

Teachers Perspective on Continuous Professional Development (CPD) Programs in Secondary Schools of Quetta, Balochistan:

By

¹Syed Aamir Shah, ² Dr. Maroof Bin Rauf

Abstract:

The destiny and development of a nation manifest in the education system of a country. Since very little significance has been given to the education system in Pakistan, programs like Continuous Professional Development (CPD) Programs are very important to let credence to the education system. For this purpose the sample size of the study consisted of 49 boys and girls government secondary schools of Quetta. From total 49 schools, 15 were male and 34 female schools were chosen for the case study. Where by a close ended questionnaire was used to know the role of trainee teachers. All the teachers who have got CPD training was the sample of this research. The findings of the given research through the SPSS formula revealed that the respondents highly appreciated the (CPD) program, but at the same time they held some complaints with regards to the loopholes in the (CPD) like the lack of transportation, the lack of merit oriented selection of teachers to receive Continuous Professional Development (CPD) training, lack of consistency in training sessions and, more importantly, lack of government funds to expand it to other rural and far flung areas of Balochistan.

Keywords: Continuous Professional Development (CPD), Quetta, Secondary School, Professionalism, Teachers Training.

Introduction:

It is a well-known fact that a teacher is the architect of the future of a nation. A teacher with low caliber cannot lay the foundations of nation that can compete with the progressive societies of the world. The world has ushered into a cutting-edge era where modernization and development are the main pillars of modern societies which derive from consistent struggle and competition. Beside competition, the

¹ M.Phil. Scholar (Education) Balochistan Study Center U.O.B Quetta Pakistan

² Assistant Professor and Research Supervisor University of Loralai Pakistan

proper use of the human resources like skills and caliber is equally gauged as a significant measure for development. Therefore, it is very important for a teacher to first of all know its own caliber, and then it should know the caliber of the students and work on them accordingly. It has been proven that the programs along the years of experience of the teachers have shown remarkable results in the trenching methods of the teachers in the classrooms (Varank 2013).

Continuous Professional Development (CPD) programs do in their in service training sessions create such an environment where the teachers in the training process groom their inner skills of knowing the inner caliber of the student. Since every student has a different mindset and every student has a different process of learning and every student has different skill in which that student can excel, it is highly imperative for a teacher to find out that skill and nurture of that skill. A teacher in the classroom has to be so wide and open mentally that the teacher should ensure that every student whether weak or active should get the message of what is being taught.

A teacher is a social reformer. A teacher not only fulfills the duty of teaching some lessons. That is not the entire obligation of a teacher. In fact, a teacher should be social change agent and must reform the mindset of the students to discern between good and bad in the society, to teach them how to create cordially positive environment and how to use their energy for the betterment of not only their families, rather for the entire society. All this depends on how the teacher behaves in the classroom and how reacts to the strengths and weaknesses of the students. (Faroza 2015)

A teacher should know how to inculcate certain ideas and things in the minds of the students and how to create the awareness among the students which in return helps that student to develop that particular skill in which the specific student can excel that should work on it. Though it is a lengthy process, but this process nurtures the best among the nation and this process is the major pillar of development of the entire nation which mainly lays with the fact how a teacher behaves in the classroom and how a teacher can bring a change in the environment of the classroom. These are the main goals of the Continuous Professional Development (CPD) programs. In spite of teaching for years and trainings, if a teacher does not know how to gauge the different calibers of the students, then that teacher is not fully honest with the very professionalism of teaching spirit (Dweck 2008)

Teachers Perspective on Continuous Professional Development (CPD) Programs in Secondary Schools of Quetta, Balochistan is the

main title of the research and it is unique in its nature since no significant work has been done on the Continuous Professional Development (CPD) program as such. This research not only focuses on how the Continuous Professional Development (CPD) is functioning, as a matter of fact, it oversees the performance, its positive aspects and the loopholes of the program beside its contribution in the elevation of the standards of education in the city of Quetta. The reason why this research chose Quetta city as a case study rather than any other rural area where education statistics are far more abysmal on account of the fact that the existing Continuous Professional Development (CPD) program is so far only operating in the Quetta city and has not yet been initiated in the rest of the province (Kakar 2014).

Hundreds of teachers from the Quetta city have received the trainings from the Continuous Professional Development (CPD) programs and their responses which were gathered in the form of literature for the research through the distribution of Questionnaires bear testimony to the fact teachers have well adopted to the new innovative methods of teaching and the majority of them have incorporated them in the classrooms with remarkable results. Those teachers who have received the training insist on the fact that the training sessions should be increased and other teachers who remained previously out of the gambit of training ought to be included in the programs. What needs to be done is to make the program sustainable and understandable, the government has to show some maturity and should allocate a specific amount of budget for this program since the professional development of teachers is a lifetime, career-wide procedure that starts at university and ends at retirement, therefore, certain programs must not end, especially, when they are registering improvement in the education system and giving results. Many teachers from the rural areas do not get the chance of proper training and do not get used to the modern techniques of teaching and cling with the old and orthodox methods of teaching, as a result, they perform poorly in the classrooms. Programs like that of Continuous Professional Development (CPD) must be a part of the new vision of the government as far as the future policies regarding education are concerned (Khalil 2009).

This research article mainly focused on the first objective and first hypothesis of the thesis. The objective upon which the article was done was “to find out the process of Continuous Professional Development (CPD) in secondary schools and to know the role of Government Education Department in secondary teachers Continuous Professional Development (CPD)” and the hypothesis was “CPD

process is not satisfactory for the need of new era". The research showed that the results of the first objective were met and the hypothesis result was positive. As far as the objective was concerned, the role of the Government Education Department was explored proving the first hypothesis that the role of the Government Education Department was not satisfactory at all toward the Continuous Professional Development (CPD) training of the teachers. The lack of attention by the government toward elevating the standard of education in Balochistan is discouraging. Education is the least priority of every provincial government and the resources allocated for education are beyond satisfactory. One should realize that how important education can be for changing the fate of the entire nation and how it can drive the country out of the miserable condition it is in presently. Yet, it receives poor attention. Even programs like that of Continuous Professional Development (CPD) programs are not given due consideration. The government must realize that Continuous Professional Development (CPD) is crucial for elevating the standards of education through imparting quality training to the teachers who later on can adapt the innovative techniques in their classrooms, thus, creating a largely learning environment.

Literature Review:

There is no denying the veracity that Continuous Professional Development (CPD) program has grown to become one of the most successful programs launched in third world countries with regards to the professional training of the teachers and equipping them with the modern tactics of teaching. Being a third world country, Pakistan has adopted this program as well with much success in cities like Quetta, however, there are still too many shortcoming in the program which need to be amended if long term results are expected by the higher authorities in the field of education. (Akbar 2015).

The educational training is essential in a sense that it enhances the learning potential of the teachers in order to maintain their needs, their competence and to broaden their horizon of thinking. In Pakistan, the field that has received the most of the Continuous Professional Development (CPD) training is medical field. Continuous Professional Development (CPD) for medical field has been being applied in the country since 1990's. It gained momentum with the rise of the field of physicians when it was recognized that a good doctor ought not to only be specialized in its own profession, rather, a good doctor must be equally social, skillful and cooperative as well. The advent of the information technology had changed the old fashioned orthodox doctors' concept. The first large scale workshop of Continuous

Professional Development (CPD) was held in 2003 in Peshawar at the International Conference for Psychiatry. It was regarded as the stepping stone for the country wide launch of CPD in the following years. (Kurum 2010).

The Continuous Professional Development (CPD) was aimed at developing the social, personal and managerial skills of the doctors, seeing its success; it was soon expanded to the education field also. The Continuous Professional Development (CPD) program is conducted with different approaches under different plans and reviewed under constant observation every few years to adapt to the changing needs of time. It is widely believed that it is the responsibility of the individual to fulfill the requirements of the Continuous Professional Development (CPD) to the requisite environment.

Since teaching is a lifetime profession clinging with study, therefore, the teachers have to generate their capacity for learning and becoming more responsible toward their duties. A teacher owes much to its society to become more reasonably competent and contributing individual. In order to evolve more competence and responsibility, a teacher must know its needs, professional interests and the need for learning preferences in order to identify the areas of its weakness so they can be brushed aside through constant training and learning. (Khurshid 2009).

Beside these, a teacher must define its long term and short term goals of the career and must be fully acquainted with the use of the technology to facilitate achieving their goals. For achieving goals by a teacher, one must be acquainted with the modern developments around the world and be fully updated which is done through a series of (CPD) training sessions and workshops. Now they are also being conducted in Quetta city. One of the perks of the (CPD) training is that it generates the zeal of the teachers for collaboration with each other on matters of importance specially dealing with their classes. Discussing and sorting out the problems being faced in the classroom are the very basic aims of the (CPD) workshops in Quetta city. Teachers are no more regarded as the role models of the society; therefore, it is the essential task of the Continuous Professional Development (CPD) to rekindle this thinking. The teachers can become the role models only if they realize their own duties and responsibilities and if they create a cordially learning atmosphere in the classroom. A teacher becomes a role model when he/she digs out the inner talent of the students (Farooq 2006).

Research Methodology:

The sample for the research was based on 115 respondents who were purely locals of Quetta city. The process of research contained close ended questionnaires from the respondents. 77 female teachers from 34 female schools and 38 male teachers from 15 male schools were chosen as the population of the research through the random sampling 25 female and 7 male JVT teachers, 24 female and 9 JET teachers, 28 female and 22 male SST teachers who had received the (CPD) training were chosen among whom the questionnaires were distributed. Open ended questionnaire with a liker scale was used which was later on put through the SPSS software in order to get perfect results.

Main Tables:

Table No. 1:- Organizing process of Continuous Professional Development (CPD) is going to transform education in Quetta.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	35	30.4	30.4	30.4
No	37	32.2	32.2	62.6
Unecided	43	37.4	37.4	100.0
Total	115	100.0	100.0	

Result:

The table and the graphical analysis indications that out of 115 male female teachers, 32% answered that the organizing process of Continuous Professional Development (CPD) is not transforming education in Quetta while 30% teachers agreed the said statement of majority of teachers around 37% were doubtful about it. Given the fact, the overwhelming majority nearly 32 percent not agree to the point that the Continuous Professional Development (CPD) is not quite transforming the educational environment of the schools; in fact, it is changing the behavior of the teachers affirmatively as well. 37% teachers do not decided any statement in positive or negative so this, random majority feels the actual picture of the organizing process of Continuous Professional Development (CPD) is transforming education in Quetta.

Table No.2:- The selection process of teacher for Continuous Professional Development (CPD) is good.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	38	33.0	33.0	33.0
No	66	57.4	57.4	90.4
Undecided	11	9.6	9.6	100.0
Total	115	100.0	100.0	

Result:

The question whether the selection process of the teachers for Continuous Professional Development (CPD) is good or not. For this question, the majority 57% of the respondents said no and 33% of them said yes while 9% of them were neutral. Though, in the complaint portion of the questionnaire, many teachers showed their opinion that the teachers' selection was not fully on merit basis, there is still room for improvement of the given program in the city. Taking teachers on the basis of the merit helps keep the best and most enthusiastic teachers to come forward and actively play their role, for the very reason, meritocracy is the key to the success of the Continuous Professional Development (CPD) future programs in Quetta and other parts of Balochistan. Expansion of this program to the other backward parts of the province is very important.

Table No.3:- The Government is quite sincere in implementing and taken good results from Continuous Professional Development (CPD).

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	28.7	28.7	28.7
No	35	30.4	30.4	59.1
Undecided	47	40.9	40.9	100
Total	115	100.0	100.0	

Result:

The respondents on the question that government is quite sincere in implementing and taken good results from Continuous Professional Development (CPD) 28% of them said yes while 30% of them said No while 41% remained undecided. If the government had been fully sincere in matters of education, the plight of education in Pakistan in general and Balochistan in particular would have been far better and under more competitive environment. It appears that without the interest and support of the government, any project of private nature cannot last long; therefore, the government has to fully appreciate the

existing Continuous Professional Development (CPD) program and expand it to the other parts of the province. Any long term solution for the Continuous Professional Development (CPD) requires a proper flow of resources and a fixed amount of budget which without the assistance of the government is out of the question. As it is obvious from the reaction of the respondents, they are pleased with the training of the Continuous Professional Development (CPD) programs, but they are not quite pleased with the government support. It is high time education became one of the top priorities of the government of Balochistan if it really wants to drive the people out of insurgency and militancy.

Discussion:

Very little research has been done on the Continuous Professional Development (CPD) program, especially, in the context of Quetta city. Researchers like Shahid Khan and Mohammad Talpur have been the front role in this regard, but their work is mainly based on the performance of the Continuous Professional Development (CPD) in other parts of Pakistan and they have hardly mentioned Quetta. This is the only research that has taken Quetta as the case study to overlook the Continuous Professional Development (CPD) program from all possible aspects. Gathering data was very hard and time taking, efforts were made to access every teacher who has received training from Continuous Professional Development (CPD) and efforts were made to access some of the officials of the Continuous Professional Development (CPD), but the officials from the Continuous Professional Development (CPD) could not be accessed. Very little literature was available for the research; therefore, the comprehensive portion of the research had to be done on the quantitative mode of the research. This research as compared to the other researches done on the Continuous Professional Development (CPD) is broader and more comprehensive because all the respondents that participated in the research are trained from the Continuous Professional Development (CPD) program; therefore, they better know the strengths and loopholes of the research.

It is a quite positive step in the right direction that the governments at the federal level has taken the initiative of bolstering the engagement of the teachers into professional training programs and it is truly appreciative of the fact that certain projects and initiatives have been a part of the federal policy circles for quite some time. Creation of the Higher Education Commission in this regard was the first landmark achievement that changed the entire educational atmosphere of the country. Then bringing the Continuous Professional Development (CPD) program under the supervision of the government

education department at the federal level was another appreciable step (Aqeel 2009).

However, it took too much time and too little effort to oversee the growth of the Continuous Professional Development (CPD) program at the provincial level, especially, at the provincial level in Balochistan. The growth of Continuous Professional Development (CPD) in the province of Balochistan has not only been lethargic and time taking, but replete with too many loopholes as well. The results from the questionnaire that were distributed among the trained male and female teachers of the Continuous Professional Development (CPD) program from different schools drew the conclusion that the program has been remarkably good for improving the teaching skills of the teachers as well as help them to work on their own maturity growth and discipline, but at the same time they find out many weaknesses in the program that need to be worked upon.

Owing to the mounting insurgency and militancy in the most poverty ridden province of the country, the provincial government of Balochistan has always keenly focused on security and kept education on the least priority resulting in the large scale unemployment and massive rate of illiteracy in the province. The teachers in the far flung areas out of the major cities do not even have proper structures to maintain the classes, how possibly could they educate the nation to compete with the world.

Still, the efforts deserve applause that the Continuous Professional Development (CPD) has starting performing at the provincial capital of Quetta and hundreds of teachers have received proper training from it to their maximum satisfaction. The students' skill development is proportional to the capacity of the teachers to nurture their skills and react to their liking and disliking in the classroom. If a teacher fails to recognize the skills in which a student excels in a particular talent, that talent will remain dormant and the student will never reach the apex of its ambitions and aspirations (Akbar 2015).

The role with the capabilities, qualification, awareness and experience of a teacher is quintessential to groom the capacities and potential of a nation. The Continuous Professional Development (CPD) program is aimed at multi-faceted goals and objectives which vary from bringing the teachers in line with the modern needs and requirements to the capacity building of the students, from learning new and innovative modes of teaching to creating a competing environment in the classroom; the Continuous Professional Development (CPD) program has tremendous potential to revolutionize

the entire education system of Balochistan starting with the city of Quetta.

It can further revolutionize the educational institutions beyond Quetta in the far flung areas where the lack of resources and funds creates too many hurdles in the way of education. The Continuous Professional Development (CPD) program can teach the teachers to be efficient. Efficient in a sense that they should know the best use of the resources at their disposal, they should know how to survive and get the best out of the students even if there is no proper funding and no proper structure for the schools and other institutes. This is the main goal of the Continuous Professional Development (CPD) to make the teachers efficient even if the government fails to sponsor education in the most standardized sense, still the teachers can make a great difference if they know how to survive with the resources available to them and how to bring a change of mindset among the students

A great deal of inspiration can be derived from the fact that whatever the teachers were taught during the sessions of the Continuous Professional Development (CPD) training, an overwhelming majority of the teachers are using those methods in their classrooms and they have seen too many changes in the behavior of the students, often positively encouraging changes. For the first time in the history of a province, such a program with such a large scale of operations has been undertaken where the students are not the priority; in fact, the masters who create the best out of the students are the priority of the program (Asghar 2013).

The teachers are the foundational stone of the development, therefore, the Continuous Professional Development (CPD) program focuses on the teachers that how truly they can be the change agents. Given the obsolete syllabus that does not fully explain the social etiquettes and the social as well as the moral obligations of the students toward the society, it is the duty of the parents at home and of the teachers at the schools to teach these socio moral ethics to the students. If the teachers are not properly trained and if the teachers are not well educated then how possibly they can inculcate these ethical codes to the students.

Programs like the Continuous Professional Development (CPD) program keep the teachers in a motion of training and consistent learning environment helping them to regenerate their cognitive learning skills. As a result, they regenerate the cognitive learning of the students making them learn from the surrounding environment, from the societal behavior and from the moves and actions of the people of the society. If seen with inspiration and from a critical point of view,

the Continuous Professional Development (CPD) program is actually a program can reduce the gap between a teacher and a student and creates a cordial environment of learning. Fear is the key that keeps a student dormant in the classroom and keeps a teacher from understanding the strengths and weaknesses of a student (Muadaser 2013).

The training sessions of the Continuous Professional Development (CPD) remove the gap between the students and teachers and remove the fear opening the students fully to the teacher so that the teacher can gauge the strengths and weaknesses of the student, at the same time bolstering the student to be friendly and active in the classroom. Student activism in the classroom is highly essential for the entire growth of the student. If the student is active in the classroom, it can learn from the environment of the classroom and it can learn more from the actions and reactions of the teacher. Besides, the activism can bring the teacher so close to the student that the student feels way too confident to tell the teacher where and how the student is facing problems in learning whether at home or at the classroom (Philips 2015).

Conclusion:

There is no denying the fact that the Continuous Professional Development (CPD) program is very essential as it is carried out by the experienced professionals who are highly updated on modern needs and changes and they persuade the teachers to be creative while teaching and try to induce the creativity of the students in order to increase the productivity in the classroom results, not only in terms of marks, but also in terms of demonstration of the talent of the students in the classroom as well as in the long run when the students enter the professional career. Being the most backward province of the country Balochistan is in dire need of certain programs to improve the standards of education and at the earnest, it must be expanded to the more backward areas where faculty is missing; there is no proper structure for schools and colleges and where poverty is dominating. Certain programs in those areas can not only elevate zeal of the people, as a matter of fact, they can also attract the attention of the higher authorities to pay more attention to the abysmal educational plight of the rural areas of Balochistan. Thanks to the Continuous Professional Development (CPD) Program that the teachers of Quetta are availing proper training sessions and improving their teaching skills which in return help them deliver the new modes of techniques to the students.

Some serious thinking has to be undertaken in order to ensure that every teacher and every student comes into the fold of modern education system. Education is the chief pillar through which the nation has to advance itself to pace with the developing countries of the region. Let alone the other regions, Balochistan is so backward that it cannot compete even with the other provinces of its own country. Whether that is Sindh or Punjab or even Khyber Pakhtunkhwa, they all have literacy statistics far better as compared to that of Balochistan. Balochistan needs to raise above the low standards and prove to the world and other provinces that it can compete with them and can equally contribute in the course of national development if programs like that of Continuous Professional Development (CPD) are incorporated at a large scale in the educational policies and specific budget is allocated for certain programs to evolve and be expanded to other parts of the province as well. Only education can steer Balochistan out of the security crisis and grinding poverty that it is facing today.

Recommendations:

Such programs evolve the education system and bring improvement in the teaching system which is entirely based on the curriculum which is already too obsolete to meet the modern educational requirements. The government ought to continue certain programs and should extend the Continuous Professional Development (CPD) to other cities and far flung areas as well after witnessing a large scale satisfaction of the teachers of the city of Quetta. The government has to take a serious notice of the plight of the education in the province.

Though, the Continuous Professional Development (CPD) has shown tremendous efforts in training the teachers of the city of Quetta, the program is still confined to mainly Quetta city and has not been extended to the other parts of the province where it is much more needed. The program itself is not perfect in any sense and it faces issues of merit and budgetary deficit. Though, the trainers are highly professional and well experienced, yet the sessions are not well planned and conducted in proper manner creating so many challenges for the teachers to complete the courses on the time and adapt the trained material to the classes on time.

References:

- Ahmed, Aqeel. "CPD and its implimenation in the courty ." *Gull Publication* , 2009: 23-16.
- Ahmed, Khalil. *Teacher and thier part in society* . Education, Quetta: SSMp, 2009.
- Akbar, Ali. "Balochistan and education pitfalls." *Balochistan point* , 2015: 2-5.
- Ali, Asgar. "Teacher in the Institutional Development ." *Social Institution* , 2013: 5-8.
- Bajowa, Kurum. "Educational development in Paistan and the Federal policy ." *Alf Illan* , 2010: 33-39.
- Dweck, C.S. (2008). *Mindset: The new Psychology of Success*. USA: Random House, Ballemine Books.
- Farooq, Muhammad Shahid., & Shahzadi, Neelam. (2006). Effects of Teachers' Professional Education on Students' Achievement in Mathematics. *Bulletin of Education & Research*, 28(1), 47-55.
- Friedman Phillips. "Continuous Professioanl Development CPD in the educational development ." *Biighu*, 2002: 12-15.
- Jadon, Faroza. "Education in Pakistan and the provinces in Tranings." *UNESCO*, 2015: 28-24.
- Kakar, Saleem. "Balochistan and the place of CPD in education ." *Bolan Voice* , 2014: 6-12.
- Khurshid, M. (2009). Effectiveness of New PTOC Training on the Classroom Performance of Female School Teachers in Rawalpindi Division. Islamabad, Pakistan: (Unpublished) M. Phil. Thesis, AIOU
- Varank, i. (2013). The Effects of Teachers' Educational Technology Skills on
- Wali, Mudaser. "Monitoring Pitfaals in the educational system of Paistan ." *Economic forum of Education* , 2013: 20-23.