 7
Never	81	40.3	28.7
Once per year	52	25.9	28.7
Twice per year	36	17.9	28 7
Monthly	09	4 5	28.7
Weekly	05	2.5	28.7
Daily	02	1.0	28.7
Total	201	100.0	
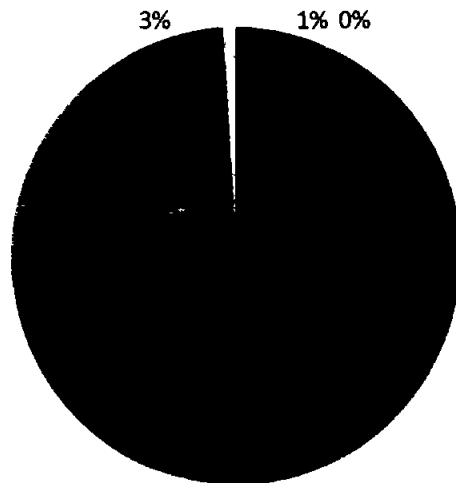
This table 4.46 shows that the 4.5% respondents monthly, 2.5 % weekly, 1.0 % daily received appraisal and / or feedback from the higher authorities. And the 25.9 % respondents once per year, and 17.9 % twice per year received appraisal and / or feedback from the higher authorities. Overall 51.8% received feedback. And the Only 8.0 % were not respondents So the responses different significantly

Table 4.47

Feedback from the Colleagues

Options	Observed No	Percentage%	Expected No
No responses	16	8.0	28.7
Never	33	16.4	28.7
Once per year	11	5.5	28.7
Twice per year	15	7.5	28.7
Monthly	33	16.4	28.7
Weekly	51	25.4	28.7
Daily	42	20 9	28 7
Total	201	100.0	
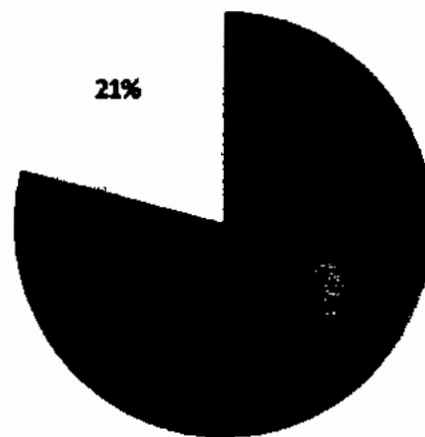
This table 4.47 shows that the 16.4 % respondents monthly, 25.4 % weekly, 20.9 % daily received appraisal and / or feedback from colleagues, and the 5.5 % respondents once per year, and 7.5 % twice per year received appraisal and / or feedback from colleagues. Overall 75.7% received feedback. And the Only 8.0 % were non respondents. So the responses different significantly.

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Table 4.48

Feedback from the Students

Options	Observed No	Percentage%	Expected No
No responses	11	5.5	28.7
Never	09	4.5	28.7
Once per year	10	5.0	28.7
Twice per year	48	23.9	28 7
Monthly	33	16.4	28.7
Weekly	40	19.9	28.7
Daily	50	24 9	28.7
Total	201	100.0	
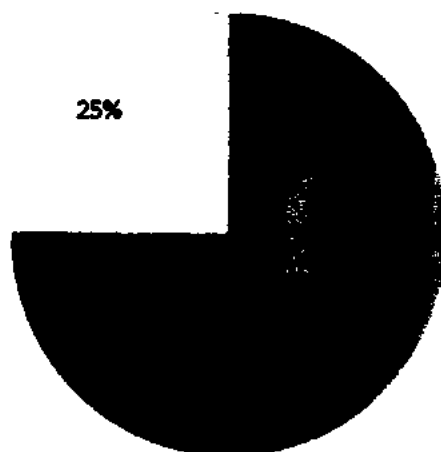
This table 4 48 shows that the 16.4 % respondents monthly, 19.9 % weekly, 24.9 % daily received appraisal and / or feedback from the students. And the 5.0 % respondents once per year, and 23.9 % twice per year received appraisal and / or feedback from the students. Overall 90.1% received feedback. And the Only 5.5 % were not respondents So the responses different significantly.

Table 4.49

Feedback from the Visitors

Options	Observed No	Percentage%	Expected No
No responses	29	14.4	28.7
Never	93	46.3	28.7
Once per year	17	8.5	28.7
Twice per year	16	8.0	28.7
Monthly	24	11.9	28.7
Weekly	11	5.5	28.7
Daily	11	5.5	28.7
Total	201	100.0	
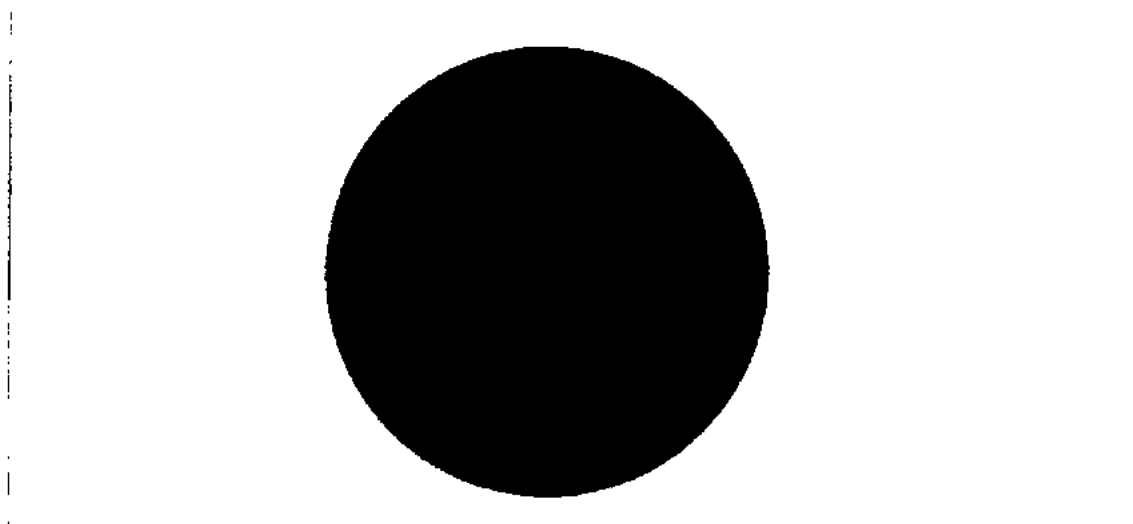
This table 4.49 shows that the 11.9 % respondents monthly, 5.5 % weekly, 5.5 % daily received appraisal and / or feedback from the visitors. And the 8.5 % respondents once per year, and 8.0 % twice per year received appraisal and / or feedback from the visitors. Overall 39.4% received feedback. And the Only 14.4 % were not respondents. So the responses differed significantly

(E) Changes/ or the Effects of Professional Development on the Career of University Teachers

Table 4.50

Mor Increments

Options	Observed No	Percentage%	Expected No
No responses	13	6.5	40.2
No change	134	66.7	40 2
Small change	28	13.9	40.2
Moderate change	19	9.5	40.2
Large change	07	3.5	40.2
Total	201	100.0	
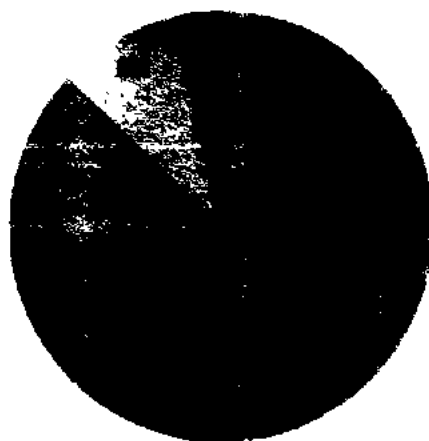
This table 4.50 shows that due to professional development after receiving the appraisal and feedback, changes occurred according to the respondents ,that 13.9% respondents were showed small changes occurred by availing more increments in the career development, moderate change shows by 9.5 %, large change by 3.5%. While 66.7% respondents were pointed out for no change and 6.9 % were the non-respondents Thus, the overall effect in availing the opportunities of more increments was 26.9%.

Table 4.51

Promotion and Up-gradation

Options	Observed No	Percentage%	Expected No
No responses	12	6.0	40.2
No change	141	70.1	40.2
Small change	22	10.9	40.2
Moderate change	17	8.5	40.2
Large change	09	4.5	40.2
Total	201	100.0	
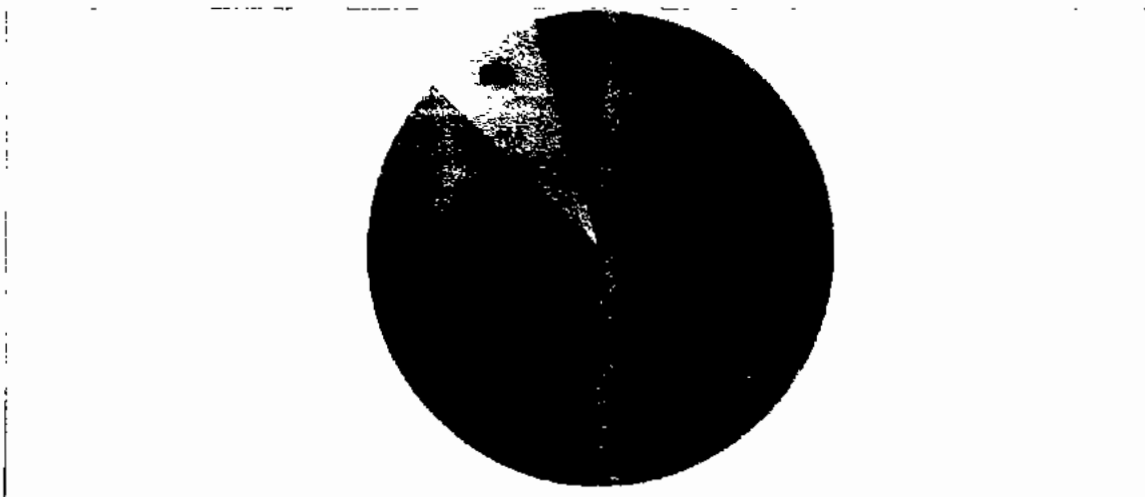
This table 4.51 demonstrate that due to professional development after receiving the appraisal and feedback, changes occurred according to the respondents, That small change occurred by availing the opportunity of promotion and up-gradation in the career development of 10.9 %respondents, moderate change of 8.5 % , large change of 4.5 % respondents. While 70.1 % respondents were pointed to no change like promotion and 6.0% were non respondents. Thus, the overall changes of 23.9 % respondents were availing the promotion and up-gradation in the career development.

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Table 4.52

Increase in Official Responsibilities or monetary Award

Options	Observed No	Percentage%	Expected No
No responses	13	6.5	40.2
No change	84	41.8	40.2
Small change	41	20.4	40.2
Moderate change	38	18.9	40.2
Large change	25	12.4	40 2
Total	201	100.0	

This table 4.52 depicts that due to professional development after receiving the appraisal and feedback, changes occurred according to the respondents for increasing official Responsibilities in the career development that small change showed by 20.4% respondents, moderate change of 18.9% and the large change of 12.4% respondents. While 41.8% respondents was pointed to no change and 6.5 % were non respondents. Thus, the overall 51.7% respondents were shown for increasing responsibilities. So that the professional development affected the career of university teacher

Table 4.53

More Opportunities for Professional Development

Options	Observed No	Percentage%	Expected No
No responses	16	8.0	40.2
No change	73	36.3	40.2
Small change	57	28.4	40.2
Moderate change	46	22.9	40.2
Large change	09	4.5	40.2
Total	201	100.0	
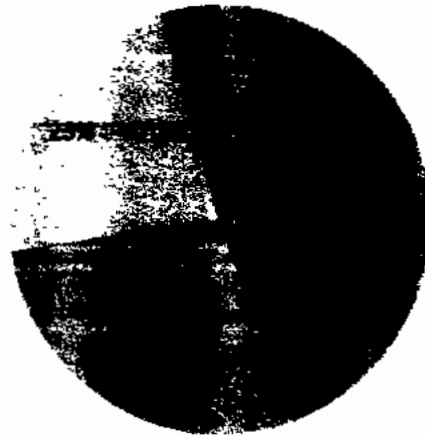
This table 4.53 shows that due to the professional development after receiving the appraisal and feedback, changes occurred according to the respondents for availing more opportunities for professional development. Small change showed by 28.4 % respondents, moderate change by22.9% and the large change by 4.5% respondents. While 36.3% respondents pointed to no change and 8.0% were the non-respondents. Thus, overall change of more opportunities for professional development were shown by 55.8% respondents. So that professional development affected the career of university teachers

Table 4.54

Recognition & Appreciation from head of department

Options	Observed No	Percentage%	Expected No
No responses	11	5.5	40.2
No change	62	30.8	40.2
Small change	57	28.4	40.2
Moderate change	55	27.4	40.2
Large change	16	8.0	40 2
Total	201	100.0	
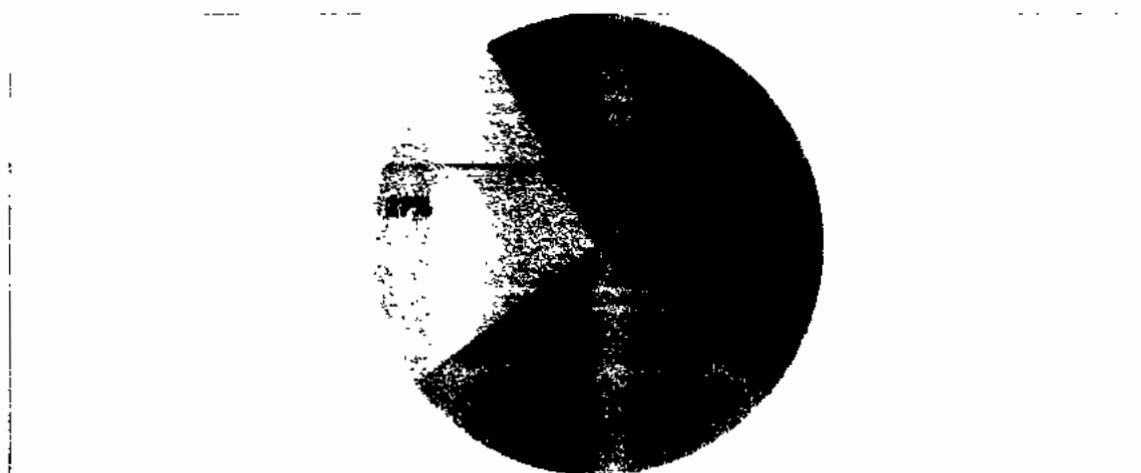
This table 4.54 shows that due to professional development after receiving the appraisal and feedback, changes occurred according to the respondents that 28.4% were showed small change, 27.4 % were of moderate change, and 8.0% showed large change. While 30.8 % respondents pointed to no change and 5.5 %were the non-respondents. Thus the overall changes were shown by 63.8% respondents of recognition and appreciation of the head and authorities. So that the professional development affected the career of university teachers.

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Table 4.55

Recognition & appreciation from colleague

Options	Observed No	Percentage%	Expected No
No responses	11	5.5	40 2
No change	48	23.9	40.2
Small change	52	25.9	40.2
Moderate change	61	30 3	40.2
Large change	29	14.4	40.2
Total	201	100.0	
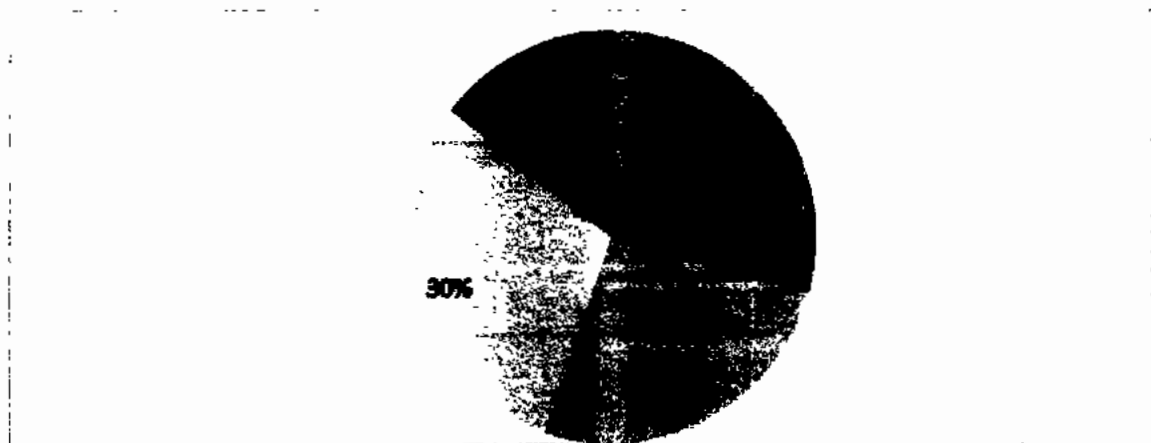
This table 4.55 demonstrates that due to professional development after receiving the appraisal and feedback, changes occurred according to the respondents that small change occurred by 25 9% respondents of recognition and appreciation from colleagues in the career development, 30.3% showed moderate change, and 14 4% respondents showed the large change. While 23.9 % respondents pointed to no change and 5.5 % were the non-respondents. Thus the overall 70.6% respondents were shown changes of the recognition and appreciation from colleague. So that the professional development were highly affected on the career of university teachers.

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Table 4.56

Table 4.56 *Change in Role in Development Initiatives*

Options	Observed No	Percentage%	Expected No
No responses	12	6.0	40.2
No change	57	28.4	40.2
Small change	60	29.9	40.2
Moderate change	56	27.9	40.2
Large change	16	8.0	40.2
Total	201	100.0	

Table 4.56 demonstrates that due to professional development after receiving the appraisal and feedback, changes occurred according to the respondents that small change showed by 29.9% respondents of their role in the development initiatives in the career development, moderate change of 27.9% and the large change of 8.0% respondents While 28.4% respondents pointed to no change and 6.0% were the non-respondents. Thus, the overall changes of 65.8% respondents of their role in the development initiatives. So professional development affected the career of university teachers.

Table 4.57

Work Efficiency

Options	Observed No	Percentage%	Expected No
No responses	08	4.0	40.2
No change	27	13.4	40.2
Small change	33	16.4	40.2
Moderate change	78	38.8	40.2
Large change	55	27.4	40.2
Total	201	100.0	
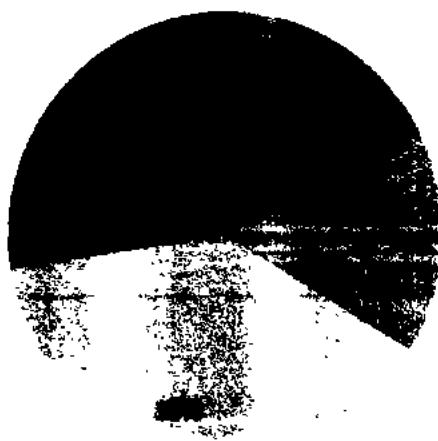
Table 4.57 demonstrates that after receiving the appraisal and feedback, changes occurred according to the respondents that small change occurred by 16.4% respondents in the work efficiency, moderate change of 38.8 %, large change of 27.4% respondents. While13.4% respondents pointed to no change and 4.0% were non-respondents. Thus, overall 82.6% respondents shown changes in the work efficiency. So that the professional development highly affected the career of university teachers.

Table 4.58

Change in Teaching Practice

Options	Observed No	Percentage%	Expected No
No responses	08	4.0	40.2
No change	20	10.0	40.2
Small change	56	27.9	40.2
Moderate change	78	38.8	40.2
Large change	39	19.4	40.2
Total	201	100.0	

Table 4.58 demonstrates that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 27.9% respondents for change in their teaching practice, moderate change of 38.8% and the large change of 19.4 % respondents. While 10.0% respondents pointed to no change and 4.0 % were non-respondents. Thus, the overall 86.1% respondents shown for changes in teaching practice. So that the professional development highly affected on the career of university teachers.

Table 4.59

Change in Teaching Methods

Options	Observed No	Percentage%	Expected No
No responses	08	4 0	40.2
No change	15	7.5	40.2
Small change	47	23.4	40.2
Moderate change	82	40.8	40.2
Large change	49	24.4	40.2
Total	201	100.0	
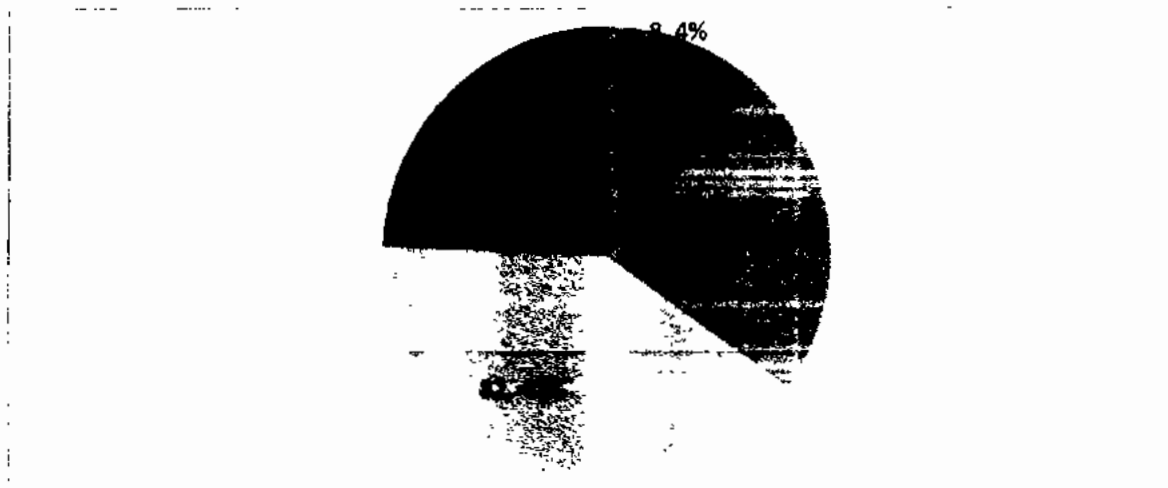
Table 4.59 demonstrates that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 23.4% respondents for change in their teaching method. Moderate change of 40 8 % and the large change of 24 4 % respondents While 7.5% respondents pointed to no change and 4.0% were the non-respondents Thus, the overall 88 6% respondents shown for changes in the teaching method. So that the professional development highly affected the career of university teachers.

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Table 4.60

Disciplining Students' Behavioral Problems

Options	Observed No	Percentage%	Expected No
No responses	09	4.5	40.2
No change	24	11.9	40.2
Small change	38	18.9	40.2
Moderate change	81	40.3	40.2
Large change	49	24.4	40.2
Total	201	100.0	
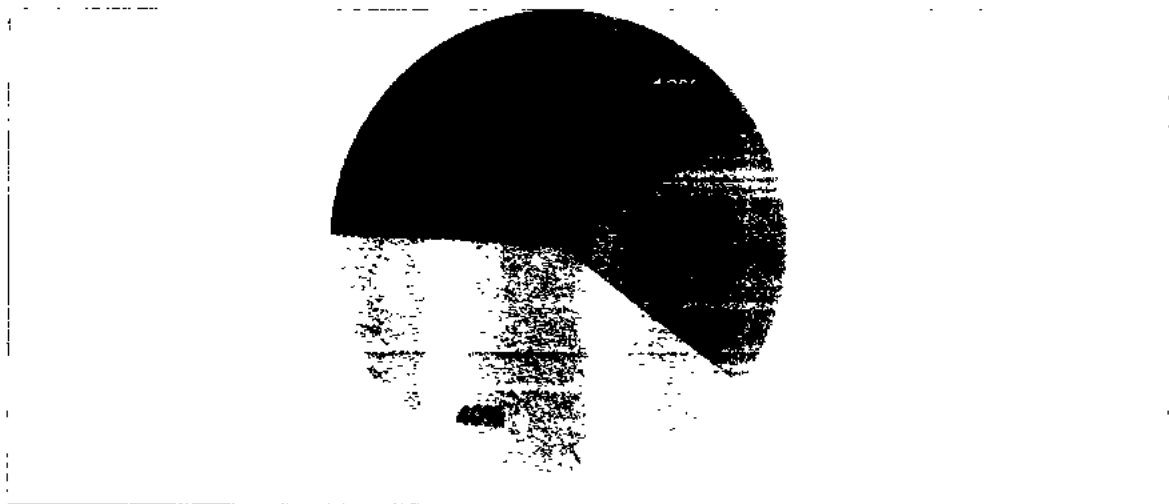
Table 4.60 demonstrates that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 18.9% respondents for disciplining student's behavioral problems, moderate change of 40.3 % and the large change of 24.4% respondents. While 11.9 % respondents pointed to no change and 4.5% were the non-respondents. Thus the overall 83.6% respondents shown for changes in the disciplining student's behavioral problems. So professional development highly affected the career of university teachers.

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Table 4.61

Use of Technology in Classroom

Options	Observed No	Percentage%	Expected No
No responses	08	4.0	40.2
No change	28	13.9	40.2
Small change	42	20.9	40.2
Moderate change	66	32.8	40.2
Large change	57	28.4	40.2
Total	201	100.0	

Table 4.61 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 20.9% students for use of technology in classrooms, moderate change of 32.8 %and the large change of 28.4 % respondents. While 13.9% respondents pointed to no change and 4.0 % were the non-respondents. Thus the overall 82.1% shown for changes in the use of technology in classrooms. So that the professional development highly affected the career of university teachers.

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Table 4.62

Change in Course Outline in the Career Development

Options	Observed No	Percentage%	Expected No
No responses	07	3.5	40.2
No change	24	11.9	40.2
Small change	33	16.4	40.2
Moderate change	70	34.8	40.2
Large change	67	33.3	40.2
Total	201	100.0	
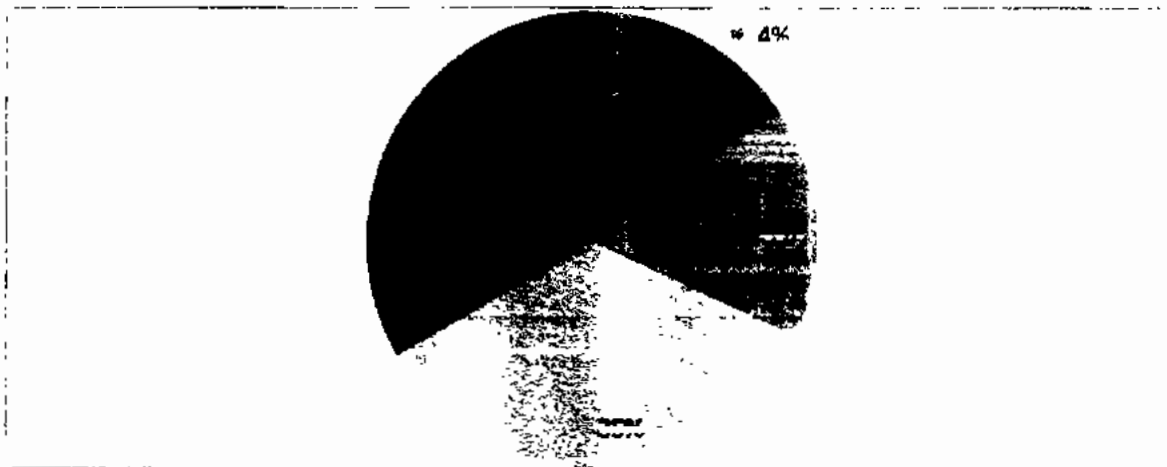
Table 4.62 shows that after receiving appraisal and feedback, changes occurred according to the respondents that small change shown by 16.4% respondents in course outline, moderate change of 34.8% and the large change of 33.3% While 11.9% respondents pointed to no change and 3.5 % were non-respondents. Thus overall 84.5% respondents shown for changing in the course outline. So the professional development highly affected the career of university teachers.

Table 4.63

Recommended Books and Articles

Options	Observed No	Percentage%	Expected No
No responses	07	3.5	40.2
No change	19	9.5	40.2
Small change	38	18.9	40.2
Moderate change	76	37.8	40.2
Large change	61	30.3	40.2
Total	201	100.0	

Table 4.63 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 18.9% respondents for recommended books and articles, moderate change of 37.8 % and the large change of 30.3 % respondents. While 9.5 % respondents pointed to no change and 3.5 % were then on respondents. Thus, overall 64.5% respondents shown for recommended books and articles. So the professional development highly affected the career of university teachers

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Table 4.64

Change in Communication Style

Options	Observed No	Percentage%	Expected No
No responses	12	6.0	40 2
No change	18	9.0	40.2
Small change	28	13.9	40.2
Moderate change	89	44.3	40.2
Large change	54	26.9	40.2
Total	201	100.0	

Table 4.64 shows that after receiving appraisal and feedback, changes occurred according to respondents that small change shown by 13 9% respondents for the communication style of teachers, moderate change of 44.3% and the large change of 26.9% respondents. While 9.0 % respondents pointed to no change and 6.0% were non-respondents. Thus, the overall 85.1% respondents shown for change in the communication style of teachers. So the professional development highly affected the career of university teachers.

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Table 4.65

Relationship with Colleagues

| Options	Observed No	Percentage%	Expected No
No responses	11	5.5	40.2
No change	24	11.9	40.2
Small change	31	15.4	40.2
Moderate change	85	42.3	40.2
Large change	50	24.9	40.2
Total	201	100.0	
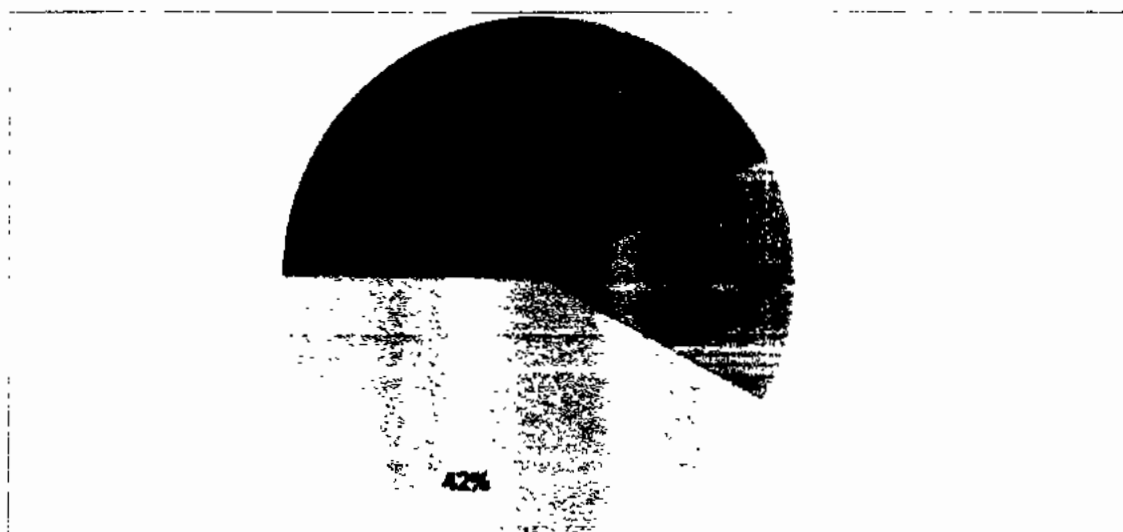
Table 4.65 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 15.4% respondents for the relationship with colleagues, moderate change of 42.3% and the large change of 24.9 % respondents. While 11.9 % respondents pointed to no change and 5.5 % were non-respondents. Thus, overall 82.6% respondents shown change in the relationship with colleagues. So the professional development highly affected the career of university teachers.

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Table 4.66

Interaction with Students

Options	Observed No	Percentage%	Expected No
No responses	12	6.0	40.2
No change	17	8.5	40 2
Small change	30	14.9	40.2
Moderate change	69	34.3	40 2
Large change	73	36.3	40.2
Total	201	100.0	
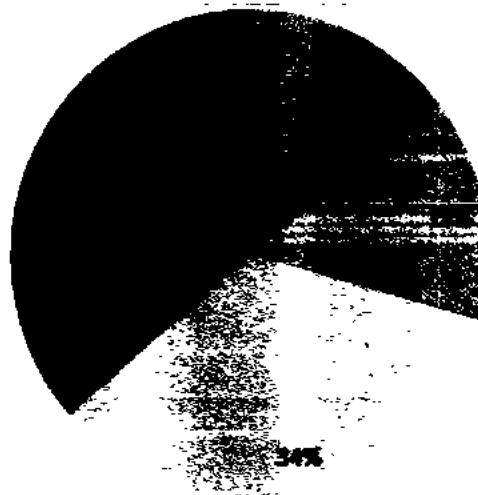
Table 4.66 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 14 9% respondents for the interaction with students, moderate change of 34.3 % and the large change of 36.3 % respondents. While 8.5% respondents pointed to no change and 6.0 % were the non respondent. Thus, overall 85.5% respondents shown change in the interaction with students. So the professional development highly affected the career of university teachers.

Table 4.67

Teaching Students with Special Learning Needs

| Options	Observed No	Percentage%	Expected No
No responses	15	7.5	40.2
No change	28	13.9	40.2
Small change	35	17.4	40.2
Moderate change	73	36.3	40.2
Large change	50	24.9	40.2
Total	201	100.0	

Table 4.67 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 17.4% respondents for the teaching students with special learning needs, moderate change of 36.3 % and the large change of 24.9 % respondents. While 13.9% respondents pointed to no change and 7.5% were the non-respondents. Thus, overall 78.6% change in teaching students with special learning needs. So the professional development highly affected the career of university teachers.

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Table 4.68

Change in Students' Supervision

| Options	Observed No	Percentage%	Expected No
No responses	11	5.5	40.2
No change	27	13.4	40.2
Small change	34	16.9	40.2
Moderate change	69	34.3	40.2
Large change	60	29.9	40.2
Total	201	100.0	

Table 4.68 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 16.9% respondents for the students' supervision, moderate change of 34.3% and the large change of 29.9% respondents. While 13.4% respondents pointed to no change and 5.5% were the non-respondents. Thus overall 81.1% respondents shown for change in students' supervision So professional development highly affected the career of university teachers.

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Table 4.69

Future Goals Setting of the Institution

Options	Observed No	Percentage%	Expected No
No responses	14	7.0	40 2
No change	34	16.9	40.2
Small change	45	22.4	40.2
Moderate change	71	35.3	40.2
Large change	37	18.4	40.2
Total	201	100.0	
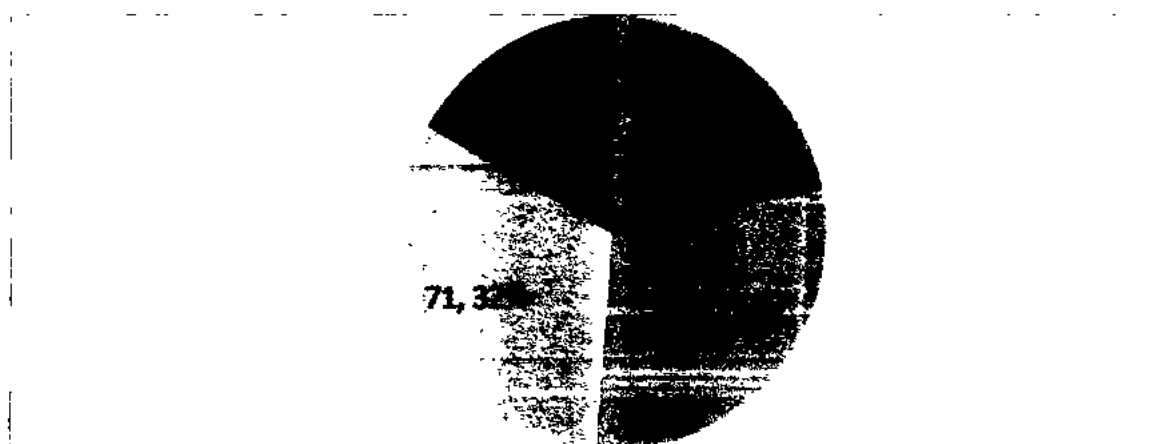
Table 4.69 shows that after receiving appraisal and feedback, changes occurred according to the respondents that small change shown by 22.4% respondents for the future goals setting of the institution, moderate change of 35.3% and the large change 18.4% While 16.9% respondents pointed to no change and 7.0% were the non-respondents. Thus, overall 76 1% respondents shown for change in future goal setting of the institution So professional development highly affected the career of university teachers.

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Table 4.70

Student's counseling

| Options	Observed No	Percentage%	Expected No
No responses	09	4.5	40.2
No change	09	9.5	40.2
Small change	39	19.4	40.2
Moderate change	79	39.3	40.2
Large change	55	27.4	40.2
Total	201	100.0	

9, 5%
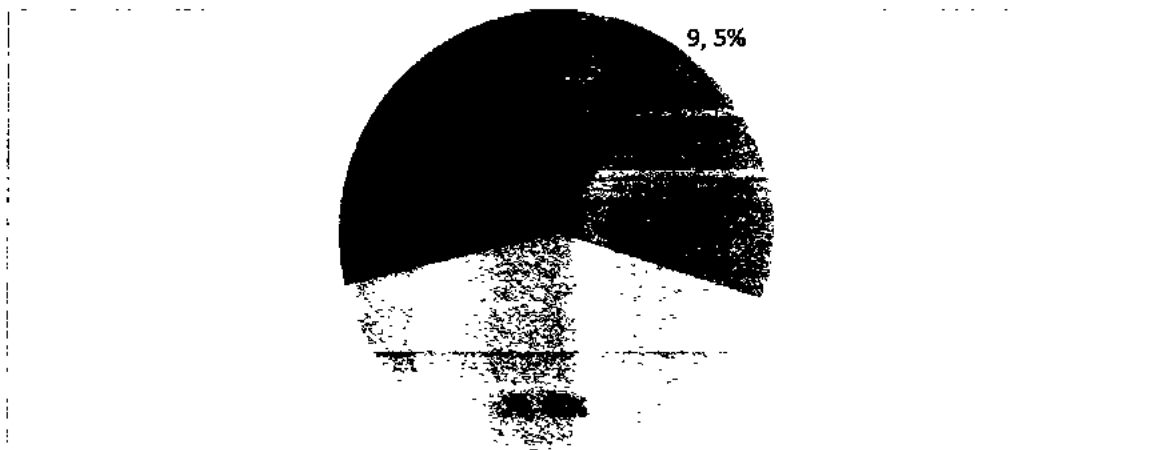
Table 4.70 shows that after receiving the appraisal and feedback, changes occurred according to the respondents that small change shown by 19.4% respondents for the students' counseling, moderate change of 39.3% and the large change of 27.4% respondents. While 9.5% respondents pointed to no change and 4.5% were then non-respondents. Thus overall 86.1% respondents shown for change in students' counseling. So the professional development highly affected the career of university teachers.

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After receiving feedback, what type of cooperation was received from university teachers?

Table 4.71

Cooperation Received By the Respondents

S. No	Response Categories	No. of Respondents	Percentage (%)
1.	No Cooperation	57	28.36
2.	No Response	40	19.90
3.	Positive Cooperation	29	14.43
4.	Guideline from seniors	29	14.43
5.	Moral Support	16	7.96
6.	Little Cooperation	15	7.46
7.	More Cooperation	15	7.46
Total		201	100.0

Table 4.71 shows that after receiving the appraisal and feedback (14.43%) respondents received positive cooperation as well as guideline from seniors was also received by (14.43%) respondents. According to this table (7.46%) received more cooperation. While (28.36%) respondents did not receive any cooperation. Overall, 51.74% respondents received cooperation in different ways due to their professional development.

After receiving feedback, what type of change in confidence occurred?

Table 4.72

Change in Confidence Occurred After Receiving Feedback

S. No	Response Categories	No. of Respondents	Percentage(%)
1.	No response	66	32.84
2.	More Confidence increase	45	22.40
3.	Positive change in confidence	40	19.90
4.	No change in confidence	14	6.97
5.	Higher level change in confidence	14	6.97
6.	Confidence in teaching method skill	09	4.48
7.	Help in work motivation	07	3.48
8.	Confidence degraded	05	2.49
9.	Effective communication	01	0.50
Total		201	100.0

Table 4.72 demonstrates the changes in confidence occurred after receiving the appraisal or feedback, that (22.40%) respondents increased more confidence and (19.90%) felt the positive changes in their confidence. (6.97%) respondents felt no change in their confidence. On the whole, 57.73% respondents shown that they have increased their confidence due to professional development.

After receiving feedback, what type of change in job demand occurred?

Table 4.73

Change in Job Demand Occurred After Receiving Feedback

S. No	Response Categories	No. of Respondents	Percentage(%)
1.	No change in job demand	51	25.37
2.	No response	41	20.40
3.	More responsibilities to look after	40	19.90
4.	Expectation increased	22	10.95
5.	Positive change	19	9.45
6.	More time efficient & productive	17	8.46
7.	Serious about career dev.	08	3.98
8.	Skills	02	1.00
9.	Reliability	01	0.50
Total		201	100.0

Table 4.73 shows that change in job demands occurred after receiving the appraisal and feedback. Career of university teachers can be affected by their professional development. As different people have different ideas to fulfill their dreams about career development. Some want to get job or change career, some want promotion or up gradation, some compete with peer pressure, achieving social satisfaction and gaining expertise. In the above table (19.90%) respondents can accept more responsibilities to look after, (10.95%) respondents increased their expectations in job demands, while (25.37%) felt no change. On the whole, (54.24%) were shown change in job demand occurred.

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What type of problems faced by university teachers in the reference of their professional development?

Table 4.74

Problems Faced By the Respondents

S. No	Response Categories	No. of Respondents	Percentage (%)
1.	Over burden	39	15.00
2.	Lack of time	34	13.07
3.	Less opportunities for P.D	32	12.30
4.	No response	24	9.23
5.	Rigid environment	19	7.30
6.	Less support of senior staff	19	7.30
7.	No Problem	18	6.92
8.	Lack of trainings	18	6.92
9.	Too many problems	13	5.00
10	Financial & funding issues	13	5.00
11.	Favoritism	13	5.00
12.	Less physical facilities	09	3.46
13.	Promotion related issues	09	3.46
Total		260	100.00

The above table 4.74 depicts that different problems are faced by the respondents with the reference of professional development. (15.00%) mentioned the problem of overburden, (13.07%) lack of time, (12.30%) less opportunities for professional development, while (6.92%) had no problem at all. On the whole, (83.81%) were shown different problems during participation in professional development activities

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Some Suggestions from Respondents for Professional Development:

Table 4.75

Suggestions from Respondents for Professional Development

S. No	Response Categories	No. of Respondents	Percentage(%)
1.	Provision of more refresher courses	36	14.12
2.	No response	34	13.33
3.	Provision of trainings	34	13.33
4.	Must do research training &research	34	13.33
5.	More opportunities must be provided	25	9.80
6.	Incentives on better performance	17	6.67
7.	Time management	13	5.10
8.	Time management	12	4.71
9.	Provide best environment	11	4.31
10.	More fund should be provided	11	4.31
11.	Training behavior modification	09	3.53
12.	Regular promotions	05	1.96
13.	Seniors co-operations	05	1.96
14.	No suggestion	04	1.57
15.	Physical hurdle must be removed	04	1.57
16.	Visit to other institutions	01	0.39
Total		255	100.0

Table 4.75 demonstrates about suggestions given by respondents with respect to Professional development. In this study (14.12%) were given suggestions for provision of refresher courses. Provision of trainings, and must do research training & research, were shown by (13.33%). Incentives on better performance were suggested by (6.67%). Overall, (85.09%) gave different suggestions for the professional developmen

How to Overcome Professional Weaknesses?

Table 4.76

Ways to Overcome Professional Weaknesses

S. No	Response Categories	No.of Respondents	Percentage (%)
1.	By professional development training	39	16.46
2.	No response	36	14.77
3.	Through hard work & up-gradation	34	14.35
4.	Through personal efforts	31	13.08
5.	Learn from senior & heads	18	7.59
6.	Attending more refresher courses	17	7.17
7.	Focus on academic activities	14	5.91
8.	Getting knowledge from different sources	10	4.22
9.	Through incentives & acknowledgement	09	3.80
10.	By communication & dialogues	08	3.38
11.	By use of technology and research	08	3.38
12.	Through time management	07	2.95
13.	Remove divergences	04	1.69
14.	No weaknesses	03	1.27
Total		237	100.0

Table 4.76 shows different ways to overcome professional weaknesses. (16.46%) revealed that they can overcome by trainings of professional development. The (14.35%) claimed hard work & up-gradation. (13.08%) were of the idea of overcoming the weaknesses through personal efforts. On the whole, (83.98%) were shown different ways to overcome professional weaknesses.

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MEANS AND STANDARD DEVIATION OF THE STUDY

The first objectives of the study was to find out the participation in different learning opportunities for professional development of university teacher. This was achieved through the question. What kind of learning opportunities have participated by university teacher for their professional development? In answer it was found the majority of the respondents showed their participation in workshops as (93%) in table: 4.8 (mean =1.92Std. deviation = .306), professional literature reading (88.6%) in table: 4.17(mean = 1.87 and std. Deviation=.396), informal dialogues (87.6%) in table: 4.19 (mean1.85 Std. Deviation= .437), training courses (85.1%) in table: 4.9 (mean = 1.70 Std. Deviation= .520), other opportunities like seminars in table: 4.10 (mean =1.81 Std. Deviation = .497), conferences in table: 4.11. (Mean = 1.62 Std. deviation = .691), individual research in table: 4.14 (mean = 1.71 Std. Deviation = .573), latest research based teaching content in table: 4.20 (mean = 1.67 Std. Deviation .586), teaching method in table: 4.21 (mean = 1.75 Std. Deviation .508), and teaching skills instable: 4.22. (Mean = 1.77 Std. deviation .477) are also introduced in which teachers' participation were showed above (70%) each. Mentoring and coaching ratio was (62.2%) in table: 4.18(mean = 1.59 Std. deviation .602) and increased qualification programs in table: 4.12 (mean =1.52 Std. deviation.) and participation above (50%) each. While collaborative research in table: 4.15(mean = 1.35 Std. deviation =.677) and network participation in table: 4.16 (mean =1.40 Std. deviation =.576) were found bellow (50%) each.

The research question "How different opportunities of professional development affect university teacher?" was developed for achieving the objective, "To identify the

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level of effect of different opportunities for professional development". With reference to this question it was found that the workshops as (86%) in table:4.8 (mean = 2.80 Std. deviation = 1.288) and informal dialogues as (83.2%) in table: 4.19 (mean = 2.90 Std. deviation =1 391) were shown the greatest effect on university teacher. The level of effect of professional literature reading as (78.7%) in table: 4.32(mean = 2.82 Std. deviation 1.503), teaching skills as (73.7%) in table: 4.37 (mean=2.54 Std. deviation 1.579), conferences as (73.1%) in table: 4.26 (mean = 2.13, Std. Deviation =1 668), individual research as (70.7%) in table: 4.29 (mean= 2.48 Std. 1.656) and teaching method as (70.1%) in table: 4.36 (mean = 2.42 Std. deviation 1.570) were shown the greater effect on university teacher. Latest teaching content as (68.7%) in table: 4.35 (mean = 2.41 Std. 1.653), training courses as (68.1%) in table: 4.24 (mean = 224 Std. Deviation 1.541), mentoring and coaching as (63.7%) in table: 4.33 (mean = 2.25 Std. deviation 1.667) and increased qualification programs as (63.6) in table: 4.27 (mean = 1.86 Std. Deviation 1.769) were shown the great effect on university teacher. Seminars and observational visits were founded as (52.2%) in table: 4.25 (mean = 2.39 Std.deviation1.493) and as (50.3%) in table: 4.28 (mean = 1.73 Std. 1.667) were shown the average affect respectively on university teacher. While network participation in table: 4.31(mean = 1.62 Std. deviation 1.711) and collaborative research in table: 4.30 (mean = 1.59 Std. deviation 1.721) were found low than 50% have shown the little effect on university teacher.

To explore the issues and problems in professional development of teacher, the research question was "what are the major challenges in availing learning opportunities for professional development?" With respect to this question that (26%) teachers were founded pre-requisites in table: 4.38 (mean = 1.74 Std.439), And (4.8%) teachers have

the problem of conflicting their work schedule with professional development programs in table: 4.39 (mean = 1.48 Std. deviation .501), and (51.7%) teachers have shown the lack of time in table: 4.40(mean=1.58 Std. Deviation .494), too much expensive programs was the problem showed by (45.8%) respondents in table: 4.41(mean=1.54 Std. deviation.499) and the problem lack of professional development programs were founded by (58.7%) respondents in table: 4.42 (mean= 1.41 Std. deviation .494).While (40.8%) in table: 4.43 (mean = 1.59 Std. deviation .493 respondents needed the employer support for participating in professional development activities.

To find out the effect of professional development on career of university teacher, the research question was "How professional development affect the career of university teacher? " with respect to this question it was found that the majority (88.6%) teachers were affected in table:4.59 with (mean = 2.74 Std. deviation) and found better changes in their teaching methods, and (88.1%) in table: 4.58 with (mean = 2.60 Std.deviation1.035) were showed to improve teaching practice, and (86.1%) teachers in table:4.7 with (mean = 2.76 Std. deviation 1.093) were found themselves more successful in students counseling by their professional development. Through professional development (86%) teachers in table 4.69 with (mean = 2.41 Std. deviation1.172) were able to the future goal setting of the institution. By professional development (85.5%) teachers in table: 4.66 with (mean = 2.87 Std. deviation 1.173) were found change in the career as interaction with students. And (85.1%) teachers in table: 4.64 with (mean = 2.77 Std. deviation 1.121) were showed that they found better changes in their communication style by professional development. And (84.5%) teachers in table: 4.62 with (mean = 2.83 Std. Deviation 1.125) were found that they were able to change their course outline as well as

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in table: 4.63 with (mean = 2.82 Std.deviation1.076) can recommended books and articles. The ratio (83.6%) in table:4.60 with (mean 2.68 Std. deviation 1.145) of those teachers who found disciplining student's behavioral problems during the career by professional development. And (82.6%) teachers in table: 4.57 with (mean = 2.72 Std. Deviation 1.123) were showed that they were found more efficient in their work as well as in the relationships with colleagues in table: 4.65 with (mean = 2.24 Std. deviation 1.134), and (82.1%) teachers in table: 4.61 with (mean = 2.68 Std. Deviation 1.145) were found that they use technology in classroom, and (81.1%) teachers in table: 4.68 with (mean = 2.70 Std. deviation 1.188) were found that they have the ability of student supervision by the professional development. And (78.6%) teachers in table: 4.67 with (mean =2.57 Std. deviation 1.215) can teach their students with special learning needs, and (70.6%) and (63.8%) teacher in table: 4.54 with (mean = 2.01 Std. deviation 1.061) and table: 4.55 with (mean =2.24 Std. deviation 1.134) were showed that they received the recognition and appreciation of colleagues and head/authorities respectively. And (68.8%) teachers in table: 4.56 with (mean = 2.03 Std. deviation 1.060) were showed that they found their role in the development initiatives. And (55.8%) teachers in table: 4.53 with (mean = 1.80 Std. deviation 1.026) showed that more opportunities for availing professional development activities. And(51.7%) teachers in table: 4.52.with (mean = 1.89 Std. deviation1.165) shown to increase more officials responsibilities in the career due to professional development. While first (70.1%) teachers in table: 4.51with (mean = 1.35 Std. deviation .889) showing no change found in the promotion and up gradation as well as secondly (66.7%) teachers in table: 4.50 with (mean =1.37 Std. deviation .874) were shown for availing no more increments were given. However, except table:4.50

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and4.51, all the activities of professional development shown the best effect on the career.

5.6 DESCRIPTIVE STATISTICS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
gender of the respondents	201	1	2	1 75	436
age group	201	1	4	1 62	798
academic qualification	201	1	4	2 32	747
professional qualification	201	1	5	2 90	1.466
employment status	201	1	4	3.68	728
present designation	201	1	5	2 40	701
Experience	201	1	6	2 18	1 178
Participation in workshops	201	0	2	1 92	306
training courses	201	0	2	1 70	520
participation in educational seminars	201	0	2	1 81	.497
participation in educational conferences	201	0	2	1 62	691
to increase qualification programs	201	0	2	1.52	.625
observational visits to other institutes	201	0	2	1 44	607
individual research on professional topic	201	0	2	1 71	573
collaborative research on professional topics	201	0	2	1 35	677
network participation	201	0	2	1 40	576
literature reading	201	0	2	1 87	396
mentoring and coaching	201	0	2	1 59	602
informal dialogue with colleagues	201	0	2	1 85	.437
latest research based teaching contents	201	0	2	1 67	586
teaching method in accordance with teaching community	201	0	2	1 75	508

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teaching skills in accordance with the changing environmental demand	201	0	2	1 77	477
participation in workshops	201	0	4	2 80	1 288
training courses on education related topics	201	0	4	2 24	1 541
participation in educational seminars	201	0	4	2.39	1 493
participation in educational conferences	201	0	4	2 13	1.668
to increase qualification programs	201	0	4	1 86	1 769
Observational visits to other institutes	201	0	4	1 73	1 667
individual research on professional topics	201	0	4	2.48	1.656
collaborative research on educational topics	201	0	4	1.59	1.721
network participation on of teacher	201	0	4	1 62	1.711
professional literature reading	201	0	4	2 82	1 503
mentoring and coaching	201	0	4	2 25	1 667
informal dialogues with colleagues to improve teaching	201	0	4	2.90	1 391
latest research based teaching content	201	0	4	2 41	1 653
teaching method according to teaching community	201	0	4	2 42	1 570
teaching skills in accordance with the changing environmental demand	201	0	4	2.54	1 597
I did not have the pre-requisites	201	1	2	1 74	439
work schedule conflicted with professional development	201	1	2	1.48	.501

lack of time due to family responsibility	201	1	2	1 58	494
too expensive professional development	201	1	2	1 54	499
suitable program was not offered	201	1	2	1 41	494
lack of employer support	201	1	2	1 59	.493
any other	201	2	2	2 00	000
head of the department	201	0	6	2 81	1 539
higher authorities	201	0	6	1 82	1 199
Colleagues	201	0	6	3 68	2 012
Students	201	0	6	4 00	1 710
Visitors	201	0	6	1 95	1 726
Increments	201	0	4	1.37	874
promotion & upgradation	201	0	4	1 35	889
any kind of monetary reward	201	0	4	1 89	1 165
more opportunities for professional development activities	201	0	4	1 80	1 026
recognition and appreciation from head/authorities	201	0	4	2 01	1 061
recognition and appreciation from colleagues	201	0	4	2 24	1.134
role in development initiatives	201	0	4	2 03	1 060
efficiency in work	201	0	4	2 72	1 123
teaching practice	201	0	4	2.60	1 035
teaching methods	201	0	4	2 74	1.036
disciplining students and their behavioral problems	201	0	4	2 68	1 104
use of technology in classroom	201	0	4	2 68	1 145
course outline	201	0	4	2.83	1 125
recommended books and articles	201	0	4	2 82	1 076
communication style	201	0	4	2 77	1 121

relationship with colleagues	201	0	4	2 69	1 133
interaction with students	201	0	4	2 87	1 173
teaching students with special learning needs	201	0	4	2 57	1 215
students supervision	201	0	4	2 70	1 188
future goal setting of the institute	201	0	4	2 41	1 172
students counseling	201	0	4	2.76	1 093
Valid N (list wise)	201				

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Professional development is an essential part of higher education in the country of 21st century. Research study was conducted to assess the learning opportunities for professional development and its effect on university teachers. It is important to consider how best students might be helped to sustain this joy in the Learning process throughout their years at the institution and beyond. Study main objective were to take teachers view about: 1.To find out the participation in learning opportunities, 2. Level of effect of their participation, 3. Issues and problems in professional development, 4. Impact of professional development on the university teacher carrier, 5. Different learning needs and goals, and 6. Factors affecting teacher's professional development. The researcher adopted mixed method explanatory design using sequential phases (Quantitative - qualitative).

In this research work purposive sampling techniques was used. From different universities of islamabad and rawalpindi 201 sample was selected. Only teachers were concerned. Teachers of different universities in the discipline of Social Sciences in the area of Islamabad and Rawalpindi constituted the population of the study. Questionnaire was used as an instrument for data collection. Focused on collection of experiences of the teachers and administrators. For insuring content validity of the questions professionals

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and experts in the field of education were assessed. Through Cronbach Alpha coefficient the instrument was determined to check its reliability it was determined that instrument is highly reliable. Thus the researchers prepare the concluding report in light of research findings and the proper suggestion were given.

In the second chapter view and opinion of different authors and writers were taken regarding the learning and teaching for professional development in higher education. Researcher herself collected the data in the form of questionnaire designed for teachers that was mentioned in chapter three. Collected data was analyzed and presented in the form of tables along with graphs to make it more clear.

However, in chapter 4, some qualitative mode in the form of open-ended questions were also included in the survey. Some structure questions were asked from the respondents at the same time. Method of themes formation was adopted for open-ended questions.

Summary of the study was given in chapter 5 along with findings, discussion, conclusion and recommendations. Tables of Descriptive Statistics were attached after Recommendations. References were given in last. Annexure A. Questionnaire and Annexure B. Expert Committee of education department in International Islamic University Islamabad and Appendix C. Quotation were also included.

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5.2 Finding

The result of this research work were given ahead but the main outcomes of the study showed that the participation in different types of learning opportunities for professional development enhances the performance of university teachers, as well as the professional development affected the career of teachers.

(A) Personal Information of the Respondents

1. In this study, male respondents were 25.4 % and female respondents were 75.6 % .(Table 4.1)

2. The age of 55% respondents were 23-33, 31.3% were 34-44. 10.9 % were of 45 55% and the 3.0% respondents were of 55 and above.(Table 4.2)

3. The qualification of 52.2% were MS and M.Phil, 30.8 % were Ph.D and6.0 respondents had the qualification of post.Doc, while 10.9% were theMaster d egree holders.(Table 4.3)

4. Respondents of 19.4% were the professionally qualified through special training, 8.0% were special diploma holders, 27% got the professional courses, 14.9% were experts in any other technical or skillful education. (Table 4.4)

5. 82.1% respondents were regular employs, 4.5 % were on the Adhoc posts and 12.4 % respondents were working on the contract base. (Table 4.5)

6. 1.5% respondents were professors, 5.0 % were associate professors, 28.4% were assistant professors and 62.2% respondents were lecturers in this study.(Table 4.6)

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7. The experience of 2.5 % respondents were above 25 years, 5.0 % were 21-25 years, 4.0 were 16-20 years, 12.9 % were 11-15 years, and 47.8 % were 6-10 years. While 27.9% respondents were less than 5 years experienced.(Table 4.7)

(B) 1.Participation in Activities as Learning Opportunities for Professional Development(Objective - 1)

8. Majority of teachers (93%) showed the participation in workshops on subject on many education related topics. (Table 4.8)

9. Most of the teachers (85.1%) participated in training courses on education related topics. (Table 4.9)

10. Majority of the respondents (73.1%) Participated in educational seminars. (Table no. 4.10)

11. Majority of the respondents (73.1%) Participated in educational conferences. (Table 4.11)

12. Most of the teachers (58.75%) agreed to increase the qualification program. (Table 4.12)

13. Majority of the respondents Availing the opportunities of observational visits to other institutions that revealed(50.2%) teachers. (Table 4.13)

14. Most of the respondents (76.6%) were agreed for availing opportunity of the individual research on professional topics. (Table 4.14)

15. Collaborative research on professional topics was shown by (46.3%) teachers. (Table 4.15)

16. Network participation was presented by (44.8%) teachers. (Table 4.16)

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17. Professional literature reading was shown by (88.6%) teachers. (Table 4.17)

18. Mentoring and coaching, as a part of a formal institution arrangement(65.2%) was indicated as learning opportunity for teachers. (Table 4.18)

19. Informal dialogues with colleagues to improve their teaching was availed by (87.6%) teachers. (Table 4.19)

20. Latest research based on teaching content were used by (72.6%) teachers.(Table 4.20)

21. Teaching methods in accordance with the teaching community were shown by (78.6%) teachers. (Table 4.21)

22. Teaching skills in accordance with the changing environmental demands were shown by (79.6%) teachers. (Table 4.22)

(B) 2. Level of Effect after Participation in Learning Opportunities for Professional Development.(Objective – 2)

23. The respondents displayed on the whole (86%) effect of participation in workshops on subject or any education related topics. (Table 4.23)

24. Most of the teachers revealed (68.1%) effect of participation in training courses on education related topics. (Table 4.24)

25. Majority of the respondents (52.2%) revealed the effect of participation in educational seminars. (Table 4.25)

26. Almost (73.1%) teachers agreed with the statement of Participation effect in educational conferences. (Table 4.26)

27. Most of the respondents (63.6%) showed the participation effect as in Increasing the qualification program. (Table4.27)

28. Availing the opportunities of observational visits to other institutions indicated to (50.2%) as the whole effects of participation. (Table 4.28)

29. Most of the teachers comprises (70.7%) were agreed with statement that teacher presented the effect of participation in individual research on professional topics. (Table 4.29).

30. About 43.8% of teachers indicated to the effect of participation in collaborative research on professional topics. (Table 4.30)

31. Most of the teachers (44.8%) agreed with statement that network participation for professional development of teachers. (Table 4.31)

32. Professional literature reading was indicated the effects of(78.7%) respondents for professional development. (Table 4.32)

33. Mentoring and coaching, as a part of a formal institution arrangements revealed (63.7%) effect of participation in learning opportunity for professional development. (Table 4.33)

34. Informal dialogues with colleagues to improve their teaching was availed with (83.2%) level of effect. (Table 4.34)

35. Majority of the teachers (68.7%) agreed with statements that they used latest research based teaching content. (Table 4.35)

36. Most of the teachers (70.1%) agreed with statement that their teaching methods in accordance with the teaching community. (Table 4.36)

37. 73.7% respondents agreed with statement that their teaching skills in accordance with the changing environmental demands(Table 4.37).

(C) Reasons or Problems of Preventing from Participation in More Professional Development Activities.(Objective – 3)

38. Majority of the respondents (74.1 %) agreed that they have no such problem. Only (26%) respondents have the pre requisites for their professional development. (Table 4.38)

39. Work schedule of (58.2%) respondents did not conflict with professional development, while (41.8%) were facing such problem.(Table 4.39)

40. Majority of (51.7%) were facing lack of time and (48.3%) did not mention such problem in participating more professional development.(Table 4.40)

41. Majority (54.2%) was having no problem while (45.8%) considered too expensive Programs for professional development.(Table 4.41)

42. Majority (58.7%) considered lack of professional development programs while (41.3%) do not mention such problems.(Table 4.42)

43. Majority of (59.2%) were not having any hurdles in participating professional development while (40.8%) considered the lack of employer support. (Table 4.43)

44. Any other reason or problem. (This variable is constant). (Table 4.44)

(D) Received Appraisal and Feedback in the Institution.

45. Respondents received appraisal or feedback as 24.9% respondents monthly, 19.9 % once per year, and 18.4 % twice per year received appreciation and response from the head of the department of the institutions.(Table 4.45)

46. Majority of 40.3% never received feedback while 25.9 % respondents received it once per year, and higher 17.9 % twice per year received appraisal and / or feedback from the authorities.(Table 4.46)

47. Majority of 25.4 % respondent's weekly and 20.9 % daily received appraisal and or feedback from colleagues.(Table 4.47)

48. Percentage of 24.9 % respondent's daily received appraisal and / or feedback from the students and 23.9 % twice per year received appraisal and / or feedback from the students(Table 4.48).

49. 11.9% respondent's monthly received appraisal and / or feedback from the visitors. While 46.3 % were never received feedback from the visitors (Table 4.49).

(E)Changes/ or the Effects of Professional Development on the Career of University Teachers. (Objective – 4)

50. Overall effect in availing the opportunities, of more increments were 26.9 % respondents in the career development. While 66.7 % respondents were pointed out for no change.(Table 4.50)

51. Overall changes of 23.9% in the career development were promotion and up-gradation. While 70.1 % respondents pointed out that no change in promotion and up-gradation in their career.(Table 4.51)

52. **Overall change** of 51.7% **was increasing** the official responsibilities. So that the **profess**ional development affected the career of university teachers.(Table 4.52)

53. **Overall** effects of 55.8% showed more opportunities for professional development should be provided in the career of university teachers.(Table 4.53)

54. On the whole change of 63.8% were the recognition and appreciation of the head and authorities, that the professional development affected the career of university teachers.(Table 4.54)

55. Changes in the recognition and appreciation from colleagues were 70.6 %, So the professional development highly affected the career of university teachers.(Table 4.55)

56. The changing in teachers role in the development initiatives were 65.8%. So that professional development is essential for the career improvement of university teachers.(Table 4.56)

57. Overall changes in the work efficiency were 82.6 %, that the professional development highly affected the career of university teachers.(Table 4.57)

58. Changes on the whole in teaching practice were 88.1 %, that the professional development highly affected the career of university teachers.(Table 4.58)

59. Overall changes in the teaching method were 88.6 %, that the professional development highly affected the career of university teachers.(Table 4.59)

60. Overall changes in the disciplining student's behavioral problems were 83.6% at the professional development highly affected the career of university teachers.(Table 4.60)

61. Overall changes in the use of technology in classrooms were 82.1%, which highlighted, that the professional development highly affected the career of university teachers. (Table 4.61)

62. Overall changes of the changing in the course outline were 84.5%, which highlighted, that the professional development highly affected the career of university teachers.(Table 4.62)

63. Changes of the recommended Books and Articles were 84.5%. So it means that the professional development highly affected the career of university teachers(Table 4.63)

64. Changes in the communication style of teachers were 85.1 %, which means that due to professional development changes occurred in the career of university teachers. (Table 4.64)

65. Changes in the relationship with colleagues were 82.6 %, that the professional development highly affected the career of university teachers.(Table 4.65)

66. Changes of interaction with students were 85.5%. So due to professional development highly changes occurred in the career of teachers. (Table 4.66)

67. Changes of teaching students with special learning needs were 78.6 %, indicate that due to professional development changes occurred in the career of university teachers.(Table 4.67)

68. Changes in students' supervision were 81.1%,which highlighted that professional development highly affected the career of teachers.(Table 4.68)

69. **Changes** in future goals setting of the institution were 86%, which mean that professional development make changes in the career of university teachers.(Table 4.69)

70. Changes in the students' counseling were 86.1 % that indicates that professional development highly affected the career of university teachers(Table 4.70).

Open-ended Questions (Objective – 6)

71. On the whole (51.74%) received **cooperation** after receiving the appraisal or feedback. While (28.36%)responses were for no cooperation & (19.90%) were non respondents.(Table 4.71)

72. On the whole (57.73%) respondents were increased **confidence** in different ways, after receiving appraisal or feedback, (22.4%) respondents gained more confidence.(Table 4.72)

73. As a result 19.90%) respondents can accept more responsibilities to look after. (10.95%) respondents increased their expectations in **job demands,** (9.45%) showed positive change and were serious about career development. And (8.46%) shown efficiency and productivity, skills & reliability while (25.37%) felt no change and (20.40%)were non-respondents. On the whole (54.24%) were shown change in job demand occurred as above. (Table 4.73)

74. The (15.00%) mentioned the **problem** of overburden, (13.07%) lack of time. (12.30%) less opportunities for professional development, (7.30%) rigid environment, (7.30%)less support and (6.92%) lack of trainings. Similarly (5.00%) responses got for each problem as favoritism. funding issues and for too

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many problems. (3.46%) for each, less physical facilities and for promotion related issues. While (6.92%) had no problem at all and (9.23%) were non respondents. As above on the whole (83.81%) were shown different problems. While (6.92%) were showing no problem at all. (Table 4.74)

75. In this study (14.12%) and (9.80%) were given **suggestions** for provision of refresher courses and more opportunities. provision of training and research must do, were shown by (13.33%). Incentives on better performance and time management were suggested through (6.67%) & (5.10%) respectively. Merit, best environment, more funds, regular promotion & cooperation from seniors were suggested by (17.25%). While (13.33%) were non-respondent. As aboveon the whole (85.09%) gave different suggestions for the professional development. (Table 4.75)

76. In the results (16.46%) revealed that they can **overcome weaknesses** by trainings of professional development. The (14.35%) respondents claimed hard work & up-gradation. (13.08%) were of the idea of overcoming the weaknesses through personal efforts. (40.09%) respondents gave different types of ideas like learning from seniors, attending more refresher courses, focus academic activities, by getting knowledge through different sources, through incentives, by communication and dialogues, by use of technology and research, through time management and by removing divergences can overcome on professional weaknesses. Only three respondents predicted for no weakness. While (14.77%) were non-respondents. As above on the whole (83.98%) were shown different ways to overcome professional weaknesses as above. (Table 4.76).

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5.3 Discussion

The research purpose was to highlight the importance of learning opportunities for professional development that affect the career of university teachers for teaching more professionally. It is observed that some institutions facilitate to provide different types of learning opportunities, these learning opportunities improve teacher's professional development important for their effective progress in universities. So to identify the said situation, it was assumed that:

The teaching method of professionally developed teacher is more effective than the teacher without training and experience.

In this light The first objective of this study was to find out the participation in different learning opportunities for professional development of university teachers. The research question was what is the participation in learning opportunities for professional development of teachers? Their participation were shown in progressive position and excellence especially in workshops.

The results of current research are similar to a study conducted by (Shin, 2012) that teaching is a difficult work. It involves proper dispositions, personal competencies and greater knowledge and skills. The mastery of knowledge and skills may well ignore the difficulty and dynamics of a social construction of professionalism. Teachers' previous life experiences, educational will experiences influence their thought about, existing knowledge and beliefs. Therefore, teacher must be concerned about inquiry and close observation of one's own individual strengths and temperament in the process of becoming a good quality professional Good education requires good teacher. Student,

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teacher and teaching are the essential components in the context of education. Therefore, teacher education is particularly considered essential for quality education. McDonough (2012) noted that growing trend in educational context is the development for teachers not just as component and capable practitioners, but also as generators of educational theory, to make sense of the challenges that are present not only in the workplace, but also the engagement in formal studies at postgraduate level.

The second objective of this study was to identify the effect of participation in different learning opportunities for professional development. The research question was what is the level of effect of participation in different learning opportunities for professional development? In this study participation were shown in better position. Sharma (2005) mentioned that to understand the development of teacher education practice, and the effectiveness in preparing teacher, definition of the qualifications meaningfully to be engendered; adequate organizational and administrative provisions in an institution purporting to prepare teachers; and an educational program, planned and administered on the purpose base, the nature of the teaching-learning process, and ask services of teachers. Qiding (2009) noted that the main responsibility of teacher is to enable students to achieve the required level of skills. Ljubetic (2012) stated it is essential to put into function new strategies for teaching which will enable quality interaction among teachers, student and fellows. The development of critical thinking, collaboration, teamwork etc., which will really prepare students for the challenges waiting for them in practice. Ren (2009) noted that most importantly, awareness of teachers' ethical construction should be enhanced significantly. Teaching cannot proceed in

isolation But for the teacher perfection morality, cooperation, a team spirit of mutual respect, and perceptions of moral and ethical conditions of students. It's not possible for them to achieve their teaching task or inculcate qualified talents. Then, an executive technique should be established and formulated. Bates (2011) states it is typical for teacher educators to make complete devotedness to educate their students and to keep in mind the future professional requisition of student teachers.

The third objective of this study was explore the issues and problems in professional development of teachers. The research question was what are the major challenges in availing learning opportunities for professional development? Lack of time and more professional development may be provided. Checkering (1987) described there are valuable resources for the enhancement of undergraduate education. But question is that how students and faculty members improve undergraduate education and promote higher education specially and other generally. Retallick (2005) noted that for parents and teachers entrusted with educational welfare of the students to listen each other actively and to hear what each is saying without allocating blame. Parents-teachers partnership have an excellent opportunity to demonstrate the achievements and working together in the best interests of students. Sing(2005) stated that teacher practice is a compulsory item of all teacher-training programs in the professional preparation of teachers to bring theory and practice together. It stresses greatly on preparing the trainers to use their theoretical knowledge efficiently and practically by performing the extra-curricular activities in both outside and inside the classroom.

The fourth main objective of this study was to find out the effect of professional

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development on the career of university teachers. research question was how professional development affect the career of university teachers? Present study find out that professional development shown the best affect on the career of university teachers and the teachers have felt a large change in their performance in work efficiency, in teaching practice, in teaching method, disciplining student's behavioral problems, use of technology in classrooms, change in the course outline, recommended books and articles, in communication style, in relationship with colleagues, interaction with students, student's supervision, future goal setting of the institution and the student's counseling. Vazir & Wheeler (2004) stated that in-service courses and pre-service training in colleges or universities and are the two main kind of teacher training offered in Pakistan. Joyce & Showers (2002) states that trainers have to ask question like: Who is training for and what consequences are expected? Is the training results new in learning or is it trying to polishing the existing knowledge and skills? So the teacher must aware of training purpose.

The fifth objectives of the study was to discover the learning needs and goals of professional development. The research question was what are the learning needs and goals of professional development? (Table 4.71 to 4.76) Refreshing resources can help to develop these caring relationships. As a result university teachers will be able to develop better beliefs about teaching profession; personal qualities such as honesty, nonjudgmental attitude, a patience for imperfection and obliquity, a sense of accountability and comic, an ability to detach and good interpersonal skills (Deiro, 2005). The goals of professional development activities such as the improvement of educational

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experiences and learning of students also under go by instructional supervision (Nolan & Hoover. 2004), and professional teaching communities (Du Four &DuFour, 2003). Vermilye(1974) noted that all the records of educational progress that one might want to keep and presents --- high school grades. instructors' comments, narrative testimonies, summaries of special projects or special training outcomes of experiential learning, personal statements of accomplishment, and so on. The student can include in his achievements file the recording of learning experiences on the job. Individual's overall progress in attaining his educational goals and will help in planning the next steps.

The sixth objective of the study was to explore the major factors that influence teacher's professional development. The research question was what are the major factors that influence teacher's professional development? Received cooperation table 4.71, increase confidence table 4.72, job demand table 4.73, problems table 4.74, suggestions table 4.75, overcome weaknesses.

Higher Education Commission of Pakistan (HEC) is a useful turning point in this regard. Higher Education Commission not only encourages students for higher studies but also equips universities for providing quality education. Therefore, standard based education in general and teacher education in particular is part of a global movement for quality assurance. These education reforms have already led to a particular -growth and competition in higher education sector of Pakistan. Although this is a positive sign for a developing country like Pakistan. As a result of industrial growth in the country it is apparent that universities are meeting the demand of the market for qualified individuals

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with specialization in different -fields (Zaheer & Rehman, 2010). Learning and acquiring teaching skills is a growing trend in educational context, it does not only help university teachers to develop the required skills and enables them to become competent teachers but it also enables them to generate new theories in the field of education (Mc Donagh,2012).

Professionally groomed teachers can change the direction of every thought, feeling and behavior in a right direction. They are the role models for others. So they require more sound professional approach (Sarsani, 2006).

5.4 Conclusion

The research was conducted to analyzed the teacher's participation in learning opportunities, its effect with reference to professional development. Focus on, the affect of professional development on the career of university teachers.

The result of this study followed by a cross-sectional discussion lead to:

1.   It is concluded from the findings 8, 9, 17, 19, of this study that teachers' participation were excellent in workshop, in professional literature reading , in informal dialogues, and in training courses. Further the discussion of the study affirmed the participation in different learning opportunities for professional development of teachers were progressive (objective-1).

2.   It is concluded from the findings 23, 29,32, 34, 36,37of this study that greater effect of teacher's participation revealed in workshops, in individual research, professional literature reading, informal dialogues with colleagues, teaching method and in teaching skills (objective-2).

3.   It is concluded from the analysis of data presented in the findings 38, 39, 42 of this study shown that majority of respondent have no problem of preventing from participation in more professional development activities. only some respondents revealed programs that lack of time and more professional development programs may be arranged.(Objective -3)

4.   From the findings 46 and 49 of this study concluded that the majority of respondent were never received feedback from visitors or in the institution some respondents received weekly and daily feedback in the institution (objective-3).

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5.   From the findings 57 to 66 and 68 to 70 of present study concluded that professional development affect the career of university teachers and they have felt a large change in their performance regarding work efficiency, in teaching practice, in teaching method, disciplining student's behavioral problems, use of technology in classrooms, change in the course outline, recommended books and articles, in communication style, in relationship with colleagues, interaction with students, student's supervision, future goal setting of institution and the student's counseling (objective-4)

Findings discovered that due to the professional development, teachers felt better change in their performance. So the professional development had shown greater effect on the career of teachers in this research. Thus, the assumption was accepted and found correct according to this study. Both quantitative and qualitative results are in one same direction i.e. as number of learning opportunities will increase, professional development among university teachers will also increases.

The Islamic philosophy of education is aimed at developing human beings morally, socially, ethically, spiritually, emotionally, as well as economically. Cooperative learning, justice and brotherhood is also the main aspects of this process. Hence, Islam gives guidance to Muslims on how to lead their lives according to the teaching of the Holly Quran and Sunnah and to achieve success in Dunia and Akhirah.

Each teacher has his or her own style and way about how to facilitate learning. It is the liability of teacher to keep the students updated with the latest developments in education and enable them to have the necessary skills and knowledge for taking the necessary action in real life situation and can make up to date decision. Inculcate them a sense of pride, they attempt to achieve and make a difference. They can adjust themselves

to the challenging environment. So new knowledge and skills can be put to good use to improve the community.

As Pakistani nation's democracy and economy depends on the education that teachers provide. So teachers' participation in different learning opportunities is essential for their on-going learning and professional development. Participation in conferences and publication of research work to support the teachers more in this regard.

Overall, it is concluded that goal oriented learning in terms of national values, Learning for the sake of learning is useful. Cooperative learning assignments, and more participation in class may also be encouraged by teachers. So all students and teachers will be groomed professionally.

There is a need for considerable further work in the area. However, we feel that there is value in continuing to work towards these goals and hope that the issues raised and discussed here will help take us forward in this process.

5.5 Recommendations

Following recommendations are made by keeping in view the results of the study.

1. More participation in collaborative research may be encouraged. Departmental lab equipped with latest resources and computer assisted instruction (CAI) facilitated for cooperative learning.

2. Network participation of teachers may be increased. Departmental laboratories (CAI) provided to facilitate cooperative learning and for sharing work in groups.

3. To study the effect of professional development programs pre-training and post training student' assessment can be analyzed.

4. Time management is essential for teachers to participate in professional development activities. Lack of time is a problem shown in the study.

5. Appraisal and feedback is necessary for teacher's professional development from higher authorities, head of department, colleagues and students in the institution.

6. Availing More increments may be entertained due to professional development.

7. The promotion and up-gradation may be effective due to professional development.

8. More professional development programs may be provided. Training programs may be incorporated as a permanent activity.

9. Technology may also be included in the professional development programs.

10. It is highly recommended that the training content may be added to address the needs of the subject, specially according to the requirements of the field.

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Pakistani Teacher-educator Professional Learning Through an International
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APPENDIX- A

TEACHER QUESTIONNAIRE

Personal Information

Name (Optional) _____ **Institution** _____ **Gender**(Male /
Female)

Age group

23-33 _____
34-44 _____
45-55 _____
55 and above _____

Present Academic Qualification

Post.Doc _____
Ph D _____
MS _____
M Phil _____
Master _____

Professional Qualification

Special diploma _____
Special training _____
Courses _____
Any other _____

Employment Status

Regular _____
Contract _____
Adhoc _____

Present Designation

Professor _____
Associate professor _____
Assistant professor _____
Lecturer _____

Experience

Less than 5 years _____
5-10 years _____
10-15 years _____
15-20 years _____
20-25 years _____
25-30 years _____

1. Over the past 5 years, if you have participated in any one of the given professional development activities, please mark yes for showing your participation in section (A). Similarly, in section (B) indicate how much effect it had specially upon your professional development.

Please mark one choice in each row (A) (B)

S.NO.	Statements	Participation		Effect			
		Yes	No	No Effect	little Effect	Average Effect	Greater Effect
1	Participation in workshops on subject or any education related topics						
2	Training courses on education related topics						
3	Participation in educational seminars						
4	participation in educational conferences						
5	To increase qualification program enrollment in a degree/certificate/training program						
6	Observational visits to other institutions						
7	Individual research on professional topics						
8	Collaborative research on professional topics						
9	Network participation of teachers professional development.						
10	Professional literature reading (e.g. journals, evidence-based papers, thesis papers).						
11	Mentoring and coaching, as part of a formal institution arrangement.						
12	Informal dialogue with your colleagues on how to improve your teaching.						
13	Latest research based teaching content						
14	Teaching methods in accordance with the teaching community						
15	Teaching skills in accordance with the changing environmental demands						

2. Which of the following reasons best explain what prevented you from participating in more professional development, if you want in the past five years.

(i) I did not have the pre-requisites as qualification, seniority or experience. (Yes / No)

(ii) My work schedule conflicted with Professional development.(Yes / NO)

(iii) Lack of time due to my family responsibilities. (Yes / No)

(iv) Too expensive professional development that I could not afford. (Yes / No)

(v) Suitable professional development program was not offered. (Yes / No)

(vi) Due to lack of employer support. (Yes / No)
(vii) Any other (specify please

3. How often have you received appraisal and /or feedback from the following at this institution?

S.NO	Statements	Never	Once per year	Twice per year	Monthly	Weekly	Daily
1	Head of the department						
2	Higher Authorities						
3	Colleagues						
4	Students						
5	Visitors						

4. After receiving the appraisal and/or feedback, what type of changes occurred in the following

S.NO.	Statement	No change	A small change	A moderatechange	A large change
1	An increment				
2	Promotion & up-gradation				
3	An increase in official responsibilities / any kind of monetary reward				
4	More opportunities for professional development activities.				
5	Recognition and appreciation from head/authorities				
6	Recognition and appreciation from colleagues				
7	Role in development initiatives (e. g curriculum/institutional objectives				
8	Efficiency in work.				
9	Teaching Practices (knowledge & understanding for instruction)				
10	Teaching methods				
11	Disciplining students and their behavioral problems				
12	Use of technology in classroom				
13	Course outline				
14	Recommended books and articles				
15	Communication style				
16	Relationship with colleagues				
17	Interaction with students				
18	Teaching students with special learning needs				
19	Student supervision				
20	Future goal setting of the institute				
21	Students counseling				

5. After receiving feedback what type of cooperation you received?

_____

_____

_____

6. After receiving feedback what type of change in confidence occurred?

_____

_____

_____

7. After receiving feedback what type of change in job demands occurred?

_____

_____

_____

8. What type of problems faced by the university teachers in the reference of their professional development:

_____

_____

_____

9. Kindly give some suggestions for the professional development of university teachers:

_____

_____

_____

10. How can you overcome your professional weaknesses?

_____

_____

_____

APPENDIX- B

<u>Expert Committee</u>

These experts are:

1. Dr. Samina Malik

2. Dr. N. B. Jumani (Co- Supervisor)

2. Dr. Shamsa Aziz

3. Dr. Munazza Mehmood,

4. Dr. Zarina Akhtar.

5. Dr. Kekashan Arouj (Supervisor)

APPENDIX- C

Quotation

"Great things are not done by one person. They are done by team of people".

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