

DEVELOPMENT OF TEACHER-LEADER SKILLS THROUGH PROFESSIONAL TRAINING FOR SELF-EVALUATION PERFORMANCE

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ABSTRACT

Education is essential to bring about a desired change in the social and cultural life of a nation. Therefore, teacher shapes the whole process of education and plays a vital role in the development of the society. The secondary school structure in developing countries is a driven force to provide services to learners efficiently. The main objective of this research was the development of teacher-leader skills through professional training for self-evaluation performance at secondary school level. The population of this study was teachers from public secondary school level in Lahore whereas, 30 teachers were administered as sample through simple random sampling technique. The questionnaire was developed on the base of Teacher Leadership Exploratory Consortium. The data was collected before and after intervention from the respondents which was analyzed by using SPSS. The findings of this research indicated that the mean score of pre-test was greater than post-test. This study is useful to enhance the teachers-leader skills through effective training for the achievement of learning objectives appropriately.

Keywords: Professional Training; Self-Evaluation Performance; Teacher Leader Skills

INTRODUCTION

Education is essential to bring about a desired change in the social and cultural life of a nation. The person who shapes this whole process of education and plays a vital role in the development of the society is a teacher. It is the teacher who creates interest in students to develop progress and achieve whatever aims they set for themselves. Thus, teaching is a challenging profession (Kazmi et al., 2011; Tahira et al., 2020). Only those teachers can shoulder this responsibility of the nation building, who are adequately prepared, well trained and have a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision delivers his /her lecture more effectively as compared to the one who restricts himself/herself in a particular domain. For improving scientific methods and capabilities we need good teachers and for good teachers, effective training is compulsory (Jahangir et al., 2012; Nazar & Nordin, 2020). Teachers' Performance is an outcome after completion specific tasks at workplace. These activities based on the setting standards for fulfil of various curricular and extra-curricular activities. The managing authorities in school adopt different kinds of strategies and techniques to uplift and successful completion of the teaching-learning process (Halai & Durrani, 2020).

Professional Training is a part of job for teachers in order to enhance their competencies for performing specific activities during job hours. Due to this practice they are able to develop their existing capabilities and skills. Moreover, professional training frameworks in under-developed nation are feeling constraints to work for more pupils and for achieving more successfully. The development in education sectors and giving effective secondary education that raised the expansion at basic level in numerous nations (Behlol et al., 2014). In south

Asia nations remain tenaciously very less literacy rate at secondary level. Additionally, this is probably going to change quickly in the coming time as the present grade school students become mature enough for secondary school. Countries are tiring hard to meet the challenges and objectives set of UNO's (sustainable Development Goals) and these objectives are being upheld by many nations (Khan et al., 2020).

Research Questions

1. What is significant difference between pre and post-test about promoting professional learning?
2. What is significant difference between pre and post-test regarding facilitating improvements in instruction?
3. What is significant difference between pre and post-test about classroom management?
4. What is significant difference between pre and post-test about teaching strategies?

LITERATURE REVIEW

For the development of educational institutions, it is essential to have competent human resources with management skills. Whereas, performance of teaching staff is a major tool for successful completion of learning process and growth of organizations (Nazar & Nordin, 2020). The different stages of education require the different knowledge according to the cognitive abilities of the students. The students within the class have different background according to the cultural, socio-economic home environment (Nawab, 2017). Teachers participate in various curricular and extra-curricular activities during job hours. These activities can be professionally managed if the teachers have teaching and extra leadership skills (Amin, & Atta, 2013; Junejo et al., 2018). In order to enhance professional competencies, government has taken various decisions within the passage of time so, that they can perform different activities with leadership (Dilshad et al., 2019). The development of teacher-leader skills among employees is the best source for the achievement of objectives successful (Siddiqui et al., 2021). Due to professional training teachers can fulfill pedagogical needs and enhance classroom management skills (Akram et al., 2021; Rizwan, 2021). Educational managers are considered to be precious assets due to these policies and combine its prime effects with global studies. Then these policies are pre-owned by managers, teachers, scientists, researchers, professors and decision-making authorities (Dilshad et al., 2019).

Teachers' Performance in Developing Countries

Teachers are the secret gateway to the achievement of any learning structure anyhow; research has displayed that Pakistan's teachers' troubles have increased over time instead of being resolved. No one seems to be bothered by these difficulties, means and passion are only useless on building and upgrading courses or structure enhancement. (Khan et al., 2017). The tutoring industry is especially alienated cause in Pakistan, the tutoring industry is observed to be the worst paid, lowest profitable, and least attractive occupational service. In society, teachers are not as respected as other military personnel in the state. The literature review provides a critical examination of the concerns of Pakistani high school teachers. Performance and productivity is a process of performing a specific task in a given time. In other words, the proficiency to until different ideas in a way, so institutional aims and objective can be met efficiently (Hervie & Winful, 2018). Strategy and plans upgrade high school learning in developing countries. The high school structure in growing states is forced to provide services to more learners and to be more efficient. In numerous states, the

introduction for all campaign and free primary learning has made significant progress in increasing registration ratio as compared to, high school registration ratio in south Asia and sub-Saharan Africa are still very low but as the future elementary school learners are adequate to go to high school, states attempt to achieve the united national –led continual development objectives and goals of more than 190 countries, this situation may change rapidly in the next few years. Support the state all together, high school require well prepared learners for manliness so that they can truly learn (Nzarirwehi & Atuhumuze, 2019).

As long as they are in institution and have social skills, they must become productive employee and fully active members of the community. The learning for all times has promoted extensive and systemic transformation in high school learning, leading more states to provide free primary learning and enlarge global registration ratio. Bold, stepping these lines forward, there may be a restarted consciousness on the following point of moving learners to high school faculty in addition to keeping them through commencement and make sure that they get hold of the excessive high-satisfactory and applicable schooling that posts them for achievement after faculty (Hanushek & Kimko, 2000). Given the lack of learning opportunities and confinement of a high school diploma, these are huge challenges. For example, in Uganda in 2010, in the year for which information are obtainable, 88% kids attended primary school, but only 22% attended high school learning available at two levels (UNESO institute for Statistics, 2015). Even if they register some learners graduate from high school in Malawi, the dropout ratio in the previous year of high school in 2011 was 69% (Hanushek & Woessman 2008).

In addition, bad quality of education can lead to space in key learning results less than 25% of Ghanaian and South African Middle school learners who take part in 2011 international math and science. Trends survey (TIMSS) connect the competency standards. Similarly, Stakeholders in Asia are progressively worried about the importance of providing learning to their young. Curriculum and teaching methods that cannot meet the requirement of the particular work. Market is old-fashioned, causing high school graduates to deficiency the cognitive and non-cognitive abilities necessary for a profitable growth to profession and later life (Hervie & Winful, 2018). Given that in several progressing states, young people account for a high proportion of young people, make read young people for later life with the help of learning it can assist decrease deficiency and have numerous connected results, for example, lower production, and higher income and progress of population. It found that enhancing the abilities of high school tutors is the key coping with this world-wide education disaster (Olivia, 2018). However, frequent absentees without leaves, short learning time inadequate course learning are the characteristics of most tutors in growing states. For instance, a nationally defined survey of 7 states south of the Sahara displayed that learner just get half of their planned study time each day which mean insufficient training. Furthermore, instructors' income account for more than 80% of high Scholl learning expenses are found in growing states (Hervie & Winful, 2018).

Teachers' Professional Training

In education sectors a number of reforms has been initiatives for the development of teaching-learning process, the professional growth of teachers has its great significant. Due to the professional abilities the teachers cope their activities with efficiently (Mahmood et al., 2015). The teaching faculty has a specific teaching knowledge before join the service but in-service teaching training rendered them the new techniques and strategies to handle the specific tasks (Mugarura et al., 2022). The pedagogical skills of the teachers are the acute demand of the educational institutions in modern age. Du to these skills the teachers are able

to handle the different situation effectively faced during the classroom activities. The in-service teaching training play its significant role for the development of the pedagogical skills of the teaching faculty (Saleem et al., 2020).

The previous researches categories the pedagogical skills into three sections; professional knowledge, subject matter content knowledge and curricular knowledge. The content knowledge skills not only based on the subject matter but there are based on the instructions how to deliver it appropriately towards the students and focused how it is important to enhance the abilities of the students. These skills constructed to the class discipline to perform the various curricular activities. Furthermore, the curricular knowledge helps to understand and completion of the teaching objectives according to the instructions (Dayan et al., 2018). Another challenge, teachers face at pre-school level is of gender. The female teachers are given priority even if they have no proper degree in ECE. While the male teachers are not selected for early childhood classes and this demotivates competent male teachers to join the profession. The previous studies recommend that the female teachers face number of challenges during their services. They face the challenges of work family conflict, maternity, transfer after marriage (Iqbal et al., 2021).

It has been realized from the previous researches the teachers play their significance role for the development of the organization if they are satisfied with their work environment. It has been observed that there is political interference in education system. So, the teachers who have political background have mostly on leave and the burden of classes is faced by the other teachers. If those teachers are present in school not work with full zeal and zest. Therefore, the objectives of the institutions cannot be achieved appropriately (Akram et al., 2021). It has been comprehended that the pre class teaching is suitable for the female teachers. The female teachers can management the elementary classrooms as compare to the male teachers. It is phenomena for the new education system how to manage the pre class students. In new trend at elementary level, it should be appointed a female teacher but there are also male teachers exist in some areas of the country. Where male teachers teach at elementary level there, they face number of challenges and issues to manage the classrooms (Lodhi et al., 2019).

It has been realized that the oral presentation of teacher in the classroom is the best source for the enhancement of the learning abilities of the learners. Due to the in-service teaching training the teachers develop their communication skills. The teachers adopt the democratic environment so that the communication gap between teacher and students minimized. The effective communication builds the motivation and trust among the students with teacher (Qureshi, 2015). To hearten the students' attitude to develop the abilities and skills the communication behavior of the teachers has great contribution. The teacher is a role model for the students and they follow the attitude and behavior of their mentor during classroom activities. For effective teaching the role of the teacher in very important to receive the verbal and non-verbal communication by the students. The role playing and to perform the different curricular and extra-curricular activities the students follow the instructions of the teacher as he played (Ahmed et al., 2015).

Evaluation process is the best icon to assess the outcome of the whole educational institutions. The in-service teaching training provides the different kinds of evaluation techniques to the academicians by dent of teachers evaluate the learning process in every aspect. It is the systematic process to evaluate the daily routine and summative assessment of the learning process (Shakoor et al., 2013). During teaching-learning process the teachers focused on the instructions and objectives of the organization with naked eyes. After completion the teaching process the teachers evaluate the success and failure of the whole

process. The policy makers, educationist and higher authorities make their next strategies on behalf of the evaluation reports and make decision whether the previous techniques are the best fit for the successful completion of the organizational objectives or it need to some changes for betterment. These reports are the measurement of whole educational procedure such as; curricular, learning environment, professional abilities of the teachers, instructions and policies (Nauman et al., 2021; Sahar et al., 2019).

METHODOLOGY

The prime objective of this research was to identify the development of teacher-leader skills through professional training for self-evaluation performance. For this study pre-experimental research design was administered. It is the best approach of planning an experiment to test a research objectives.

Table 1. *Design of one group Pre-test and Post-test*

Pre-test	Treatment	Post-test
O1	X	O2

O1: Pre – test

X: Treatment

O2: Post - test B.

The population of this study was teachers from public secondary school level in Lahore whereas, 30 respondents were administered as sample through simple random sampling technique.

3.4 Instrumentation

In this study self-administered questionnaire was develop on the based on previous research studies. It deals with the teacher leader model standards scale with dimensions of promoting professional learning and facilitating improvements in instruction whereas, teachers' performance self-evaluation scale was used with the dimensions of classroom management and teaching strategies. The questionnaire was developed on the base of Teacher Leadership Exploratory Consortium, 2011. The reliability is a process to in order to assess the consistency of the questionnaire when applied more time (Creswell, 2014). For this study the Cronbach's Alpha Coefficient was applied to analyze the reliability of the questionnaire that was greater than 0.7 (Nunnally 1978). Moreover, in this study the content and face validity of the questionnaire was administered. The validity is a procedure to assess what is supposed to be measure accurately (Gray, 2014). To evaluate the content validity, it was assessed whether the items of the questionnaire are best fit according to the review of literature include in this research. Moreover, the face validity was also administered with the help of some experts related to the education field. The questionnaire was used for collecting data from participants before and after intervention of three hours. SPSS was administered to test the research objectives whereas; paired sample t-test was applied.

FINDINGS

Table 2. *Paired Sample t-test about the variables of the study*

Statements	Pre		Post		t	P*
	M	SD	M	SD		
Promoting professional learning	2.40	1.20	3.14	.95	2.87	.00
Facilitating improvements in instruction	2.39	1.25	2.93	1.09	2.99	.00
<i>Teacher Leader Model Standards</i>	2.39	1.22	3.03	1.02	2.93	.00
Classroom management	3.11	1.09	3.57	.87	2.35	.00
Teaching strategies	2.39	1.34	3.46	1.24	3.22	.00

<i>Teachers' performance self-evaluation</i>	2.75	1.21	3.51	1.05	2.78	.00
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To identify a difference about promoting professional learning. The results indicated a significance difference while statistical value of pre-test is less (M= 2.40, SD= 1.20) than post-test (M= 3.14, SD= .95).

To examine a difference regarding facilitating improvements in instruction. The results indicated a significance difference while statistical value of pre-test is less (M= 2.39, SD= 1.25) than post-test (M= 2.93, SD= 1.09).

To examine a difference about teacher-leader model standards. The results indicated a significance difference while statistical value of pre-test is less (M= 2.39, SD= 1.22) than post-test (M= 3.03, SD= 1.02).

To determine a difference about classroom management. The results indicated a significance difference while statistical value of pre-test is less (M= 3.11, SD= 1.09) than post-test (M= 3.57, SD= .87).

To evaluate a difference about classroom management. The results indicated a significance difference while statistical value of pre-test is less (M= 2.39, SD= 1.34) than post-test (M= 3.46, SD= 1.24).

To investigate a difference about promoting professional learning. The results indicated a significance difference while statistical value of pre-test is less (M= 2.75, SD= 1.21) than post-test (M= 3.51, SD= 1.05).

Conclusions

It was concluded that professional training is helpful for the development of teacher-leader skills and their performance. Moreover, it was indicated a significant difference between pre and post-test about all the factors of the variable such as; Promoting professional learning, Facilitating improvements in instruction, Classroom management and Teaching strategies.

Discussion and Recommendations

The training of teachers at secondary level in under-developed nation is feeling constraints to work for more achievement successfully. The development in education sectors and giving effective secondary education that raised the expansion at basic level in numerous nations. In remain tenaciously very less literacy rate at secondary level. This study gives awareness to teachers, that how the professional training of teachers is useful for the progress of their performance. This research is a pathway to evaluate the performance of employees by providing them professional training which can enhance the skills to achieve organizational objectives. Moreover, it is a need of new age to get awareness about modern trends in education sector, therefore, this study is beneficial for higher authorities to adopt innovations regarding leadership skills which is valuable not only for school heads but also for the teaching staff. A successful teacher in modern era is considered not only instructor but have management skills. No doubt, according to new concept every employees is considered as assistant leader within an organization. Thus, this study is landmark to opt dual personality of academicians. Additionally, this is probably going to change quickly in the coming time as the present grade school students become mature enough for secondary school. The further researches may be conducted with other constructs for the enhancement of teachers' performance.

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