

Teachers' Professional Development and Students' Performance in an Open Classroom Climate between Islamabad and Quetta

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ARTICLE INFO		ABSTRACT
Article History:		<i>The study investigated on purpose of the level of teachers' professional and students; academic performance in an open classroom climate. A correlational research design was used by conducting an online survey as a method of data collection. As a sample of study 20 teachers and 20 students were selected from Punjab and Balochistan province. Two research instruments were used to measure teachers' professional development and students' performance. Data were analyzed through SPSS. The findings of the study reveal that students' academic performance was positively correlated with teachers' professional development. In addition, the level of teachers' professional development and students' performance was higher among the teachers and students of Punjab province as compared to Balochistan.</i>
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Introduction

Professional development is the teacher's learning process in applying their knowledge and skills in the teaching-learning process. After completing their basic teaching training, teachers must focus on their professional development. There are different ways to enhance professional development among teachers' like as by accomplishing the goals, using and implementing the latest instructional practice, minimizing unrealistic expectations, and acquiring new skills. Different sources are used as elements for teachers' professional development (information literacy, social media, and collaborative skills and by teacher's communities. Teachers also learn from their own experiences. This constructive paradigm of teachers' professional development provides meaningful comprehension and appreciative perspective utilizing individual attention, concentration, curiosity, and social need.

It is considered an art of developing ourselves in an efficient and effective professional manner. Professional development improves teacher's acquaintance, comprehension information and skills in the teaching profession. It helps in improving learners learning process that directs them to achievement. An open classroom model of teacher development (beyond workshop and training) is used for this study.

Civic and citizenship education (CCE) finds its purpose in educating the next generation about the concept of democracy and democratic life. Citizenship education is the study of citizenship in a democratic environment. Citizenship education and CCE are often confused with one another and both are greatly beneficial for education as "education is not determined by the subject you study but by the teacher who teaches you". The quality of a teacher is directly represented by how much they focus on their professional development. Professional development of teachers proves highly effectual in students' education (Harrison, BC 2005) (Odell, W & Lin, 2010) (Blomeke, 2016) (OECD, 2017).

Even though for a teacher, professional development is something continuing throughout the profession, it begins at a preservice training. "Even if pre-service training is vital for a teacher's professional development, it is absurd to think that it could prepare them for every possible situation". "Teachers ought to be in a life-long pursuit of knowledge and development" (UNESCO, 1996; OECD, 2009; OECD, 2018).

An abundance of research is present regarding the professional development of teachers. Some question the very effect of this development on the teacher's methods and ideologies (e.g., Desimone, 2009) while others implore different durations these developments and their effects on the teachers (e.g., King & Newmann 2001). A few observed the effects of professional development on the teacher's critical thinking (e.g., Kee, 2012) while others implored the optimal type of developmental plans for the teachers (e.g., Abu-Tineh, & Sadiq, 2018; Darling-Hammond, Hyler, & Gardner, 2017) and proposed their own models based on their findings (e.g., Abu-Tineh & Sadiq, Misra, 2018).

There is also great diversity in the subjects of these studies including music, English. Even if this vast knowledge on professional development of teachers in present, there is a lack of research on the topic of CCE and how professional development of teachers of CCE affects their methods, the optimal methods of development and its effect on the learners' education. This article tries to fill that gap by observing the effects of professional development of teachers across four different educational constructs in South Korea, Sweden, Taiwan and Norway and analyses the effects of such development on the teachers' methods and the effectiveness of these methods in Civil and Citizenship Education classrooms (Sandlund, Sundqvist, & Nyroos, 2016) and math (Scher & O'Reilly, 2009, Kaur, L, 2017; Wong & Bautista, 2018).

First two bordering educational systems are observed to see the difference in these settings. The four locations were chosen because of the apparent similarities in their educational systems. For Norway, the CCE education is made compulsory in many subjects including social sciences, philosophy religion and ethics in grades 6-8. For Sweden, CCE also forms a compulsory part of the educational system in grades 7-10 in subjects of religion and social sciences. Simultaneously, in these Nordic countries, CCE is made a part of general education. For Taiwan, CCE is a cross-curricular subject having its own separate course and seven major themes. On the other hand, Korea does not possess a CCE program on an official level, but there have been efforts of teaching the subject publically. This makes it so that CCE becomes a sub category of social sciences Its parts are also found in moral studies ((Cha & Mo, 2008 cited in Kim & Ministry of Education,

Science, and Technology, 2009 cited in Kim & Lind, geography, history and civil sciences 2013).
Problem Statement

In Pakistan, teachers' professional development is not equal in the perspective of culture. Every province has its own culture values. Subject knowledge, pedagogical knowledge and teachers' self-efficacy is perceived different among the teachers in context of culture. Therefore, researcher was interested to investigate the level of teachers' professional development and students' perception of an open classroom climate. Poor and unsuccessful professional development impairs quality of teaching. When teaching process is not up to the mark, it posits a danger to learner's academic performance. Most of all it hurts students' mental abilities therefore making them prone to vulnerable in achieving further information. Optimistic and constructive PD prospect had positive consequence on the quality of the teachers' instructions and methods of teaching that will ultimately influence students' academic performance.

General Objective

To probe Professional Development of Teachers' and Performance of Students' informally in an Open Classroom Climate in comparison of capital city Islamabad and Quetta

Objectives of the study

1. To investigate the relationship between teachers' professional development and students' performance in an open classroom climate
2. The examine the comparison of teachers' professional development and students' performance in an open classroom climate between Islamabad and Quetta

Hypotheses of the Study

H1: There is significant relationship between teachers' professional development and students' performance in an open classroom climate.

H2: There is significant difference in teachers' professional development and students' performance in an open classroom climate between Punjab and Balochistan province

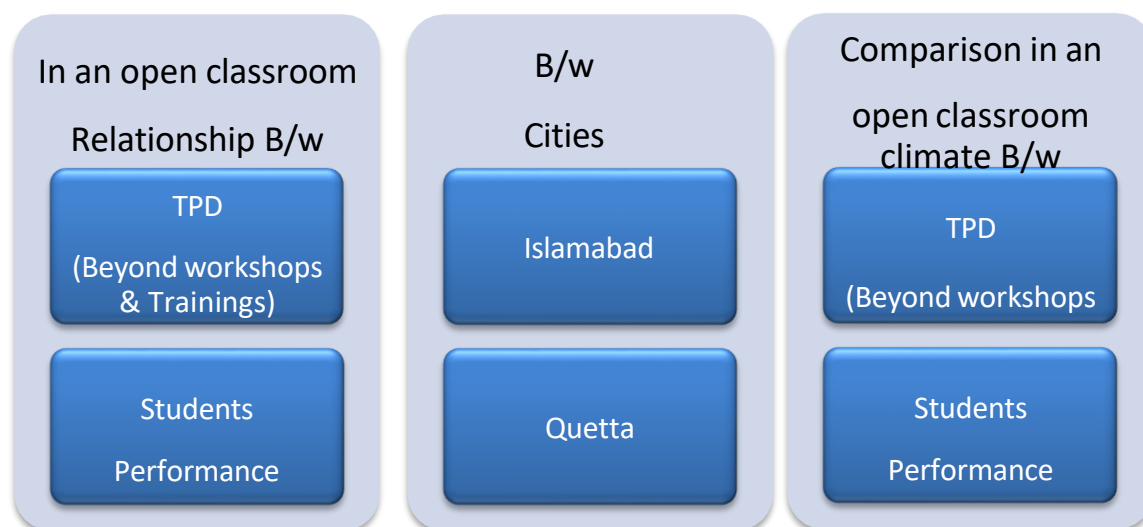
Significance of the Study

With regard to Pakistani culture, present study holds exceptional significance to examine impact of teachers' professional development and students' performance in an open classroom climate. The findings of the research will possess the outstanding value in educational setting. Moreover, the research's findings will help the policymakers, planners and educators because it will consider effectiveness teacher's professional development on students' academic achievement. This study is significant in number of ways as it helps to draw suggestions for upbringing teacher's professional development. Teachers are building blocks of the society and they have ample influence on students' moral character building and on their academic accomplishment. It will be a valuable addition in the literature review about the students' academic performance in relation to teacher's quality of teaching. This study will lead teachers to play a very crucial role in predicting the academic achievement. This study can contribute to improve the teaching styles. The importance of this study is in the fact that accuracy in knowledge of an issue is the first step that can lead to a solution. As such, this study provides aid in the scope available regarding the topic for further studies.

Limitations of the Research

- 1) In limited time span, a small area was covered in this study. Therefore, this study cannot predict self- efficacy and achievement in other areas.
- 2) Longitudinal design was not used for evolution of teachers' professional development and students' performance in an open classroom environment.
- 3) During the period of pandemic lockdown (COVID-19) this study was carried out. The variables like closing of educational institute, fear of pandemic might be the reason of altering the results from in cordial situations

Theoretical framework, assumptions, and research questions



Student's learning is associated with quality of teaching, as these two terms are two different sides of a coin. The integral part of these phenomena is teachers teaching quality, as it has massive effect on students learning ability that directed their academic performance. Its quality instruction in addition to training for teachers. Sadly, it is a fact that the ones in most need of quality education i.e. children from poorer households or those with financial difficulties in remote areas are the ones with the smallest chance of getting this education. Similarly, teacher too who could greatly benefit from professional development and could develop into a more effectual teachers are the ones who are provided with small to no professional development or are provided with professional development which proves ineffectual for them.

Teachers are those mentors that bring change in their student's life and in society. By upgrading teachers, education the whole process of teaching and learning will be progressed. A teacher education is describing as variety of prospective and procedures acquire by teacher in performing their duties. In classroom settings a teacher is a performer, organizer, influencer, motivator and monitor, to perform all these duties multiple skills and attitudes with knowledge are required. There are a number of models describes teacher's educational models (group base). Commonly teacher's education models focus on their foundational knowledge, skills that help to asses' student learning, content area knowledge and educational practice in teaching –learning process. The collective aim is to guide individuals in groups, making continuous observation and assessing individual performance as well as group achievement. Thus, core objective is supervising the developmental process of group in professional and efficient manner. Appropriate training and inquiry is necessary for teacher's education and developmental process. Standardized teacher professional development model, site base development model or self-directed teacher's

development model are names of some widely use group base models for teacher's professional development.

Assumptions

Accurate data would deliver to respondent regarding the open classroom climate and its consequences on teacher professional development and student's performance in higher secondary educational level.

Literature Review

Teachers' professional development (PD) are the activities which develops and improves a teacher's skills, knowledge and abilities. This shows that PD is a broad subject, which comprises of many different aspects of learning which could be done both formally and informally. PD can include varying subject ranging from skill set to ethical values and much more. PD is taken up as a constricted aspect in this article. Thus, teacher PD is defined as the formal pre- and in-service training and education of a teacher, with both aspects being exchangeable. When it comes to the contents, the knowledge and methods of teachers are taken up as those that have been covered by the teachers in ICCS 2016 survey. This is a fact that this has many limitations. Yet, it is not our aim to draw conclusions about the aspects or constituents of effective PD. On the other hand, formal teachers' PD is linked with the development of a classroom in an open climate (OECD, 2009).

Pre-service education of teachers has shown that teachers with better and comprehensive preparation practices are more likely to feel better prepared and have more efficient teaching methods. Prepared teachers have more confidence that they can make a difference in the level of student learning, handle classroom problems well, connect with all of their students, teach more effectively and can change the lives of their students (Kee, 2012; Hammond & Frelow, 2002). After taking up PD raining, the levels of teachers' self-confidence increased since this training can help them get better skills and have more confidence in their teaching styles and methods. If the pedagogical knowledge of teachers is improved (Rose, R. 2006 (Wyatt, 2013) and they get access to encouraging PD practices (the General Teaching Council for Scotland, 2012), this can also improve their sense of self-confidence. found that improvement in self-confidence was linked to a teachers' readiness to try new things. In relation to this, discovered that optimistic and constructive PD opportunities had better and positive effects on the quality of the teachers' instructions and methods of teaching (Allinder, 1994; Hsmmad, 2006).

Self-efficacy can be seen as a variable that has relations with the effectiveness and efficiency of teachers and is found in many different studies these show that PD of a teacher affect their levels of preparedness, self-confidence, self-efficacy and ultimately, their entire teaching. Reviewing the literature makes us think that within the context of subject knowledge and methods of teaching, PD has effects on the level of preparedness, confidence and self-efficacy, all of which affect how they ultimately teach. Ambrose, Bridges, DiPietro, and Lovett says that a classroom climate is the academic, societal, emotional, and material environments where the students learn. Classroom climate is taken up in the context of intellectual factors in this article. This further makes the definition of an open classroom climate as an environment of learning which surround an open discussion about all issues both political and social. Various researches have shown that open classroom climate has constant contribution to constructive civil conclusion and improvement of political self-efficiency. Even though building an open classroom climate can be a challenging task, teachers can succeed in this task by making regular educational decisions. Actually, the teaching methods of a teacher plays a significant part in creative a positive climate in classroom

(Chapin & Eastman, 1996) refer to Adelman and Taylor, & F, C. 2002 for indicator list (Ambrose, 2010; Levy, 2011) (Huang & Biseth, Knowles 2016)

Many researchers support the fact that professional development of teachers is vital for enhancing classroom environment, performance and the students' academic results. Usually, formal environment like professional developmental programmes and tutoring programmes are the places which provide professional learning. Furthermore, teachers are provided with informal opportunities to develop their skills either through collaboration with other teachers or mentorship among the teachers. The focus of this article is on the professional development of teachers, which may be a part of their jobs, contextualized and continued for a long period. (Borko, 2004. Timperley, 2011. Little, 2012).

The focus is shifted away from the workshops and trainings established for the purpose of professional development and it is directed towards the professional development occurring as a part of experience at the job (Kwakman, 2003; Timperley, 2011 Little, 2012).

As such, the purpose of the article is to emphasize that schools are the best environment for professional development of teachers). According Fullan to classroom practice of the teachers only goes through a change when the teacher itself goes through a change due to professional development. Furthermore, for any teacher, the best environment for professional development is one that focuses on the subject of the teacher. It is clearly observed that schools with highly experienced teacher tend to show better academic results from their students. The quality of a teacher is directly represented by how much they focus on their professional development. Professional development of teachers proves highly effectual in students' education (Fullan 2007, Vescio & Adams, 2008; Hammond et al., 2009; Sebring & Easton, 2010; Horn & Kane, 2015; OECD, 2017).

Methodology

Research Design

This is a quantitative and pragmatic study; the aim of the study was to investigate the level of teachers' professional and students; academic performance in an open classroom climate. Correlational research design was used to construct the study; Data was collected through online survey.

Population of Respective Study

All faculty members of education department were selected as a population from Lab school SNGBR main Quetta city campus and all faculty members of Federal collage of education H-9 campus Islamabad. Population was comprised on the students and teachers.

Sample and Sample technique

From Islamabad and Quetta city two education colleges were selected one college from each city. Simple random technique was used to collect data from. Thus 10 students and 10 teachers taken randomly from each college total 40 whom took part in this study.

Instruments of the study

- Overall, two research instruments were used to measure teachers' professional development and students' performance in an open classroom climate.
- Its validity was checked by item analysis manually as well as from our expert teacher.

Validity of the instrument

The instrument was pilot tested for its validity. This instrument was validated by experts from field of education and the validity of the instrument approved by them.

Pilot testing

Pilot testing was done by collecting the data from college lecturers as they were not the part of sample for the purpose of pilot testing data were collected.

Reliability of the instrument

On the basis of pilot testing results, the reliability of instrument was checked by using Cronbach's Alpha statistical technique. The coefficient reliability was .89

Data Collection

A well-constructed and self-developed questionnaire on TPD and student performance were checked on college level of education was used to get the desired information from the students and teachers. Two questionnaire were made with Yes and No Nominal scale were used.

Procedures

Informed consent was taken initially from the respondents at the time of data collection. A booklet that comprised on the acquired research instruments was dispatched with proper guideline about providing the response. It was realized that collected information from the participants will be kept confidential and it will be used only for the purpose of study.

Data Analysis

Data was analyzed on SPSS version 25 software by using inferential statistics. For testing hypothesis, following statistical tests were used Pearson Product Moment Correlation (to investigate the relationship among study variables) and t-test (to test the difference between study variables).

Data analysis and interpretation Results

Table 1: Significant Correlation between Teachers' Professional Development and Students' Performance in an Open Classroom Climate

Variables	Mean	Std.Deviation	N	TPD	SP
Teachers' Professional Development Pearson Correlation Sig. (2-tailed)	10.0000	2.39658	20	1	.483**
Students' Performance Pearson Correlation Sig. (2-tailed)	5.8000	1.41784	20		1

Table shows that sample t-test revealed statistically significant correlation between teacher professional development and student's performance which were checked by using p value .005 after checking alpha level becomes >.005 which is quite significant.

Table 2: Significant difference in teacher teacher's Professional Development Mean, Standard Deviation, t-value with respect to Cities (N= 40)

Variable	Cities	N	Mean	Std. Deviation	Df	t-test	p-value Sig-(2-tailed)
Teachers Professional Development Pearson Correlation Sig. (2-tailed)	Islamabad	10	9.0000	2.04302	38	-3.729	.001
	Quetta	10	11.5000	2.12916			
Students' Performance Pearson Correlation Sig. (2-tailed)	Islamabad	10	5.0000	.83406	38	-6.040	.000
	Quetta	10	7.0000	1.26491			

Statistically in this table 2, T-test showed significant variance where ($t = 3.729$, (The degree of freedom) $Df = 38$ and $p\text{-value} = .001$) in TPD respectively in SP ($t = -6.040$, $Df = 38$, and $p\text{-value} = .000$) as well as Mean= average difference b/w two variables and Std. Deviation sounds significant difference.

Findings

Table 1 shows the relationship between teachers' professional development and Students' Performance. Findings of the present study were revealed that students' performance is positively correlated with the level of teachers' professional development. So, it was found that teachers' professional development must be enhanced to increase the performance of the students. In addition, this study describes the difference of teachers' professional development and students' performance between the two different cities and results of the study indicate that the level of professional development among teachers and students' performance was reported higher in capital territory as compared to Quetta city of Balochistan.

Discussion

The shifts in education in modern times, in our learning, in our curriculum and most importantly in our knowledge about the psychologies of teachers and students resulted in new information and techniques for a better professional development of teachers and optimizing the classroom practices. For the teachers, the most important factor is their knowledge. Professional development of teachers should provide them with all the knowledge about their subject that many aids in the classroom and the teacher's interactions with their students. The development should also keep in line with the curriculum and the teacher's own capabilities. Teaching methods of a teacher plays a significant part in creative a positive climate in classroom.

Professional development is normally proportional to the time invested in it. However, this is only true when the developmental program itself is worth it. The program should focus on clearer instructions regarding dealing with the students, knowledge about the subject and the curriculum and this could prove beneficial for the teachers and the students. The professional knowledge of the teachers is a summation of their knowledge about a subject, the curriculum and the pedagogy (Lihng Huang 2019).

This knowledge is acquired through the degrees the teacher has, the college they went to, the subject they are currently studying and the opportunities provided to them for growth during their job, mainly called professional development.

The quality of education in Pakistan is not satisfactory. Several factors are considered as the barriers of improving the quality of education. Teachers' professional development predicts the quality of education. The aim of the study was to investigate the level of teachers' professional development and students' performance. The results of the study reveal that there is positive relationship between teachers' professional development and performance of the study. Teachers' professional development comprised the ability of subject knowledge, pedagogical knowledge and teachers' self-efficacy. In addition, the level of teachers' professional development and as well as students' performance was found higher among the teachers and students of Islamabad as compared to Quetta.

Conclusion

Teachers are the greatest factors present in the school that affect both the academic success and post academic success of their students. The education of the students is directly affected by the teaching provided to them. These are two vertices of a triangle. An often-overlooked aspect is the third vertex of the triangle, the professional development of the teachers.

Professional development is essential ingredient of quality of education worldwide. Prepared teachers have more confidence that they can make a difference in the level of student learning, handle classroom problems well, connect with all of their students, teach more effectively and can change the lives of their students the relationship between teachers' professional development and students' performance was found significant positive. Furthermore, the level of teachers' professional development and performance of the students was reported higher in Islamabad as compared to Quetta.

Practical Implications

1. The study has geographically broad scope as sample derived from two different cities of Pakistan.
2. The study will help in assessing higher teachers' professional development and related students' performance between two cities.

Recommendations for Future Research

1. In the Future, the research should be carried out on larger scales with more sample since.
2. Other factors influencing teacher's development like as unavailability of resources or training, economic conditions of teachers/ organization, transport facilities must be studied to pinpoint the factors hinder in teacher's professional development
3. Individual factors of students should be investigated to assess their academic performance.
4. Studies to be conducted in future should use many other variables like the well-being of students (when looking for academic achievements), teachers and parents' participation, and their home environment should be considered.

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