▪ Global Social Sciences Review (GSSR) ▪ Vol. VII, No. I (Winter 2022) ▪ Pages: 323–329
▪ DOI: 10.31703/gssr.2022(VII-I).31 ▪ URL: http://dx.doi.org/10.31703/gssr.2022(VII-I).31
▪ L- ISSN: 2520-0348 ▪ p- ISSN: 2520-0348 ▪ e-ISSN: 2616-793X
▪ Citation: Fatima, M., Khan, T. M., & Jabbar, M. N. (2022). Effect of Professional Training on Teacher Leadership and Teachers' Performance. *Global Social Sciences Review*, *VII*(I), 323-329. https://doi.org/10.31703/gssr.2022(VII-I).31

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Effect of Professional Training on Teacher Leadership and Teachers' Performance

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Abstract: *The objective of this study was to determine the impact of professional training on teacher leaders and teachers' performance. The population of the study was secondary school teachers in Lahore; while there were selected 20 respondents were selected through a random sampling technique. For this study, a pre-experimental research design was administered. This scale was administered on the basis of the Teacher Leadership Exploratory Consortium. The research data was collected before and after treatment while SPSS was administered to analyze the research questions proposed in this study. The findings of this research revealed that the post-test score was greater than the pre-test. Significantly, this study is beneficial to developing the teacher leader skills and teachers' performance through professional training. Moreover, it may enhance the teaching-learning process by adopting innovative strategies and techniques.*

Key Words: Professional Training; Teacher Leader; Teachers' Performance

Introduction

Secondary education is an important level for expanding the academic capabilities of the learner, which is the best tool for the advancement of society and competing for the economic condition of the country. Therefore, it is necessary to focus on the teachers' job performance that broadly a keen source for the development of the institutions (Kazmi et al., 2011; Nzarirwehi & Atuhumuze, 2019). It is considered that the professional teaching faculty has a great contribution to the development of the teaching-learning process and educational institutions as well. Professional teaching training is a significant aspect of the development of the skills and abilities of the academic faculty. It has been realized that the enhancement of the abilities is mostly based on the teachers' professional competencies. Therefore, these objectives can be achieved by the professional teacher with additional teacher leader competencies. The teachers perform teaching and various administrative activities. These activities can be managed effectively with

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professional skills (Gautmen, 2001; Jahangir et al., 2012; Halai & Durrani, 2020).

The education process plays a vital role in the development of the whole society. The schools play a vital role in the development of the community. For the completion of these objectives, the teachers perform daily various routine activities for this concern. To make the teaching-learning process successful, the teachers focus on classroom management with the help of curricular activities. For this purpose, it is necessary to provide the basic facilities to the teachers to perform the curriculum activities appropriately (Khattak & Abbasi, 2010; Tahira et al., 2020). During the teaching process, the teachers not only focus on the contents of the curricula but also focus on the learning abilities of the students. It requires a commitment to the profession and also implements the instructions, rules and regulations of the organization by setting standards (Nawab, 2017; Shah et al., 2015). In the modern era, the demand of the professional teacher has a great significance in fulfilling the requirement of the learning process. The lack of professional skills produces incompetent human capital (Shafiq & Hamza, 2017; Siddiqui, 2021). Moreover, at the government level, it has been seen lack of consciousness regarding in-service training. It required a major contribution of financial resources (Nawab, 2014; Mugarura et al., 2022).

Literature Review

Teaching is a specific profession where all the members of the society engage him/her self for the enhancement of the skills of the students. Therefore, it is a prior need to have sound academic and professional skills of the teachers. In the education department, staff development focuses on the professional training of the teachers during his/her service (Samupwa, 2008). Therefore, Job Performance is a collection of attainable objectives in a position of employment function and workplace. It is not a one-time activity yet an intricate activity. Job performance is an independent structure of behaviour and specific work results related to accomplishment and efficiency. In other words, it's the capacity of a person to complete the assignment effectively, by utility resources excess able at workplace (Aslam, 2013). For teaching principles, the teachers have the aims and objectives according to the vision and mission of the educational institutions. To perform his/her duties, he focused with naked eyes and engaged the students in different kinds of curricular and extra-curricular activities. Therefore, the teaching process plays a pivotal contribution to the growth of the country and also the development of the students. Effective teaching has vide expectations of all members of the community towards students (Hanushek, 2008; Khan et al., 2020). The performance of the teachers in educational organizations is considered a core factor for the development of the whole education process and organization as well. The achievement and the disappointment of the institution are entirely based on the performance of the teaching faculty. The performance of the teachers indicates their commitment and dedication to the organization (Aslam, 2013). Moreover, the organizational objectives can only be achieved by the productive performance of the academic staff. From the previous studies, it is considered the most influential factor in picturizing the good image of the organization (Junejo et al., 2018).

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For the development of the professional abilities of the employees, educational institutions focus on professional training. The professional training of the teachers provides the abilities and skills to accomplish the teaching activities effectively and efficiently (Harris & Sass, 2001). The findings of the past research posited that the

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professional training of the teachers enhances the abilities to perform the different tasks rendered by the higher authorities and play an effective teachers leader role (Angelle, 2010; Brownlee et al., 2012). Moreover, professional training has positively and significantly correlated with each other, which also develops the learning environment (Haider & Ali, 2012; Siddiqui et al., 2021).

Professional training enhances the pedagogical skills of the teachers, which is the most important factor for the development of a teaching-learning process. Due to this, the teachers can be able to develop their knowledge to handle the classroom activities appropriately. Professional training effect the democratic behaviour of the teachers towards the students in a class (Samupwa, 2008; Shah et al., 2011). Classroom management is one of the key factors for the successful completion of the teaching-learning process. There are a number of challenges to maintaining the management of the classroom at the elementary level. In the countries, there are two kinds of schools, public and private. Moreover, it can be divided into urban and rural areas school. In rural areas, there is a lack of infrastructure; even most schools in rural areas have no appropriate classrooms where the teaching-learning process can be completed (Iqbal et al., 2012; Saleem et al., 2020).

Furthermore, to management, the classrooms are not an easy task for the teachers. It needs the professional skill and academic qualifications of the teachers (Tahir & Taylor, 2013). Nowadays, the government has uplifted the elementary school system, and new appointments of the teachers require a professional qualification and the minimum academic qualification required graduation or master's degree. In spite of that, there are a number of teachers who do not meet the professional and academic qualifications according to the requirement of the new trend. Therefore, it is difficult to manage the classroom appropriately (Malik, 2012; Rizwan, 2021). In the classroom, the students belong to different cultures and backgrounds according to the socio-economic condition of the parents. Moreover, students also have different personality traits like gender, physical condition, cognitive abilities etc. So, it is necessary for the teachers to have good academic and professional qualifications for the completion of educational objectives appropriately through classroom management (Siddiqui et al., 2021). The elementary school system is different to handle as compared to other levels of education. It needs professional and trained teachers who have special professional training to handle classroom management activities with good manners (Aslam, 2013; Dayan et al., 2018; Anwar et al., 2022).

The findings of the past research posited that the professional training of the teachers enhances the abilities to perform the different tasks rendered by the higher authorities and play an effective teacher leader role. Moreover, professional training has positively and significantly correlated with each other, which also develops the learning environment (Haider & Ali, 2012; Siddiqui et al., 2021; Sarwar et al., 2022). Professional training enhances the pedagogical skills of the teachers, which is the most important factor for the development of a teaching-learning process. Due to this, the teachers can be able to develop their knowledge to handle the classroom activities appropriately. Professional training effect the democratic behaviour of the teachers towards the students in a class (Shah et al., 2011; Tabassum et al., 2020). Thus, these abilities also promote the communication skills of the teaching staff, which is an important factor in handling the leadership tasks and providing effective achievements. In order to improve the quality of education, it is necessary to enhance the critical thinking skills of the students. It can be effectively done by the professional teaching training of the professionals so that they can adopt the different strategies to develop the learning process (Rizwan & Khan, 2015). Due to the professional training, the teachers adopt effective evaluation techniques. Besides these techniques, the teachers not only evaluate the classroom activities but also focus on the summative assessment, which is an important factor for the development of the teaching-learning process and all other activities as well (Azam et al., 2014; Rizwan, 2021).

Research Questions

1. Is there any significant difference between the control and experiment groups in promoting professional learning?
2. Is there any significant difference between the control and experiment groups in facilitating improvement in instruction?
3. Is there any significant difference between the control and experiment groups regarding classroom management?
4. Is there any significant difference between the control and experiment groups regarding teaching strategies?

Methodology

For this study pre-experimental research design was administered. The study population consists of secondary school teachers in Lahore. For the sample, there were selected 20 respondents were selected from Faizan Model School through a random sampling technique. This scale was administered on the base of the Teacher Leadership Exploratory Consortium, 2011. For this study, the data were collected twice from the participants before intervention and after the intervention for three hours among four groups by using a scale. The response of the collected data was coding and entered into sheets by using Statistical Package for Social Sciences (SPSS). As the study objective was to find out the impact of professional training on leadership and Teachers' Performance at the Secondary School Level. In order to analyze the objectives of the study paired sample t-test was administered.

Results

Table 1. Paired Sample t-test about the variable Teacher Leader Model Standards

Statements	Pre		Post		t	Sig
	M	SD	M	SD		
Promoting professional learning	2.41	1.19	3.12	1.09	-2.97	.00
Facilitating improvements in instruction	2.39	1.24	3.22	1.07	-3.18	.00
Teacher Leader Model Standards	2.40	1.22	3.17	1.08	-3.07	.00

To investigate the significant difference between pre and post-test in teacher leader and teachers' performance. It found that there was a significance difference whereas, post-test score was greater than (M= 3.12, SD= 1.09) pre-test (M= 2.41, SD= 1.19), t= -2.97, p= .00 regarding promoting professional learning. Whereas, there was a significance difference post-test score was greater than (M= 3.22, SD= 1.07) pre-test (M= 2.39, SD= 1.24), t= -3.18, p= .00 regarding facilitating improvements in instruction. Additionally, it was shown a significance difference the post-test score was greater than (M= 3.17, SD= 1.08) pre-test (M= 2.40, SD= 1.22), t= -3.07, p= .00 regarding teacher leader model standards.

Table 2. Paired Sample t-test about the variable Teachers' Performance Self-Evaluation

Statements	Pre		Post		t	Sig
	M	SD	M	SD		
Classroom management	3.10	1.08	3.57	.85	-2.05	.00
Teaching strategies	2.36	1.24	3.13	1.05	-2.90	.00
Teachers' performance self-evaluation	2.73	1.16	3.35	.95	-2.47	.00

Moreover, it found a significance difference the post-test score was greater than (M= 3.57, SD= .85) pre-test (M= 3.10, SD= 1.08), t= -2.05, p= .00 regarding classroom management and it was also significance difference the post-test score was greater than (M= 3.13, SD= 1.05) pre-test (M= 2.36,

SD= 1.24), t= -2.90, p= .00 regarding teaching strategies. Consequently, it was shown a significance difference the post-test score was greater than (M= 3.35, SD= .95) pre-test (M= 2.73, SD= 1.16), t= -2.47, p= .00 regarding teachers' performance.

Conclusions and Recommendations

It concluded there was a significant difference between the pre and post-test of promoting professional learning, and there was also a significant difference between the pre and post-test of facilitating improvement in instruction. Moreover, there was a significant difference between pre and post-test of classroom management.

Secondary school education is a crucial stage to make individuals skilful with competencies. The success of these individuals plays a pivotal role in the socio-economic growth of the country. A large amount of funding for such educational programs has increased accountability. Secondary education is essential almost in all the countries of the world. It is the last level of formal education after primary and elementary education. There is three level of compulsory education in some countries, especially in Pakistan; Primary, elementary and secondary education. In different countries, secondary education has been termed differently like high or middle schools, vocational institutes, sixth form colleges and gymnasium etc. A secondary education system consists of the lower and upper secondary education systems. These stages of education can be provided in a single building or can be taught separately.

As leadership hope for positive impacts, government and financial institutions invest. At the same time, in developing countries, especially in the education sector, the number of impact assessments has increased. Emphasized the importance of education, especially since developing nations have achieved success in this sector. Considering the number of interfering with solving educational problems in undeveloped countries and the numbers of related controlled effects assessments continue to increase. It is also considering that the number of formal assessments should be obvious. Rules, procedures and regulations to fulfil the aim and objectives in the education sector are known as educational policy. Education policy aims to set objectives related to all the jobs in any country. The educational policy focuses primarily on the factual and empirical and feasible results outcomes achieved by these policies (rules and regulations). Their choices make their replacement and substitutes. This policy attaches great importance to divisions and agreements. It also highlights that it paved the way to highlight the important discussions and arguments there must be a positive association between educational policies and instructional tasks. Apart from this, the government focused on the professional qualification of the teaching faculty. In order to develop the professional abilities of the teachers, a pilot school were established. The staff development program was an initiative to provide the professional abilities for the development of the teaching-learning process.

For the development of the professional abilities of the employees, educational institutions focus on professional training. The professional training of the teachers provides the abilities and skills to accomplish the teaching activities effectively and efficiently.

Significantly, this research gives awareness to teachers about how in-service teacher training is beneficial for the development of their performance. This study has advantages for the educationists in order to adopt the new techniques and strategies for the enhancement of the job performance of Secondary school teachers through in-service training. This study has a rich literature review to know about the different aspects related to the research topic. Moreover, his research is also useful for officers who work in Secondary Schools. This research may be useful for those researchers who wish to study in the same field. This will also be helpful for those qualified professionals who endorse active practices at the Secondary level to improve the standard of institutions and administrations. Thus, further research should carry out with other variables for the development of teachers' leadership and their job performance.

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