ROLE OF ORGANIZATIONAL PRACTICES ON THE TEACHERS EFFECTIVENESS AND STUDENTS ACHIEVEMENT AT UNIVERSITY LEVEL

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ABSTRACT

Title: Role of Organizational Practices on teachers' effectiveness and students Achievement at university level

Major objectives of the study were; to examine existing Organizational Practices at university level, to determine the teachers' Effectiveness at university level, to determine the students' achievement at university level, to determine the inter-relationship between Organizational practices ,teachers' effectiveness and students' achievement at university level, to investigate the relationship between Organizational Practices and teachers' effectiveness at university level, to determine the relationship between teachers' effectiveness and students' achievement, to determine the organizational practices and students' achievement at university level, to evaluate the demographic variation regarding Gender and Sector in determining the Organizational practices of teachers at university level, to evaluate the demographic variation regarding Gender and Sector in determining teacher's effectiveness at university level, to evaluate the demographic variation regarding Gender and Sector in determining students' achievement at university level. Research instrument was developed by the researcher which consisted of two sections First section is related to the Organizational practices and second section is about Teachers' effectiveness. The questionnaire was developed in light of Guskey model of teacher training (2000). The population of the study comprised of 2900 (students: 2000, teachers: 900). Stratified Random sample of 400 respondents were collected from two distinct groups, which includes universities teachers and students of Private and Public sector universities of Rawalpindi and Islamabad. For achieving objectives of the study mean, percentage, t- test and correlation was applied by using SPSS. Findings of the study indicated that existing organizational practices in teachers at universities were not found in practice frequently and were not up to the mark. Similarly results showed. There is moderately significant relationship found between organizational practices, teachers' effectiveness and students' achievement. It is recommended that Professional development practices need to be considered as a normal part of professional life for all academic staff, and these practices may be part of the institutional structure. by allowing, supporting within academic departments, between different disciplines, across different institutions and between all who teach and support learning. Institutions should conduct seminars to enrich their teachers with new teaching stratigies.mentoring and coaching also could help in improving teacher effectiveness, Teachers who are new to the service may be open to any professional assistance given by master teacher's thoughtful knowledge in the field.

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Abb.	Terms
SPSS	Statistical package for the Social sciences
ANOVA	Analysis of Variance
Data	Describe Analyze Theorize Act
DFES	Department for Education and Skills
HEC	Higher Education Commission
SPSS	Statistical Package for Social Sciences
OP	Organizational practices
PD	Professional Development
LID	Learning innovative division
INSET	In-service education and training
HEC	Higher education commission
ICT	Information communication technology

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A Doctoral thesis is often described as a solitary Endeavour; however the long list that follows definitely proves the opposite.

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Erum Shahzadi

DEDICATION

This study is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provided their moral, spiritual and emotional support .To brother, sisters, mentor and friends, who shared their words of advice and encouragement to finish this study. And lastly, I dedicated this book to the Almighty Allah, Thank you for the guidance, strength, power of mind, protection and skills and for giving me a healthy life.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In any organization, organizational practices refer to the acts and behavioure of its workers. Organizational practices are one of the five PS of any organization. The five PSs are: purposes, philosophy, priorities, practices and predictions. The core culture of an organization is defined by its purpose, philosophy, and priorities; internal practices, on the other hand, trainings are not part of the core culture. As opposed to this, practices are the behavioure that translate basic beliefs into acts. They help to make the organization dependable and they help to keep the culture alive. External practices differ from internal practices in that they are not part of the organization's culture.

When it comes to organizational practices, Internal Practices are the ones that are closest to the core practices. It will have a significant impact on the success of the organization if the organization is consistent in aligning these practices with the core culture. Work habits, or the daily habits of employees are among the most important internal practices. These include recruitment and selection practices, on boarding practices, training and development practices, performance management practices, such as employees goals / bjectives and key results; one-on-one conversations related to performance; performance evaluations and recognition, appreciation, and internal communication practices, such as internal communications with customers and suppliers. Organizational internal practices are the workings of the organization that have an impact on the relationships, interactions and activities of its employees.

Organizational practices not only survive but also to develop and take over their competitors in order to remain relevant. It is for this reason that organizations are bounded to develop values, beliefs, behavior, conference, and plans designed to not only attract, cultivate & retain personnel, but also to give the organization a competitive edge. The absence of certain values, attitudes and standards may result in unfavorable consequences such as job discontent, a

lack of commitment, absenteeism, low productivity, and high staff turnover, among other things.

When it comes to organizations, the concept of culture is a relatively new phenomenon, and it began as an independent variable that had an impact on employee performance and productivity. The level of performance of teachers is affected by a variety of elements, among which include organizational methods that have grown in the setting in which they operate, transformational leadership by administrators, and teachers' self-confidence.

According to Magee (2002), organizational practices are intrinsically linked, which in turn influence the performance of employees. Teachers' productivity is considered an output, whereas teacher performance is considered a result of an institute product, in accordance with current practices. The teacher's performance indicator objectively indicates the effectiveness or output of the teacher's performance.

The process of education is closely linked to changes in the economic, social, and educational environment. It is the teacher's responsibility to make decisions on the curriculum, teaching, learning, and assessment of pupils. What matters most to teachers and educationists is that what students are learning now and will be doing in the future, or what they will achieve as a result of their learning, will help to raise global and national standards of living and economic development in the future.

Higher expectations from high-quality learning, qualified, motivated, competent and experienced instructors require professional development as a part of their ongoing improvement and there is a need to monitor progress more broadly in the educational setting in general (Bubb & Early, 2010).

Higher educational institutes address and sustain the needs of personal growth improvement also require the development of material resources. In the workplace, in-practice instructors fall into a variety of categories; the majorities of them operate in a variety of settings in variety of subject areas, necessitate the need for professional development activities. Administratively, strengthening student standards allows the work to be formally prioritized, and as individuals, teachers take into consideration each student's keenness and commitment to the classroom when making decisions about their work. Individual requirements must be the emphasis of Professional Development (PD) activities. "Continuous technological progress is a word used describe all of the activities that instructors participate in during teacher-designated intervals in order to improve their work." Despite the fact that many teachers begin

their careers with the expectation that their work will be socially relevant and provide them with great happiness, this is not the case for all of them. Because they are not receiving any professional development, majority of teachers are in the midst of their careers. As a result, they grow irritated and deprive themselves of the opportunity to learn, and they are forced to deal with their pupils' low self-confidence. Teacher's attitudes influence how they teach, and hence how they teach differs. While some educators excel, others struggle to meet minimum standards (Bubb & Early, 2010).

Professional development is a process in which teachers renew and increase their dedication to improving the procedure of teaching by observing and analyzing the learning and educating process taking place in the classroom.

In today's world, educators are working with students and coworkers to make their jobs more appealing in order to satisfy the greater standards of professionalism required by the current market needs. As a society, we must understand this fundamental piece of knowledge. Teaching skills would put the future in jeopardy, even if it were to be born today (Christopher & Judyth, 2004).

Many plausible learning strategies were proposed by Lieberman and Miller (2001), both within and outside of the educational structure. This indicates that direct teaching of new concepts through courses, educational seminars, and conferences is a more acceptable means of developing and spreading understanding of new research methodologies. Beginning with work-based teaching or institute learning, such as peer training and counseling, step-by-step research, planning, and group discussions, start-ups have a firm foundation on which to build. In addition to studying outside of the institute through networks, connecting with institute contacts, and visiting different locations, all of these provide more perspective and clarity in order to develop innovative and thoughtful understandings of certain concepts. Lieberman (2001) and Miller (2001) are examples of authors who have contributed to this field. Guskey (2002) analyzed seven approaches for professional development, the most notable of which were the following: Getting Started with your Training (presentation, workshop, demonstration, role-playing, interviews, seminars and series), Monitoring and evaluating a situation (includes viewing and getting feedback, for instance: coaching and command). Group study (dealing with the processes of curriculum development revision, implementing new teaching practices, or problem resolution) (discussing about same issue or might be more than one group learning on different

aspects of issues). Affirmative action research is a type of investigation (decision-making and deciding action), Identifying individual needs and developing a personal lan for achievement are examples of individual tasks (regular meetings for two with little experience in practice and improvement).

Students' outcomes in the classroom are greatly influenced by the quality of the teachers in the classroom, according to a growing body of scientific evidence. Teacher quality is defined as the validation, qualifications, and teaching experience of teachers. It has been discovered that the effectiveness of teachers with a full certificate predicts the achievement of students at the evel of teacher education, because teacher certification demonstrates that teachers understand the subject and students learning styles (Goldhaber & Brewer, 2000).

According to Clark (1993) and Vogt (1984), a great teacher is one who helps students to learn more by expanding their knowledge. Moreover, they linked an effective method of teaching with the potential to deliver knowledge to a wider group of learners with a diverse range of abilities. Additionally, he incorporates teaching objectives while working with the teacher assessment project, which has produced five processes for effective teaching: The following characteristics are required: (a) enthusiasm for students and learning, (b) thorough understanding of the subject matter, (c) accountability for students; supervision, (d) the ability to think critically about the work of the students, and (e) affiliation with the learning population

Nigel and colleagues (2012) identified a number of obstacles to the application of professional development strategies to improve the performance of teachers in the classroom. These are as follows: a lack of motivation, a lack of resources, a lack of time for contemplation, a lack of individual commitment, a lack of vision, and a lack of opportunities to put learning into practice. A number of challenges, according to Antoinette (2012), exist for (OP) teachers' professional development, the most significant of which are the availability of opportunities for PD practices, the financial implication, the availability of time, the workload of the teachers, and the accessibility of PD activities for all teachers. These are significant roadblocks and sources of concern in the successful execution of professional development initiatives (PD). These aspects interact with one another in the workplace, highlighting the critical role played by the employer in the development of employees' skills and knowledge.

Students’ results are positively influenced by successful teaching research studies that emphasize the attitudes of effective teachers. As part of her class characteristic presentation,

Antoinette discussed six areas, which were put into practice. These areas are as follows: planning and learning objectives, classroom and organizational administration, teaching, student-teacher communication, equal opportunity, appraisal.

Several factors, such as insufficient educational resources, the academic background of teachers, the dominant mind-set, and the quality of training, all contribute to the failure to attain the expected standards in teacher preparation. While professional training is not required for teaching positions in institutes of higher education, it is currently not the case in Pakistan. At this stage in their careers, it is not required of freshly appointed university professors to have high-level grade-taking abilities right from the start. The fact that new recruits into the profession are experiencing difficulties is understandable; however, these difficulties could be avoided if they were treated equally. With professional training there is a separate function is suggested for research students to encourage their learning process as follows: (a)learning-based research theory, b) teaching principals (c) teaching design, theory in practice(c) learning beliefs and models (d) collaborative learning model teaching on transfer from learning ideas through teaching strategies.

Mezirow and Taylor (2009)proposed Transformational learning theory that outline the circumstances and processes necessary for learners to build the good number of changes, important type of changes of information in evolution is also called renewal of ideas and to evaluate the effective learning mode. According to the theory of evolution, the evolution of ideas is the result of many situations and procedure: A power exercise or event that exposes the current limits of knowledge and learning. View for the learners to discover and clarify what is the reflection based on the current learner's knowledge / approach it would be a Critical reflection if the reader analysis the resources of information and process of happening. Critical resistance from other students and teachers as the cluster investigates other ideas those come to the reach of the researcher. When these sequences take place, scholars are more likely to revive their hidden thinking, adopt a new model, and then relate this in to new pattern.

Studying theoretical transformation and realizing that shifting one's viewpoint is not a logical process, Cranton (2002) forcing to think over asses or review on basic ideas can be a teacher who could hold a balance between support and challenges. Another suggestion is by assigning a task by asking challenging questions and asks to discuss and analyze about that problem. This could be performed by groups or face to face discussion between educator and

learner. It might be assigning a task and could be asked to the students to discover the solution of the problem and to leave the criticism. This could be a written activity or a group discussion. If the teacher offers contradictory interpretation or other solutions, should be asked the students to defend and provide valid and logical reasons.

In this era of globalization, along with educational transformation, developing countries like Pakistan have to cope with many difficulties like; poor training and development of teachers, teachers not working as a team, poor reward and recognition, all these influence negatively the performances of teacher. Organizational practices, therefore, should be taken into consideration as a leadership concept so that employees with different backgrounds can be united to assure the whole system can be operated properly. In Pakistan, the level of training being imparted to the university teachers needs to be explored and the challenges faced in the implementation of any programs of PD for them require identification. The present study is an effort to find out the shortcomings being faced by the university teachers in Pakistan, in their attainment of PD and explain prospects for improvement.

With the assistance of professional training it is recommended that research students have a separate function to encourage their learning process, which includes the following: (a) learning-based research theory, (b) teaching principals. (c) Instructional design, theory in action (c) learning beliefs and models (c) assessment and evaluation (d) The collaborative learning paradigm, which focuses on the transfer of learning ideas through the use of instructional procedures.

Mezirow and Taylor (2009) proposed a transformational learning theory that outlines the circumstances and processes that learners must go through in order to build a sufficient number of changes, an important type of changes of information in evolution, also known as renewal of ideas, and to evaluate the effectiveness of the learning mode. Following the notion of evolution, the evolution of ideas is the outcome of a variety of circumstances and procedures, including: A power exercise or event that reveals the existing boundaries of human knowledge and learning is defined as follows: In order for the learners to find and clarify what is the reflection based on the current learner's knowledge / approach, it would be a Critical reflection if the reader analyses the sources of information and the process of what is happening in the classroom. As the cluster analyses other concepts that come to the researcher's attention, he or she will encounter critical opposition from other students and teachers. It is more likely that researchers will revive their

concealed thinking when these sequences occur, adopt a new model, and then connect this to a new pattern when these sequences occur.

Studying theoretical transformation and seeing that moving one's point of view is not a logical process, Cranton (2002) suggests that forcing students to ponder over assessments or review on fundamental ideas can be a teacher who can strike a balance between support and challenges. Another approach is to assign a task by posing difficult questions and requesting that the participants discuss and evaluate the subject at hand. These activities could be carried out in groups or through direct interaction between an educator and a learner. It may be that a task is assigned and that the students are asked to discover the answer to the problem and to provide feedback. This could be in the form of a written activity or a discussion group. If the teacher provides an opposing interpretation or alternative solutions, the students should be asked to defend their positions and present sound and logical justifications.

Teacher performance is negatively impacted by a variety of factors in this age of globalization and educational transformation, which include inadequate training and development of teachers, teachers not working as a team, inadequate reward and recognition, and a variety of other factors. Pakistan is no exception. As a result, organizational practices should be taken into consideration as a leadership idea so that individuals from all backgrounds can work together to ensure that the entire system operates smoothly. It is necessary to investigate the degree of training provided to university instructors in Pakistan, as well as the difficulties encountered in implementing any professional development programmers for them. The current study is an attempt to determine the limitations that university professors in Pakistan are experiencing in their pursuit of professional development and to explain the opportunities for change.

1.2 Rational of the study

Many research studies have identified a number of organizational practice in the context of teacher professional development that has a significant impact on organizational performance over the years. Pfeiffer (1994), for example, recommended for the deployment of 16 human resource management strategies to improve performance. Internal career prospects, formal training appraisal measures, profit sharing, employment security, voice mechanism, and job description were defined as seven organizational practices (Delery & Dotty, 1996).

The majority of study discovered that organizational practices in bundles or systems had a greater impact on performance than individual practices acting in isolation (McDuffie, 1995; Arthur, 1994).

According to another researcher, increasing implementation of those specific methods leads to improved performance in all types of businesses or countries (Teclmicheal Tessema & Soeters, 2006).

Teachers' quality has been consistently and continuously identified by researchers in various studies, with the majority of researchers focusing on the quality of teachers' work and the way they work, the way they deliver their knowledge, and, most importantly, the teachers' skills and techniques used for delivering knowledge to students in an effective and long-lasting manner. McGuffey et al., 2003; Rivkin et al., 2000; Rowan et al., 2002)

The study discovered that teachers 'knowledge of the subject matter, as well as their teaching skills and special education of teachers and students, is long lasting (Mc.Caffrey et al., 2003). Researchers, on the other hand, are constantly working to distinguish those organizations that are working on specific ways in which teaching quality can be improved, as well as all of the techniques in which learning can be enhanced by training teachers and also improving skills through various workshops and seminars, the excellence of further learning, and how they can increase their success in teacher development through their work. Furthermore, there is still need clarification on how to better implement and retain teachers. This emphasis on long-term research is linked to organizational policy strength, particularly attempts to establish strong teacher quality accountability, which has recently been characterized as teacher performance based on student learning progress. Although some researches dispute this, most studies show that teachers who have obtained teaching training and accreditation create greater results for students' accomplishment than those who have not (Goldhaber & Brewer, 2000).

Researchers were looking forward to the work of generating education by employing phase data to go back to levels of student accomplishment, teacher training measures, and several other control measures. Future age groups will examine teacher training in order to evaluate the effectiveness of rich trainings for in-service teachers and how much impact these trainings have on teachers' quality in order to measure their effect on students' learning and achievement.

Despite the fact that some current studies on teacher performance continue to use objectives in order to score their study aims, methodologies are still in use. Aaronson et al.,

(2007); Betts et al., 2005; Hill et al., (2005); Kane and Staiger (2006), discovered a significant amount of relationship between teachers' experience and student learning outcomes and achievement. There are numerous elements that influence teachers' work and performance. Instructors may be influenced to leave the job due to an unfavorable working environment, a lack of growth opportunities for teachers, or a lack of opportunities for promotion in grades and incentives. Shortly after, it was completed and found that research studies had been conducted with various mindsets and methodologies. However, these variations have never been discussed or debated previously, and no attention has been paid to them.

Aaronson et al. (2007) and Betts et al. (2003) believe that large student enrolment in universities and colleges has an impact on teacher efficiency, but they fail to find a positive relationship between students and teachers, their teaching impact on student learning in the classroom and their achievement. According to Kane et al. (2006), newly enrolled or arriving students who struggle to get used to and find little or no assimilation in the institutions should be conscious of being at average put into practice criteria.

Pre-service training is not required for appointment to professor jobs in universities in developing countries, particularly in Pakistan. According to Saleem, Masrur, and Afzal (2014), neither the national nor provincial levels of Pakistan have determined instructional skills for university teachers. There is no system in place for university faculty to receive in-service training. Aslam (2011) correctly points out those universities in Pakistan lack of an effective professional development system because there is no proper human resource department to formulate such policies. It is however important to note that Higher Education Commission (HEC) has established Learning Innovation Division (LID) with the mandate for provision of in-service faculty professional development. Short and long courses are organized by LID for the university Professional Development of teachers. (Saleem, Masrur & Afzal, 2014)

The major objectives of LID include “To orient teachers in specified subject and teaching techniques; to enable teachers to acquire knowledge, skills and techniques regarding efficient teaching and to empower the teaching faculty of universities and degree awarding institutions with the latest tools, pedagogical skills and techniques pertaining to their disciplines” (HEC, 2017). Despite all these developments regarding professional development of faculty, university teachers’ participation in PD activities is not mandatory.

Most Researchers explain the importance of teaching and student learning outcomes but

gap is found about what type practices could be design to implement of trainings to develop teachers' skills and improve their performance, in different countries teachers trainings have been arranged but mostly at school level. University teachers are neglected to great extent.

It is observed that limited researches have been conducted in Pakistan to look into the issues related to Professional development of university teachers. A reasonably good number of studies such as :(Gujjar et al., 2010; Hussain, 2004; Sultana, 2010) have focused on school teachers' training and professional development. Few researches conducted on faculty development of higher education institutions, Sultana (2007) attempted to assess need for professional development of college teachers. Ali (2008), in his doctoral research, analyzed the need and proposed a faculty development program for universities of Pakistan. Saleem, Masrur & Afzal (2014), in their study, investigated effect of professional development on enhancing knowledge level of university teachers in Pakistan.

Similarly, issues and challenges regarding professional development mechanisms of public universities of Pakistan were investigated by Aslam (2011). With the passage of time there are many challenges faced by the teachers at university level. Researcher had found the need of organizational practices at university level teachers as well, so researcher tried to find the role of organizational practices on teachers' effectiveness and students achievement. As per studies discussed in this section, there is a controversy found between teacher's performance and students learning outcomes.

On the basis of empirical evidences from literature, very few studies have examined the performance at individual levels relatively. I have not found a single study with reference to Pakistan which has been conducted in university level to check the organizational practices in term of professional development on teachers' effectiveness in context of teacher performance and Students achievement. Not a single study has been found that addresses teachers' performance.

Most of the studies only tried to find teachers effectiveness on students' achievement, or impact of professional development practices on teachers' effectiveness. Not a single study found that deals all three variables such as professional development practices, teachers' effectiveness in context of teacher's performance and students' achievement. As these three variables are greatly linked with one another. Secondly most of the studies were of qualitative nature not a single study found in quantitative nature. So the researcher designed

quantitative study to fill this gap as well.

In this context, there is a dire need to explore the current status of Organizational practices in teaching organization at university teachers and teachers' effectiveness in context of teachers' performance on students' achievement. This study is expected to close the research gap that has previously been identified.

1.3 Statement of the Problem

In the existing social context, there is an increasing demand for competency among all professional groups, regardless of their background. Technical learning should be continued as part of the management of any educational system, with an emphasis on professional development, as well as the development and preservation of professional skills and abilities throughout one's professional career. The value of teachers' professional development in the teaching-learning process cannot be overstated. Because of the quick change in social complexities, it is necessary to update the type of information as well as the methodologies used to transmit the knowledge. Teachers must improve their abilities and teaching techniques in order to be more productive in their professional lives. With the help of in-service trainings, it is necessary to increase teachers' subject-matter knowledge as well as their teaching abilities.

Teachers' performance has significant relationship with students' learning and students' achievement. As we expect good grades from our kids we also highly expect from our teachers and educationists. We expect to learn more and also expect to do more efforts in improving students learning. In Pakistan and other developing countries there are certifications for teaching at school level but not any criteria of professional training for teachers those who teach in universities. Saleem, Masrur and Afzal (2014) discuss that It is essential to highlight, however, that the Higher Education commission (HEC) has formed the Learning Innovation Division, which has been tasked with the responsibility of providing in-service faculty professional development opportunities. Short and extended courses are organized by the university for the purpose of professional development for ducators. Despite all of the advancements in the field of professional development for faculty, participation in PD events by university lecturers is not required. A number of studies have been carried out in Pakistan to investigate issues related to the professional development of university teachers; however, there has been considerable disagreement between teachers and students; furthermore, there are no established instructional

competencies for university teachers at national or provincial level in Pakistan. In addition, there is a lack of systematic process for in-service training of university teachers. Because of this, the problem under investigation sought to determine the Role of organizational practices on teachers' effectiveness students' achievement at university level.

1.4 Theoretical Framework of the Study

This study is based on the Guskey model of teacher training and evaluation (Guskey2000; 200b).This is a process rather than a single event, training or professional developmental improvements are becoming ncreasingly popular in higher education (Guskey, 2000).

The evaluation and training model developed by Guskey served as the foundation for this investigation. Professional development in education can be evaluated using Guskey's methodology, which includes a detailed five-level grading criteria. It has been demonstrated in the literature that this model has been successful in the evaluation of training at the school However, due to a scarcity of research on its implementation in higher education, it is necessary to investigate its effectiveness in such settings. As a result, the Guskey model is being applied in the higher education context of universities in this research. According to research, advances in education can only occur when professional development activities are provided in support of the change process itself(Guskey, 2000). Professional developmental assessment models are effective can assist university administrators and faculty members in ensuring that their professional development activities are contributing positively to their overall goals for improvement and advancement.

It is intended to evaluate professional development activities on five different levels, according to the Guskey model. In order to build on the previous level of evaluation, each successive level asks more specific questions to get higher order of outcomes than the prior level. Level one, for example, is concerned with the participants' reaction to the training. The second level is concerned with the participants' learning from the course. It is at this level that you will discover the extent of organizational support and change as a result of the training. This includes policy improvements, resource allocation, and differences in organizational climate as a result of the training. Level four evaluate participants' ability to use their newly acquired knowledge and abilities in the relevant professional environment. Finally, level five assesses

changes in the outcomes of students' academic performance. The Guskey model can be used to analyze both the short-term and long-term benefits of professional development training, starting in the training room and concluding in the participant's classroom after the training session (Guskey, 2000). Using three major outcomes of professional development, Guskey (2002) proposes an alternative model of teacher change. This model is based on three major outcomes of professional development: changes in the classroom practices of teachers, changes in their beliefs and attitudes, and changes in the learning outcomes of students.

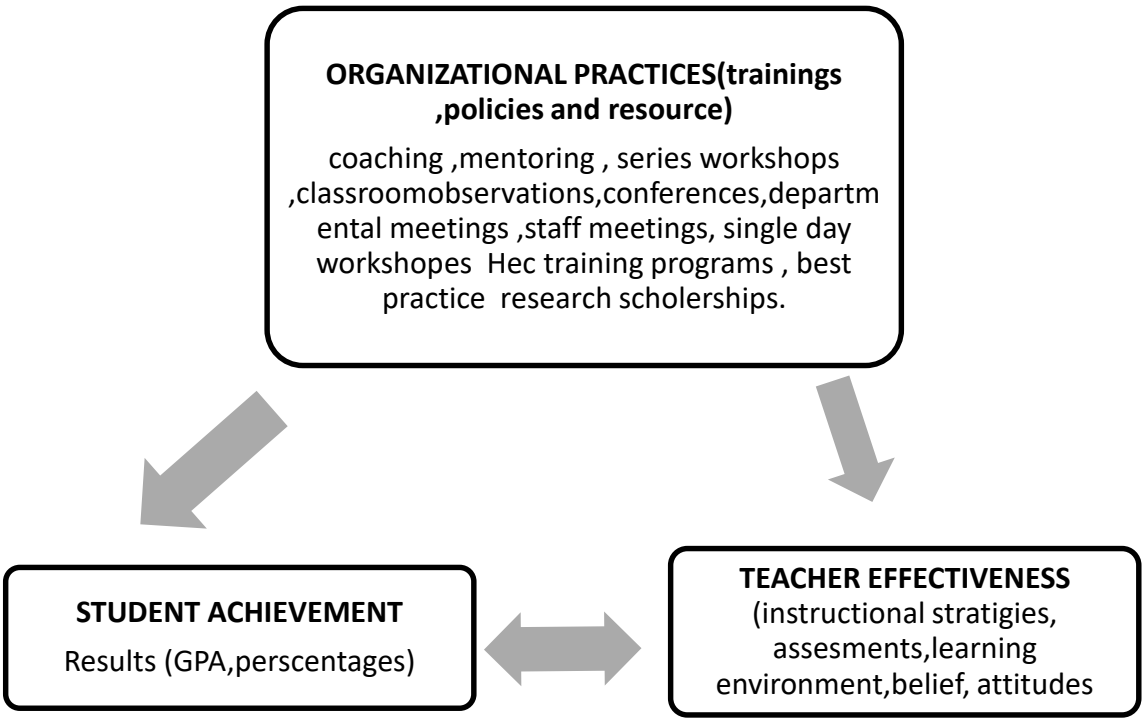

Figure1.1: conceptual frame work of the variables of the study and their inter-relationship.

Conceptual model of this study has shown in figure 1.1. All the professional development trainings are associated with the Organizational Practices to enhance the teachers' skills. These practices are: coaching, mentoring, workshops, seminars, classroom observations, conferences, departmental meetings ,staff meetings, HEC training programs, best practices research scholarships, , these practices enhance the teachers professionally that could increase its effectiveness.

Teachers' Effectiveness has four domains, such as: teachers' instructional strategies

(instructional delivery, questioning, assigning task and improve critical thinking), second domain is student assessment techniques (assessment method and feedback), third domain of teacher effectiveness is creating learning environment, and fourth domain is about the personal qualities of teachers. These qualities were further divided in two sub-domains .such as beliefs and attitudes. Belief is over all perception of a person toward specific population; attitudes are actions of a person on the base of beliefs.

Third variable was student achievement. Students' achievement is the students learning outcomes in form of results, grades of the students' end of the academic year or semester. Inter-connection of all three variables describes organizational practices. There are three steps that influence student achievement. First and foremost, professional development helps teachers improve their knowledge and abilities. Second, improved knowledge and skills enhance the quality of classroom instruction. Third, improved teaching leads to higher levels of students' achievement. It is impossible to expect improved students' learning if one of the links is weak or absent. If a teacher fails to incorporate new concepts from professional development practices into classroom instruction, students will not get the benefits of the instructor's professional development efforts (organizational practices).

1.5 Objectives of the study

Main objectives of this Research are:

1. To examine existing Organizational practices at university level.
2. To determine teachers' effectiveness at university level.
3. To investigate the students' achievement at university level.
4. To determine inter-relationship between organizational practice, teachers' effectiveness and students achievement at university level.

4a. To determine the relationship among Organizational practices and teachers' effectiveness at university level.

4b. To investigate the relationship between teachers' effectiveness and students' achievement university level.

4c. To determine the relationship between organizational practices and students' achievement.

5. To determine the demographic variations regarding gender and sector in determining organizational practices.
6. To determine the demographic variation regarding gender and sector in determining teachers' effectiveness at university level.
7. To evaluate the demographic variation regarding gender and sector in determining students' achievement at university evel.

1.6 Hypothesis of the study

Ho1. There is no inter-relationship between organizational practices, teachers' effectiveness and Students' achievement at university level.

Ho1a. There is no relationship between Organizational Practices and Teachers' Effectiveness at university level.

Ho1b. There is no relationship between teachers' effectiveness and Students' achievement at university level.

Ho1c. There is no relationship between organizational practices and students' achievement at university level.

Ho2. There is no gender based significant difference egarding organizational practices of teachers at university level.

Ho2a. There is no sector based significant difference regarding organizational practices of teachers at university level.

Ho 3. There is no gender based significant difference regarding teachers' effectiveness at university level.

Ho3a. There is no Sector based significant difference regarding teachers' effectiveness at university level.

Ho 4. There is no gender based significant difference regarding students' achievement at university level.

Ho4a. There is no sector based significant difference regarding students' achievement at university level.

1.7 Significance of the Study

Teaching and learning in developing countries such as Pakistan face numerous challenges, as a result of globalization and educational transformation. These include insufficient trainings and developmental opportunities for teachers, failure to work as a team, insufficient financial incentives and recognition, all of these have a negative impact on the performance of teachers. The practices of an organization, therefore should be taken into consideration as a leadership idea so that employees from a variety of backgrounds can work together to ensure that the entire system operates properly. Educational institutions are responsible for meeting and maintaining the needs of growth, and personal development necessitates material development as well. In-practice teachers fall into a variety of categories in the workplace; the majority of them operate in a variety of settings and in a variety of subject areas, the need for professional development activities at a variety of levels. From an administrative point of view, the task can be officially emphasised in order to raise student standards, and teachers can take into consideration the individual's excitement and devotion to the classroom when making decisions.Organizational practices needs to focus at individual level.

This study would be of immense benefit to policy makers in the educational sector as well as institution administrative and other stakeholders like the head of departments Board of directors, teachers and even the students.

It will also enhance the university administration together with teachers to have in-depth knowledge and understanding about the internal and external environment influencing the educational organization to bring about high level of job performance from teachers. Organizational practices have been generally associated with learning opportunities that teachers avail externally. This study not only helps to engage the teachers in learning but also help to solve issues related to the teaching performance and students' achievement.

This research will be valuable to educational institutions in developing strategies and procedures for teachers' professional development, as well as in analyzing and validating instructors' skills in the most efficient manner in order to reach the proposed objectives.

1.8 Methodology

1.8.1 Research approach

In this study, a quantitative research technique has been adopted, which contain primarily descriptive interpretation of numerical data for the results, as well as numerical data for the outcomes. The researcher is interested in collecting numerical data in order to draw conclusions about facts and reveal them in study patterns, which is why the researcher choose this method of data collection. Douglas, et al, (2006) who highlighted the descriptive survey research design is the most dominant technique for relationship research work. Another researcher Kerlinger (2000) emphasized that this survey design should be employed when a research work involves the use of questionnaire to seek the opinion of respondents.

The purpose of this correlation and cross -sectional study is to determine whether and to what extent a link existed between two or more than two variables, and to collect and assess this relationship. According to the findings, the researcher looked at the role of organizational practices in the framework of professional development on teachers' effectiveness in the context of teachers' performance and students' achievement at the university level. As a result, the correlation method has employed in this investigation. The researcher has collected data from the selected participants due to time constraints, so he employed a cross-sectional technique. In this study, the researcher has utilized a questionnaire to collect data and the result is a sample size that is typical of entire population. In addition, the researcher had well specified research objectives and hypotheses before beginning her investigation. Before data collection began, the study has carefully planned, and the information acquired is presented in the form of figures and numerical statistics, which is then grouped in tables and graphs. This research will be valuable to educational institutions in developing strategies and procedures for teachers' professional development, as well as in analyzing and validating instructors' skills in the most efficient manner in order to reach the intended objectives.

1.8.2 Research method

The research is descriptive in nature due to the fact that there are seven key objectives to achieve throughout the study. The study has examined organizational practices of university

teachers, determine teacher effectiveness at the university level, and investigate students' achievement at the university level. It has also examined the relationship between organizational practices, teacher effectiveness, and student achievement at the university level among other things. The purpose of this study is to evaluate the relationship between organizational practices and teacher effectiveness at the university level. The purpose of this study is to research the relationship between teachers' effectiveness and students' accomplishment at the university level, as well as to evaluate the demographic variance in terms of gender and sector when deciding the organizational practices of university level teachers. In order to assess gender and sector-based demographic variation in influencing teacher effectiveness, as well as gender and sector-based differences in student achievement, this study has conducted. These objectives are linked to an examination of the current state of affairs in the field of education. Descriptive research is, in its most basic form, research that is concerned with contemporary topics and problems. The study is classified as descriptive research since it examines organizational practices in the context of teachers' professional development as well as the effectiveness of instructors in terms of their performance and students' learning outcomes. Additionally, the corelational style of research has used in the descriptive research survey because the researcher was able to link organizational practices to teachers' effectiveness and students' achievement. As a result, the corelational style of research has used in the descriptive research survey as well.

1.8.3 Research design

The current study is corelational and cross-sectional in nature, with the purpose of identifying whether and to what extent there is a relationship between two or more computable variables in the general population, as well as the nature of that relationship. Researchers investigated the effects of organizational practices on the effectiveness of instructors as well as on the achievement of students in the context of the classroom. As a result, the correlation method has employed to gather the information.

1.8.4 Population

The total population size of the study consist of all of the teachers who are teaching in Faculty of Management Sciences and Social Sciences of Public and Private universities, as well as all of the students who are studying in management and social sciences departments of

private and public universities at the BS and Masters Levels. The first part of the population consists of teachers from the faculty of Social science and Management sciences, who are lecturing in their respective departments. The second part of the population consist of students from faculty of Management and Social Sciences who are enrolled in third and fourth semesters at the BS and Masters Level. The population of the study comprise of 2900 (students: 2000, teachers: 900). Stratified random sample of 400 respondents have collected from two distinct groups, which includes universities teachers and students of private and public sector universities of Rawalpindi and Islamabad.

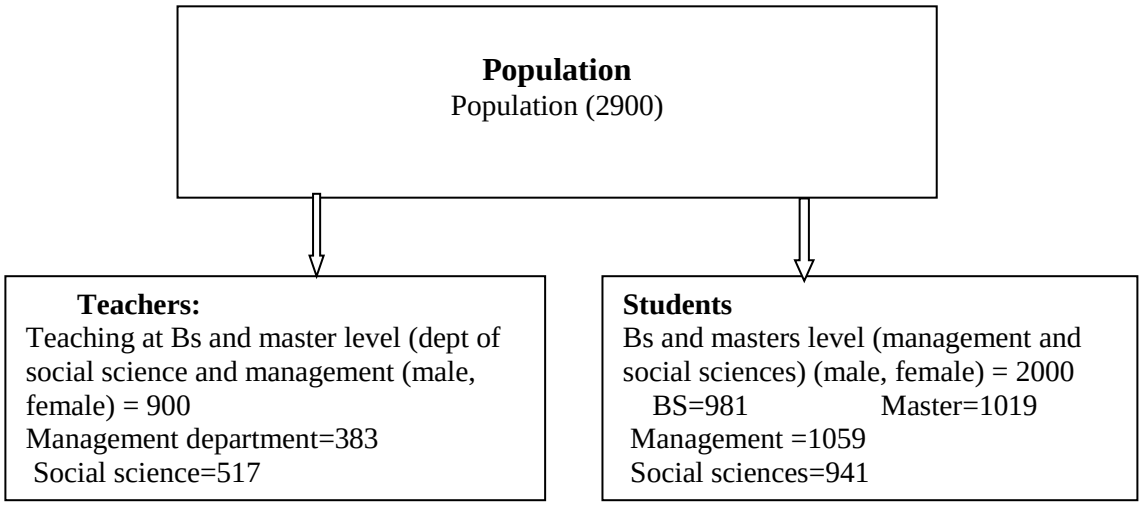

Figure 1.2: Total Population o f the study

1.8. 5 Sample and sampling technique

The researchers employed a stratified random sample strategy for their investigation. The information has been gathered from 200 teachers from public and private universities in Rawalpindi and Islamabad. 200 students (results) have been taken from Management and Social Sciences departments during the third and fourth semesters. In order to obtain results for BS and Masters level students, 200 individuals have been selected from a total of 2000 students. Gay (1987) proposes that a minimum of 10% of the large population and 20% of the small population be selected in order to ensure that each division receives a proportionate share. Krejcie and Morgan (1970) recommend a sample size of 357 people for a population of 5000 people. The

information was gathered from renowned universities in the cities of Rawalpindi and Islamabad. According to data from the Management and Social Sciences department, the overall population of teachers was 900 teachers from 14 top universities in Rawalpindi and Islamabad. 200 teachers have been selected through stratified random sampling, and 200 students' results have been selected from a pool of 2000 students' results in the form of GPA (grade point average).

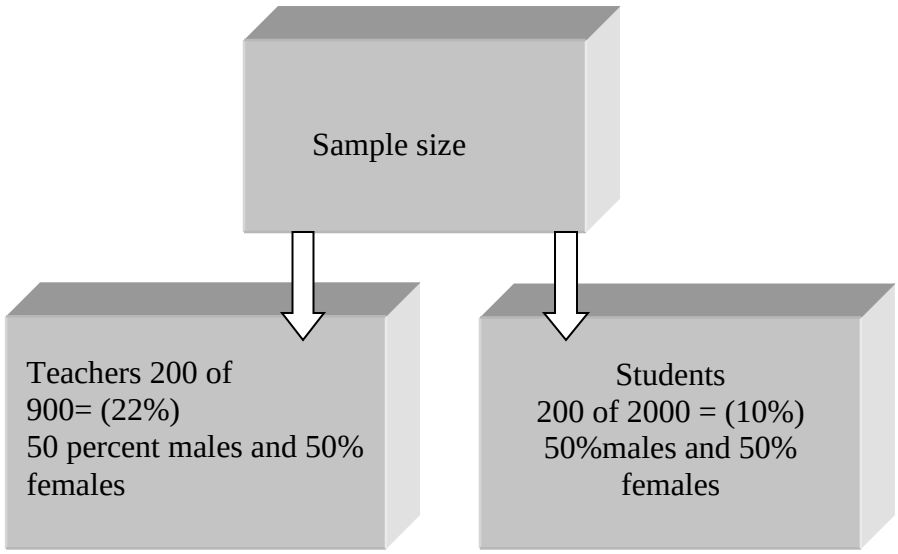

Figure 1.3: Sample size of the study

1.9 Research Instrument

According to the nature of current research study there is a tool developed by the researcher with the help of literature related to the teaching practices and teaching effectiveness in context of teachers performance in light of Guskey model of training and evaluation. These practices and teachers effectiveness indicators have also used in other professional development surveys as well, such as McElroy, et.al (2004) also used these indicators to determine the impact of professional development practices on teachers. These practices also used in OECD Teaching and Learning International Survey (TALIS) (2008) by following Guskey model of evaluation

and training. With the help of research instrument, the researcher indented to investigate the professional development practices and also teachers' effectiveness by using domains of effectiveness in context of teachers' performance that directly effect on students learning. Researcher has developed a tool based on two parts. First part is about the demographic information of the respondents and second part of the questionnaire has two sections. Section (A) deals with the list of organizational practices trainings. Section (B) has teacher effectiveness subscales. With the reference of literature of teachers' performance and effectiveness, teacher effectiveness could be judge in these domains: (a) instructional strategies to deliver knowledge, (b) Assessment strategies, (c) creating learning environment, teachers personal qualities (belief and attitude) .49 items have been designed to cover all these domains of teacher effectiveness. The questionnaire has been developed based on the following response format was based on 5 point Likert scale. The scale has weighed ,1=never,2=rarely,3=Sometimes,4=often,5=always.
Detail descriptions related to the questionnaire are as follows:

Table 1.1

Description of teacher questionnaire

The following table information describes the sub-scales and items in each sub-scale of organizational practices and teachers effectiveness questionnaire (Teachers).

Scale	Sub-variable	Items
Organizational practices		10
Teachers' effectiveness		10
	Instruction stratigies	
	Assessment	10
	Learning environment	6
	Beliefs	6
	Attitudes	7
Total no of Items		49

1.9.2 Demographic variables of the study

The researcher added 'Demographic' variables to collect information related to the

research study. So, for getting information demographically from the targeted population, following variables have included so, this Performa include the following Demographic information:

i. Gender
ii. Age
iii. Designation
iv. Work Experience
v. University sector
vi. Department (Management Sciences and Social Sciences)

1.10 Data collection

Students' results have gathered from the examination departments of universities during the third and fourth semesters of the Bachelor of Science (BS) and Master of Science (MS) levels from the departments of Management and Social Sciences after the researcher visited the universities of Islamabad and Rawalpindindi personally and using an instrument.

1.11 Data analysis and Tabulation

By using descriptive and inferential statistics, the data is collected from the targeted population has examined in accordance with the nature of the research objectives after being collected. The mean, the t-test, and the Pearson correlation coefficient have been applied in order to determine the research variables and percentage frequencies have determined. It is necessary to do statistical analysis by using the Statistical Package of Social Sciences (SPSS.21st Version). The hypotheses has been tested for significance at the 0.05 level of significance. Based on the findings of the study, the researcher has made suggestions to the participants.

Table 1.2

Description of Objectives, hypotheses and Statistical analysis.

The following table explains the statistical test that has applied for the hypothesis testing.

S#	Objectives of the study	Research Hypothesis	Statistical analysis
1.	To examine existing Organizational practices of university teachers.		Mean
2.	To determine the teachers effectiveness at university level		Mean
3.	To determine the students achievement at university level		Mean
4	To determine the inter-relationship between organizational practices, teachers' effectiveness and Students' Achievement at university level	Ho1.There is no inter- relationship between Organizational practices Teachers' effectiveness and Students Achievement at university level.	Pearson Correlation
4a	To investigate the relationship between organizational practices and teachers' effectiveness at university level.	Ho 1a. There is no relationship between Organizational practices and teachers effectiveness at university level.	Pearson Correlation
4b	To determine relationship between teachers' effectiveness and students achievement at university level.	Ho1b.There is no relationship between teachers' effectiveness and students' achievement at university level.	Pearson correlation
4c	To determine relationship between	Ho1c There is no relationship	

	Organizational Practices and students achievement at university level.	between teachers effectiveness and students achievement at university level.	
5	To evaluate the demographic variation regarding gender and sector in determining the organizational practices of teachers at university level.	Ho.2. There is no gender based significant difference regarding organizational practices of teachers at university level. Ho2a. There is no sector based significant difference regarding teachers' effectiveness at university level.	Independent t.test
6	To evaluate the demographic variation regarding gender and sector in determining the teachers effectiveness at university level	Ho3.There is no gender based significant difference regarding student achievement at university level. Ho3a. There is no sector based significant difference regarding teachers' effectiveness at university level.	Independent t.test
7	To evaluate the demographic variation regarding gender and sector in determining the Students Achievement at university level.	Ho4.There is no gender based significant difference regarding student achievement at university level. Ho4a.There is no sector based significant difference regarding student achievement at university level.	Independent t.test

1.12 Delimitations of the research Study

1. This study has main variable organizational practices, delimited to only professional development of teachers' practices.
2. 2nd variable is teachers' effectiveness is also delimited in context of teachers' performance in classroom.
3. Because of inadequate resources and limited time for research, the research is only bordered in universities of Rawalpindi and Islamabad.
4. It is further delimited to teachers who are teaching in social science and management sciences departments of universities.
5. Teaching to the Master and BS levels of the department of Social Sciences and Management sciences .It has also been delimited to (BS and Master Level) to the students of the same departments.
6. Student's achievement is also delimited at BS and Masters level students from 3rd and fourth semester) in Social Sciences and Management Sciences departments of the Universities.
7. From demographic variations only gender based and sector of universities have been selected for statistical analysis.

1.13 Ethical Consideration

The researcher was committed to the respondents of the study; information they provided would be kept confidential and would only be used for the research purpose.

1.14 Operational Definitions

Organizational practices: Organizational Practices are the behaviors and actions of employees in any organization. Organizational practices are conferences, seminars, workshops, research projects, coaching, mentoring, series of workshops, best practice research scholarships', class observations. Guskey (2002) analyzed seven approaches for professional development, the most notable are as follow: Receiving Started (presentation, workshop, demonstration, role-playing, interviews, seminars and series), Observing or making an assessment (includes viewing and getting feedback, for example coaching and command). Processing (such as curriculum formulation modification, the use of innovative instructional techniques or problem solving), group study, and other activities (discussing about same issue or might be more than one group

learning on different aspects of issues). Investigation / Action Research is a term used to describe the process of conducting research (decision-making and deciding action), Identifying individual needs and developing a personal plan - a success plan are examples of individual tasks (regular meetings for two with little experience in practice and improvement).

Professional Development (PD): In the context of an institution, Professional development is defined as all institutional and informal learning that is knowledgeable and practical, designed to get direct and indirect benefits by providing high quality of instructional strategies.

Professional development for teachers in instructional techniques is defined for the purposes of this study to include seminars, conferences, training sessions, coaching, mentorship, and other specifically designated mandated activities to train teachers in instructional methodologies (Loeser, 2008).

Teachers' effectiveness: teaching effectiveness is measures of teachers' instructional delivery, teaching self concept (belief and attitude) and responsibilities for student achievement. (Guskey, 1991)

Belief: over all perception based on previous experiences regarding teaching and learning.

Attitude: Caring, positive relation with students, fairness and respect, encouragement of responsibility and Enthusiasm.

Student Assessment: Assessment is a continuous process that occurs prior to, during, and after the delivery of instruction.

Learning Environment: When students follow routines and take ownership of their learning, it is clear how important it is to create a happy and productive learning environment (Covino & Iwanicki, 1996). Respect, fairness, and trust are the foundation of classroom management, and a positive climate is fostered and maintained.

Students' achievement: student achievement is the way of students learning output in form of Percentage, GPA to measure the strength and deficiencies' of students learning outcomes. (Guskey, 1991)

CHAPTER 2

REVIEW RELATED LITERATURE

Schools, universities, institutions of adult education and professional training institutes are different from organizations. Universities also considered as organizations but different from other corporate sector organizations. Manufacturing, public and goods in two senses. Universities are providing services and their core activity is educating. University as an organization has to train the staff to fulfill their needs and better represent organizational philosophy and core values.

In educational organizations, area of teachers' professional development (PD) is of growing interest internationally. Professional development is essential for upgrading and updating teachers because the rate of social and educational change necessary to enhance the teachers for long term professional competence. For deep understanding about the role of organizational practices in context of Professional Development of teacher’s effectiveness and students learning, it was important to explore these concepts and their scope in further details by reviewing the relevant literature in this area. According to the topic of the research studies it is important to highlight the approaches of organizational practices. This section examine the concept organization and its components ,concept of organizational practices in term of PD, characteristics of PD, Implementation of PD practices the models and theories of the PD practices and students achievement. This chapter also explains how relate with teachers effectiveness and how professional development activities effect on students learning outcomes with the help of previous researches and theories mentioned in this section. At the end whole literature has been synthesized with few related recent research work.

2.1 Background of the study

All professional groups are seeing an increasing demand for competency, according to the current social situation. The ability to perform their responsibilities according to the highest standards as well as their character and their performance, is the most fundamental and common necessity of all professions.

Another important strategy to address this requirement for pupils is to involve them in additional learning opportunities. The teaching profession entails long hours of effort in an environment where knowledge of society is increasing and changing at a rapid pace. In order to perform well in this environment, teachers must maintain extremely high levels of knowledge all times. In light of the complexity and quick change, it is crucial to recognize that the continuing development of teachers, the most important natural movement occurring in a knowledgeable society in the information age. As we raise the expectations of our students, we equally raise the expectations of our teachers, if we expect to learn more and do more as well. In order to expect to learn more, their teachers must continue to learn more themselves.

It is the expectation of every parent in a well-educated society, regardless of whether they live in cities or towns, regardless of their economic status (whether high, moderate or low), or their level of educational attainment (whether high or low), to provide their children with the best educational opportunities possible. The tide of protectionist attitudes is sweeping the country right now, no matter where you look. Parents and kids expect their teachers to provide them with the best possible level of learning output. Educational transformation is a time-consuming process. We emphasize the need of attending teacher training because transformational learning to do things differently includes putting a lot of things into practice in the classroom, which we believe is essential. If one wants to improve your learning level, one might consider modifying your teaching practices, evaluation methods, and even how you organize your classroom. According to institutional definitions, a new curriculum includes the following activities: developing new policies, purchasing new resources, and redistributing teaching activities; the occurrence of all of these activities results in the total transformation of conceptions.

As Hoban (2002) points out, "when any institution becomes a major venue for teachers to study as students, institutional modifications must be made in many areas of professional

training." As a result, changes in the institution are likely to occur.

First and foremost, transformational efforts must recognize the multifaceted nature of teaching and how it functions as a powerful agent of change in educational institutions. Second, efforts must be made within businesses to create a teacher-friendly climate while maintaining a professional image. A learning organization is one that is continually in the process of learning and evolving. Individual learning, group learning, learning inside an organization, and learning in organizations where the organization is found are all examples of how learning takes place. According to Mushayikwa and Luben (2009), learning is critical in determining whether PD will be a failure or a success. This is due to the fact that self directed learning has numerous benefits, including improving teachers' knowledge and methods, as well as improving students' learning results. The learning organization is equipped with sophisticated systems for capturing and disseminating knowledge.

Practices in the workplace as they relate to the administration of educational programmes this entails continuing teacher practice in the form of ongoing professional development for all teachers.

When teachers are not working in a supportive setting, they are unable to establish and maintain situations that promote child growth. The literature reveals widespread agreement that effective professional development focuses heavily on students' learning (Broad & Evans, 2006; Duncombe & Armour, 2004; Kent, 2004).

Effective professional development practices do not ignore the relationship between professional development practices and student achievement. In fact, any effective PD practice is predicated on the existence of this interaction (Diaz-Maggioli, 2003; Wei et al., 2009).

According to Yoon et al. (2007), organizational strategies have an impact on student accomplishment in three ways. First and foremost, professional development helps teachers improve their knowledge and abilities. Second, improved knowledge and skills enhance the quality of classroom instruction. Third, improved teaching leads to higher levels of student achievement. If one of the links is weak or absent, it is impossible to expect improved pupil learning. In the event that a teacher fails to incorporate new concepts from professional development into classroom instruction, children will not benefit from the instructor's professional development efforts. As a result, it is necessary to establish a strong relationship between the organization, the teacher, and the pupils by implementing strong policies and

providing organizational support.

Another scholar, Villegas & Reimers (2003), emphasizes the importance of teachers' skill development and professional development in order to inculcate that knowledge, skills, and attitudes into students through continuous knowledge as an important step in improving students' educational opportunities. If formal organizational changes are to be implemented in order to promote student learning, Lieberman (1990) argues that greater learning should be encouraged when firms are transformed into learning institutions in order to improve student learning. In order to give home improvement approaches, construct a suitable team to encourage teacher learning, and implement a plan that encompasses a holistic approach and strategy to enable further learning, staff technology is employed in the following ways: Teachers are successful in their roles as classroom teachers, peer educators, and teacher developers, and they are seen as agents of continual learning.

As Lin (2011) points out, professional growth necessitates assistance with decision-making abilities, customer service skills, communication techniques, future team building ideas, and management and strategy development and implementation. This development programmes not only focuses on improving employee performance, but it also assists employees in honing their abilities. Additionally, it assists managers in controlling personnel in order to reduce revenue. Non-managerial personnel can benefit from leadership training since it enables them to be guided and motivated in order to secure their future. Professionals are needed to participate in continuous learning in order to maintain their health and social welfare, as society expects a greater level of professional response from them.

Professional development refers to the process of continuously learning from and improving upon one's previous achievements. This is more than just a collection of presentations made by experts and consultants for your convenience. Initial training, as well as an ongoing mentoring programme, is essential components of effective technical development. According to research, new behaviors may be followed by more prolonged follow-up actions. Planners can incorporate such reinforcements into technological development strategies in a variety of ways, including by providing opportunities for the system to adapt to the new rail system. As a developing country, we are well aware that one of the most difficult issues facing these countries is the employment and retention of personnel. Because of this, these countries offer significant opportunities for the development of educational workers, including: increasing scientific

competence among employees, a variety of policies implemented at part-time and teacher development institutions, and the provision of higher education at the national level. This development training not only focuses on job performance, but it also assists employees in the growth of their comfort level. Additionally, it assists managers in controlling personnel in order to reduce revenue. There are numerous subjects to discuss here, including the improvement of teacher abilities, as well as other issues such as continuing education and seminars. Because teachers in Pakistan confront numerous hurdles when receiving technical development training, efforts should be made to support their professional development. In addition, many people encounter numerous difficulties during the training of newly hired employees.

Continued professional growth and adherence to professional skills, competences, and knowledge are two important aspects of being a professional. Sustainable technological advancement necessitates a commitment to civilization, the enhancement of care and content, as well as the development of organizational abilities. In addition to providing benefits to employees, training can also give management with suggestions on how to manage staff more effectively.

When it comes to working or not working, professional development is quite crucial for everyone. Professional development is concerned with enhancing the overall quality of one's professional life. The importance of this for employees is that it may be used to improve their skills, knowledge, and abilities through the possibility of further education in a certain profession. Lin (2011) defines A professional development process is a continual process in which we obtain the skills to learn the skills that are provided and assist in the acquisition of knowledge in the context of their responsibilities and job assignments.

Furthermore, it contributes significantly to the development of a highly competent and motivated staff. It also aids in the performance of all activities that rely on the division of labour. In addition to this conversation, we are aware that student development is a continuous process of giving employees with skills and competences that are relevant to their jobs.

Decision-making skills, customer service skills, communication tactics, time management strategies, team building ideas and management strategies all play a role in technological advancement, as does management strategy. This development training not only focuses on improving the performance of the employees, but it also assists the employees in increasing their comfort level. Additionally, it assists managers in the management of personnel and the

reduction of staff turnover. Leadership training assists in preparing unemployed workers for impending new supervisory responsibilities as well as critical new tactics for guiding and motivating personnel. Technology development not only imparts skills and competence, but it also plays a significant role in lowering staff turnover and providing guidance to managers in their dealings with their personnel. In 2009, Guskey and Yoon published a paper on the topic of assisted the teachers.

2.2 Organization

When a group of people who live in the same place and have similar attitudes and behaviours come together to form an organisation, they create something new. People who are members of a particular culture share common conventions, histories, religions, values, and works of art that separate them from others in the same field. Thus, there are a plethora of national cultures and even more subcultures, each of which provides a distinct mode of organisation and behaviour. Today's societies, on the other hand, regard culture as a tangible or ethereal environment in which a group of people lives and work as a unit.

Workplaces advance through techniques such as continuous improvement, strategic choices, targeted professional development, and paradigm shifts. All of these tactics necessitate good evaluation in order to offer feedback that can be used for organisational progress. Researchers have discovered that, in order for improvement initiatives in education to produce the desired results, they must be founded on rational design and training, as well as organisational support for the individuals who will be responsible for putting them into action.

According to Uttal et al. (2013), organisational practises are a system of shared values (what is important) and beliefs (how things operate) that interact with a company's personnel, organisational structures, and control systems to establish behavioural norms (the way we do things around here). Organizational culture, according to Sun et al. (2008), is a "set of theory" that includes important values, beliefs, and understandings that members share in common, which helps managers make decisions and arrange activities of the organisation. Communication, training/development, rewards/recognition, effective decision making, risk taking for creativity and innovation, proactive learning, team work, and fairness and consistency in most practises are all described as dimensions of organisational culture.

2.3 Components of Organization

In any organizational structure, there are fundamental values that are based on the organization's mission, philosophy, and priority setting. Each of the Core Culture qualities must be reflected and supported through internal practices, external practices, and projections. In a nutshell, aligning the Five Ps is the key to successfully managing organizational transformation.

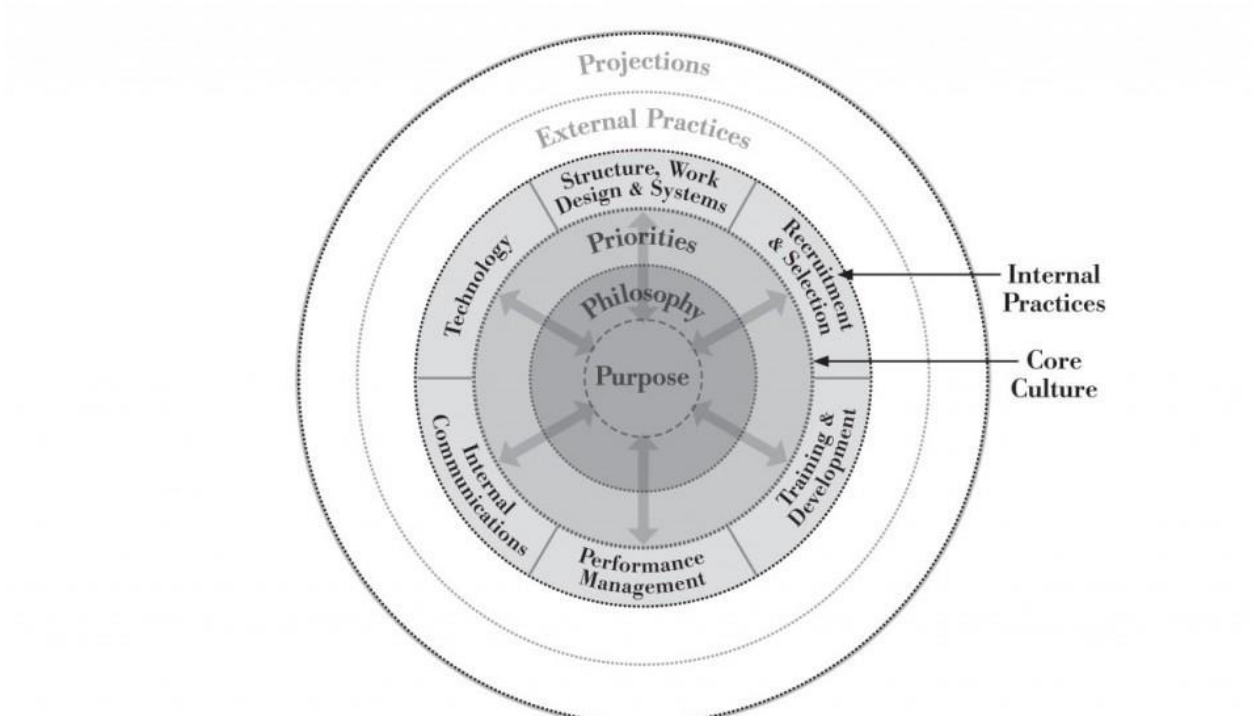

Fig 2.1: 5Ps' of Organizational Structure and their Inter-relationship

Generally speaking, practices are the acts and behaviors of employees in an organization. It is possible for them to be both inside and external to any company.

1. Internal practices Procedures The inner workings of the organization are included in these Practices as well. Explained another way, Internal Practices have an impact on employee relationships, interactions, and achievements. The following are examples: your organizational structure, work design, and job-related systems. Recruitment and selection are also included in this category, as is training and development; performance management; internal communications; and others.

2. External Practices Outside the Organization In this section, we define how the organization interacts with those who are not affiliated with the organization. That is to say, they encompass things like your clients and markets, as well as the items or services you provide to customers. Suppliers, vendors, and business partners are all included in the category of External Practices.

3. Projection These activities are the means by which your organization presents itself to the general public in a positive light. To be clear, projections include the name and emblems of your organization, as well as the image of your leader and the location of your corporate headquarters. Similar to this, projections include your marketing, public relations, and advertising efforts, among other things. In his 2002 book, Organizational Culture and Organizational Practices, Magee argues that organizational culture is inextricably linked to organizational practices, which in turn influence employees' performance. Hellriegel and Slocum (2009) claim that understanding corporate culture and the factors that contribute to it can help employees perform better at their jobs. This is accomplished through educating employees about the company's history as well its present methods of operation. This information serves to instruct employees on expected and acceptable future organizational behavior as well as societal standards. In accordance with some theoretical models, a good human resource system is built on values that are supportive of employees and have a favorable impact on their attitudes and behaviors, which in turn have a positive impact on their performance (Farrace, 2002).

2.4 Overview of organizational practices (teacher professional Development practices)

The basic and fundamental objective of the professional growth in higher education is to improve performance of teachers and refine their knowledge and teaching skills, so that they can deliver the best and meet the highest standards of education.

Diaz. Maggio (2004), Jones and Westbrook (2013) considered PD practices as very important part for teacher’s skills enhancement and also for the student learning outcomes. Another scholar, Ali (2007) explain that the technical development is the way to collect the information and then recorded, broadcast or disseminating information and applying it in a new way to the new generation. Other studies also pointed out that effective student learning depends on how well the knowledge and ideas are taught and inculcated in effective way (Alkhateeb,

2006; Kabilan & Veratharaju, 2013; Komba & Nkumbi, 2008).

Lau (2004) stated that: Teacher in-service support has been a neglected area in developing countries, with budgets and programs heavily front loaded in favor of pre-service teacher education. Although primary teachers in developing countries frequently have had no formal preparation at all, those who are 'qualified' or 'certified' usually have had a one- or two-year residential pre-service teacher education course at a college. After leaving the pre-service institution, in-service professional support is frequently scanty or nonexistent. He also tried to explain that even at primary level there are not proper in-service training programs to develop teachers more effective in teaching skills.

In addition, Chaudary (2011) supported Lau's view regarding PD in developing countries by pointing out that PD for teachers in Pakistan one of the developing countries in Asia are rare, and when there is any it is very brief, irregular and traditional and is conveyed off-site through top-down teacher training strategies.

Memnon, in 2007 also pointed out that the professional development of university teachers should not only assess teachers' teaching and insight during classroom conversation but an important area for professional development is a way to continue career development by increasing their academic knowledge that makes students learn.

Hoban (2002) explains that teamwork, demonstration and sharing are the three main goals of teacher's development. Similarly another researcher, Nicholls (2001) also explain that the basis of professional knowledge, expertise in professional work and the development of reflective thinking require three major areas of professional development, yet there is no single way to ensure effective teachers' development. He also discuss about professional development appraisal, student performance appraisal, department heads, peers or the private sector all play a very important role in professional development because the adoption system recognizes teachers' weaknesses and strengths. One way is to evaluate the performance of employees and students.

The American Federation of teachers (2008) states that 'without professional development, institutional reform and improved achievement for all students will not happen. Moreover, Guskey (2000) indicated that 'one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.

Different scholars define PD with their own perception but collectively terms and school of thought were similar.

The General Teaching Council for Scotland (2012) specifically defines each word of this term (PD) as follows:

- Continuing: PD is a cyclic process that allows teachers to reflect on what they've learned and then consider what skills or qualities they want or need to develop next.
- Professional: PD activity should focus on developing the qualities and capabilities that define what it is to be a teacher. As well as enhancing these qualities and capabilities, as a professional it's also important for the teachers to maintain their knowledge of policy developments at a local and national level.
- Development: PD shouldn't be seen as a box-ticking exercise that shows that a set of requirements have been met. To be effective, it should be about refreshing and enhancing teachers' professional practices.

Alharbi (2009) discuss more specifically, PD as a dynamic process consists of three main elements

These elements are: input, process and output.

1. Inputs, which comprise five essential components: teachers' and students' needs, aims and objectives, contents and activities, teachers and students;
2. Processes, which represent the models that are used for building and delivering the content and activities of PD to teachers based upon teachers' and students' needs, as well as specific aims and objectives.
3. Outputs, which represent generally the capacity of this process to achieve its aims and objectives successfully.

The preceding overview proves conclusively that PD for teachers is the only guarantee of the success of educational systems in achieving their desired aims and objectives because PD contributes substantially to preparing teachers during service and teachers represent the key element within these systems.

2.5 Concept of organizational practices (Professional Development)

Making progress in one's profession requires continuous preparing and instructions,

which is the place where proficient improvement becomes an integral factor. Otherwise called proceeding with instruction and expert learning, proficient improvement is intended to show manual worker the abilities expected to prevail in their separate profession. Proficient learning is something beyond preparing, despite, significant for manager and workers the same to get to know the refinement between these two terms.

All of the preparation, accreditation, and training that a specialist requires in order to be successful in their field are referred to as "proficient advancement." It is not a surprise that different occupations necessitate a variety of skills and abilities. Regardless of whether or not a specialist currently possesses the necessary talents, the individual may require additional abilities in the future. Workers can get familiar with these abilities through a series of fortunate circumstances, enabling them to become better and more effective specialists.

While work preparation is a key component of expert turn of events, this concept encompasses all sorts of education and learning that are supposed to aid a worker in his or her endeavors to be successful. Another example of professional development involves school considerations, online preparation programmes, industry certifications, teaching, coaching, and discussion sessions.

When describing teacher skill enhancement practices, several terms are frequently used interchangeably in the literature from the past 20 years. These include: in-service professional development, in-service training, in-service education, in-service education and training (INSET), teacher development, staff development, career development, professional development, professional learning, human resource development, continuing education, and lifelong learning. (Alharbi, 2005; Bolam & McMahon, 2004; Ono & Ferreira, 2010; Raza, 2010) (Alharbi, 2005; Bolam & McMahon, 2004; Ono & Ferreira, 2010; Raza, 2010).

These terms have been used interchangeably throughout this document. Whatever word is used, the goal is the same: to improve teachers' abilities in a variety of ways in order to increase students' learning and academic accomplishment (Lalitha, 2005; Mizell, 2010). This thesis makes extensive use of the phrase organizational practices because this term is employed as a variable in the study, which is why it is used throughout.

According to David Megginson and Vivien Whittaker's (2003) Professional Development, published by an institution with a personal development chart, PD house, that Professional growth and knowledge of Professional growth is an important part of the

development of all technologies; teaching is not exempt from this discussion. According to Boyle Lamprianou and Boyle (2005), the most important aspect of student learning is to concentrate on teachers' professional development and help them learn more effectively. As described by another scholar, the importance of students learning and achievement is demonstrated by the fact that the most important steps in students learning and achievement are communication with students, management skills to manage the environment, and inculcation of worthy knowledge by understanding their individuality in learning skills. As a result, teacher training is extremely vital in order to achieve student happiness (Desimone & colleagues, 2006).From above mention studies it is concluded that professional development trainings are closely linked with teachers' capacity building and students learning outcomes.

2.6 Teachers Professional Development

Teachers' professional development (PD) is extremely important in the teaching-learning process, and it should be encouraged. This facet of teacher effectiveness constantly overlaps with institutional transformation, and as a result, education is ultimately responsible for bringing about change. Because of the rapid change in education in general, and higher education in particular, there has been a significant increase in interest in the topic. The necessity for professional growth is unavoidable in light of the changing dynamics of education-related aspects such as the nature of knowledge and delivery techniques, as well as the increasing complexity of society. There are numerous difficulties that have arisen as a result. Teachers are needed to improve their competency as the circumstance change, which includes refining their conceptual foundation and instructional methods.

Professional development at any institution is focused on the capacity of teachers in a certain area of knowledge and at a specific degree of education.

The phrase professional development is derived from the Latin words that imply to identify an action and its impact on teachers. This word encompasses the concepts of applying information or skills, as well as the concept of publicly acknowledging a conviction in the importance of professional development (Gomez & Tanti, 1989).

He also makes a strong message about the importance of professionalism. "Professionalism refers to labour that necessitates a specific level of education, knowledge,

training, and discipline. " Despite the fact that professionals work extremely hard at what they do, this paid employment is frequently more than a job or a job alone." Professional is generally used to describe a job that necessitates a higher level of education. Based on the planning, there will be continuity and renewal of knowledge. The field promotes the exchange of information, the search for information, the behaviour and the self-regulation, as well as performance and engagement outside of the job environment. The Ministry of Education (2010) defines institute-based professional development as "any technique that improves teacher to be better." These organizational practices are focused on improving teacher performance in special institutes. In the research study, the researcher explains that PD is an ongoing and consistent way in order to improve personally while also building capacity of the teacher and the institute by understanding the capability of the teacher's different techniques.

Professional development practices by the entire informal learning process and institution, systematic activities intended directly and in direct support of individuals and institutions are all examples of professional development practices. These steps are: review, update and expand information; build knowledge and emotional understanding; apply critical thinking to problems; and assimilate the knowledge acquired through teaching and learning activities (Day & Sachs,2004) .

Professional development strategies are an on-going process of obtaining new knowledge and abilities that continues throughout the career of a professional educator's life. Because higher education institutions are insufficient to meet the needs of professionals, it is critical to maintain the quality of teachers, identify skill gaps, and prepare professionals to respond to rapidly evolving knowledge and technology challenges, as well as changing educational, social, political, and economic needs. As a result, professional requirements assist the business in improving the quality of learning for pupils.

According to Villegas and Reimers (2003), scheduled evaluation helps to improve the professionalism of teachers as a result of their professional growth.

In addition, continuous staff development is described as the intentional adjustment and enhancement of teaching skills, knowledge, and abilities, as well as the improvement of learning outcomes. This process comprises on-the-job training, part-time courses, seminars, self-study, workshops, and public presentations in the role of mentor or coach, among other activities. Professional development practices are constantly looking for ways to strengthen the capacity of

teachers in order for them to improve their abilities and advance their careers.

In the modern era of work, the environment is rapidly changing in order to increase performance and meet the needs of development. It is critical for the institution's success to grow in terms of its professional merits and reputation. The solution to this problem embraces the concept of professional trainings, which allows people to keep up with the constant learning of new abilities through professional development activities. In this way, the ongoing expansion of the institute system continues the process by which the teacher maintains the quality and applicability of the professional services that are supplied by the instructor. In this way, professional development practices and trainings contribute to the meaningful development of knowledge required for professional and technical activities for the purpose of enhancing teaching skills and student knowledge throughout the professional practitioner's career and lifelong learning (Villegas & Reimers, 2003).

Many in addition, the researcher discusses how a continuous employment evaluation programme was implemented in New York in the early 1990s. A number of teaching approaches, such as writing and reading, were developed, and the programme underwent extensive visual practice as a result. Involved in the development of information and communications technology (ICT) and began to build teaching abilities connected to the teaching profession, subject matter, and personal skills Teaching abilities are effectively employed by instructors at all levels of teaching practice, including curriculum development, moderation, and evaluation, according to research. In addition to existing understanding of the subject, students will gain new knowledge of it that is matched to their prior knowledge and requirements. The importance of teachers in the learning process cannot be overstated, and the capabilities of information and communications technology (ICT) play a critical role in boosting teacher expertise (Villegas &Reimers, 2003).

For the most part, current direction and training, as well as levels of on-going training and adjustment, are required for those in the teaching profession. Ongoing development, which is based on the development of the institutes, is the development of the knowledge and abilities of the teachers in the context of teaching and learning programmes throughout time. As a result, the teacher will be able to impart valuable and effective knowledge.

2.6.1 Importance of professional development practices

It is essential in any profession to make skillful advances in professionalism in order to raise productivity and increase one's ability to compete in a global economy (Walker, 2010). The

level of performance in the profession does not exceed the level of development required. Because of the expectation that instructors would receive professional improvement as understudy educators and in-administration instructors, the law is laying the groundwork for future development. In the homeroom, an expert advancement movement has the responsibility to tend to the needs of instructors and understudies by gathering legitimate requirements, developing substance information, developing educational programmes, and empowering best practices for informative and administrative systems within the homeroom. Top-notch educators provide outstanding instructional freedoms that result in understudies who are successful in their studies (Kaplan & Owings, 2004).

According to Vogel (2006), expert quality enhancement for instructors has a significant impact on understudy achievement, in contrast to greater educator pay rates and lower educator to understudy ratios, which are both lower. Donaldson (2010) advocated for a detailed educator evaluation structure that provided feedback and was linked to professional development in order to increase effective instructional practices in the classroom.

Following the relocation of arrangements, methodologies, educational plan, and supervision in order to assist all pupils, Causton Theoharis and Theoharis (2008) described how understudy learning was implemented. The most important test for instructor-proficient advancement is to provide educators with the opportunity to rely on their understanding of the learning system and to consistently promote educational approaches that aid in the instruction of students (Walker, 2010).

Achievement of understudies is often dependent on the instructor's ability to train each understudy, collaborate with unique teachers, and proceed to develop and construct their own capabilities, abilities, and information. An extraordinary requirement exists for continuous professional development that supports both general education and specialized curriculum instructors, particularly identifying with powerful guidance and comprehensive practices that will significantly affect educators' self-efficacy for consideration (Worrell, 2008).

Sallee, (2010) demonstrated a direct connection between professional progress exercises and acting rehearsals by portraying the activities of companies achieving a recognized position in their respective fields. Those foundations that were recognized conducted professional development exercises that included an examination of educational practices, the use of

information, the emphasis on collaborative effort, the use of comparative informative methodologies, and the consideration of member evaluations of the exercises. "Establishments and the surrounding environment should encourage every instructor to develop, apply, and reconsider convictions and information gained through professional development in the content of their own homerooms, ensuring that perspectives, information, and practice are effectively incorporated" (Weiner, 2003).

Professional development is essential for educators to ensure that they continue to expand their knowledge and instructional skills in response to their current needs, the needs of their students, and best-practice research findings. The technique of educating all students through the practice of inclusion has gradually taken root in general education classrooms as a result of the restructuring of policies, processes, curriculum, and instruction. It is vital to provide educators with assistance and direction in order to achieve this reformation through the implementation of excellent professional development programmes and plans. Professional Development that is effective The achievement of educational success occurs when students learn and continue to develop skills, knowledge, and a passion for learning throughout their lives. "Study after study has shown that teachers and the quality of their instruction are the most important indicators of student achievement. The greater the number of years that children spend working with good teachers, the greater their assessed achievement" (Kaplan & Owings, 2004).

It is critical for the improvement of the public education system that teachers have effective training and professional development opportunities. Instructors are not prepared for every challenge they may experience throughout their careers since traditional approaches to teacher development have proven inadequate. Teacher education simply cannot prepare teachers for every challenge they may face (Schleicher, 2011).

Similarly, another study by Hunzicker (2011) attributes the ineffectiveness of workshops to the large amount of knowledge delivered during the presentation, coupled with a limited amount of time for real-world application non the class room. Attendance at typical professional development workshops does not provide the required benefits because of the transferability of unfocused content, a lack of intensity, and a lack of consistent uniformity that have been discovered to produce changes in behavior (Linn et al., 2010).

These vicariously acquired experiences are important in the development of self-efficacy. In the past, professional development has not been delivered in a way that meets the

requirements of educators (Schleicher, 2011). The Teaching and Learning International Survey, performed by the Organization for Economic Cooperation and Development in 2007-2008, collected information on teaching and learning around the world. A total of 23 countries and 2 million teachers were represented in this survey. Teachers who took part in the survey said they still had unmet needs in terms of being prepared to educate heterogeneous learning groups and other issues they confront (Schleicher, 2011). To increase the quality and effectiveness of public education, it is necessary to develop new instruments for teacher training programmes. Professional development workshops are increasingly becoming more interactive, shifting away from the conventional presentation-centered model that emphasizes offering a vicarious experience to one that emphasizes active participation. "As opposed to abstract conversations, the most beneficial professional development has a strong emphasis on actual teaching, assessment, observation, and reflection" (Darling-Hammond, 2006). Effective professional development activities, according to research, are guided by research, take place throughout the calendar year, and are 40 collaborative and center-active engagements around instruction within the context of the learning environment (Holmes, Singer& MacLeod, 2011).

When there is a collective investment in professional development, content is based on educational programme needs and examination-based practices, and the content is linked to framework and school-wide objectives. It is reached out over a period of time to take into consideration dynamic learning and practice, and follow-up exercises include training, with input openings, and additional-improvement exercises. Perhaps more so than the traditional one-day studio, capable improvement techniques that are upheld over time will surely affect instructor leadership and take into account the execution of current educator and understudy requirements. Informative drive is a driving force behind the organizing, planning, and course of action of a teacher who is capable of making significant progress through the fundamental implementation of educational transformation frameworks. The revision of data and educator input serve as prompts for leaders as they consider the requirements for their staffs.

Six guidelines of master improvement were discussed by Stephenson et al. (2011) to assist new training practices: judicious and generous practice, clear standards, a healthy degree of progress, contribution on execution and data collection, facilitated exertion with researchers on data, and shared assistance available for teachers. Growing the amount of time spent on capable headway does not automatically increase the thought of getting ready without the support of another

individual (Guskey, 2009). When there is a collective investment in professional development, content is based on educational programme needs and examination-based practices, and the content is linked to framework and school-wide objectives. It is reached out over a period of time to take into consideration dynamic learning and practice, and follow-up exercises include training, with input openings, and additional-improvement exercises. Perhaps more so than the traditional one-day studio, capable improvement techniques that are upheld over time will surely affect instructor leadership and take into account the execution of current educator and understudy requirements. Informative drive is a driving force behind the organizing, planning, and course of action of a teacher who is capable of making significant progress through the fundamental implementation of educational transformation frameworks. The revision of data and educator input serve as prompts for leaders as they consider the requirements for their staffs.

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The content and types of workouts that take place during instructor advancement are critical in the development of educator knowledge and educational abilities. Instructor abilities have been compromised as a result of change activities and increased contact hours. The presence of authority and vicarious experiences, or work that enhanced instructors' knowledge of the unique circumstance and how to demonstrate it, induced a sense of viability in the participants (Richardson, 2009, p. 47). The instructor and the nature of the counsel provided are the most reliable indicators of instructional success (Kaplan and Owings, 2004). Traditional studio-style approaches to dealing with the professional growth of teachers have shown to be ineffective (Schleicher, 2011).

In a short period of time, constructive techniques disseminate a large amount of information while considering little or nothing, presuming any, ongoing use (Linn et al., 2010). Proficient advancement is being guided by exploration to underscore dynamic interest, survey

and utilization of understudy and instructor knowledge, and time for introspection and evaluation (Holmes et al., 2011). These characteristics are important in their dedication to forcing change in educator supervision, and they necessitate the expenditure of additional time and financial resources. Obstacles to Effective Performance Improvement In order to provide quality educational services to all students, schools and colleges that instruct and train Pre-service instructors are responsible for establishing a professional connection of cooperation with other educational institutions (Schlauch, 2003). Government-funded educational frameworks should follow this same pattern, while also granting teachers more professional development freedoms in order to foster teacher collaboration in the field and meet the professional development requirements of the No Youngster Left behind Act. Educators claim that there is little motivation for students to become involved in social change initiatives (Schleicher, 2011).

According to Lyndon and Lord (2009), the opportunity to execute, support from the school organization and the costs are all major impediments to a never-ending cycle of expert turn of events. 43 Another hindrance to a convincing and proficient turn of events is the culture of the school. Individual instructors and understudies have altered requirements, which have a significant impact on the overall qualities and shortfalls of the institution as a whole. This information should be used to guide regulatory decisions regarding a proficient turn of events. Methodologies that have proven effective in one school are unlikely to be applicable in another that is based on a different set of requirements and convictions. Many teachers are accustomed to working alone, and this approach to providing advice places significant restrictions on their ability to gain insight, gain expertise, and implement best practices effectively (Guskey, 2009; Chipper, 2007). The obstacles that exist to the successful execution of compelling change type proficient development should be identified and avoided at all costs in order for the public educational framework to progress beyond its current state. Despite the presence of greater communitarian ties between government-funded educational systems and institutions, there are more grounded linkages between them. The directors and institutional area responsible for implementing change-capable progression plans should take a variety of variables into account. Capable Learning is the ability to learn effectively. Social class is a term used to describe a group of people. Efforts to change tutoring through capable development may be able to overcome obstacles to the growth of state-financed preparation. "By identifying opportunities for 44 master development within an instructor's normal work day, change types of master progression may be

more likely than standard constructions to establish a connection with students enrolled in corridor instruction, and they may be less difficult to support over time" (Garet et al., 2001).

Proficient development opportunities within regular educator work hours and work schedules may provide the opportunity to construct domination and vicarious encounters in response to immediate needs, depending on the circumstances. The power to effect change through potential instructional advancements may be realized when educators and understudies participate in consistent learning throughout the course of the whole school year (Walker, 2010). Proficient learning networks (PLCs) are a developing style of expert advancement that combines authoritative, change-based models with expert turn-of-events to produce a successful outcome. Learners as a group address educator learning and impact instructor conduct by allowing freedoms for coordinated effort and reflection during the constant execution of new practises, and they are becoming a viable form of professional turn of events (Darling Hammond & Richardson, 2009).

According to Holmes et al. (2011), high-quality online learning experiences and professional development "require experiences that are purposefully designed, situated in rich contexts that are centered on classroom instruction, and successfully integrated with powerful learning tools for teaching and learning (p. 47 77). Participation in lectures and online conversations fosters vicarious experiences through the transmission of knowledge, and the usage of new tactics is reinforced as a result of participation (Vogel, 2006). This new mode of communication and professional growth necessitates the development of cooperation skills among educators, as well as the recognition of the value of a group's collective experience. Professional development opportunities have generally been offered in short bursts during the school year, leaving little time for teachers to apply what they have learned and reflect on their experiences. The provision of learning opportunities for educators in conjunction with their pupils is supported by research (Walker, 2010). One path for professional development reform that may be able to fulfill the demands of educators and schools across the country is through professional learning communities. Educator action plans should serve as the foundation for these communities, which should convene on a regular basis throughout the school year to give peer support and assistance on action plans. Schools and communities must acknowledge the need for more time for teacher collaboration, observation, mentoring, data evaluation, and overall implementation if professional learning communities are to be successful in their

endeavors.

2.7. Characteristics of organizational practices in term of (Professional development) practices

The following are the main features of Organizational Practices these practices focus on professional development of teachers on different steps. These are as follows:

1. Focusing on teachers 'needs and learning: Professional development program growers should be made to order to gather the person necessities and requirements of the teachers and these programs must be planned for teachers who teach and deliver knowledge to the students. (Lee, 2005, Robinson & Carrington, 2002)

PD (Professional development) practices must be supportive, conceptually guidance and suitable and appropriate for the teachers to apply in the classroom. The PD (Professional Development) programs should be based on developmental process, to understand curriculum, students' knowledge and also educational setup of any organization (Mewborn & Huberty, 2004).

Professional development practices based on the needs is also hold up by the teachers who believe that heads of the establishment could assess the teachers performance and then decide what type of trainings need to enhance the performance of the educators and then direct them to the consequential programmers that suit their requirements (Desimone et.al, 2006).

To increase the chance for the professional growth by providing planning for the programs with different stages of the knowledge and skills. Moreover teachers select programs to get their needs. (Robinson & Carrington, 2002; Somers & Sikorova 2002; Taylor 2007).

Desimone (2006) also describe that teacher with more experience and having more trainings have more self-assurance and give confidence to improve their knowledge.

2. Obligation of teachers: Basic obligation of learning depends on teachers' learning attitude. (Van. Eekelen etal., (2006) includes commitments of teachers' professional development are very much important in achieving objectives**.** It is also expected that taking responsibility of development to improve learning methodology at workplace.

3. Quality of Action: This means head of the institutions involve in learning process to collect information related to professional development of teachers. (Dymoke & Harrison, 2006)

4. Planning of institution:

Good learning is when teachers have opportunities to communicate with others and having capability of analysis. (Robinson & Carrington, 2002)

5. Response to teacher development: Continuous approach of professional development is very important for teachers' skills and teaching. (Desimone et al, 2006) .

2.7.1 Standards of professional development skills

Successful professional development the Public Organization for Greatness and Responsibility in Educating (NPEAT) has set up nine principles of powerful expert turn of events:

1. Spotlights on what understudies are to realize and on the best way to resolve the various issues understudies might have in learning the material.
2. Bases on examinations of the contrasts between genuine understudy execution and objectives and principles for understudy learning.
3. Includes instructors in the PD of what they need to realize and in the advancement of the learning encounters in which they will be involved.
4. Is basically school-based and incorporated into crafted by educators.
5. Arranges around shared critical thinking.
6. Is persistent and progressing, including follow-up and support for additional learning.
7. Fuses the assessment of various wellsprings of data on understudy learning and the cycles engaged with executing the expert advancement examples.
8. Gives freedoms to acquire a comprehension of the hypothesis fundamental the information and abilities mastered.

Associates with a complete change measure zeroed in on further developing understudy learning (Desimone, Doorman, Garet, Yoon,& Birman, 2002). These give the establishment to making a persuasive PD experience for teachers. The experiential way to deal with PD envelops these by drawing in instructors in an encounter that is community, intelligent, dynamic, and supported throughout some undefined time frame. In a review on the impacts of experiential expert turn of events, analysts found that educators were bound to change their training when they had the option to roll out little improvements over the long haul. These techniques permits instructors to notice and work together with associates, plan and attempt new systems with help,

and reflects and refine individual practice, accordingly uplifting certifiable change in their training (Girvan et al., 2016).

similarly , the members in Brown and Militello's review except that PD ought to "support a concentration over the long run, open educators to genuine practices instead of portrayals of training, focus on the educational program and guidance, and give freedoms to instructors to work together with each other" (Brown, and Militello's (2016) Supporting these cases, different investigations have discovered that aggregate interest, content concentration, openings for training, criticism, individual reflection, and span of the PD action all influence educator learning and practice (Clark, 2016). Progressing improvement incorporates constantly arranging, executing, reflecting, and refining to propel instructor practice and change understudy learning results (Girvan et al., 2016). In particular, in a concentrate on keeping up with the educational plan devotion by La Chausse, Clark, and Chapple (2013), it was obvious that a one-time, two-day preparing didn't accomplish the expected result. Maybe, an underlying two-day preparing, trailed by online instructor preparing, position inserted practice with follow-up including input, and specialized help prompted further developed educational plan loyalty. Similar as experiential expert turn of events, communitarian Proficient Turn of events (PD) draws in instructors in both individual and gathering learning.

Steeg and Lambson (2015) carefully planned PD around five parts: coordinated encounters/show examples, book study, reading material/educational program investigations, "Attempt its", and contextual analyses. Every one of these permitted instructors to take part in individual reflection just as gathering conversation around content and methodologies. By having an immediate association between the PD and their study hall practice, instructors had the option to fill in their insight, comprehension, and homeroom practice over the long haul. Communitarian PD had positive effects for instructors including upgrading educational information, more prominent obligation to evolving practice, want to work cooperatively, and eagerness for perception and getting criticism. Close by an increment in understudy exhibitions, there were observable upgrades in understudy inspiration, reactions to questions, and association of work. As indicated by this review, community oriented PD was demonstrated to decidedly impact understudy learning.

Guskey (1991) emphasize the significance of coordinated effort and working in groups as it gives freedoms to everybody to present info and guidance during the arranging, execution, and

follow up or reflection. A vital factor in moving educator practice is organization. Chiefs hold extraordinary force with regards to choosing PD, supporting instructor development, and working on scholarly execution for understudies. In any case, proficient development is a communitarian exertion and should be a need by educators, school-level initiative, and locale level administration.

Guskey (2003) investigated and dissected thirteen arrangements of the attributes of successful PD. In his review, he tracked down that the most as often as possible referenced trademark among them was the upgrade of instructors' substance and academic information. Educators need to comprehend their substance all the more profoundly and ways they can assist their understudies with learning.

2.8 Types tof Teacher Development Training Skills

Hoban (2002) describes numerous sorts of professional development activities for teachers that are carried out through the use of various methodologies and strategies. These are as follows:

1. The teaching of workshops is designed to keep teachers up to date on the subject matter and other associated teaching practices.

Courses in teaching are available at a variety of universities on an as-needed basis, including evening and weekend classes for teacher training.

2. Seminars led by news and topic specialists on a wide range of topics are available. Negotiations are more frequently held after these periods of daylight-based activity.

3. Investigation or research: Depending on the subject matter and the teacher's interest in research or investigation, it could be done by a team or group or it could be done individually by the teacher in order to grow professionally while also presenting new ideas and solutions' for emerging issues paradigm of relevant subject matter and responsibility..

4. trainings to instructors, and teachers can choose to participate based on their level of interest. Lectures and courses are available online, and questions and difficulties pertaining to the course or programme can be resolved online.

5. Teachers' skills and aptitude are being developed and enhanced through training at the higher education level. This chance is being provided by higher education institutions to increase their skills and aptitude, as well as their knowledge.

6. Collaboration through networks: A network of teachers could be established for the purpose

of exchanging learning experiences, gaining knowledge, and improving teaching learning methodologies. Among these are educational conferences and gatherings, information sharing, and the organization of knowledge for university lecturers (Hoban, 2002).

2.8. 1 Approaches of Organizational practices in universities

Memon, (2007) analyze that there are different ways; these are used in universities commonly for organizational practices of teaching staff. Approaches to Professional Development are:

1. Beginning
2. Point of view of reference
3. The start or the beginning
4. Appraisal/evaluation
5. Educating or induction
6. Approaches to Professional Development
7. Providing guidance to new teachers
8. Self-assessment and other people's evaluations
9. Participatory Action Research
10. Self-evaluation and evaluation
11. Peer coaching / Peer Reviews
12. Consultancy or supervision
13. Work in a group or as part of a team.
14. Good Practices Observations
15. Attendance at seminars, conferences, and workshops.
16. Students' feedback is number sixteen.
17. Online education, often known as distance education
18. Research and scholarship activities are number on the list

The primary goal of teacher professional development is to improve teaching methods, teachers' knowledge of teaching, subject matter knowledge, and inquiry and research capabilities, as well as improve intellectual thinking in a professional sense. As a result, these objectives could only be met if teachers were given with professional development opportunities. As a result, pupils will be able to learn in a stimulating and demanding setting (Memon, 2007).

2.9 Implementation of PD practices

Diaz-Maggioli (2003) agreed with Lieberman in the current decade that PD models

should shift from direct teaching to learning at institute. He proposed the following six models for PD implementation:

1. Peer coaching: based on the three-phase model of planning, observation, and feedback, trained peers attend each other's classrooms and offer insights and suggestions on their teaching;

2. Study Groups: enlist the help of teachers in examining professional literature or analyzing student work samples. Lesson plans or samples of students' work are used as input for discussion, and groups organize their interactions around scripts or agendas termed protocols.

3. Dialogue Journals: a written record of a conversation. Teachers who are unable to meet with colleagues due to time or distance may choose to have a written chat with a mentor or peer to share their expertise and reflections on their teaching.

4. **Professional Development Portfolios:** allow professionals to concentrate on and track their own personal growth in specific areas. A portfolio is a collection of educational artifacts and thoughts organized in a methodical manner.

5. Mentoring: Pairs a seasoned expert with a less experienced coworker to collaborate and provide feedback on teaching and learning. Mentors provide their mentees with advice, support, encouragement, and modeling, and mentees provide mentors with opportunities to apply and reflect on their skills.

6. Participatory Practitioner Research: (also known as action research) entails groups of coworkers assessing an issue, reflecting on that diagnosis, and designing and implementing an intervention to improve current conditions..

2.10 Models of Professional development practices

Kennedy (2005) examines a wide range of international literature on PD models and proposes a framework that includes nine models for implementing PD and divides them into three levels: transmission, transitional, and transformative. Transmission level: training, award-bearing, deficit, and cascade; transitional level: standards-based, coaching/mentoring, and community of practice; and transformative level: action research and transformative. The analysis reveals that there are a variety of models for implementing PD, from which educational institutions and people in charge of developing PD programmes must pick carefully in order to choose models that are consistent with their policies, aims, and funding sources. It is necessary to assess the impact of PD on instructors and students once it has been implemented. The nine

models are distinguished by a broad phrase that is incorporated in the models:

• The award-bearing models • the training model

• Model of deficit

• The model of cascade

• The model that is based on a standard

• The mentorship coaching model

• The model of a community of practice

• The model of action research

• Model that is transformative (Guskey model of evaluating professional development)

Table 2.1

Spectrum of professional development models

Models of OP	Purposes of models
1.The training model 2.Award bearing model 3.Deficit model 4.The cascade model	Transmission
5.The standard based model 6.The coaching mentoring model 7.The community of practice model	Transitional model Increase capacity of professional autonomy
8.The action research model 9.Transformative model	Transformative By Gusky

2.10.1 The Training Model

The type has evidently become the PD for educators, as the prepared model for the PD is full of visibility. This PD model promotes technical demonstration skills by allowing educators to rebuild their long-term memory so that they can display their abilities. It is for this reason that a substantial portion of the professional job is transferred to the instructor ‘expert' and the liberator's plan, after which that member implements the patent work. The PD training model is a good, if not always precise, notion based on teacher development concepts whenever a teacher is attempting to exhibit specific talents in order to settle on a highly consistent procedure.

This paradigm promotes a high level of focused command and control, which always conceals quality assurance and places an appropriate emphasis on weakness. It's ideal for keeping a limited perspective on teaching and learning, where the opening arrangements and details of the need for educators to be active in detecting and supporting their developmental needs are important. In order to improve teaching, learning, and student achievement Even though it is still in its infancy, this prepared demonstration is considered as a credible way to communicate new knowledge, despite its flaws (Kelly & MacDiarmid, 2002).

2.10.2 The Award-Winning Model

The honorary PD model relies on or priorities the implementation of honorary studies projects that have been accepted by colleges. External approval can be viewed as an indication of quality assurance, but it can also be viewed by consent and supporting agencies as a regulatory function. The creation of an authorized curriculum in Scotland is a fascinating case study of how a college's critique of honorary planning can form the foundation of a specific PD system. It provides a key aspect of value assurance and continuity, which involves integrating access to another certification system and legitimizing the merger, in the face of this opposition and in combination with the mandate of the National Council for Education on Scotland. Furthermore, there is an explanation for the job of an expert who does not place too much emphasis on what is seen as "qualifications" rather than "material goods" in the contemporary Scottish training discourse. There is a weight of honor-bearing lessons that should be focused on classroom teaching in this manner. The fundamental importance of contracted teachers' status has been the

subject of a wide-ranging and open discussion among well-known people in the Scottish faculty training environment. Public speaking has created doubts about the insignificance of 'academic' work received by colleges, which has been replaced with accentuation rather than teaching-based training. 'Well' comprehending the student'

2.10.3 Deficit Model

Good progress can be explained mainly by addressing the apparent shortage of teachers. This can be set within the execution management set, which is its obligation to make banter for its main reason. Rhode and Houghton (2000) consider such control to be seen as a means of raising the bench or as 'part of the government's drive to improve tangible art, performance and commitment.' Rhode and Houghton (2000) suggest that drivers misbehave connected teachers not only to individual educators, in addition to positive affirmation and management. Undoubtedly, the error of individual educators and the perception of PD as means of treating single defects, recommends a model where consolidation work can be considered, meaning that the framework itself is not considered inaccessible after the obvious disappointment of the educator to show desired resilience. In addition we anticipate the need for a skill segment pattern, and once this has been determined and resolved to be written on paper, it begins to welcome its own expert (Rhode & Houghton, 2000).

Boreham (2004) explores this problem of individual and interdisciplinary skills arguing that in an institute setting, combined capacity can operate on three specific, specific conditions. Integrated construction and implementation information foundation Building up a feeling of interdependency .This argument is unmistakably inconsistent with the idea of the deficiency demonstrate which qualities fault for apparent deficit level of performance when they are underperformance on people and overlook to take due recognizance of comprehensive responsibility whatever have to do.

2.10.4 Cascade Model

Despite the fact that traditional approaches to teacher training have been criticized in a variety of ways, techniques that accept this approach make it easier to implement. The standard level of full enrollment can be considered as a valuable foundation for professional development or as a substantial source of consistent consistency' because of the intricacy provided by the principles and policies. It is obvious that the standards that should be utilized to make acceptable progress

and give common language, allowing for more trade-offs among educators, have a limit, but those targeted points should be minimized with the assurance of steps to reduce teaching establishment(N. Boreham,2007).

2.10.5 The Model of Training

Based on the topic of philosophical architecture, the training / trainer model incorporates a variety of OP domains. Furthermore, a similar likeness to this model is the importance of a formal relationship between the two instructors for the most part. OP strives to see the one view that training is based on application and instruction includes the role of good advice and friendship in both teaching and sharing this trademark, but it strives to see the one view that training is based on application and instruction includes the role of good advice and friendship' (Rhode and Bellaicke, 2002).

In fact, teaching frequently implies partnerships in which one participant has less expertise and the other has more. Technical learning can take place in a classroom context and can be increased by collaborating with others. Unlike the first-time / experienced trainer relationship, the student / experienced demonstration is identical to a career study, in which a successful teacher begins his or her foot teacher in writing.

The OP-based approach contradicts the sense of wandering as a sense of empathy, undermining certain political and moral commitments; instead, it "speaks of the desire to provide for teaching and teacher training, which can produce and truly enhance the relationship between teaching and learning sufficiency" (Rhode & Bellaicke, 2002).

This is the 'proper foundation' for the formation of indicators, which is dependent on the open doors of specific OP types. As a result, it places a strong emphasis on the ethical aspects of adoption, emphasizing the potential of individual teachers as well as the harmful incentives that impede combined study with the institution. Without a doubt, this debate is exacerbated by the fact that it not only shows disrespect, but also establishes a clear idea of the level to which teachers should commit to their own good learning and encourages them to rely on focus in their evaluation of teaching abilities. Boyer (1987) examines the lack of attention given to disruptive questions on the foundation of teaching, arguing that teacher training should be included in a basic question of social aims, future outcomes, financial issues, and positive subject she also goes on to say that the move to strengthen institutional teacher training in both introduction and

progress in phases with a degree of responsiveness is in response to growing worldwide worries about 'global economic power.' Despite a wide range of literary criticisms of traditional approaches to teacher training and tactics that embrace this approach, promoting its use is essential.

2.10.6 The Coaching/Mentoring Model

Based on the subject of philosophical design, the coaching/mentoring model encompasses a set of OP areas. Furthermore, a similar link to this approach is the necessity of a formal relationship between the two teachers, which is primarily aimed at assisting OP. Both teaching and sharing this trademark are important, but it is important to see the one point of view that training is based on application and instruction includes the role of "good advice and friendship" (Rhode & Bellaicke, 2002)

2.10.7 Exercise Community Practice model

There is an undeniable connection between the training networks and the standard experimental teaching / teaching model previously tested. The basic difference between the two is that the multi-training network involves more than two people and will not rely heavily on confidentiality. In any case other type of PD teaching / teaching model mentioned above the multi-modeled, experimental model has probably not been firmly identified by the training model networks. While there are the largest number of people from a variety of work networks, learning within these networks involves three basic processes:

In any case or in any situation the members' knowledge of the existence of a network is definitely important in their suppression of such education. From a comprehensive group of learning within such a network can be constructive and effective or challenging, where the extraordinary interaction of people from the pinnacle shapes other people's understanding of the network and its functions. When an expert organization incorporates the amount of information available in a clinical unit cannot be measured by every student. A suitable measure would be the learning that is produced by the wealth of interdisciplinary organizations. Braham makes the unpopular an additional benefit of learning on networks recognizing the presence of individual data and the mixing of the knowledge of a few people through training as a starting point for new learning.

The key to OP efficiency within a training network is the size problem. Weiner (2002)

argues that a training network should develop its own understanding of shared benefits, thus empowering those members of that network to exercise a certain level of authority over motivation. Experts find out how it happened within this unique situation, it should not be the kind of responsibility or management of execution. co-coordinating work contributes to the increase of shared responsibility relationships among the incumbents' with these strings appearing to develop a significant level limitation regarding the practice of change in the type of administrative work he can accept. It is argued that while training networks can operate by broadcasting large discourses in an unconventional way, under certain conditions they can similarly continue as conversational platforms, where all personal knowledge and experience is enhanced primarily by integrated practice. The teaching or training relationship could be the most important aspect of the teaching model. Smyth (1994) advocates for a form of clinical recruitment that is a university by nature and is used by faculty educators. These two-dimensional representations reveal an unmatched disparity in estimated values, indicating the cause for training. The student/experienced demonstration is identical to a career study in which a successful teacher begins his or her teaching profession by writing. Students will be assisted in selecting and exercising relevant powers and knowledge as part of this initiation. Similarly, sends messages to the incoming teacher about the organization's social standards. The straightforward complexity of the training / teaching model, which includes a wide range of relationships, presupposes that two educators are required to gradually discuss prospective outcomes, beliefs, and expectations. This concept can promote the forward-looking idea of professional progress, where teachers begin to become familiar with their experienced partners or the idea of transformation, depending on the coherence of those involved in coaching / teaching partnerships. Strong, demanding intellectual discussions, training, and assessments are provided by the teaching and mentoring relationship. Peer education is described by Robbins (cited in Rhode & Bellaicke, 2002) as "a confidential process in which at least two participants collaborated to monitor flow dynamics in order to develop, analyze, and invent new skills, share thoughts, evaluate leadership work, show each other or take a picture inside the workspace." With his particular concept of relationship institutions centered on privacy rather than commitment, Robbins found the universal key to a coherent partnership. The presentation of the status quo conveys the power connection essentially from what is indicated under the registration relationship, where the formation is doubled support and appreciation, adding a completely new

dimension to the relationship. Partner training is also attacked as a type of responsibility in Robbins' concept, rather than being placed consistently within the dynamic beginning of OP. The sort of relationship connection is critical without regard to the main reason for the training / teaching model as a routine and standardized test, or the disclosure and acclaim. Everything must be coupled for the OP's training / teaching methodology to work properly, and members must have excellent interpersonal skills (Rhode & Belicke, 2002).

At the same time as new admissions courses in Scotland required each new teacher to have their own ‘supporter,' there were no individual credentials to qualify for sponsorship work through contact or preparation). In this sense, the formal relationship to support organizational behavioure is the general key to the teaching / teaching model.

2.10.8 Practical Research Model

Many researchers incorporates work as a social inquiry including members themselves as experts, with the aim of highlighting the nature of the work within it ‘Type of work’ could be seen as a member’s understanding of the situation as well as training within the situation. The backbone of the job search program. Weiner(2002), Burbank and Kauchack(2003) has an affinity to suggest that greatly have an effect on work out while participating in instruction or research networks and in fact many preparation networks shall participate in reality. In any situation, share of natural workout found in the coaching network is certainly not relevant to the job you ask for in the model.

Weiner (2002) discusses a single situation of growth and expansion that is based on research set within a particular area of Sweden. The input to this worldwide training is the maintain in the middle of stakeholders as (colleges, government and professional circles) that national training research should be more effective for professional and that in underneath teachers to complete work based research the subject of importance will be passed on to them. A researcher, Weiner was aware of variety of motives, but focuses on these be in motion as ways to support the ‘most important level of l attention, value and system based on voting’ .Without uncertainty, he asserts that ‘work considers progress and transformed as its main point.

It can be argued, at the same time, that the general key to the modification model is their compelling mix of the number of models presented above, as well as the direct sense of attention to the firmness issues which means what their systems are used for through the process. While the fixed design of this model are less likely to be convincing, with the exception of less limiting

and investigative methods (Nieto, 2003).

2.10.9 Transformative model: (Guskey Model of evaluating professional development)

Teachers, some of whom are dedicated and hardworking, have long considered technological innovation. Teachers have traditionally given little attention to the evaluation of their hard work in order to develop their professionalism. Most tests regard this as an expensive, time-consuming procedure that neglects crucial activities like planning, implementation, and adaptation. Some people believe they lack the necessary skills and knowledge to write a thorough test. They may choose to ignore the test entirely or delegate it to "experts in the field" based on the results. A decent test isn't difficult. A comprehensive inquiry into "what is good or right" is underway. The term "systematic" refers to a centralized procedure, concept, and goal. We conduct research for obvious and specific causes. Inquiry refers to the gathering and psychoanalysis of relevant data using appropriate approach and procedure. Some teachers recognize the value of evaluating event-based technical behavior, such as seminars and workshops, as well as developing skills in teaching groups to focus on informal, continuous, and centralized activities, practice research, collaborative planning, curriculum development, peer learning, and peer learning. Formal development, on the other hand, must be a worthwhile Endeavour. Experiments can be used to see if these actions fulfill their objectives.

As a result, the Guskey quality analysis framework is used as a standard for evaluating Continuing Development Providers who examine the influence of technological innovation in this study. The impact of technology improvement is not confined to the results or the long-term evaluation of Professional Development outcomes, according to Guskey's test model. Rather than developing experimental models that address the most significant technical advances, systematic approaches are used. While Sadler (2010) considers the complexity of the educational system, it is primarily the responsibility of providers of sustainable development to evaluate ongoing technological development efforts. Many other researchers, such as Harries et al. (2011) and Rose and Reynolds (2007), agree that instructors must be well-prepared to carry out their direct and professional evaluation roles.

Guskey (2002) presents a different model of teacher change, which is based on three

major OP outcomes: Changes in instructors' classroom methods, beliefs, and attitudes, as well as student learning outcomes. Student learning outcomes have shifted. Changes in the way teachers teach in the classroom Knowledge and beliefs have shifted. In-service training for teachers Significant changes in teachers' beliefs and attitudes, according to the model, occur predominantly after those in student learning results have become apparent.

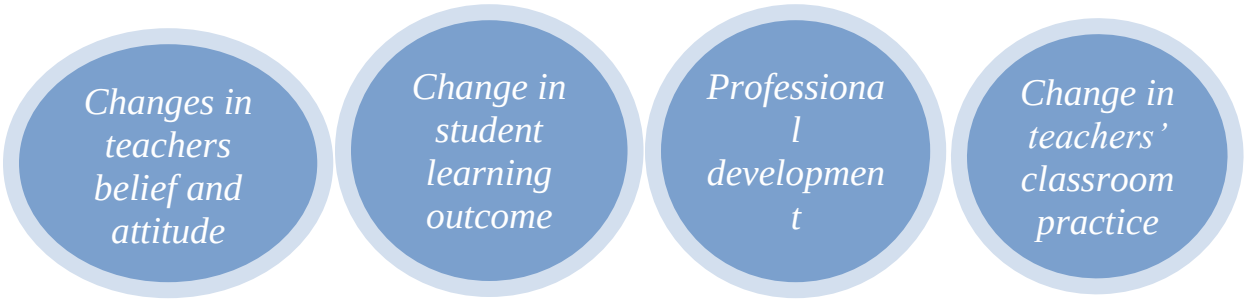


Figure 2.2: Guskey's Model of Teacher Change

Adapted from Professional development and teacher change, by T. R. Guskey, 2002b, Teachers and Teaching, 8(3), p. 383

.Significant changes in teachers' beliefs and attitudes, according to the paradigm, occur predominantly after those in student learning results have become evident. There is a lot of support for this Teacher Change Model. Teachers believe new ideas and concepts about teaching are real "when they give rise to activities that succeed," according to ethnographic studies of teacher development (Bolster, 1983). Changes in attitudes and beliefs, in other words, are likely to lead to additional changes in practice, which will lead to further changes in student learning, and so on. The proposed model is supported by the consistency of data from much research. The model presented here presents a fairly favorable picture of professional development's potential. It indicates that, despite its complexity, the process of teacher change through professional development is not chaotic. Paying close attention to the order of change events depicted in this model is likely to help not just with change implementation, but also with change patience. Professional development programmes will be significantly more successful and impactful as a result. The facilitator's job is to enhance learning in the classroom by employing tactics like teaching agreements, group projects, role-playing, lesson planning, and moderation. These programmes encourage flexible learning by supporting students in developing a life plan that allows them to explore new ideas and make adjustments to existing material.

Guskey (1985) recommends three factors to follow while providing professional development based on his paradigm. For starters, for teachers, change is a sluggish, challenging, and protracted process. Because of the scale of the change, many teachers are hesitant to adjust their practices. Teachers might gain momentum in the process by starting with small changes. Second, teachers must obtain regular feedback on their students' progress. Teachers will be motivated to maintain, or alter, their ongoing practice if they receive concrete feedback on student learning progress. Thirdly, following initial training, ongoing support and follow-up are required. Teachers gain from constant supervision and guidance while preserving their trustworthiness. Professional growth is a continuous process. Only a small percentage of teachers are able to return to the classroom after a staff development and make immediate improvements to their teaching (Guskey, 1985; Guskey 1991).

2.10.9.1 Assessment Standards for Learning Development

Effective technical progress evaluation necessitates five stages of data collection and analysis (Guskey, 2000). The procedure of combining test data becomes more complicated with each success point. As a result, each level is constructed on the foundation of prior levels, making the next level vital to complete, and each level's completion necessitates a thorough review of past stages.

Stage no 1: feedback by share holders

Effective technical progress evaluation necessitates five stages of data collection and analysis (Guskey, 2000). The procedure of combining test data becomes more complicated with each success point. As a result, each level is constructed on the foundation of prior levels, making the next level vital to complete, and each level's completion necessitates a thorough review of past stages. Participants' feedback on technical advancement is the simplest kind of data gathering at the initial level of appraisal and assessment, but professionals recognize the importance of meeting human requirements.

Some teachers regard the measures of these participants' opinions as "quota queer," emphasizing the importance of articulating work happiness. Measuring participants' initial interests as well as their prior experience may help to improve programme design and delivery.

Stage no 2: contributors reading and analysis:

The second stage focuses on weighing the information and skills of the learners who are participating. Written tests (complete demonstration of skill or presenting with many logical

consequences) may be included based on activities and programmes.

Stage no 3: organizational change and their support:

The focus and concentration in this third stage is on involvement. Even if all aspects of the technology are performing well, a lack of organizational support and policy changes can erode someone's confidence and have an impact on any professional development initiatives. Institutional policies make it more difficult to achieve goals. All advances made at levels 1 and 2 are effectively nullified by issues at level three. As a result, when evaluating technology advancement, there should be specifics on organizational support and transformation.

Stage no 4: usage of new knowledge and skills by the Participants':

The primary method of gathering information relevant to the activity is at stage number four. This level is distinct from the first and second. The information is not collected at the end of the session at this level. Because as time passes during the training, new ideas and actions emerge, changing the participant's aptitude and interest, information could be acquired via a survey approach, open-ended oral or written questions, or journal reviews. Live watching or audio reviews could provide the most precise information.

Stage no 5: Student Learning Outcomes:

The primary method of gathering information relevant to the activity is at stage number four. This level is distinct from the first and second. The information is not collected at the end of the session at this level. Because as time passes during the training, new ideas and actions emerge, changing the participant's aptitude and interest, information could be acquired via a survey approach, open-ended oral or written questions, or journal reviews. Live watching or audio reviews could provide the most precise information.

Student Learning Outcomes (Stage 5):

The fifth stage is about "down": how professional development techniques organized by key bodies of managerial posts effect pupils. Is this professional development assisting students in their learning? Some students' learning outcomes and study results are directly related to the professional development effort's objective.

Teachers are given more time to forgo reading and writing, which leads to unintended consequences. This big level unexpected effect is obvious if level 5 material is limited to the level of student writing.

Scores are consistent test scores from a wide range of gauges of students' performance

and accomplishment during various stages of their learning, collection, and assessment. You may also wish to track future occurrence (people's attitudes and negative responses) as well as psychomotor consequences (skills and behaviors). Students' awareness, studying habits, graduation rates, attendance, and classroom, for example. This stage explains the total impact of programme and technical development, including programme design, assembling, and implementation. In some circumstances, data is primarily used to determine the cost-effectiveness of technology and the outcomes of pupils. This stage is also known as the ROI test.

Many functions are involved in the interaction between a student's learning and the teacher's good growth to allow for simplicity (Guskey, 1997).

Guskey and Spark, 1996. Furthermore, numerous organizations are active in psychoanalysis programmes that are also undergoing changes. In such cases, dividing the results of a single programme or activity is frequently impossible.

This model of professional growth predicts three major effects in terms of technical advancement. Every stage of the process is critical, as the information gained at each level aids in improving the quality of the programmes.

Second, no trail or step of achievement on a level can predict the next major thing. While low-level achievement is necessary for good results in the following stage, it is certainly insufficient. Violence might occur at any point during the workday or during the processing. It's critical to pay attention to the challenges that come with transitioning from professional development experience (Level 1) to student learning progress (Level 5) and to budget for the time and effort required to establish this link.

This model's prediction of technological growth yields three key findings. To begin, each of these five levels is critical. Second, measuring achievement in stages will provide no insight into the next big thing. While low-level achievement is necessary for good results in the following stage, it is certainly insufficient. On the road, rules and policies can be broken at any time. It's critical to concentrate on the challenges that come with moving from specialized development experience (level one) to student learning advancement (level five) in order to plan the time and effort required to form relationships. The third notion, which is very significant, is technological advancements that plan kids' learning. (Guskey, et al., 2000)

Based on the researchers' previous research, it has been proven that the teaching methods are the most capable and well-organized in those results that fall under level four. One should

inquire if there is proof that these specific rules and processes produce the desired outcomes. Another stage is to review what aspects of managerial assistance are required to carry out the courses of action and policies outlined in level three of this approach. Organizational traits and appearance can sometimes stifle presenting. "Narrow-minded" and detailed policies about student discipline and planning are not truly feasible. For example, these policies can limit teachers' ability to assess students' behavior and learning concerns. Professionals must put the prescribed processes and procedures mentioned at level two into effect. What do they need to know in order to successfully adapt to their inventions and positions, as well as affect the needed changes? Finally, keep in mind that planning experience allows participants to develop the knowledge and abilities they'll need in level one. Workshops and seminars are based on practical research projects, formal learning groups, and a variety of other activities aimed at technological progress, especially when combined with two-way preparation and innovative ideas. (Guskey, et al., 2000).

This planning and development process is significant and worthwhile since, at each level, individuals who pick this stage find it to be extremely beneficial and effective. For example, if a person wants to affect the sorts and practices of pupils, he or she could set up a system to alter their unique learning outcomes. As a result, the procedures and policies you seek to implement may have an impact on managerial support or the need for organizational policy modifications. In the context of this activity, questions and difficulties are discussed on a regular basis. On the other side, we agree on the student's learning process and the outcome we will attain through teaching. Gradually This is made more difficult by the growing number of examples of actual ‘excellence' in technical advancement. The best methods and outcomes are determined by what, where, and who is employing approaches for work improvement and development. (Guskey, et al., 2000)

Unfortunately, even experienced developers might fall into the trap of teacher planning. They plan and strategically organize things based on what their students want and need to do, as well as what they can do to a degree. Trained programmers define goals before implementing programmes like workshops, seminars, and institutes, or they plan how to get started (study groups, practice research, peer education). This method increases the effectiveness of efforts while also making the test more tough and result-oriented. In the name of advanced technical advancement, a lot of beneficial things and new experiments could be done or conducted.

However, there are a lot of decomposing and broken things that don't work. The distinction between the two was not verified by the teachers. The majority of tests are used to differentiate and verify the results of other tests. By implementing systematic data collecting and analysis into all technology growth initiatives, companies can be successful and encourage technology efforts at any moment, resulting in desirable results in their departments. Even in education, new methods and experiments could make a difference. (Guskey, et al., 2000)

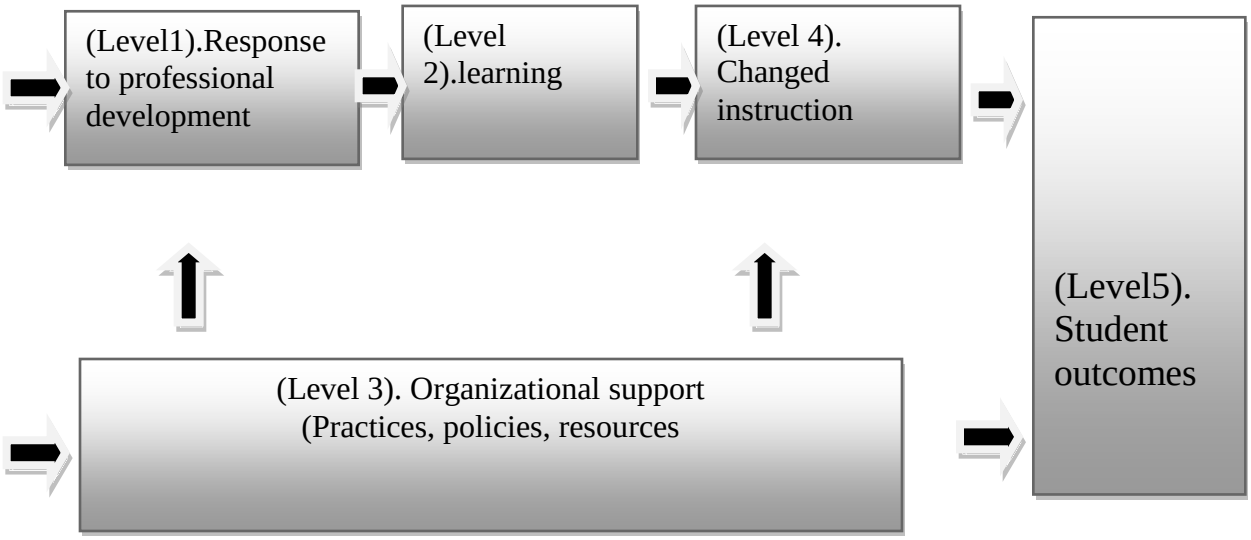


Figure2.3: Guskey's' model of Levels of Professional Development and Evaluation (2002).

2.10.9.2 Evaluating Professional Development

Killion (2018), talks about the various motivations behind assessment. One intention is to quantify the general adequacy of the PD, including the legitimacy, worth, and effect. Another is to work with enhancements to a current program. This check out the program's qualities and shortcomings just as its advantages and issues. You may similarly utilize assessments to produce information or give responsibility inside a framework. The reason for assessment relies upon the necessities of the framework and be seen as a basic, precise part of the interaction. Great assessments "require insightful arranging, the capacity poses great inquiries, and an essential comprehension of how to discover legitimate replies. Also, they can give significant data that you can use to make insightful, dependable choices about proficient advancement cycles and impacts" (Guskey, 2002, p.46). As indicated by Guskey, there are five degrees of PD assessment: members' responses, members' learning, association backing and change, members' utilization of

new information and abilities, and understudy learning results. When arranging an expert learning experience, he recommends beginning at levels five to decide the ideal understudy learning results and working in reverse since the choices made at each level straightforwardly impact the accompanying. For instance, the members' underlying response to the experience (level one) will straightforwardly influence their mastering of required information and abilities (level 2). The best arranging measures start with setting clear understudy learning results and the wellsprings of information required as proof. By holding fast to the five levels, you get the proof expected to help your assessment of the PD (Guskey, 2002; Guskey, 2016).

2.11 Collaborative Organizational Practices for Professional Development

Two-way organizational techniques for in-service teachers have been proposed as an additional way to improve affectivity. In a range of situations, many research discovered a strong analysis for the framework of continuous organizational practices during the services. The researcher observed that when teachers collaborate in professional development practices, progress in student learning and management, as well as in teachers' behavior, attitudes, and beliefs, is evident. Interactions between educators are no longer meaningful.

According to Ruys et al. (2011), Belgian academics do not simply engage in active sports participation, despite the fact that they place an excessive lot of emphasis on his students' co-learning. This implies that co-operative practice shares may be desired.

Professional practices were more effective in the beginning, with departmental simply around the corner into the instructional background, and providers who were outside developing fruitful and respected ties with educators. Student achievement is influenced by organizational practices in three ways. Professional development, for starters, improves the knowledge and skills of teachers. Second, increased knowledge and abilities help teachers in the classroom. Finally, better teaching improves student accomplishment. Better student learning cannot be expected if one link is weak or absent. Students will not benefit from a teacher's professional development activities if he or she fails to incorporate new concepts from professional development to classroom instruction (organizational practices).

As a result, the Guskey quality analysis methodology is used as a benchmark for evaluating Continuing Development Providers trainings in this study. The impact of technology improvement is not confined to the results or the long-term evaluation of Professional Development outcomes, according to Guskey's test model. Rather than developing experimental

models that address the most significant technical advances, systematic approaches are used. While Sadler (2010) considers the educational system's complexity. Furthermore, it is the primary responsibility of sustainable development providers to evaluate ongoing technical development operations. Many other researchers, such as Harries et al. (2006) and Rose and Reynolds (2007), agree that instructors must be well-prepared to carry out their direct and professional evaluation roles.

According to Yoon et al. (2007), organizational practices influence student achievement in three ways. Professional development, for starters, improves the knowledge and skills of teachers. Second, increased knowledge and abilities help teachers in the classroom. Finally, better teaching improves student accomplishment. Better student learning cannot be expected if one link is weak or absent. Students will not benefit from a teacher's professional development activities if he or she fails to incorporate new concepts from professional development to classroom instruction.

Coaching, mentoring, workshops, seminars, classroom observations, conferences, departmental meetings, staff meetings, HEC training programmes, best practices research scholarships, learning networks, and action research projects are some of the types of PD professional development practices for teachers that Hoban, (2002) describes using various methods and techniques. Workshops, conferences, training sessions, coaching, mentorship, and other mandated activities to train teachers in instructional approaches are defined as teacher professional development for the purposes of this study (Loeser, 2008).

Many instructors are concerned with selecting their own specialized development games, in addition to disclosing specifics of their issues, their dependability to instructing, their teaching career, and getting to know their institutional students, according to evidence. (Moor et al., 1998) (2005)Many additional studies have found that when teachers have a personal connection to teaching and learning, they are more focused on their own needs and solutions. Professional development approaches, in reality, aid in the development of instructors' abilities and effectiveness. In the teaching-learning process, there is a need to discuss term efficacy.

2.12 Teachers effectiveness

When we examine the complex nature of teaching and the vast diversity of circumstances in which teachers work, effectiveness is a difficult term to define. "Teacher quality is a complex phenomena, and there is little consensus on what it is or how to assess it," Lewis et al. (1999)

wrote in analyzing teacher preparation and the traits of effective instructors. Indeed, whether we should measure teacher effectiveness based on teacher inputs (e.g., qualifications), the teaching process (e.g., instructional methods), the result of teaching (e.g., effects on student learning), or a combination of these aspects is a point of contention. Coherent teaching refers to the ability to deliver instruction to a diverse group of students with varying abilities while also incorporating educational objectives (Vogt, 1984). Teacher effectiveness is defined as the ability of a teacher to use approaches, strategies, relationships with students, and a specific set of attitudes to promote student learning and achievement (Strong& colleagues, 2011).

A meta-review of existing studies and literature identified four variables that determine teacher effectiveness.

The first two criteria, instructional effectiveness and the use of evaluation for student learning, are both related to good teaching practice. The classroom setting and the teacher's personal attributes are the next two factors associated to a positive learning environment. It's worth noting that the four basic dimensions, as well as their subcomponents, aren't mutually exclusive. Instructional clarity, for example, is a component of instructional delivery that can also be understood as a result of the learning environment. When we try to deconstruct instruction into discrete categories, we will always find that it is overlapping.

The sections that follow provide an overview of the various characteristics of teacher effectiveness, as well as a representative research foundation for each.

2.12.1 Dimensions of teachers effectiveness

1. **Instructional delivery (**instructional clearity, students assement, use of technology, questioning)

2. Student assessment (assessment for understanding, feedback)

3. Learning environment (classroom behavior, class room management, classroom organization, behavioral expectations)

4. Personal qualities (beliefs, attitudes)

a) **Belief**: (over all perception based on previous experiences regarding teaching and learning)

b) **Attitude**: (caring positive relation with students, fairness and respect, encouragement of responsibility, Enthusiasm). (Stronge, etal, 2011).

1. Instructional delivery

Teachers' roles in instructional delivery include making the connection between the

content and the students. The following areas can be investigated in terms of research on features of instructional delivery that lead to greater student learning:

(a). Instructional stratigies : Effective teachers' instructional approaches have been studied, and it has been discovered that they use direct instruction. Learning is the emphasis of instruction. Effective teachers keep their pupils' attention. Teachers emphasize both academic and personal learning goals with students, but they concentrate on equipping pupils with the essential abilities and critical thinking skills they need to succeed (Zahorik et al., 2003).

(b). Clarity in instruction. The ability of a teacher to clearly communicate subject to pupils as well as provide clear directions to students throughout instruction is referred to as instructional clarity (Stronge, 2007). Teachers' linguistic ability, as judged by teacher performance on standardized examinations, is one strong link between teacher abilities and student accomplishment that has been substantiated by studies over the last four decades.

(c) Effective teachers acknowledge the details of the subject matter and place a greater emphasis on meaningful conceptualization of knowledge rather than isolated facts.

(d). Student Learning Expectations Effective teaching is intimately linked to the capacity to communicate high expectations to pupils (Stronge, et al., 2007). Teachers convey high expectations by focusing on sophisticated as well as basic skills during the planning phase and by expecting students to finish their task. The literature on the use of technology in the classroom supports its inclusion as an effective teaching strategy. Technology has been linked to boosting critical thinking in children and has a bigger impact on student accomplishment when it is used to teach higher order thinking skills (Cradler, McNabb, Freeman, & Burchett, 2002).

2. Student Assessment: Assessment is a continuous process that occurs prior to, during, and after the delivery of instruction. Effective teachers employ a range of informal and formal evaluations to track student learning and provide meaningful feedback to pupils (Hattie & Timperley, 2007). Throughout the lesson, effective teachers check for student understanding and change instruction based on the input (Guskey, 1996).

3. Learning Environment: When students follow routines and take ownership of their learning, it is clear how important it is to create a happy and productive learning environment (Covino & Iwanicki, 1996). Respect, fairness, and trust are the foundation of classroom management, and a positive climate is fostered and maintained (Tschannen-Moran, 2000). Effective teachers create a good learning environment by establishing and enforcing clear expectations throughout the

academic year, but especially at the start (Cotton, 2000; Covino & Iwanicki, 1996; Emmer, Evertson, & Worsham, 2003). The teacher's consideration of students' academic, social, and personal requirements results in a productive and positive classroom.

Teachers who show that they care about their pupils have greater levels of student accomplishment than teachers who are seen as indifferent by their students (Darling-Hammond, 2000; Walk, 2002). Furthermore, more effective teachers inspire pupils to take charge of their own lives (Stronge, et al., 2005).

2.13 Professional development practices and Teachers effectiveness

International evaluation is of little help in recognizing practical organizational practices features for two goals in the field of in-service expert development practices for educators. First, teaching is a part of professional development practices: it is a part of the teaching and learning environment for all of us, and these areas are extremely diverse, even within nations with similar student adoption impacts. Second, governments rarely have control over the needs of the situation or the content of the instructional PD, resulting in inequities within larger provisions. Many randomized research and PD trainers' trainings from organizations, however, have indicated significant inconsistencies in active PD activities when given jointly.

An illustration of such a method yielded six concentrated professional development practices talent skills. An effective organizational approach for faculty aims to be totally focused on each university student's and faculty's specified learning goals.

These program include professional development ideas that challenge private teaching while also providing opportunity for modeling and developing innovative teaching strategies in the classroom. These outcomes have resulted in a long-term improvement in teaching methods. As a result, this long-term plan considers continuous professional development techniques. There are a variety of different outcomes that can be utilized to assess the efficacy of PD. Changes in technology material for teachers, teachers' information about their pupils, the incidence of "unique behavioure" in the classroom and in sports training and learning; and student acquisition results are among them. This final phase can be crucial in determining the success of PD. However, a PD who is just beginning to learn a beginner's acquisition needs formal and informal practice based on classroom practice to boost student acquisition. Despite the expanding amount of evidence that links staff development, teaching quality, and student learning, some educators and policymakers dispute the benefit of dedicating time and resources to professional

development. Many educators, including principals and instructors, believe that there is a correlation between student accomplishment and teaching quality, and they urge for better staff development. Farrace (2002) stated "If you're going to make the changes in student learning that accountability demands, you have to drastically increase the skill and knowledge of teachers and principals.

2.13.1 Factors of Professional Development Effectiveness

Two aspects have been recognized as contributing to the teaching effectiveness of Organizational Practices. To begin, institutes look for organizational and administrative procedures that promote and support specialized learning, with a focus on law and enforcement. Second, financial assistance administration as part of a specific in-service professional development practice is desirable. Around the world, investment policies are evolving, moving away from all state-sponsored investments and toward highly trained instructors in the fundraiser, as well as aspirations based on competitive bids. However, there may not be enough evidence to determine which investment approach is the most effective (Barber & Mourshed, 2007).

2.13.2 Continuing Teacher Development for Teachers

The professional development of trainers is rewarded with more reflection since it is properly thought-out to be a major influence on learners' outcomes (Barber & Mourshed, 2007).

The Organization for Economic Cooperation and Development (OECD) defined that: "The level of education system teachers and teaching development strategies are very much worthy and very much important as the knob important for the door, without knob door could not open or close properly, just as strategies and teachers have strong interconnection with one another, and attention and concentration is part of a long lasting and continued part of the teaching process" (OECD, 2005).

The performance of the Higher Education Degree Act of 1998 in the United Kingdom accelerated the movement to relocate teaching from work to employment (Villegas& Reimers, 2003, p. 33).

One of the characteristics of being recognized as a specific is the ability to learn all the way through the line of work. If teaching is considered a profession, and the reason for this causes a conflict of interest, or if a member of a specific employee's trademark is a dedication to progress

or development. This is not the sole reason, but it ensures that the recipient or customers, in our case the student and parents, receive the best service possible. The crucial duty of growing the abilities of safe teachers is not, however, solely the responsibility of the teachers. Those who assist them in becoming better employees should be provided with chances for technical improvement. But what exactly is Professional Development, and how does it differ from personal development, staff development, and education and training? Professional development, in general, refers to all formal and informal trainings that enable teachers to grow on their own. Personal development is a component of professional development, and the two must complement each other. The past was about technology advancement, whereas human progress is about human development, which affects everyone and almost always entails a shift in self-awareness.

This statute establishes a rule of behavior for this practice based on religious convictions and every code of conduct for teaching practice specifies the requirements for teachers to retain their professional knowledge and abilities, such as taking responsibility and maintaining teaching skills excellence by seeking out opportunities for further learning.

Foreign teachers are constantly improving their skills while on the job. At the end of the job, the Singapore government provides a well-established path for development and admittance into the educational process. On the other hand, the South African government is looking for ways to organize and train their instructors who are under qualified due to a lack of training and new courses connected to their occupations, as well as a faster track through their vocational education (Villegas & Reimers, 2003).

2.14 Well-designed PD structures

It should be prepared and executed in any existing PD. Apart from that, teachers are left to their own devices in order to develop skills that will be useful to the majority of self-employed persons. Every intelligent student will discover that their learning goals are intertwined with those of their peers. Teachers can experience protection from new habits in their classroom when the institute environment is not available for future development in an effort to integrate with learning networks that are enabled within lessons or points. Teachers in Hong Kong who are beginning to study technology in order to build strategies to adapt to their low standards and themselves in a changing environment have announced that their classes have been completed and that they have made progress. Annual investigations can be an ineffective instrument for

establishing effective professional development techniques in the service industry since their motives are more convenient and attempt to make joyful organization skills (Kennedy et al. 2008).

2.14.1 The need to plan a strategy

The barriers and challenges that come together to design on the performance of continuous development initiatives are highlighted in this section. Previous researches have revealed problems encountered while working in various countries. As a result of their community service, teachers participate in training and development programmes to increase their grasp of subject and procedures. As a result, it's critical that programme development businesses consider what teachers hope to accomplish throughout their visit (Guskey, 2002.)

Designers incorporate what instructors say with their own personal growth needs, as well as what they assume and believe are the needs of teachers. As a result, programme administrators must include instructors in the planning process. Since Pakistan's independence in 1947, the educational system has seen many modifications. Community colleges, where roughly 80% of children have access to institutes, pose the greatest difficulty for excellent education. Teacher and vocational training programmes give varying levels of training. In order to monitor the team and analyze the viability of effective development programmes, several facts and approaches to PD policies and programmes must be investigated. (Rizvi & Elliott, 2007) .

Teachers are supposed to do the same with pupils at the grassroots level, thus they are not involved in the creation of educational programmes. Ono and Ferreira (2010) validated the growth of expertise in programme design, finding that this technique is technologically advanced, knowledgeable, and experienced. The exclusion of professors and administrators from building work is a prevalent function in the aforementioned countries. Principals and organizers continue to lead, despite their disdain for teachers.

2.14.2 Lack of appropriate skills development programs

The framework of teacher development determines the success of any teaching and learning technique, and the scarcity and unavailability of such programmes serves as an exciting factor in their delivery. Every five years, all teachers in Pakistan should be upgraded; however research suggests that teachers and institutions do not have easy access to these programmes (Westbrook & colleagues, 2009).

Traditional approaches meant for instructors have been employed by experienced educators. There are no prospects for assessing teachers' intelligence and development opportunities (Westbrook et al., 2009), as well as strategic plans to ensure that pupils benefit from what teachers know and speak to them. Meanwhile, pupils who are provided with enough departure alternatives will gather knowledge and be given the opportunity to share their opinions based on their observations. Teachers in Kenya, like their counterparts in Pakistan, confront difficulties in monitoring appropriate development programmes. They don't have access to the kinds of resources that Professional Development Programs require (Desimone, 2009).

More teachers' needs must be met through OP programmes, which can be done independently with the engagement of instructors prior to the OP programme to address their needs and involvement. Following up on the OP programme at the institute level can help to improve the information learned during the programme. Teachers were unprepared, and the context and communication were ineffective in assisting them: the role teachers should play, as well as the aim of the programme to allow children to change institutes, are both extremely complex. Teachers in rural places carry a burden that they are unable to bear. Little has prepared them for this role, or for the desire to use their teaching and teacher training skills.

The Nelson Mandela Foundation's teachers still employ monologist as their primary teaching approach in many circumstances. This approach has its own set of benefits and drawbacks. It can be used to present data in a visually appealing manner. Teachers can utilize this to encourage rotating teaching rather than one-on-one instruction. Teachers have restricted pupils' opportunities of talking and debating the topic, according to student submissions (Desimone,2006).

2.14.3 A team dedicated to developing the PD program

In all educated nations, the presence of a committed group in this strategy demonstrated to be a substantial level variation in the effectiveness of OP programmes. In Pakistan, for example, the Ministry of Education (2003) made a declaration on student development and recruitment as part of the National Education for Everyone Action Plan. The Pakistani Institute Development Program was executed by Aga Khan University staff leaders in collaboration with the Ministry of Education. Scientists are in charge of the process (Begum, 2012).

However, there are seven and two initiatives that demonstrate the goal of increasing participation and making it work, even if it is not too far or large enough, and that the Pakistan

Department of Education has formed a dedicated team to administer the OP strategy. The ministry communicated this approach to educators on a daily basis, with academic responsibility in Pakistan serving as the driving force behind all small-scale programming (Hardman & Colleagues, 2010).

2.14.4 Evaluation system for the teachers

The upgraded and well-trained teacher appraisal programme is based on the twenty-one-year Curriculum and is designed to fit in with general principles and specific principles for all teachers across the country.

Learning reforms in the twenty-first century were established in collaboration with twenty-first-century skills. The annual supervision of assessment tools, particularly reviews for decision making, is part of the teacher evaluation programme. The main goal of an evaluation programme is to promote high-quality instruction and learning for students in a company. The evaluation method is based on data gathered from many sources, subject matter knowledge, staff knowledge and proficiency, and employee performance. Apart from plans, people are responsible and seek to improve with the support of developmental opportunities. The role of a job, according to the Professional Standards Commission of the twenty-first century, is to meet the demands of students. These roles can be found all around the country in areas such as classroom management, subject matter knowledge, content knowledge and reading, learning evaluation, and teaching assessment. These were used to create five assessment standards for teachers (DPI, 2012d).Consistent contribution capable of contributing to the development of professional ideals and professional organizations in higher education. This stage is also concerned with the facilitation of the learning process and the assessment of performance against the performance principles (Department of Public Instruction, 2013d).

1. **Standard number One:** The Professional Standards Commission states that it is critical for instructors to work in collaboration with management. In the classroom, teachers define leadership skills. (Department of Public Instruction, 2013d). Educators are responsible for their pupils' learning and development, yet they are compensated with fleeting ideas. Graduate students work hard on an international level to ensure that pupils are prepared for the challenges of the twenty-first century. Many traditional strategies were utilized to aid in the development of goals to meet the needs of the learner. As time passes, teachers must keep track of their pupils' progress and make adjustments as

appropriate. Teachers must create learning environments that nourish children as part of their responsibilities in the classroom. Students' learning is the responsibility of class teachers. Class teachers are also in charge of transforming students' academic visions, defining goals using data assessment to track progress, and empowering students (Department of Public Instruction, 2012e).

Teachers are also in charge of overseeing educational systems. Teachers are expected to collaborate with their colleagues and the school system to establish a learning environment in order to improve teaching skills and student learning. International bodies of research and analysis have discussions to promote student learning. Instructors have been given the opportunity to participate in the recruitment process as leaders of any institution and to assist new teachers with teaching and training. Teachers collaborate to improve the performance of institutes by analyzing, defining goals and strategies for school improvement, introducing various trainings and programmes, increasing school budgets according to the demand for repair, and teaching and supporting students. (Department of Public Instruction,2012e).

Finally, teacher performance evaluations have an impact on their teaching abilities. Teachers are responsible for their pupils' knowledge and include them in educational activities. By involving students in a variety of activities. Furthermore, by including students in educational activities, teachers advise modifications in method and events to better their teaching learning process (Department of Public Instruction, 2012e).

2. Standard number two

Because each kid is unique, teachers must create a positive learning environment for the majority of children. The classroom must be developed and directed in a positive direction by providing a conducive environment. The foundation established a commission to ensure that classrooms are strong and conducive to learning in order to foster a loving atmosphere among students and teachers. It is the role of the teacher to provide a helpful, respectful, and adaptable atmosphere. Teachers must also accept the diversity in their environment. They also discuss lesson planning and material selection for a variety of courses. Teachers must realize the impact on students' personalities and performance in order to create a flexible atmosphere for them. Teachers must also be aware of the differences in gender, religious affiliation, caste, and culture when organizing lessons.Teachers define and acknowledge each child's culture, take into account

differences of opinion, and make contributions and challenges based on the children's needs. (Department of Public Instruction, 2012e).

This guideline is sometimes referred to as student treatment.

Teachers who use rubric assessments have a greater chance of having a beneficial impact on pupils who contribute differently.

Teachers are not only responsible for developing student relationships, but they are also treated as a family's success donor. It is the teacher's responsibility to work with the school and the community. It is critical to establish relationships that encourage trust among stakeholders in order to achieve this goal. (Department of Public Instruction, 2012e). Finally, teachers are responsible for changing behavioure in order to encourage learning. As a result, they engage with a group of leaders to teach communities how to meet their requirements. Teachers wanted to collaborate with experts and engage kids in order to better understand their requirements (DPI, 2012c).

3. Third Standard: Teachers are evaluated at the third stage based on the subject and their knowledge. Because teachers are knowledgeable about the subject, they typically deliver complete and relevant lessons that have a good impact on students' lives. Teachers that are effective use a range of approaches to impart knowledge. Teachers typically develop various activities for various disciplines, such as providing students with content and writing knowledge, financial information and awareness, literacy, critical thinking abilities, problem solving, and literacy knowledge. Every teacher approaches teaching from a unique perspective, and each teacher teaches pupils in a unique way. To achieve their aims, teachers first establish their objectives, and then develop teaching methodologies for individual subjects based on those objectives. Following instruction, the teacher conducts an assessment to determine the outcomes of their aims. The teacher primarily collaborates with the staff to analyze additional learning objectives and comprehend knowledge connected to the topic; this practice makes the content stronger and more relevant to all learners (Department of Public Instruction, 2012e).

Most significantly, teachers make teaching appropriate; this is the content's basic prerequisite. Teachers emphasize 21st-century accountability concepts such as ethics, responsibility, adaptability, personality, productivity, discipline, and global competitiveness (Department of Public Instruction, 2012c).

4. Fourth standard: A good teacher gives students opportunities to interact and makes learning

simple for them. Regardless of the policies developed by the commission and distributed to teachers, teachers continue to teach in the traditional manner, assess pupils, and establish a student-friendly environment conducive to good learning. A teacher's primary role is that of a facilitator. Different exercises are planned by the teacher to help students develop cognitively, emotionally, and socially. For effective learning, teachers employ a range of instructional methods. Teachers also pool their knowledge to help students learn more effectively by employing various approaches such as critical thinking, problem-solving ingenuity, and resource identification. Teachers are also responsible for teaching pupils how to collaborate with others so that they can compete on a global scale. Teachers also give students the opportunity to practice interpersonal skills and engage with people from other cultural backgrounds (Department of Public Instruction, 2012e).

A teacher's ability to communicate effectively is another important responsibility. It is critical for teachers to speak concisely, clearly, and in a well-articulated manner (Department of Public Instruction, 2012c).

5. Fifth standard: This is a crucial step; teachers communicate their ideas on services and jobs at this level. Teachers are responsible for collecting data on student learning outcomes using a variety of methods and evaluations. Teachers must examine their pupils' learning results and make appropriate adjustments as a result of their findings. Teachers review data and assess student learning using suitable learning resources (Department of Public Instruction, 2012e).

Teachers have the opportunity to gather information, arrange and synthesize ideas, and communicate the importance of learning and student accomplishment. Successful instructors are given opportunities for professional development to aid them in assisting students and achieving their goals (Department of Public Instruction, 2012c).

Every teacher's position and performance are distinct in their own right, with various surfaces. When teachers create different levels of capacity, they provide different opportunities to achieve growth (Department of Public Instruction, 2012d).

The final section of the commission's technical and vocational education criteria is useful for evaluating teacher performance. Before examining and evaluating the information obtained from instructors, the institute's leaders must first comprehend the teachers' standards. Every step of the analysis is critical to the contribution of the ideas and rules used in the evaluation procedure. When the entire procedure is completed, ensure that the assessment approach and

methods are reliable, and that the procedures are followed in a precise manner. During the appraisal process, decision-making improves and the capacity of the workforce is identified (Department of Public Instruction, 2013e). Because they have obligations, teachers are also an important element of the assessment and appraisal process. To evaluate a teacher's performance, a standardized assessment method must be used to examine the students' performance and learning. It is important to remember to work in an effective manner for this objective. Teachers who understand the principles and methods for testing and evaluation have obligations to analyze and assess programmes as well as student performance utilizing various assessment instruments. When teachers begin a new class, they typically visit a variety of fields to get information and awareness of the evaluation and appraisal process. New and unskilled teachers are mentored by experienced teachers. They are highly-trained and have a firm grasp on their teaching and evaluation methodologies, as well as how to put them into practice.

When teachers are in the training process for a few days, it is vital to ensure that the teachers who are registered are adequately assessed in all aspects.

It is vital to prepare each element of the training process in order to present the appraisal approach. During the year of training, appraisal, and assessment, a teacher relies on one another to build up support and presenting sequence. Teachers are predictable in their goal-setting and development of new tactics to improve their presentation abilities, as well as their material understanding and appraisal of their students' performance. (Department of Public Instruction, 2013e).

Teachers are a critical component of the educational system, according to the findings. They are regarded as the system's backbone. Setting topic knowledge, transmitting that knowledge to students, and then analyzing that performance using various methodologies is the best way to achieve goals and achieve desired outcomes. (Department of Public Instruction, 2013c).

2.15 Good Way of Teaching vs. Higher level of academic achievement

According to the researcher's verification of the importance of good teaching skills, teachers' teaching skills make a significant difference in student education and growth. Simmons et al. (2016), Van de Grift (2007) revealed that the best mathematics instruction was closely associated to student acquisition, engagement, attitude, and conduct after studying 854 provincial chambers in four sites around Europe. These are excellent lessons that will benefit you in the

long run.

Barber and Mourshed came to the conclusion that the three variables had a major impact on the student's conclusion and production. I build that person's skill to train well, and I ensure that the machine can offer the best training for each student, if anyone obtains the right collection of people to be educators (Barber & Mourshed, 2007).There are many characteristics that create a successful teacher, thus seven characteristics of professional development techniques that make a significant difference to the teacher were offered in order to make teachers' learning more powerful and effective. Barber and Mourshed (2007), for example, give convincing evidence that the value of professional development is real and advantageous to the teaching-learning process. Inside the classroom, the educator develops logical skills in collaboration during the beginning teacher training cycle, wedged between leading and tracking down professional development methods (Fleer & Robbins, (2003): White, Lim & Chiew, (2006).More than any other aspect of their training, the instructor and learner refer to their colleagues as totally based to enjoy. After completing the lecture and presentation in the classroom, teachers can benefit from a selection of assignments that will help them connect the opening border by plan and put their individual talents into practice. (Hobson et al.,2007).

2.15.1 Teacher Quality and Student Achievement

a) **In institutes** impact research, student accomplishment is characterized at several levels, including test scores, grades, credits earned during required study, advancement from grade to grade, completion rates, and post-college employment and income (Kuh, Pace, & Vesper, 1997), The most significant way to understand the effectiveness of successful classroom abilities and practices, as well as their value in student learning, is to use the principles of practical assessment of university students' actions. In recent years, educators and academics have paid a lot of attention to the importance of using students' ideas in understanding effective teaching. Marsh (1992) was one of the most well-known researchers who investigated essential components of effective teaching ethics utilizing the minds of students. According to Marsh, a multitude of factors that infuse ethical ideals into classroom programming are influenced by teacher quality. Marsh developed nine ethical standards (similarity, teacher organization / clarification, scope of reporting, teacher enthusiasm, learning / value, assessment / rating, group interaction, personal interaction, and work / difficulty) as indicators of good behaviour of teachers you teach

based on extensive research and robust student quality assessment (SEEQ). While Marsh's proposed indicators of teaching ethics are regarded to be useful in a variety of situations, it is unclear how they would work in underdeveloped countries. A periodic review of the text reveals that good education in the sophisticated and progressive reality of higher education may be described differently. For pupils, there are signs that high-level teachers may be able to lower the school's present job vacancies for students, particularly the poorest kids. Many types of teacher quality are currently in use for these individuals, according to research. Given the complexities that exist between the two groups, it was reassuring to learn that children would respond positively to an increase in the teacher's figure, as well as an increase in the number of high-performing instructors dealing with these students.

b) **Teacher Results:** Assessing students' socioeconomic status and assessing the general effect of instructors by evaluating other characteristics that may affect student accomplishment is another technique to study student-teacher interactions (school size, previous performance, gender, and social context). These team characteristics are sometimes referred to as teacher credentials, and they frequently have a favorable impact on student achievement. All independent assessment sites face the challenge of predicting student success. According to research, for teachers with 10 years of experience, levels and writing languages for understanding will grow by roughly 0.15 to 0.18. Although math lessons have not been as effective, computer literacy has improved over the first two years of teaching. While the authors accepted these findings, they were not willing to publish data on educators' long-term outcomes. They believe that the substance of background examinations can be altered, and that the impact on university performance can be lessened over time. Kane and Staiger (2008) wrote."A greater knowledge of the missing system is necessary before it is decided that teachers will have a transitory effect on student outcomes," In this study, it's difficult to state with precision how much teachers help students with their education. Without more research, the first findings demonstrate students' effort and performance to show that experienced teachers are more complete.

2.15.2 The relationships between specific teacher characteristics and student achievement

Goe (2007) defined teacher effectiveness in terms of growth in student learning, typically

measured by student standardized assessments. Chetty et al. (2014) found that students taught by highly effective teachers, as defined by the student growth percentile (SGPs) and value-added measures (VAMs), were more likely to attend college, earn more, live in higher-income neighborhoods, save more money for retirement, and were less likely to have children during their teenage years. This potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that researchers and policymakers properly understand the factors that contribute to a teacher's effectiveness.

1. Teacher knowledge

Teacher information is usually perceived as a result of student performance and is represented by a single class number. The relationship between teaching competence and student performance has been studied for centuries, and it has been shown to be of considerable significance in light of the fact that no learner should be left behind at any time. As a result, the study's findings were compiled without further association (Clotfelter, et al, 2007).

It's not exceptional for research studies examining the impact on students' academic progress in specific courses or grades to yield varied results and identify beneficial connections. Between 1999 and 2007, teacher productivity in Florida's primary and secondary schools increased significantly. Similar findings were found in a study by Louisiana teachers at No l and Burns (2006), who found that the limited reading comprehension of students from two different Louisiana universities has led to a positive relationship between teachers and students that have developed almost directly over the past decade.

Teachers' experience is determined by the number of years an instructor has worked as a study hall instructor. Many studies have discovered a link between instructor meetings and understudy success (Wayne & Youngs 2003). For example, using data from 4000 teachers in North Carolina, researchers discovered that educator experience was strongly linked to understudy achievement in both reading and math (Clotfelter et al. 2006).

Rice (2003) discovered that for understudies at the optional level, the connection between instructor experience and understudy accomplishment was usually stated. Additional research in schools in the United States by Papay and Kraft (2015) and Ladd and Sorenson (2017), as well as a Dutch twin concentrate by Gerritsen et al. (2014), showed that educator experience influenced understudy outcomes cumulatively. In the meanwhile, other studies have failed to identify a consistent and actually critical association between understudy achievement and instructor

experience (Blomeke et al. 2016; Gustafson and Nilson 2016; Hanushek and Luque 2003; Luschei and Chudgar 2011; Wilson and Flodden 2003). Building more long stretches of involvement is by all accounts all the more indisputably associated with understudy accomplishment in the first few years of an educator's career (Rice 2003). When comparing educator viability to understudy test scores in reading and math, Rockoff (2004) discovered that instructor experience was strongly linked to understudy math achievement. Papay and Kraft (2015) backed up previous study on the value of experience in a novice educator's career. They discovered the results of the understudy.

2. Professional expertise of teachers

An educator's expert information refers to their subject knowledge, curricular knowledge, and academic knowledge. This expert information is influenced by an instructor's college degrees, the school's involvement, graduate examinations taken, and the freedom to draw in with hands-on preparation, which is commonly referred to as expert turn of events (Wayne&Youngs 2003). After adjusting for understudy neediness levels and language status, Sweetheart Hammond (2000) claimed that proportions of instructor preparedness and confirmation were by far the most grounded accomplices of understudy accomplishment in reading and science. Similarly to experience, research on the impact of educator postgraduate educations, subject specializations, and accreditation has been ambiguous, with a few studies (Blomeke et al. 2016; Hanushek &Luque 2003; Harris & Backtalk 2011; Luschei & Chudgar 2011) recommending feeble, contradictory, or non-critical associations with understudy achievement. However, a few international studies comparing country means discovered that educator degrees were connected to alternate outcomes.(Gustafson & Nilson 2016; Montt 2011).

3. Continuing education

Despite the fact that Desimone et al. (2002, 2013) suggested that professional development could influence the nature of advice, most analyses found that instructors' professional development experiences had only a limited association with their adequacy. Clear and De Las Oh well (2009) found that 16 studies demonstrated significant and beneficial connections between professional turn of events and understudy accomplishment in their meta-analysis of the effects of professional advancement on understudy achievement. Wallace (2009) used basic condition exhibiting to show that competent advancement had a minor, but occasionally significant, impact on understudy achievement. When instructor practice

intervened, Wallace (2009) found that proficient advancement altered educators' practice and had some minor effects on understudy achievement.

4. Content knowledge of teachers

On course, attributes like insight and instruction may be a problematic alternative for instructor-content information; unfortunately, content information is difficult to evaluate objectively. Nonetheless, there is a growing body of evidence suggesting that educator content information can be linked to understudy learning. It's worth noting that there's a distinction to be made between broad substance information regarding a subject (CK) and educational substance information (PCK) specifically associated with instructing that subject, both of which can be independently linked to understudy outcomes (Baumert et al. 2010). Higher educator intellectual abilities in science are linked to higher understudy scores, according to Shuls and Trivitt (2015) Positive relationships between instructor-content information and understudy outcomes have also been discovered in German studies (Baumert et al. 2010), but Blazar (2015), Garet et al. (2016), and Rockoff et al. (2011) have failed to find a measurably critical relationship between instructor-content information and understudy learning. All of the studies we looked into had some pre-existing educator-content information. Self-detailed educator preparing to instruct is an optional strategy for evaluating scientific instructor subject information. Despite the fact that Luschei and Chudgar (2011) and Gustafson and Nilson (2016) discovered that these factors have a weak direct relationship to student achievement across nations, different studies have suggested that status is associated with educational quality as well as content information and content planning (Blomeke et al. 2016. Schmidt et al. (2017), suggesting that informative quality may indirectly affect understudy achievement.

5. Teacher Attitudes and Learning Opportunities

Although the impact of educator qualities (experience, schooling, and readiness to teach) on understudy outcomes is still unknown, there is a much stronger link between understudy achievement and instructor practices (informative time and educational content), particularly practices related to educational content. Schmidt et al. (2001) established a link between understudy success and homeroom freedom to learn (OTL), which they defined as "understudy openness to educational content." In subsequent exams. The significance of educational content has been recognized by policymakers, inspiring guidelines-based change with the goal of furthering understudy achievement. Understudy detailed data shows that informative time

(defined as homeroom time on a specific subject) is by all accounts associated with learning accomplishment (Cattaneo et al. 2016; Jerrim et al. 2017; Lavy 2015; Rivkin & Schiman 2015).

2.16 Adult Learning

Much research on teacher professional development skills claim that continuous professional development practices can be linked to adult literacy rates and andragogy without specifying what these aims are. This is based in the United States of America and felled by andragogy. Self-control or self-determination: an older person is more likely to identify the needs of students for adaptability, acquisition, and goal-setting.

It includes a health consulting plan as well as data that may be utilized to connect learning and counseling. It is prepared to learn that it is frequently tied to the internal construction of the public-sector services they provide. It starts with an introduction to help you figure out why it's necessary in a certain situation. Extremes have less experience than learning drive.

Few houses in the higher meaning are vital in strategic-driven programmes, where demand management necessitates assessing and balancing the performance of the OP and increasing the legitimacy of elections.

When goals and objectives are well-thought-out and essential to them, adult learners are most likely to be enthusiastic about learning. The application of the andragogy technique in the real world is worthwhile in terms of individual and professional studies. Adults feel these learning activities will help them improve their skills. Adults desire to manage their learning, thus openhanded skills must increase in order to control what they learn, where they learn it, how they learn it, and when they learn it. Adult students must maintain a high level of consistency, so they should concentrate on information and learning, as well as activities that are conducive to learning.

Adult students want significant experiences in which they can apply what they've learned in the classroom to real-world situations. Adult learning is engaged with ‘Professional development practices and activities should be designed to provide peer support and reduce the fear of making a decision during the learning process.

2.16.1 Theories of learning

To comprehend educators' expert learning at a more profound level, be that as it may, it ought to be dissected by utilizing key learning hypotheses. In this way, scopes of learning

speculations are investigated from top to bottom. Learning speculations have been contrasting ordered by the manners in which a specialist sees the connection between mind/body and individual/society. For instance, Jarvis (2006) arranged human learning into four distinct methodologies: I) behaviorist; ii) intellectual; iii) emotive; , and iv) experiential. Ertmer and Newby (2013) separated it into three unique classifications: I) behaviorism; ii) intellectual;, and iii) constructivism. Likewise, Hodkinson et al. (, 2008) proposed another measurement impacting learning. Hodkinson et al. contended that parts of people and networks, yet in addition societies in which students connect with ought to be considered in getting learning. In this segment, an outline of allegories of 'learning as obtaining' 'learning as development' 'learning as support' is given. Specifically, an itemized outline of the system of networks of training (COP) is given. In conclusion, connections among learning and culture are completely analyzed.

1. Learning as acquisition

This perspective views learning as a solitary ‘a change in the contents of an individual mind, so that the analytical unit of learning is the individual. From this perspective, knowledge is regarded as an object that exists independently outside an individual’s mind. Similarly, human mind is viewed as ‘a container to be filled with certain materials and about the learner as becoming as the owner of these materials’ meaning that the key concepts of cognitive idea, notion, internalization’, ‘transmission’ Thus, researchers have investigated the processes and factors, by which individual learners effectively memorize, store, organize and retrieve information or knowledge In this sense, the cognitive approach has been regarded as a ‘computer metaphor’ (Dai,2004).

2. Learning as Constructivism

According to this viewpoint, note that constructivism isn't just a sort of showing system however a crucial distinction in the method of review the world. That is, as opposed to the procurement image that perspectives learning as the method involved with acquiring information which exists outside a singular's psyche, the development similitude expects that there is no presence of special articles which establish information. Subsequently, learning is seen as the cycle by which students effectively take part in learning settings. Constructivism centers around manners by which ‘students build or discover significance they would say' (Boghossian, 2006).

Furthermore seven components of constructivism are as per the following:

- All information is developed;
- All learning is a course of development of numerous perspectives can be built
- Knowledge is setting subordinate, so learning ought to happen in settings to which it is significant
- Learning is intervened by instruments and signs
- Learning is an intrinsically friendly dialogical action
- Learners are conveyed, Multidimensional interest in a Sociocultural interaction; and
- Knowing how we know is a definitive human achievement.

3. learning as a participation

This is a type of socio cultural constructivism. From this perspective, engaging in learning activities goes beyond individuals' acquiring propositional learning or skills. As Hager and Hodkinson (2008) argued 'it is evident that the learning in this metaphor cannot be located fully within the learner' and learning cannot be detached from an individual learner's interactions with contexts.

4. Communities of practice theory

Learning is about the exercises of partaking in explicit circumstances. Lave and Wenger (1991) fostered the thought of 'networks of training (CoP) which alludes to explicit circumstances where individuals are situated to learn. Wenger, et al., (2002) characterized CoPs as: gatherings of individuals who share a worry, a bunch of issues, or an enthusiasm about a subject, and who develop their insight and aptitude around here by associating on a continuous premise. There are various components of Cop theory; these are as per the following: The common commitment, joint venture, and shared assortment.

5. Learning and culture

According to this viewpoint, learning is viewed as intellectual as well as moral and moral improvement which is portrayed as a 'uprightness direction' (Li, 2005).

Li proposed that these distinctions overall convictions about learning have affected in both the points of learning and the inspirations of students among Eastern and Western nations. The hypothesis of learning society alludes to the significance of fusing learning society into the

cycles of getting learning. Hodkinson et al. (2008) recommended the need of thinking about an assortment of size of learning society and its effects on learning. The term learning society here alludes not to simply learning setting; rather it is 'social practices through which individuals learn. Learning societies, along these lines, have shared assumptions regarding instructing and learning and, thus the learning society's impact, straightforwardly or by implication, locales in which learning happens. Accordingly, Hodkinson et al. (2008) take an all encompassing perspective with regards to learning hypothesis by consolidating two speculations: the hypothesis of learning society alludes to the impacts of learning societies, and the social hypothesis of realizing that centers on the singular student measurement. In rundown, to look at learning measures in any learning area, in this manner, it is fundamental to incorporate the student's attitudes (individual), a CoP (people group) and learning society (more extensive setting). Also, as inspected over, each factor is interconnected.

2.17 The Characteristics of Effective Teacher and PD

Effective PD is seen as structured learning that leads to drastic change in teachers' knowledge and practices and improvement in learning outcomes (Darling-Hammond et al, 2017). Different appraisals have examined various analysis of mentor, OP in various nations. (OECD, 2009; Timperley, etal, (2007); Villegas-Reimers, (2003). Others have rigorous on close at hand examination (Bolam & Weindling (2006). The majority of the audits combined their chose concentrates to recognize the qualities of successful OP. In any case, they utilized a scope of measures by which to pass decision on feasibility. Instructors' self-efficacy in the educating of their subject the classroom condition (educator practices, understudy practices, instructor understudy associations, educating and learning exercises.

1. Characteristics of Professional development Practices

Prolonged Professional Development techniques are recognized as one of the six most exceptional features. Sustained, subject-specific, positioned in the classroom, blended, and making use of outside capacity. Each and every one of these unique characteristics is scrutinized

2 Determined by recognized knowledge requirements

Any form of professional development should address a problem that has been identified in advance. This aids in the setting of goals for professional development practices evaluation by

looking at their research on professional development practices investigations that have produced improved results (Timperley, et al. 2009).

The subordinate desires of variables will be prioritized, no matter what. This involves bringing up to speed on what is now known and how it may be predicted, as well as the announcement of what the lower classes should be able to know and the progression from the current level of neglect to the ideal condition. When the needs to adapt to the lower demands of employees are divided, a proportional assessment of the educators' needs can be made, taking into account a current classroom suggestion and teaching speculation. The promotion of overhaul deliverance appraisal can originate from a national, local, or organizational level, as well as through classroom grades within the educational system (Timperley et al., 2007, 2009). It involves educators in the discordant evidence of different copy abilities they see as adult self-study students, their classroom learning comprehension, and the acquisition or taking on education ability that can help them cope with evils in their classrooms. According to studies, the more adult students involved in their intervention, the more likely they are to get involved and account for a successful outcome. (2006) (Bolam & Weindling)

(a) Support

Earl Lorna and Timperley et al. (2008) discovered that OP is predicted to persist shorter than a year in their OP trial that revealed fewer subtle effects. Otherwise, having a long period of time was not enough to achieve good results; how time was used was equally crucial. Time was intended to be spent challenging instructors' teaching concepts, implementing new habits in their classrooms, and evaluating the effects (if any) of these new teaching practices. Teachers' comprehension has been demonstrated to improve as their understanding improves. In any case, the OP programme includes ten levels of in-depth study, as well as a comprehensive schedule of fitness and educational activities. Its main goal was to increase educator material knowledge, and while profiting from the study of academic drugs was undoubtedly squandered on this, changing this information space is extremely difficult. This pledge was well-received, and it was made by a group with a strong dedication to scientific education. Such characteristics may be difficult to recreate in big quantities and with a significant investment of time.

(b) Based in the classroom

Teachers can think on their current practice ideas and how they can transfer this light of discovery into their subject and teaching style by creating an OP in the light of the classroom. Long-term demonstrations have been possible thanks to the continued support offered by educators and facilitators (and their partners). OP instruction is terrestrial, not easy, when it comes to winning. Timperley et al. (2007) use this idea to display practice, demonstrate and assimilate hypothesis, and change new habits in graphic learning cycles. OP will most likely not have an impact on teaching good and supportive practice without these reductions and the correct chance for them.One of the outcomes of the study's application was that OP instructors should be by nature community public. In a secure, non-judgmental atmosphere, teaching is an intellectual process that evolves through exchanges that question specific training ideas. This can be accomplished in a variety of ways, such as soliciting study proposals from equal partners in other universities. Participating in learning programmes or doing professional duties evolved in tandem with technological advancements, as evidenced by the changing outcomes of students (Bitterly,et al., 2005). This also applies to arranging through study groups. Support for all study and evaluation of student success results by institutes or offices.

(c)Coaching and Mentoring.

A continuing evaluation of the professional training of teachers and their combination, the professional development practices in England found that educators sent a desire to put into practice agenda of organization and criticize that local training professionals had never again pace up to those courses (Gray, 2013).

Program management by various teachers has overcome low quality issues in the planning of OP business organizations. Often such OP did not use andragogy standards and was prone to very good, and directing. Educators have named these organizational practices.(Gray, 2013).

Most professional development practices examination have selected to have the study carry out by Timperley et al. (2007) recognized the involvement of peripheral specialist. In many cases, experts have provided unique learning methodology and advanced support for presenting course information in the classroom. They were also in a position to challenge the conventional in the institutes they worked with to leave as an independent legal representative (Doolittle, et al., 2014).

2.18 Teachers Effectiveness and Student Achievement

Coaching is a specialized profession, and the character of teaching is determined by the method used, as well as the teacher's promise and obligation in the area of learning. The teacher, who constructs, filters, organizes, coordinates, and helps others in using common teaching methods to give information, is a fundamental component of the teaching process (Okolocha & Onyeneke, 2013). The so-called cost of human resource development for personal and financial development is due to teaching. Professionals, who have acquired a few skills and knowledge either through preparation or integration, or both, do it on purpose. To have a motivating effect, the presentation must cover all aspects of human growth, including academic skills, formal learning, and specialized structures, as well as the promotion of psycho-social skills and the eradication of neuro-physical students' curves (Okolocha, 2013).

The nature of any incentive programme. Okolie,(2014) describe all training schools stress the value of teaching and emphasize the need of creating a compelling challenge and experiencing future teaching problems. The amazing level of innovation, planning, and presentation of material in fresh and effective ways can all be part of excellent teaching. Empathy, psychological, social inquiry, recruiting, and empowerment should all be available to pupils (Okolie, 2014).

According to Ono and fierce (2009), include the use of explicitly defined areas of teaching, a guide that allows the implicit purchasing power to access readable content, use class information and other related issues, consider and make a free decision, and an effective teacher testing strategy. The potential for strong teaching, according to Akomolefe (2010), includes: consideration for nudity, high-level training that accepts lesser forms of learning, effective opening and openness of learning, teaching methods that strengthen learning networks, effective inter-institutional communication and institute planning, and various facilitation activities learning, adapted to adequate educative needs. As outlined by Adegbile (2008), effective teaching will assist students in: understanding ideas, processing ideas, and creating opportunities to contribute to the thinking and development of the topic; supporting and managing the poor; adapting to the teaching and learning environment; and adapting to each teaching capacity and premium. Teaching is a personal organization, and the collaboration of teachers who disregarded the extreme human interactions that comprise a big proportion of identity and practices is beyond An effective teacher, according to Adegbile (2008), is competent, strong, and well-equipped with

visual abilities, built for creative talent, integrating creativity and a wide variety of experience that are necessary for successful performance and objectives. As a discriminating supervisor, the educator should be able to employ suitable techniques to collect and govern the processing that occurs in the brain. A effective educator should exhibit a critical awareness of Androgogical teaching and understanding, and use that knowledge to lead the teaching/access process toward the achievement of his or her educational goals. Without teachers who can translate the tangible objectives of basic education programmes into classroom training, a superb Basic Technology study cannot be ensured. Fundamental Technology is a course that defends the standards of a modest auxiliary institute that aims to open up underground regions so that researchers might operate in the cosmos. Its objectives are as follows: Provide an introduction to renewals in addition to new preparations

1**. Provide technical training that is essential for normal life; empowering thinking**

Essential Technology being a key theme that seeks to open the foundations of innovation is a sure tool for educational and mechanical development in Nigeria. It follows this approach that teachers have an imperative responsibility to play in getting bigger essential coaching machinery modules.

The performance of a Basic Technology lecturer will determine the release of ideas with ideas below that can enhance the advancement of their victims, filled with emotion and psychomotor spaces that are extremely important to their commitment to improving the world. Considering the past, the importance of strong teaching and learning in Basic Technology cannot be more critical.

Adeola and Oviawe (2009), describe teaching by revitalizing practical training equipped for general teaching purposes. With the help of the discussions below in the initial training, they build up a number of additional understandings of mechanical and business forms, and are ready to expose their negligence and understanding. Sub-industries can also create positive qualities and attitudes, for example, pride in the job market, the focus on energy and vitality. These are signs that can inspire creativity and independence. In this way it is no exaggeration that any lower caste who wants to follow his instructions in new construction and planning at a higher level must benefit from the open door provided by Basic Technology modules. Innovation takes on a very important role that provides the provision of expanded education modules to provide food segregation for skills, openness and future employment. To achieve the goals set, there must be a product of dedicated and vigilant educators. Teachers are the foundation of the

teaching framework. Educators are the most important factor in the learning of children under the drugs themselves (Knapper & Wright, 2001).

The importance of educators, the use of curriculum education in the classroom was planned by planning activities including the basic texture that occurs when the institute, its organization and the entire training framework are in place (Okolocha and Onyeneke, 2013). Training can detect impressive changes in a person's learning lifestyle, mindset, and awareness programs. This can only happen to students if the instructor has the power of the topic, has a guide to follow when exercising too much, keeping an eye under the control system, , plan the action Lower debt by allowing them to be actively interested in teaching and learning. Ademola (2007) has argued that an educational framework with low-level educators will improve the lower class with less motivation and lesser ambition. For such under duties, Ademola has chosen not to get enough handle on the title and will not read as much as he would like. Therefore, he argued that involvement in Nigeria has revealed that the academic achievement of institutes in auxiliary institutes to a large extent depends on the art and dedication of the educator who has the important task of redesigning the thinking and capacity of underprivileged children. From the above, it ends up being the foundation that Foundation Technology educators should be able to adapt to the ever-evolving knowledge and ensure that underground practitioners acquires valuable learning, skills and qualifications. It should be noted that the educational impact on non-domestic, social and health benefits is often the result of professional preparation.

Necessary Technology for teachers should be made to recognize that the classroom surroundings with subordinate have an important role to play as teachers. Oyekan (2000) pointed out that teachers are gradually more relying on classroom and sub-institute communications to keep an eye on their performance, quality and speed of their management. The efficiency of the first new teaching can be seen in the ability to use appropriate methods and techniques to provide students with the knowledge, strengths and abilities needed to achieve good learning outcomes. The use of teachers' instruction power to create the desired results is thought out in terms of how the teacher can enhance learning in sub-issues

Ademola (2007) well thought-out the accomplishment of children taught by both male and female educators and found that female teachers recorded higher worth than their male complement.

2.18. 1 Academic Achievement

Course achievement is defined in detail: as a level of artistry found in the teaching profession, or as systematic data that is new to classroom subjects and is frequently demonstrated by a portion of the marks gained by students on tests (Kohli, 1975).

Researchers have discovered that education is a predictor of future success in life, in addition to being a promoter at a later stage. Successful graduates in the field of education have a desire to advance their level of accomplishment in their field of work. Furthermore, in terms of academic practice, (Reis, 1984) has a considerable level impact on student analysis. Teachers and pedagogy and education policymakers must assess the coordination of their outcomes in order to achieve the objective of excellence in the teaching line of work and to improve the success of the teaching line of work. Academic achievement refers to the amount to which a person has achieved specified goals that were the focus of activities in educational settings, such as school, college, and university. (Steinmayr et al., 2014). This was accomplished through Binet's efforts to evaluate students' educational outcomes from the perspective of their own institutions. There is overwhelming evidence that simplicity is the most significant or current educational approach. Thorndike (1963) discovered a consistent link between simplicity and practice. Others have attempted to explain the psychological part of the teaching impact through study. Lessons concerning field free movement were discovered to be more valuable than lessons learned, depending on it.

Student achievement in education has become a heated topic in recent years, especially with increased teacher accountability in the classroom. Any teacher's ultimate goal is to raise the level of adult learners' skills and preparation. A competent teacher must be able to define student performance and the diversity that affects progress. Student achievement refers to how much stuff a student learns in a given length of time. Teachers must teach learning objectives or teaching strategies at each level. To guide your orders, levels are matched to a 'to-do' list. Student achievement will improve when quality training is employed to educate educational cultures. Many factors can influence student accomplishment, but the most essential is classroom instruction and training. Many elements play a role in resolving learning difficulties in pupils, including the students' various learning aptitudes and personality features.

Teachers in higher education, please provide them the freedom to voice their frustrations and improve their grades in their disciplines.) The World Health Organization (WHO) is working to create a warmer climate, and schoolchildren will benefit greatly from this support. With a larger class, classroom improvement, acceptability, and trust in coworkers increase.

Education was classified as the lowest administrative level by Murray and Stable Nor (1974). It is inextricably tied to student practice, and educational levels of pupils were entirely concerned with instructional progress, confidence, and excitement. This, however, only applies to children who are taught in this manner. Attracting professors has little impact on the development of students who have female role models. Marshall and Weinstein (1986) based their conclusions on teachers contacting students about trends they noticed and their own behaviour, which was an inaccurate representation of student improvement. There is no clear overall association between nature and practice, as evidenced by a comparison of nature, character, and instructional success. A variety of intervention variables are significant, including educational techniques, age, gender, and motivation level. After academics and researchers wanted to find an explanation for a researcher's good practice, many facts that could be used to grow can surface. Extinction was thought to be less likely in the context of extra extinction in instructional practice because of stimulus that made it harder to maintain the long-term concentration required for intellectual enrichment. Campbell and Haley (1982) conducted a study of university students in university documents that took longer than the interface and focused more on choosing a study location that allowed for more social interaction.

This lack of social encouragement in the outgoing person may collide with the need to devote time to learning and, as a result, they may be forced to cease their lesson tracking after adolescent time. Nervousness may be linked to academic achievement, and thirteen years of research have been used to fully or partially explain this feature. For individuals who are outgoing, instructional strategies may be quite significant, and this is all tied to the additional qualities of informal study. Introverts, on the other hand, learn faster than extroverts using traditional teaching methods. Extroverts had a better success rate than introverts once they had learnt new teaching approaches.

Our educational system, for example, has an incredibly formal framework of eructation and a formal educational system. Formal education was extraordinarily well organized, planned, and articulated, which was one of the most prominent evidences of formal education. One of the

reasons introverts should be grateful is that our system is binary-oriented, making it possible for introverts to function (Leith, 1974). World Health Organization requires a one-of-a-kind teaching strategy that emphasizes originality, personal communication, adaptability, and impulsiveness in teaching in place of an outgoing individual. Academics may also be enthusiastic about relevant topics such as bound interference and approaches that can improve a scholar's accomplishment. Various research studies have discovered that they are mostly important to one another in this context. According to Gauthier et al. (1984), discussion group achievement was higher than before due to the utilization of three sorts of bringing together agents: peers, educational, and elders. Corroboration exploitation of all three mediators was the most significant effective appreciation to boost accomplishment for academics and elders to build stronger lesson conduct.

ii Teachers' Self idea

According to the student's perspective, the idea of double standards is called self-indulgence, it as a purpose of the student's circumstances and thoughts about their skills and teaching in the near future. Inside the gift course, a psychology course for university students. It is deliberate with the help of a customized description of the Self-Concept Scale (ASCS) for education. (Ahmed, 1986).

It is widely known that teachers must have a sense of professionalism, self-confidence, and belief in them as an educator, in order to be effective. Educational development experts and researchers in higher education, however, have focused more on developing good teacher perceptions rather than examining how teachers' attitude and self-assessment relate to different teaching ideas or their students' performance standards. Such lines of inquiry are essential to our understanding of many topics in teaching and assessment, including mental discipline. It is surprising, however, that while the issues of development and self-improvement have been extensively researched and developed in relation to students at all levels of education, little attention has been paid to the nature, balance and critical communication of teachers' ideas of their effective teaching. This is especially true in higher education. The effective presentation of teachers carries on playing a significant position in any institute rather in school, collage or in university. (Klassen etal, 2010).

Visual study has revealed those teachers with high rank of good organization and competence in information at higher job approval, lower level of work-related stress and less complicatedness in commerce with student bad behavior Consequently, understanding the key

decisions of your hard work can have a positive effect on the well-being of teachers and the efficiency of the institutional and the development of students learning. (Cabrera etal. 2003).

Social change and consciousness of straight action discussed, this is based on the capability that help to cope up the challenges and the tasks on daily basis with their responsibilities for instance discipline of classroom and administrative tasks (Caprara. 2006). Confidence and clarity in making decisions are due to factors of traits among different personalities those help to improve and grow the desires of education. Such as model of personality traits describe the teachers who are honest and knowledge and having strong Schwartz in his work of pre-service employees explain that values are very much important in human also but self improvement such as power and achievement are interconnected with one another these values were also part of renowned Schwartz (2012) model of human values this model include security, culture and harmony these all values were consider as conservative on the other hand personality and beauty were consider artificial values in the model. Schwartz highlighted basic values of human. Power (social status, governance by human and resources)achievement(personal rewards according to social standards) hedonism (satisfaction and happiness) self discipline (independency in thoughts) virtual (improvement of those who are around them) general personanality (tolerance and travel values) compliance(preservation from criminal act and security(public security and relationship.

First one was related to the honesty of ideas and emphasis on autonomy and conservation of traditional practices and stability, second group was double standards. Schwartz (2012) point out the self- improvement and self -regulation ,those reflect on social focus concerned about the social culture and outcomes when establish in institutes .

iii The Concept of self-discipline and fulfillment of the teacher

The implication of an irrelevant assortment of understanding is realized and properly stated in schooling (Bloom, 1976). Self-perception, whether we are used as a result of collaboration flexibility that aids in the achievement of an attainable objective, can be a significant consideration for education and subject research. Academic considerate is plainly well-known from the notion of self sympathetic, where the perception of self betterment was further improved in educational presentation, as evidenced by the growing body of characters. Self-awareness and self-improvement are linked to a well-organized, relevant, and personal concept. Marsh (1992). Academic achievement is the concept of cognitive self-improvement

and students' perceptions of their basic skills, as described by Ahmed (1986) in his study. Spence (1983) discusses the success that allows each individual level to be tested in accordance with a convinced interior or external obligatory procedure, which puts a person in competition with others, or which engages other standards of competence." Lecky describes achievement assessments, instructor ratings, and scores (1945). Was one of the world's first students to discover that low academic accomplishment could be linked to one's self-worth as a student's incapacity to be informed. Despite its overcrowding, Lecky's analysis of ground-breaking and contemporary principles has opened the door to impression, but students feel in terms of their ability, new or worse, intentionally or mechanically, after their teaching practice, so this idea that academic realization may not be reflected but also for student skills and ideas. That may encourage them or assist them in feeling safe, confident, and responsible. When they are dishonest, it makes them feel uncertain about themselves. When a student's feeling of self-worth is based on something more directly related, the inclination appears to be to make practical decisions to increase the validity of that sense of self-understanding. Furthermore, there is evidence that academic performance is preceded by a higher level of awareness among college students. Ahmad (1986) worked on the 'enhancement and justification of the educational Self-Concept Scale (ASCS)' scale to evaluate these types of scales useful in assessing this area for psychiatric therapy in the Asian nation. He discovered a link between self-awareness and educational attainment. Anis-ul-Haq and Khan (1998) conducted a 'ASCS' study on age-related exploitation, sexuality, self-education, and the production of further evidence about negligence and authenticity. The findings revealed a robust link between achievement level and self-esteem.

ii Teachers ‘Performance

Students’ presentation in organization can be a topic of good concern in it. Teachers and adults alike are deeply concerned about researchers. Accomplishment conclusions are considered 2 performances, "ability" and "will” and this should be considered each as a result of aspiration single-handedly may not have assurance of success if talent is missing. (Mc.Combs & Marzano, 1990).

iii Character and accomplishment

Individual concepts are reflected in your personal photographs. Every belief is a form of self-esteem. Children's images are primarily developed through associating them with

people who are significant in their lives. People want a high-resolution image so that they can successfully deal with health concerns. All of the children's descriptions centre on our expectations for Kerman’s future (1974) Have a high regard for and receive to make your demonstration stronger, and rejection and condemnation will decrease. While older children and adults are more supportive of their self-portraits than their peers, this is largely due to peer group members' lack of adult acknowledgment. The World Health Organization's students are confident in themselves, and the World Health Organization has Seduction tests with high scores are also quite effective. As a result, the events of your child's Photos are arguably the most essential indicator of future success.

iv Performance and achievement

This concept that frequently leads to successful shipping, but those who are able to measure themselves by their work success. Bandura (1997) gives enough data and concludes that obtaining significant outcomes in people's lives may be a matter of success. In particular, there is substantial evidence to support the competitor's self-efficacy attitude, which contributes to the study's success by increasing motivation.

2.19 Transformative Learning by (Jack Mezirow)

"Constructivist," says Jack Mezirow, when describing the theory of Transformational Learning theory at its inception. "An introduction that grasps that the method students take to mean and again understand their conceptual experience, is part of making purpose and knowledge," he says (Mezirow,1991). Important types of learning are included in the assumption, including self-motivated and instructive reading. The midway of instrument learning, which revolves around assignment learning, has ordered dangerous thinking, as well as the declaration of conditions and the development of logical outcomes. In order for people to convey their feelings, needs, and wishes in a constructive way means that the concept's make-up (points of view and programmes) must play a substantial role at the highest level of abstraction. That is to say, the points of view are expressed as "great preparations for the tendency to come as a result of the promotion of psycho culture that determines the drawings of our desires" (great preparations for the tendency to come as a result of the promotion of psycho culture that determines the drawings of our desires) (Mezirow, 1991). A total of three codes have been identified: the social system, psychological codes, and the epistemic system (see below). According to the author, "the body of the outer space mind, belief, judgment, and sentiments that

form a definite knowledge" is a vital foundation (Mezirow, 1991, p 223).

This means that buildings are collected and constructed through the use of displays. He claims that "the exhibition involves evaluation of allegations of determining that conviction, which is frequently found in social participation throughout youth, remains helpful to us as adults" (Mezirow, 1991). The practice of meditation is analogous to critical thinking, and Mezirow addresses "how we process the condition of the problem, the process of critical thinking, or the reason of the problem through finding out" (Mezirow, 2003). (1991). with the help of this guidance, we may better understand ourselves and, as a result, better understand our harmony. It was also suggested by Merizow that there should be four separate learning styles. "By absorbing or clarifying our value strategies, adapting new value strategies, reversing value loss, and modifying perspectives of view," says the author of the article. (Mezirow,1991).

2.19.1 Application

Specifically, the Transformative Learning theory is concerned with adult adaption, particularly in relation to post-volunteer training (Crag. 2001; King, 2002).

2.19.2 Priority

If one wishes to incorporate a transformational hypothesis into the examination of educational systems, one must first look for evidence of fundamental visibility in connection to an object, a process, and a cause. Examine meditation centers centered on best practices, brand-based writing, and self-satisfaction techniques in the content display; the design of the structure will take both process and process considerations to formulate proposals; and finally, the design of the structure will take both process and process considerations to formulate proposals.

2.19.3 Standards

Adults display two forms of learning: dynamic learning (for example, cause and effect) and instructional learning (for example, knowledge acquisition) (e.g., emotions). Knowledge brings about a shift in the process of forming values (points of view and programs). Changes in the value of buildings occur as a result of the identification of an object, a process, or structural elements. Learning can comprise a variety of activities such as immersion / clarification of important methods, adaptation of new strategies, and change. strategies, or changing perspectives.

Fig 2.4: *Transformative learning theory by jack Mezirow* .source: adapted from Mezirow,1997

2.20 Theory of Action: Positive Impact on Teaching and Learning

Teachers are constantly striving to improve. The test, on the other hand, gives speculative systems that aid in the advancement of progress toward the achievement of the three-pronged method. First and foremost, improved growth promotes better learning and teaching. Second, higher knowledge and understanding are more beneficial for enhancing the reading skills of students in a school environment. Third, improved display increases the likelihood of achieving something that was previously hidden. It is impossible for the finest learning strategies to become the norm in a circumstance where a single connection is poor or non-existent. The pharmaceuticals listed below will not provide support from specialized growth in the event that the teacher abandons to be relevant fresh concepts from specialist development to home supervision, for example.

Educator information should be the foundation of any professional development programme (PD), formal communication should be achieved through home practice, and learning and development should be addressed should be the focus of any professional development programme (PD).

This test will be carried out using what we refer to as the "work hypothesis," which is supported by a collection of research materials. As a result of this method, educators are placed at the forefront of any training task. This method of comparing tasks makes use of new and enhanced betting systems as well as increased resource utilization. Participants are given a share

of the task to demonstrate their discoveries as well as how they contribute to lower opposition. Trickery is frequently used by teachers to bind the appropriate progression of learning, allowing them to experiment with different techniques to see what works and what does not work in their various circumstances. It also ensures that teachers are aware of exactly which new fields of knowledge require further investigation, as well as any related ongoing teaching requirements for continuing education.

The present integration of educators, proper knowledge, and premiums should be incorporated into each professional development programme, while also offering an opportunity for new connections to discover how things are done in their own houses. This reaffirms the significance and legitimacy, which are essential to subordinate educators and educators, respectively.

For this reason, in this comprehensive notion, the framework for professional development is employed. In addition to data collection, practice and innovative learning methods in Homeroom, instructor examinations involve the accumulation of accomplishments listed below as evidence of completion.

2.20.1 The idea of practicing learning

The most effective teaching and learning purpose for students occurs when teachers develop the appropriate learning objective for today's classroom and use it with their students to strive for comprehension and comprehension testing. Our focus has grown on our ongoing studies with teachers who focus on increasing student achievement through training evaluation procedures.

2.20.2 The Multiple Effects of Reading Thoughts

Teacher influence on a student's ability to make a successful educational decision and achieve a high level of learning quality. it is not merely an issue of having enough class time to be a good teacher. Indeed, the discourse between a newbie and a seasoned veteran is in the wrong direction. Throughout their careers, teachers of various ages can display their abilities. Teachers are becoming more conscious of the fact that they frequently make decisions that improve student progress (Hattie, 2007).

For teachers to be able to establish and communicate precise educational goals that will improve

student accomplishment in the current classroom, they must consistently improve their decision-making abilities. Make use of their expertise of general teacher development to help learners better understand what they're learning. Establish a teacher search that will guide educational decisions; interpret the conditions for achievement in a student search that will help students develop their assessment skills; and establish a student search that will guide educational decisions.

2.20.3 Results for students

Dedicated and enthusiastic researchers guide students through the process of reaching their ambitions. What they perform well in class is attached to and controlled by the students with the help of their teachers. In addition to improving students' abilities to judge and control, these alterations also encourage them to continue their education because they increasingly perceive themselves as better compensated.

2.20.4 Finds to the principal

Principals in the construction industry can develop their leadership skills by observing what students are doing to set learning objectives during lessons. Students' performance data is used in informative decision-making minutes to better understand what works and what doesn't work in order to increase learning and achievement for all students and groups of students at the level of learning. Please provide detailed feedback to each individual instructor, as well as teaching groups and the full building team.

2.20.5 Results for management

Intervention for educational purposes is a notion that allows central office managers to gather up-to-date information on how it operates in institutes and colleges, as well as in other educational settings. These individuals will be more successful at recognizing the critical variables that underpin the institute's performance; communicating information amongst these components in a coherent and integrated manner; and producing results via the use of reliable and consistent information.

2.20.6 Nine Points of Action

The notion of teaching intervention incorporates links between priorities, effective teaching, and logical learning to create a more complete picture. The nine steps that follow help to further develop this concept.

Learning objectives are the primary and most important goal of basic education and good

instruction.

Ideally, the discussion today will showcase work that is now undergoing short-term instruction with the primary goal of instructing others. It is not the objective of this current course except to be taught by both the teacher and the students, as is the case in most courses today. To establish the goal of teaching for today's class, each class must have a high level of grasp of the subject matter. Scholars from the University of Pennsylvania The professor collaborates with his students on a construction programme in order to effectively demonstrate teaching and learning while also improving prospects for student development and growth. Specific, relevant, and challenging objectives are created and committed to, with the goal of increasing student accomplishment and motivation to continue their educational pursuits. Deliberate development of pupils who are unable to judge their own performance is an important strategy for reducing performance gaps.

What students are doing in their classrooms right now is at the heart of and is the process through which institute development activities are being implemented. Everyone in the Institutes - instructors, teachers' assistants, and administrators - must have defined teaching objectives in order to improve the teaching process.

Application Point 1: Essential learning principles and effective teaching.

The goal of effective education is to promote meaningful learning in order to raise the level of student success. Teachers and students desire and attain particular and complicated learning objectives in order to increase the quality of their teaching and learning. Teachers who borrow time to organize classes that focus on fundamental knowledge and comprehension while also including individuals who are engaged in critical thinking processes will see improved results across the board for all students.

Every action taken by the teacher to aid students in their academic success is reflected by the purpose of teaching, which includes the following: selecting priorities, skills, and processes to be studied; planning and presenting relevant lessons; sharing teaching methods; developing strong cognitive output; using relevant informative questions; providing a quick review so that students can read in advance; and assessing students. When it comes to student accomplishment, the mixed influence of these activities is dependent on how clear and hard the goal is to begin with.

Application point 2.The basic role of learning is the purpose of effective teaching

After the professor knows exactly where his students are going in the middle of the class, the goal is to cut and organize the lecture so that the key elements, skills and learning processes hold the point. He is able to evaluate my teaching decisions as I go, as he now knows what I want him to achieve. Similarly, meaningful learning occurs when students know the learning objectives, understand the quality of their work, and participate in thinking and challenging comprehension. This collaboration helps students understand what is important, produce evidence and find out how to self-evaluate. They also help students understand important content.

Application point 3.The Role of essential learning for Good Student Reading

It was stated to you by the curriculum director how the teaching objectives you have set will have an impact on the crucial children's education in his or her field. Students not only accomplish more, but they also increase their overall performance. Knowing where they're going helps our kids to become more involved, proud, and persistent as they progress through their educational journey.

One classroom can benefit from the usage of the teaching goal because it clarifies a different purpose of the lesson: why we require our students to understand this particular portion of the lesson.

There is only one classroom in which the purpose of teaching is beneficial since it explains the multiple purposes of the lesson: For example, the class can be designed to accomplish the following goals:

a. Introduction of a novel concept or technological innovation.

b. Investigate a topic or a portion of a skill set.

The most advanced vision or skill should be combined with the sections of the path that have already been taught.

d. The evaluation of concepts.

e. The notion is rooted in the subtlety and grows from there.

b. Go over the idea again to make sure there are no misunderstandings.

g. Seal the perforations in a discrete manner.

h. The theory of idea development.

Which pupils learned what the day before in class, and which students learned what the day

before in class

Activity 3: The purpose of education only if teachers and students are literate.

When it comes to defining goals for understanding the notion of action in order to encourage and evaluate student performance, everyone in college agrees on and aims for the same outcome. Educational outcomes and better student performance are important because they give the community with the ability to teach effectively as well as with vital educational outcomes and improved student performance.

Action point 4: In order to deliver a more comprehensive teaching objective in today's classroom, each segment must produce an understanding result.

"How am I supposed to grasp what students understand?" you might wonder. It should be based on powerful facts from the past in order to understand what students understand and to derive important discoveries from their developing abilities. The teaching experience that improves patient knowledge while also providing convincing evidence that students are accomplishing a learning target is proof that both halves of the study group can contribute to improving student accomplishment in the classroom. Students might benefit from a tutorial that enhances the user experience.

Including an introduction evaluation that requires students to strive for a goal and greater understanding as well as to demonstrate what they understand and can do in order to achieve the goal is a successful portion. This thought-provoking release may take 5 minutes or the entire class, but it is required for each and every class. Keeping this in mind, it is not possible to achieve your teaching objectives unless you see and understand both members of your teaching team.

Action Point 5. Qualified teachers come together for the constructive reading of their students, so that education and learning can be seen and opportunities for students can be enhanced.

In today's phase, teaching objectives teach constructive lessons. Once students have mastered the concept and skills, teachers participate in the knowledge process, provide educational feedback on results, and give students the opportunity to improve their work. The difference is this "second chance with aspirations."

1. Applied Learning Cycle

The training method utilizes past research, which is dependent on variables, in order to provide better instruction and improve student performance:

- Knowledge objectives as well as requirements for achieving them.
- Organize a study group at the institute. A well-thought-out, concentrated reaction that has an impact on teaching
- Combined chances for the learner to better his or her job
- Objectives for promoting self-discipline are listed below.

2. Method of conducting a constructive evaluation.

The building course goes hand in hand with constructive assessment, which we define as an effective and useful teaching strategy in which teachers and students collect information on a regular and systematic basis to improve learning outcomes.

Setting and committing to clear, relevant, and demanding goals will result in increased student accomplishment and motivation to learn, according to Action Point 6.

The level to which students and teachers set themselves and commit to demanding goals - both long-term and short-term - is closely tied to the rise in achievement.

Consider distal intentions as a last resort - something to be used by professors and students to complete institute. Learners' learning objectives help them to distinguish between distal and real objectives. Each of the following objectives serves as a checkpoint along the road, allowing us to assess our progress and assist students in understanding what they must do to finish their journey.

Action point 7: is for developing students to intentionally investigate the first critical step in bridging the achievement gap. The most effective strategy to reduce the gap between theory and practice is to educate students how to self-assess and to provide them with additional feedback. Students who are proficient in assessment participate as active partners on an internal basis. The process of constructing a teacher’s learning. They are always aware of their progress and make use of their student research—both of which are good techniques for today's lesson. When they realized that they were not going as expected, they asked helpful questions to get them back on track. It was decided that they would seek solutions from a range of sources such as teachers, coworkers, and resources such as essays, books, and other media.

Action point 8: What students are doing now is both the source and the fruit of efforts to make the institution better. Our notion of intervention supports progress in the development class by utilizing what is currently occurring in contemporary discourse. This is how children put their newfound knowledge into practice. When it comes to maximizing student accomplishment, information that accurately reflects the real-world knowledge template should be used to assist the regional project as a whole. And, one day at a time, one phase at a time, a real college campus begins to take shape. Institute summary summaries and standard tests are examples of macro-level details. They have the effect of wide-brimmed glasses, giving a general picture of what is going on for a brief period of time. Improve the learning-teaching process by establishing specific learning and observation goals for everyone involved in the institute - instructors, students and administrators.

Action Point 9. Contrast this theoretical perspective with a search for an institute based on their cultural preferences. Searches are frequently used for adults - the vast majority of whom are construction managers - to monitor and assess teachers on the basis of a high-quality curriculum. The unfortunate reality is that none of them can agree on some terms, such as the quantity of best practices they should seek. In addition, "great methods" are mentioned by a number of participants in a variety of contexts. Ask twenty different facilitators what "committed teaching" is like, and see how many different descriptions you can come up with in twenty minutes. Those traditional charts are not treated lightly, and that every outstanding procedure has the same authority to improve college success, is the most disturbing part.

2.21 Transformative Learning and Professional Development

When professional growth becomes more contemplative and intuitive, it is said to be in a transformative state. This stage embraces the transformation of one's professional identity as well as the transformation of one's professional practices. While professional development entails the development of professionals as individuals, it is unclear if professional development leads to the development of individuals.

Based on the works of Mezirow (1990), literature on students' learning, methods to learning, and cognitive structure theory, adults' learning, and transformative learning as professional development, this paper proposes a model for transformational learning as professional development. The following sections provide a high-level overview of these stages.

It is vital to note that at the first stage of learning, which is called noticing, the cognitive structure

aids the individual in noticing what has to be learned; attitude, motivation, and emotion all play important parts in this process.

- After noticing something, one moves on to the stage of making meaning of it. For example, one can set aside previous knowledge and look for coherence in the current information while attempting to organize.
- It is at this point that learning progresses to the third stage of learning, i.e. making meaning, in which the new material is assimilated into the cognitive structure; one makes connections between it and what is already known; and the cognitive structure accommodates the new meaning derived (i.e. meaningful learning) and makes connections with its established discipline.
- At the next stage of working with meaning, the learned materials and the meaning generated become part of the cognitive structure; one eventually reaches a point where one no longer requires the learning materials in order to think and reflect further.

2.22 Professional development practices and knowledge level of Pakistani universities teachers

During the advancement of work, professional development methods are linked to procedures, and thinking concepts are offered for non-community growth. A professional university education is not required in Pakistan, nor is it recommended. It has not been a formal site of education in order to produce good college professors until recently. In addition, the Higher Education Commission (HEC) has established the Learning Innovation Division (LID) as a development centre and training institute for trainers and educators. The LID educates college instructors on guiding ideas that are both short- and long-term in their outlook. The impact of institute learning on mind-based thinking and teacher expertise was something that the researchers felt needed to be investigated. The award viewing process was an attempt to determine the efficacy of the institute in terms of the knowledge and skills of university professors.

When it comes to developing stronger teachers, teacher training is a critical component. If the training is not provided before to entering the teaching profession, as is fairly usual in the context of Pakistan, then the training must be provided to rookie teachers while they are on the

job. "In-service training may comprise all the activities and experiences, both formal and informal, through which an employee is provided an innovative perspective to perform his or her professional functions and obligations more efficiently," according to Dadds (2001). As a result, professional development is intended to prepare an individual to carry out his or her professional responsibilities in a cooperative manner. In-service instruction is a progressive phenomenon that can never be completed for the duration of an individual's professional career. It can be presented at any moment over the faculty member's whole professional career, and it is completely voluntary. It is dependent on the nature and requirements of the programme that the length of the professional development course may range from a few hours to several days, weeks, or months. No matter how you look at it, a program's length is determined by its nature, which includes individual and professional requirements as well as institutional focus. Additionally, national issues and emerging trends that have emerged as a result of societal changes and their implications for academic institutions are taken into consideration. An additional issue that is being debated in conjunction with the programme of teacher training is the question of "quality versus quantity." In order to ensure the quality of in-service training programmes, the training programme should be implemented in a systematic and sequential manner. It is necessary to properly prepare both participants and trainers in order to successfully complete these procedures. There are several steps to take, including the selection of resource persons, their instructional plan within a specific time and programme, their exercises in practice and the time period, the organization's selection criteria for participating faculty members, and the methods used to train teachers during in-service training. According to the findings of the research, there are certain issues that need to be addressed in teacher training programmes because teachers are considered to be the nucleus of the instructional framework. These issues include the commitment of the participating teachers, the level of motivation, the rewards or incentives in place for the training, and so on. Moon, (2016)identified the shortcomings and pointed out that improvements might be made by making better use of available resources in terms of logistics preparations. An intensive one-month programme for university faculty members' professional development was arranged by the Higher Education Commission and delivered directly to their workplaces. This one-month programme was conducted within the universities, and the participating faculty members were drawn from both the host school and surrounding institutions, with a small fraction of participants coming from outside the university system.

Because the programme had a one-month duration, a research was done to determine the challenges that participants encountered throughout the course of the program's duration.

In today's rapidly changing environment, thoughtful stasis does not necessarily elicit a shift in perspective. As a transformed state, converter necessitates the development of new perceptions and energies from individuals in order to communicate the tale in society. Existing scholars, in the same manner, will not always be active if they do not continue to study and use new approaches and expertise. The similar concept was highlighted by Holmes, (2005) in the phrase "There is no unexpectedness at the technological level because it is fixed every second," and as a result, people should continue to get to know one another. Our teachers told us that the system we were taught is no longer effective, and that the way teachers are trained now may not be effective in the future. As a result, teachers must keep up to speed with new knowledge and fresh talent. According to Guskey (2000), the notion of scholarly growth has been transformed into an intentional, continuous, and systematic process that is focused at improving human technology skills, attitudes, and abilities so that active students can go forward. The government and new educational institutions are focusing on training their staff to meet international standards and also on competing in international competitions with the goal of producing the best educators for sustainable development as manufacturing changes and new global expertise emerges.

A fundamental aspect of the hammer theory is the ability to see, to obtain sufficient information about issue computation from the teacher while in the lecture room, so that students can better analyze and develop their content knowledge in depth, as well as gain access to the tests.

There are numerous avenues via which a teacher might obtain successful and professional training. She incorporates the distribution of abilities and information into every aspect of her instructing conduct, including her classroom management. As he travels from one job to another or from one classroom to another, he may discover that his training is adaptable to his needs. It's critical to understand how you will separate his or her function, strength, and abilities before you can be prepared to instruct effectively (Jamada, 2014).

In professional development methods, we are referring to the abilities and knowledge that are available for personal growth and skill development. Professional development techniques involve a wide range of learning opportunities, ranging from college grades to official learning,

meetings, and other informal learning opportunities, among other things. In terms of professional growth, there is a scattering of approaches, such as discussion groups, advice, groups of individuals working out together in a fitness centre, study groups, counseling, visual inspection and technical support, and so on. The term "professional development for teachers" is defined as "games that help teachers strengthen their abilities as teachers, including information, knowledge, and other parts of their profession" (OECD, 2009).

The first strategy is to equip teachers with the opportunity to supply them with the information and strength to provide them a way to give them the confidence to teach their students in a more effective manner while simultaneously increasing their potential. The classroom has various lecturer encounters that can be best lectured to if teachers are properly prepared for the most recent teaching line and teachers strive for instruction in attack and skills. Increasing the focus and flexibility of the teaching competence in terms of instruction and tactics can readily ensure greater student achievement.. Teacher development strives to influence the policies and practices of educators in the classroom. There are many aspects that contribute to the formation of an idea, all of which are significant in the development of teaching and learning policies and procedures. It is not unusual for someone to take their own life. As a result of the efforts of various age groups, diverse points of view are expressed. Without the support of circumstances and thoughts, one cannot be acknowledged as a legitimate member of the monarchy of moral principles. The perspective from which teacher development is approached is narrower, and the success of the plan is dependent on the context in which it is implemented. The nature of this situation can both support and obstruct efforts to build coaching skills. It is quite important that educators contribute first in order to comprehend the nature of instructors' growth and improvement, which is highly important. In the context of the teacher's work environment, as well as the context of the teaching itself, determines whether or not teacher development initiatives are successful. Craft,(2000) cautioned against the following practices in order to increase the acquisition of specialist knowledge:

(i)Studies have been carried out in this area. (ii) Independent investigation.

(iii) It is used to keep track of grades.

(iv) Participating in and/or delivering on-the-job training.

(v) Institute-based as well as external recommendations.

(vi) Rotation and alternation of job duties.

(vii) Peer-to-peer networks are a type of network where people can communicate with one another.

(viii) Initiate group activities in your organization.

(ix) A statue or figurine.

(x) Assignments for evaluation

In his opinion on the need for professional development of educators through educational adjustment and modification, Guskey (2000) stated that, "In the recent context, the main goal is easily achieved by ensuring that teachers who are ready for the course are counted knowledge and evidence-based, and a series based on hypothetical talent levels are counted (Seyoum, (2011).

The contributors' belief in the technical instruction was found to be substantially correlated with their overall performance in the classroom setting. In another case, Minale (2006) discovered that with the discovery of new knowledge and the aptitude of lecturers working in universities to promote post-educational behavior change, it was possible to promote post-educational behavior change. It follows that knowing the teaching skills while not having a natural sympathetic understanding of the teaching skills may necessitate the reinforcement of intolerable abilities. In the subject of technical studies, numerous studies, such as Seyoum, (2011), have highlighted the exceptional mind-set of university lecturers in the field of technical studies. In the background of the completion of the courses, it is possible to become distracted by the fact that professional development has the potential to enable college educators to acquire valuable teaching skills and keep them up to date so that they can keep up with the current generation of students. It is thoughtfulness that is the state of mind that allows for more efficient flow of information. This process of transformation that leads to growth and development is referred to as metamorphosis when referring to a transition from one country to another. This type of communication is ultimately referred to as development, and it necessitates the ability to see things from many perspectives. Smith and Holpur (1986) achieved this by examining the 100 primary institution instructors who lived in the area and made significant contributions in close proximity to the number of other teachers in the area. Teachers with long-term flexibility are not required to change positions more frequently in response to expert requests. Following a review of the relevant studies and research books, it is concluded that the fundamental foundation of professional development is to offer college students with a strong grasp and professionalism of

their years of teaching career transition instructor. Internationally, the majority of educational systems divide teacher preparation into two categories: pre-service and in-service training (Almonea, 2010; Hammad & Albhbhani, 2011). Furthermore, in certain industrialized nations, such as France, Switzerland, Italy, Greece, Israel, Korea, Japan, Australia, and New Zealand, participation in OP programmes is a must for all instructors. OP programmes are also mandatory in several developing countries, such as China (Wei, Darling-Hammond, Andree, Richardson, & Orphans, 2009). However, in many poor and Third World nations, particularly in Asia, Africa, and Latin America, such programmes are not regarded to be an essential part of teacher preparation and are therefore not required (Alkhateeb, 2006; Kabilan & Veratharaju, 2013; Komba & Nkumbi, 2008; StateUniversity.com, 2012). Furthermore, according to Leu (2004), in developing nations, teacher in-service support has been a neglected issue, with funding and programmes largely frontloaded in favour of pre-service teacher education.

2.22.1 Professional development practices and students achievement

Teachers' professional growth has traditionally been viewed as a collection of projects or studios that have been prepared for them and are designed to foster their abilities and knowledge at various levels. Instead of a complex community oriented work on including the dynamic cooperation of people and gatherings together, instructional pioneers and strategy creators have worked and organized instructor proficient improvement programmes under the assumption that those projects are normally acceptable and better for educators (Guskey & Flashes, 2002), instead of a complex community oriented work on including the dynamic cooperation of people and gatherings together (Solid, 2012). In the writing, there has been a lot of discussion over whether or not these initiatives are adequate from a variety of perspectives. In particular, the debate expressed by certain scientists and educators over the impact of educator professional development programmes on understudies' achievement is the first topic that comes to one's attention (Solid, 2012; Reeves, 2010). The rationale for focusing on the relationship between professional turn of events and understudy achievement stems from the assumption first advanced by individuals in charge of professional development, that those projects have a direct impact on understudies' learning. In any event, specific scientists have not been able to demonstrate a strong enough connection between the two (Goldstein, 2001).Over the most recent few years, there has been an increasing awareness of educators as professionals who play

significant roles in the academic achievement of their students (Carey, 2004).

According to Markley, (2004), specialists appear to have underestimate substitute learning results and accepted "that appealing exhibiting tactics would naturally result in positive understudy accomplishment" (p.2). The problem with this concept is that instructors have always been viewed as agent who must govern the wills of strategy makers. Instructors have been given the option to act as experts who make decisions on their behalf and on behalf of their students on occasion. There has been a lack of thoroughness in evaluations that just assess the interrelationship between these two variables in the three substance regions without delivering into the details. Of course, with this constrain in mind, it should be noted that the findings of the great majority of these investigations have confirmed that expert advancement has a moderate impact on understudy learning outcomes and classroom performance (Yoon, 2007).

The majority of educator professional development programmes failed for a variety of reasons, one of which was the acceptance of ‘single shot methodologies,' such as one-day studies. Such a methodology failed to recognize the fact that learning and expert development are long-term measurements that build on and expand upon previous encounters, abilities, and information, respectively. To expect beneficial consequences after participating in a specific course or programme is therefore beyond the scope of possibility in most cases.

Hierarchical initiatives that are organized and planned by higher-level professionals whose points and aims have never been discussed or communicated to educators at the planning stage are the norm. Other scientists have reported encouraging results in the investigations they have directed into educator proficient turn of events and their impact on understudy achievement, despite the fact that their findings are yet preliminary. It is, however, unimaginable to have the final say on what goes well and what goes wrong. Consequently, the question is how would we know that a given expert course has performed marvelously without being concerned about whatever component exactly in that course has influenced the teachers, the students, or both? To improve educators' knowledge, abilities, and execution, it is unavoidable to organize and execute successful expert initiatives. However, meeting this great challenge will be difficult in any way, shape, or form. According to Guskey (2000), strategy producers and specialist advancement organizers employ "in reverse arranging" in their work. To put it another way, they sketch out what they believe understudies should study and secure, and after then they consider "How" they will accomplish this enormous goal. This clearly necessitates a great deal of collaboration among

the partners, who include instructors, understudies, school administrators and guardians in order to make such a decision. In order to succeed in their studies, understudies must learn and develop new critical thinking skills. These individuals must discover for themselves what works and what does not work in a variety of contexts and conditions. However, the most crucial thing is that teachers implement new methods and be prepared to change or adopt new procedures. They also need to feel valued for changing their mindsets and dedicating the time they would devote to the new preparing in order to have a positive impact on the academic achievement of their understudies.

Several researchers, including Guskey and Sparks (2002), believe that the relationship between professional development and improvements in pupil satisfaction is multimodal. Their theoretical model of instructor expert development was more inclusive than earlier models in the topic, according to them, and they advocated for its use in future research. In-depth case studies have been conducted to evaluate this version in five expert enhancement programmes in educational institutions. The strategy is predicated mostly on the premise that instructors' getting to know one another is not always independent of one another. Dimensions such as 'content material and context attributes' and 'process variables' are critical in determining the overall quality, validity, and efficacy of any professional development programme, among other things. The 'what, how, who, when, where, and why' of expert growth are all addressed by Guskey and Sparks (2002) as dimensions of expert development that must be checked against the "what," "how," "who," "while," "where," and "why" of expert development. This combination of interconnectedness and centrality provides any software with the strength it requires to function properly. As stated by Guskey (2003a), professional development of college students is accomplished mostly through its direct impact on teacher and administrative understanding and practices.

2.23 Organizational practices and organizational commitment in Pakistani universities

Pakistan is a developing country with a pressing need to provide university students with the greatest available educational opportunities. It is necessary to operate and maintain development tools and infrastructure in today's technologically evolved environment, which necessitates the use of highly educated and technically trained human resource. The provision of

such human resources to diverse sectors of a country is only achievable through universities with a high educational level and faculty members who are committed to the organization. When it comes to the advancement of a nation, the education sector is essential. Increasingly, the education sector is becoming more important in Pakistan, as practitioners have realized that putting money into this area will bring the country a lot of success. The lack of organizational commitment on the part of faculty members in Pakistani universities is the most serious challenge that they face. In turn, this has resulted in a lack of concentration among faculty members on achieving the goals of the university and imparting information to students, resulting in low involvement among students and a low perceived value of education, as well as a high turnover among university faculty members. The level of education in a country is a good indicator of the development and progress of that country. The majority of research has been conducted in developed countries, but little work has been done to investigate the issues of Asian universities, particularly in Pakistan. Organization commitment is essentially a mutual association between an organization and its employees, and similarly, organizations treat employees as capital and invest in their development in order to gain competitive advantages.

A number of studies, such as Batt West's, have found a correlation between human resource practices and a variety of outcomes, including productivity, performance, absenteeism, and turnover. However, there is little evidence to support the claim that these activities have a negative impact on employee attitudes, particularly dedication. Second, the majority of the research has been conducted in industrialized and western countries, but little has been done to investigate this topic from the perspective of university teachers in Asian countries, particularly Pakistan, and the United States.

Organizational practices encompass activities like as training and development, performance evaluation, remuneration, job analysis, labour relations, human resource planning, and orientation, among other things. An organization's policies and strategies are brought together through the use of these practices (Dessler, 2007). Marwat and colleagues (2010) investigated seven operational practices and discovered a link between employee performance and the practices. Selection, training, performance appraisal, career planning, compensation, employee participation, and a clear job description were among the seven methods identified by the study. The relationship between an employee and the institutions has improved as a result of the employee's outstanding performance at work. A study by Shahzad et al. (2008) discovered

that there was a very poor link between performance evaluation techniques and the perceived performance of employees. A lack of appropriate evaluation practices, according to them, could result in low performance. Without appropriate performance appraisal methods, organizations will be unable to get their intended output from their employees (Shahzad et al., 2008)

Ahmad and Shahzad (2011) also investigated Performance Evaluation Practices and the relationship between employee performance and came to the conclusion that there is no statistically significant relationship between them, in accordance with (Shahzad, Bashir & Ramay, 2008).

Shahzadi and colleagues (2008) investigated the relationship between salary and perceived performance of university professors and discovered a positive relationship between the two variables. They stated that rewarding teachers with appealing incentive packages can help them perform better in the classroom. According to Ahmad and Shahzadi (2011), the perceived performance of teachers was found to have a statistically minor impact on promotion procedures. In certain studies, the promotional techniques are seen favorably by the participants. Promotions are widely seen as having a significant impact on an employee's overall performance. Promotions have an impact on the behavior and attitude of employees toward their commitment to their jobs. The prospect of advancement also serves as a powerful motivator for the development of organizational commitment among university staff.

When it comes to learning in educational institutions, organizational commitment is incredibly crucial. This is especially true in institutions of higher education, which are responsible for the development of human resources as well as the training of people's mental abilities.

Makik et al. (2010) developed a In addition to serving as an area where skilled manpower of various skills is taught, universities also serve as a means of improving the human resources necessary to preserve the economy's viability and stability (Adekola, 2012; Alzeer, 2018). A teacher is a critical component of any educational system, as he or she is responsible for a variety of important obligations. The amount of commitment and, ultimately, job satisfaction among university faculty members are directly related to the overall performance of the institution. A teacher is a critical component of any educational system, as he or she is responsible for a variety of important obligations. The amount of commitment and, ultimately, job satisfaction among university faculty members are directly related to the overall performance

of the institution. Consequently, knowing their attitudes and behaviors' necessitates a greater level of administrative attention. As well as a sense of commitment to one's organization, commitment symbolizes the willingness to perform exceptionally well for one's organization as well as the drive to continue in one's current position in the organization As a result, satisfied employees are expected to be committed to the organization's goals and objectives and to have a strong belief in those goals and objectives. Organizational commitment is typically described as a key aspect in the interaction between organizations and individuals in the existing literature in the behavioral and management sciences.

The views, attitudes, and assumptions of the founders of organizations, as well as the learning experiences of group members as their organizations mature, are the primary sources of university culture. Values, beliefs, and assumptions, it might be argued, have a significant impact on decision-making processes at universities, as well as on the behaviour of individuals and organizations. In university settings, it is especially crucial to look into interactions between members of the faculty as well as interactions between teachers and students to better understand their behavior. University culture is a special sort of organizational culture characterized by shared values, beliefs, and fundamental assumptions that are shared by all institutions worldwide (Salonda, 2008). Universities, for example, hold ceremonies on a regular basis. Furthermore, people should commemorate at work not only events associated with their professional advancement, but also personal milestones such as their wedding, birthday, or retirement, among other things. Individuals acting alone will not be able to shape the culture of a university. The exchange of similar ideals and manufactured products, as well as the communal acceptance of these values and created products, play an important part in university culture. Universities have strong norms that demonstrate a strong sense of community and a strong sense of shared values. And the employees of the organization follow the rules and regulations established by the organization. On the other side, when some people do not adhere to rules and norms, the organization's culture becomes stale, and employees' loyalty to the organization becomes weaker as a result.

2.24 Conclusion

In the workplace, an organization is defined as a collection of shared values, beliefs, and standards that impact the way individuals think, feel, and conduct (Schein, 2011). For the past

few decades, organisational practises have been a prominent topic in management and business study because of their influence and prospective impact on positive outcomes such as commitment, loyalty, performance, and intent to leave and work satisfaction, among others (Chow, Harrison, Mckinnon & Wu, 2001).

The concept of an organisation having a culture is a relatively new concept, and it was first introduced as an independent variable influencing employees' performance and productivity. In order for teachers to perform at their highest levels, a variety of elements must be taken into consideration, including organisational principles that have developed in their work environment, transformational leadership on the part of principals, and teachers' own self-confidence.

Magee (2002), on the other hand, asserted that organisational culture is inextricably linked to organisational practises, which in turn have an impact on employees' productivity and performance. In this context, teacher work productivity is viewed as an output, whereas teacher performance is viewed as an outcome of a product produced by the institution. Therefore, the performance metric for teachers accurately represents the outcome of their job. Nonetheless, there is broad agreement among these experts that this goal cannot be realised without the involvement of licence and well-prepared teachers.

Alnafeasa (2007) describe Human capital development in higher education is of paramount importance in the pursuit of excellence education. An important contribution to this viewpoint was made by Adeniyi (1993), who stated that, the quantity of well-qualified workers The most important contributor to a country's human resource development was either an effective teacher or a well-prepared student.

This is where the question of professionalism in teaching comes into play, because effective learning occurs in this setting. Because of their exceptional instructional skills. Human capital development in higher education is of paramount importance in the pursuit of educational excellence. An important contribution to this viewpoint was made by Adeniyi (1993), who stated that, the quantity of well-qualified workers Effective teachers were the most important contributors to the development of a country's human resource base.

An important contribution to this viewpoint was made by Adeniyi (1993), who stated that the quantity of well-qualified workers, The most important contributor to any country's human resource development was the presence of excellent instructors. This is where the question of professionalism in teaching comes into play, because effective learning occurs in this setting and

possessing exceptional instructional abilities. Several studies have been undertaken on the benefits of professional development in higher education.

Chikari (2015) conducted a study on lecturers' attitudes regarding performance in private high school institutions in Botswana, and the results were published in 2015. They discovered that lecturers considered professional development as a universal solution for professional progress, efficiency, and instructional effectiveness, among other things. They advised that the implementation of PD practises be prioritised and that stakeholder participation be sought. Melesse and Gulie (2019) explore the importance of professional development for teachers and the impact it has on the quality of education in Ethiopia. They discovered that implementing professional development helps teachers gain access to new ideas, share their own experiences, and engage in professional exchanges.

Mensah (2016) did a similar study in Ghana, in which he investigated the impact of teacher professional development on teachers' classroom practises. Their findings demonstrated that professional development programmes were relevant to teachers' classroom management practises; as a result, capacity-building programmes should be encouraged on a regular basis, they concluded.

According to Owusu (2011), career progression personal development planned, interest cannot take priority over indicators such as client responses and feedback and „knowledge/skill gap, which considers the training needs of the organization, the training needs of the trainee involved, as well as career progression. The replies and evaluations from trainee instructors on mentee programmes should be included in the evaluation of teachers' overall performance. This is intended to aid in the improvement of individual employees' performance in the company in an effort to improve the overall performance and effectiveness of the organization.

Different training programmes, particularly in-service training programmes, prepare instructors to be aware of a certain function, have enhanced vision, and, as a result, become inclusive practitioners in their respective fields. According to Kazmi, Pervez, and Mumtaz (2011), in-service training programmes empower teachers with logical and methodical ways that they can use in their classrooms as a result of their training.

According to Sim (2011), the following outcomes of in-service teacher training programmes should be achieved: Increase the level of knowledge among instructors to develop positive attitudes and beliefs, as well as improve instructional procedures.

Using student growth percentile and value-added measures, Chetty et al. (2014) discovered that students taught by highly effective teachers were more likely to attend college, earn more money, live in higher-income neighbourhoods, save more money for retirement, and were less likely to have children during their adolescent years.

Others have suggested that readiness is related to instructional quality as well as content knowledge and content preparation, despite the findings of Luschei and Chudgar (2011) and Gustafson and Nilsson (2016), who found that these items had a weak direct relationship to student achievement across countries. (Blomeke et al. 2016)

Furthermore, according to Schmidt et al. (2017), the quality of instructional materials may have an indirect impact on student learning. A large number of other academics believe that instructors are one of the most essential resources in determining children' future academic success and lifetime outcomes, but they have had difficulty articulating what attributes make a good teacher. It is the purpose of this chapter to review the huge body of literature on measures of teacher effectiveness and professional development. The findings of another researcher, Barrera, p. (2016), demonstrate that collaborative methods between teachers and facilitators are associated to increase in teachers' professionalism. The author also points out that facilitators of teacher professional development must have the necessary abilities to ensure that the programme is carried out properly. Principals should encourage and offer professional development opportunities where instructors can regularly share their know-how, accomplishments and information with one another in order to create supportive environment for their students.

CHAPTER 3

RESEARCH METHODOLOGY

This section explains methodology of this type of the research, population and sample, pilot testing, reliability, of the instrument.

3.1 Research approach

For this research, quantitative research approach was used which basically involved descriptive interpretation numerical data for the results. The reason behind selecting this approach was the researcher interested in collecting numerical data to conclude facts and reveal them in research patterns. Douglas (2006) who highlighted the descriptive survey research design is the most dominant technique for relationship research work. Another researcher Kerlinger (2000) emphasized that survey design should be employed when a research work involves the use of questionnaires to seek the opinion of respondents.

This study was correlation and cross sectional which aims to collect and estimate whether and to what extent a relationship occur between two or more than two variables. The researcher investigated the Role of organizational practices in perspective of professional development on teachers' effectiveness in context of teachers' performance and students' achievement at university level. That is why correlation method was used for this study. Due to time constrains the researcher collected data from the selected participants, therefore cross sectional approach used, in this study researcher used questionnaire for collection of data and the result was on maximum sample size that was representative of whole population. Additionally the researcher had clearly defined research objectives and hypothesis. Before data collection the study was carefully designed, the gathered data was in the form of figures, numerical statistics which were further organized in tables and in figures.

3.2 Research Method

The research was descriptive by nature because there were nine major objectives of the study. i.e. To examine, Organizational practices of university teachers, to determine the relationship of organizational practices and teachers' effectiveness at university level. To investigate the relationship between teachers' effectiveness and students' achievement at university level , to determine inter- relationship between organizational practices, teachers effectiveness and students achievement at university level, and to evaluate the demographic variation regarding gender and sector in determining the organizational practices of teachers at university level. To evaluate gender and sector based demographic variation in determining teachers' effectiveness, to evaluate gender and sector based difference in students' achievement. These objectives were related to the analysis of current situation prevailing in the field of education. Descriptive research is basically the research which deals with current issues and problems. Thus, organizational practices in context of teachers' professional development, and teachers' effectiveness with reference to teachers' performance and students learning outcomes are very important topics in recent era so the researcher falls in the category of descriptive research. Additionally in descriptive research survey, corelational style was adopted because the researcher relate organizational practices with teachers' effectiveness and students' achievement in this way the research also involved corelational style of research as well.

3.3 Research design

The current study was correlation and cross-sectional which aims to determine whether and at what extent a relationship exist between two or more computable variables. The researcher investigated the relationship of Organizational Practices in context of professional development practices between teachers effectiveness in reference of teachers performance and students achievement. That is why correlation and comparative method was used.

3.4 Population of the Study

Total Population size of the study; consist of all, teachers and the students who were studying in private sector and public sector universities in Management and Social sciences departments at BS and Masters Level .First part of the population was teachers of Social sciences and management departments, who were teaching in respective departments. 2nd part of

the population was students of management and social sciences department who were studying at BS and Masters Level in third and fourth semester. The population of the study comprised of 2900 (students: 2000, teachers: 900). Stratified random sample of 400 respondents were collected from two distinct groups, which includes universities teachers and students of private and public sector universities of Management and Social sciences departments of Rawalpindi and Islamabad.

Table 3.1

Detailed population of teaching faculty of Universities in Rawalpindi and Islamabad session 2017-18

Total universities	Management	Social sciences	Public sector	Private sector	Total Teachers
14	383	517	339	561	900

Table 3.1 above shows the Population of the teaching academic staff of Management departments of universities and Social sciences departments in private and public sector universities residing in Rawalpindi and Islamabad. The total population contain of 900 teachers from management departments and the department of social sciences of Rawalpindindi and Islamabad, out of which 383 were from management department and 517 were from social science department.

Table 3.2

Detailed population of students' results in Universities of Rawalpindi and Islamabad session 2017-18

Department	Students of BS level	Students of Masters level
Management	562	497
Social Sciences	419	522
Total	981	1019

Table 3.2 , above explain the Population of students from management department and social sciences departments of 3rd and 4th semester from private and public sectors universities residing in Rawalpindi and Islamabad. The total no of population comprised of 2000 students out of which 981 were students of BS and 1019 were students of Masters. GPA of these students has been collected from their respective examination department.

3.5 Sample and Sampling technique

A stratified Random sampling technique was used in this study. Data was collected from 200 teachers from public and private universities of Rawalpindi and Islamabad , 200 students (results) were selected from management and social sciences departments 3rd and 4th semester Results of BS and Masters level students 200 students were taken out of 2000 students results. For the purpose of giving appropriate share to each division, Gay (1987) suggests 10% of large and 20% of small population as minimum may be selected. Krejcie & Morgan (1970), suggest sample size of 357 against population of 5000. Data was collected from leading universities of 'Rawalpindi and Islamabad. Teachers' total population was 900 teachers' from14 leading universities of Rawalpindi and Islamabad from Management and Social Sciences department data. 200 teachers were taken through Random sampling, 200 students results were taken out of 2000 students' results in form of GPA.

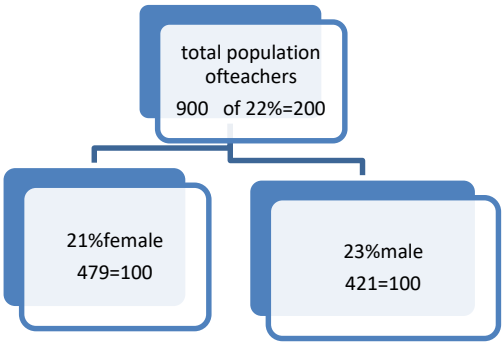


Figure3.1: population of Teachers

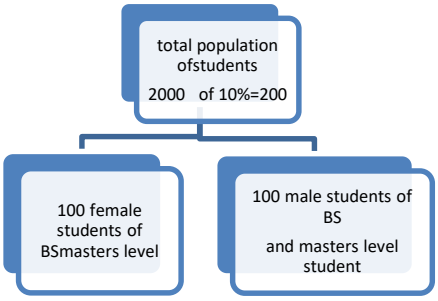


Figure 3 .2: population of students

3.6 Research Tool

According to the nature of current research study there was a tool developed by the researcher with the help of literature related to the teaching practices and teaching effectiveness in context of teachers performance. These practices and teachers performance indicators also used by McElroy, et al, (2004) in study to determine the impact of professional development practices on teachers. These practices also used in OECD Teaching and Learning International Survey (TALIS) (2008) by following Guskey model of evaluation and training. With the help of this tool researcher intended to investigate and evaluate the organizational practices and teachers' effectiveness in context of teachers' performance that directly effect on students learning. Researchers develop a tool based on two parts. First part was about the demographic information of the respondents and second part of the questionnaire has two sections. Section (a) deals with the professional development trainings provided by organization. Section (B) was about the teaching effectiveness in term of teaching performance (practices, instructional strategies ,assessment ,learning environment belief and attitudes).

The questionnaire has been developed based on. The response format was based on 5 point Likert scale. The scale was weighed 5, 4, 3, 2, and 1 respectively.

Table 3.3

Description of Questionnaire.

The following Table of information describes the sub-scales and items in each sub-scale of Teacher questionnaire (Teachers).

Scale	Sub-variable	Items
Organizational practices		10
Teachers' effectiveness	Instruction strategies	10
	Assessment	10
	Learning environment	6
	Belief	6
	Attitudes	7
Total no of Items		49

3.6.1 Demographical variables

The researcher added 'Demographic' variables to collect information related to the research study .So for getting information 'demographically from the targeted population following variables have been included so, This Performa includes the following Demographic information:

i. Gender
ii. Age
iii. Designation
iv. Work Experience
v. University sector
vi. Department (Management and Social sciences'

3.7 Sample of the pilot study

For the purpose of pilot study questionnaire has been distributed among teachers of universities (Iqra university , Numl university ,Capital university of science and technology, Muslim youth University, shaheed Zulfiqar Ali Bhutto institute of science and technology, Abbasyan University, Alhamd university) data has been collected 100 teachers.

3.7.1 Validity of Instrument

Experts of social science group from National University of Modern Languages, Islamabad, Pakistan (See Appendix C) had checked internal validity that was closely related to the authenticity and credibility of the data. For the purpose of content validity, the instrument was validated by three expert panel all of them holding doctorate degree in their particular fields in terms of content and language. So three experts check the questionnaire and verify the questionnaires.

3.7.2 Reliability of Instruments

Pilot testing was carried out to check the strength and consistency of the instrument. For The Purpose of Pilot study, Questionnaire has been distributed among teachers of universities.

Iqra University, NUML University, Capital University of science and technology, Muslim Youth University, SZABIST, Abbasyan University, Alhamd University) data has been collected 100 teachers. Teachers' age ranged from 30years to 60years and above. Teachers were approached in universities, they were handed over to fill questionnaire by using five point scales. The instrument was found reliable, as the value of reliability was .0.936 (Teachers questionnaire) to verify the validity of tool, 3 experts in the field were selected, on the bases of comments and correction, instrument was improved

Table 3.4

Reliability of teaches' Questionnaire (item wise) *(N=100)*

The following Table No explains the reliability of teachers' questionnaire.

Scale	Subscales	No. of items	Cranbach's Alpha
Teacher questionnaire			
	Total item	49	.936
	(Organizational practices)	10	.935
	Instructional strategies	10	.969
	Student assessment	10	.954
	Learning environment	6	.942
Personal qualities	Teaching beliefs	6	.963
	Teaching attitudes	7	.873

Table 3.4 shows the overall reliability of the Teacher questionnaire. Alpha- Reliability of Organizational Practices was 0.936. Research instrument was divided into 6 subscales. There were total 49 items. The subscales were professional development practices, instructional

strategies assessment techniques to check student learning, creating learning environment, teaching beliefs , teaching attitudes, The reliability of the sub scales was found to be .935, .969, .954, .942, .963 and .873.

3.8 Data Collection

Through personal visit, researcher herself distributed and collected her data from university teachers and students' Result from respective departments of third and fourth semester of BS and Masters Level of public and private universities.

3.9 Data Analysis

After proper collection of the data, the Researcher herself organized it thoroughly in to the computer by using SPSS. Data was checked and analyzed on the basis of Objectives and hypothesis of the study. (Table 1.2) shows analysis description and its justifications on the basis of objectives (7) and hypothesis (4) of the study. First 3 objectives have no hypothesis because they were measured by simple mean score. While objective no 4(4a, 4b, 4c) was measured by applying Pearson correlation and objective no 5, 6,and 7 was measured by applying independent t-test.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATATION

This section gives the interpretation of information gathered with the help of the research instrument. This research study was on, Role of Organizational practices on Teachers' effectiveness and Students' achievement at university level. This study was further delimited to professional development practices of teachers and teacher effectiveness in term of teachers' performance inside the class room. The study was descriptive in terms of methodologies and results were based on views of university teachers and students percentages and GPA'S. This study was divided in to 12 parts first section was about the 'Demographic' characteristics of 'respondents', second section deals with the reliability of tool and further sections were related to the objectives of the study.

4.1 Summary of Analysis

Data was interpreted through the Statistical package for social sciences SPSS 21st version. Calculated results were presented in the form of tables and graphs. The information, observation s collected with the help of instrument and personal visits describe in the following main parts.

Detail description of the results is as under:

Section I: Demographic' information of teachers at university level

First section deals with Demographic information of respondents and its interpretation. The Demographic data of the respondents exposed the important information of the respondents' background. Mean and Frequency was applied in this section.

Section II: Reliability of the Tool

2nd section deals the analysis of data with the reference to Reliability of tool and correlation between subscales. In this section item total correlation, Reliability and total item correlation in subscales has been used.

Section III: Objective no 1 'To examine the existing Organizational practices of teachers at university level.

3rd section deals with objective 1 in which existing organizational practices of teachers at university level was determined by applying Mean, analysis.

Section IV – Objective 2 'To determine teachers' effectiveness at university l e v e l.

4th section deals with objective 2 in which teachers' effectiveness at university level was determined by applying Mean analysis.

Section-V ---- Objective-3: To investigate students' Achievement at university level

5th section deals with objective 3 in which students' achievement at university level was determined by applying Mean, analysis.

Section-VI ---- Objective 4: To determine inter- relationship between Organizational practices, Teachers' Effectiveness and Students' Achievement at university level.

Ho1. There is no inter -relationship between Organizational Practices, Teachers' Effectiveness and students' Achievement at university level.

6th section deals with objective4; the relationship between Organizational Practices, Teachers' Effectiveness and Students' Achievement at university level was determined by applying Pearson correlation.

Section-VII---- Objective- 4a: To determine the relationship between Organizational Practices and Teachers' Effectiveness at University level.

Ho1a There is no relationship between Organizational Practices and Teachers Effectiveness at University Level.

7th section deals with objective 4a, Organizational practices and teachers' effectiveness at university level was determined by applying Pearson correlation.

Section-VIII ---- Objective- 4b: To investigate the relationship between Teachers' Effectiveness and Students Achievement at university level '

HO1b 'There is no relationship between teachers effectiveness and student achievement at university level.

8th section deals with objective4b**,** the relationship between Teachers Effectiveness and students' achievement at university level, was determined by applying Pearson correlation.

Section-IX ---- Objective 4c: To investigate the relationship between Organizational Practices and Students Achievement at university level.

HO1c 'There is no relationship between Organizational Practices and Student Achievement at university level.

9th section deals with objective 4c, the relationship between teachers' effectiveness and students' achievement at university level was determined by applying Pearson correlation.

Section-X ---- Objective5: To evaluate the demographic variation regarding gender and sector in determining the organizational practices at university level.

Ho2·There is no gender based significant difference regarding Organizational Practices at university level.

Ho2a: There is no sector based significant difference Organizational Practices at university level.

10th section deals with finding out differences among gender and sectors according to 'Demographic' variables organizational practices. For that purpose, t -test was used to find out the differences.

Section-XI ---- Objective 6: To evaluate the demographic variation regarding gender and sector in determining the teachers' effectiveness in teachers at university level.

Ho3 There is no gender based significant difference regarding teachers' effectiveness of teachers at university level.

Ho3a There is no gender based significant difference regarding organizational practices of teachers at university level.

11th section deals with finding out differences among according to 'Demographic' variables in teachers' effectiveness for that purpose; t- test was used to find out the differences.

Section-XII ---- Objective 7: To Evaluate the demographic variation regarding gender and sector in determining students' achievement at university level.

Ho4. There is no gender based significant difference regarding student achievement at university level.

Ho4a. There is no sector based significant difference regarding students' achievement at university level.

12th section deals with finding out differences among according to 'Demographic' variables in student achievement for that purpose, t -test was used to find out the differences.

Section – I

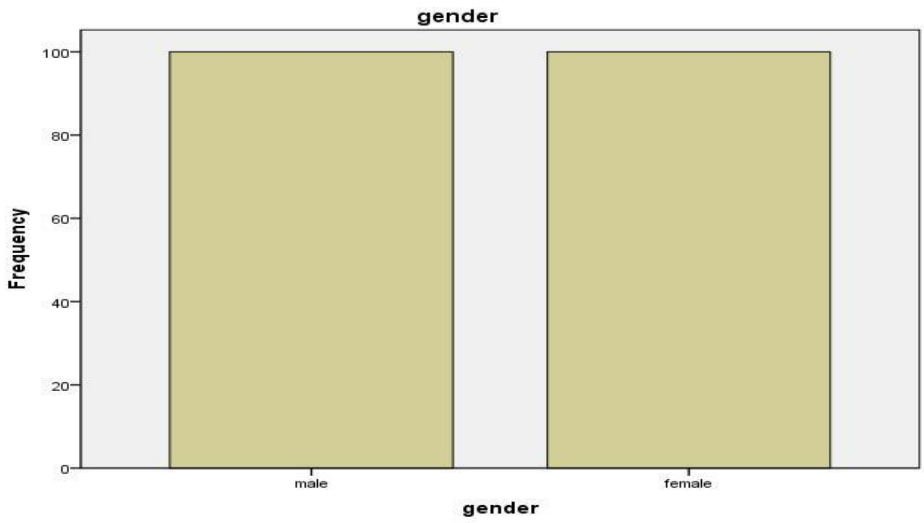
4.2 Demographical Characteristics of the population (university teachers)

Table 4.1

Demographic Characteristics of the respondents (teachers) Related to Gender' (N=200)

Gender	Frequency (N)	Percentage (%)
Male	100	50
Female	100	50
Total	200	100

Above, shows the gender of the teachers of the study. 50% (N=100) 'respondents' were male whereas 50% (N=100) female. According to the graph 4.1, the percentage of male 'respondents' and female respondents were equal.



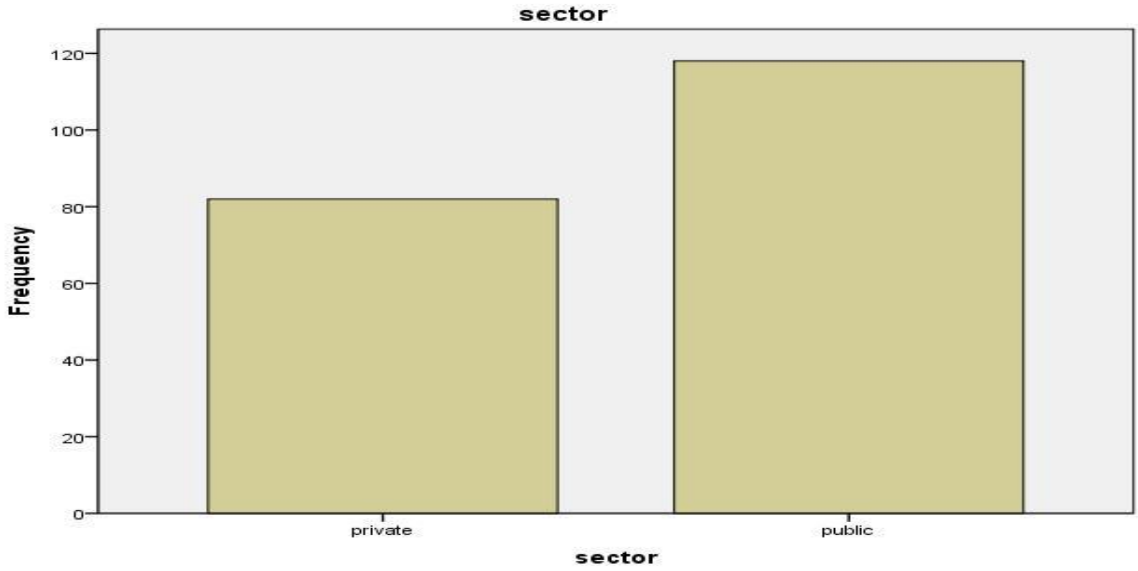
Graph 4.1; Demographic, Characteristics of 'respondents' related to Gender

Table 4.2

Demographic', Characteristics of 'respondents (teachers) Related to 'Sector' of Universities (N=200)

S. No.	Sector	Frequency (N)	Percentage (%)
1.	**Public sector**	118	59
2.	**Private sector**	82	41
	Total	200	100

Above result describes that 59% (N=118) of the 'respondents' were from public sector universities of management and social sciences department whereas 41% (N=82) of the 'respondents' were from private sector universities of Management and Social sciences departments. According to the Graph 4.2, the percentages of public sector teachers were more than that of the private sector university respondents of Management and Social Sciences departments.



Graph 4.2: 'Demographic'' Characteristic of 'respondents (teachers) Related to 'Sector' of university

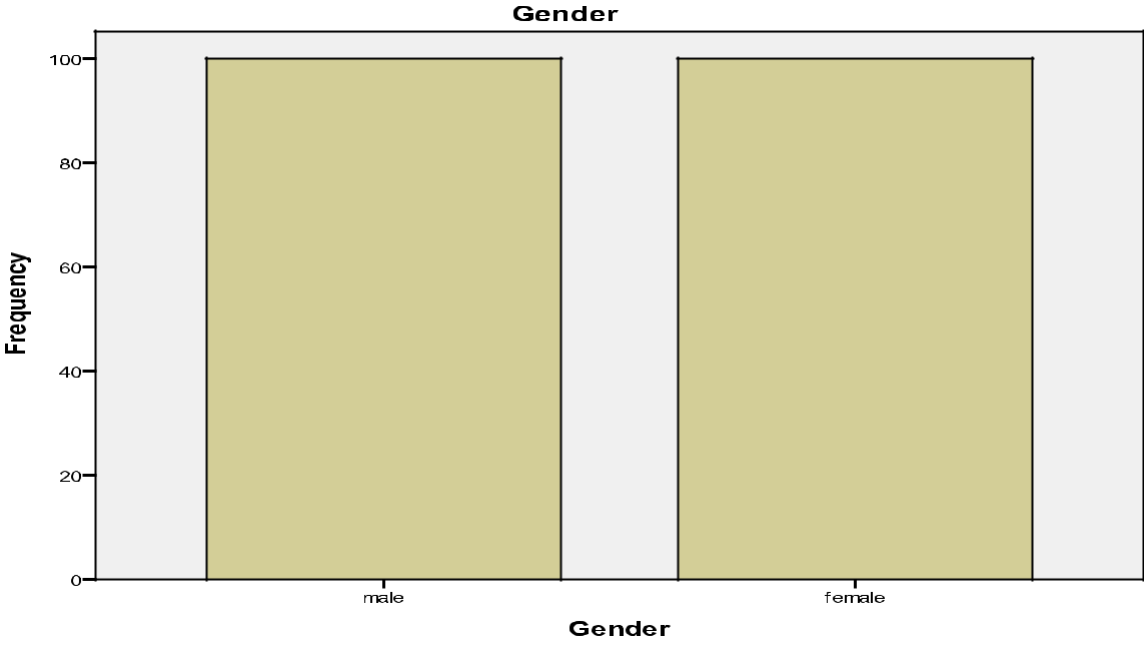
4.2.1 Demographic' Characteristics of Population (Students)

Table 4.3

Demographic, Characteristics of respondents (students) Related to the variable Gender (N=200)

S. No.	'Gender'	Frequency (N)	Percent (%)
1	**Male**	100	50
2.	**Female**	100	50
	Total	200	100

Above table shows student sample population of the study gender wise. 50% (N=100) 'respondents' were male students of Management and Social Sciences department of universities of Rawalpindi and Islamabad. Whereas 50% (N=100) were female students of management and Social sciences departments of universities. According to the Graph 4.3, the percentage of male student 'respondents' and female students' respondent were equal.



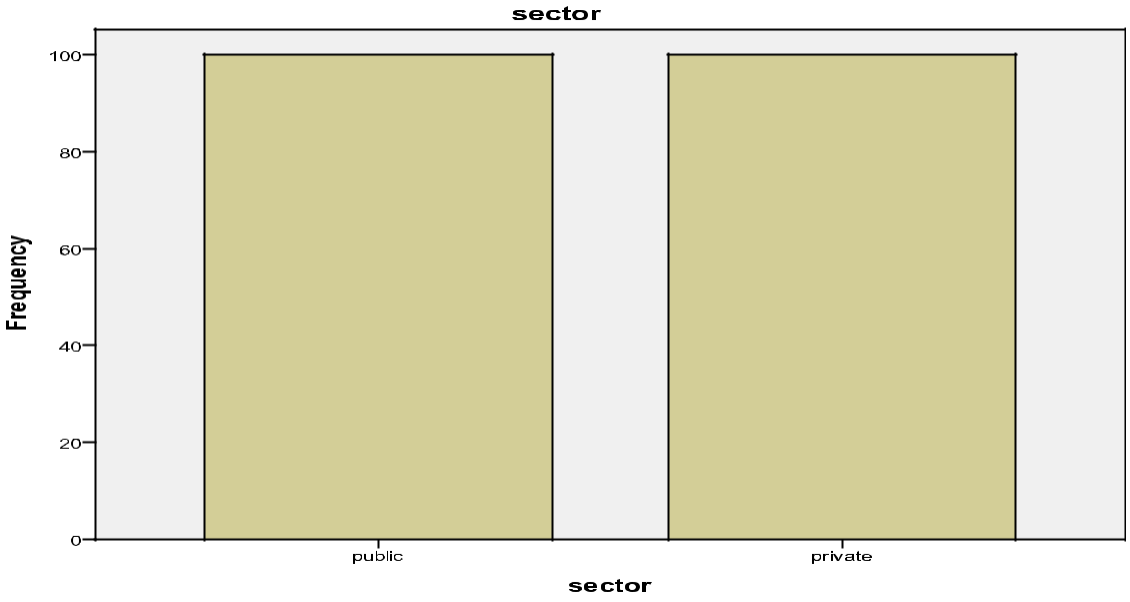
Graph 4.3: Demographic Characteristics of respondents (student) related to 'Gender

Table 4.4

Demographic' Characteristics of the respondents (students) Related to 'sector' (N=200)

S#.	Sector	Frequency (N)	Percent (%)
1.	**Private sector**	100	50
2.	**Public sector**	100	50
	Total	200	100

Table No 4.4 above shows the population sample of the students from different sectors of the universities. 50% (N=200) 'respondents' Private sector Universities of Management department of universities of Rawalpindi and Islamabad. Whereas 50% (N=200) were Public sector universities of Social sciences departments of universities of Rawalpindi and Islamabad. According to the Graph 4.4 the percentage of private and public sector universities have equally divided.



Graph 4.4: 'Demographic' Characteristics of the respondents (students) related to Sector

Section II Reliability of the Tools (Questionnaire)

4.3 Reliability of Teachers Questionnaire

Table 4.5

Item wise Reliability of teacher questionnaire (N=100)

The following Table No explains the reliability of teachers' questionnaire.

Scale	Subscales	No. of items	Cronbach's Alpha
Questionnaire			
	Total item	49	.936
	Op for professional development)	10	.935
	Instructional strategies	10	.969
	Student assessment	10	.954
	Learning environment	6	.942
Personal qualities	Teaching belief	6	.963
	Teaching attitudes	7	.873

Table 4.5 shows the overall reliability of the Teachers' organizational Practices Instrument. Alpha- Reliability of organizational practices was 0.936. Research instrument was divided into 6 subscales. There were total 49 items. The subscales were professional development practices, instructional strategies assessment techniques to check student learning, creating learning environment, teaching beliefs, teaching attitudes. The reliability of the sub scales were found to be. .935, .969, .954, .942, .963 and .873.

Table 4.6

Item-Total Correlation of Teachers questionnaire (N=100)

Item	Correlation	Item	Correlation
1	.69**	25	.62**
2	.45**	26	.75**
3	.53**	27	.79**
4	.60**	28	.81**
5	.54**	29	.72**
6	.60**	30	.53**
7	.57**	31	.50**
8	.85**	32	.45**
9	.64**	33	.45**
10	.52**	34	.47**
11	.56**	35	.48**
12	.76**	36	.42**
13	.50**	37	.57**
14	.58**	38	.77**
15	.69**	39	.65**
16	.65**	40	.71**
17	.61**	41	.75**
18	.52**	42	.62**
19	.61**	43	.56**
20	.40**	44	.52**
21	.61**	45	.51**
22	.72**	46	.47**
23	.55**	47	.72**
24	.68**	48	.75**
25	.76**	49	.76**

** significant 0.01 level), Significant 0.05 level

Table 4.6 was about item total correlation of research instrument (teacher questionnaire). There were 49 items in the questionnaire. These items cover following domains of the study (organizational practices, instructional strategies inside the classroom, assessment of students learning, creating learning environment, teaching beliefs and teaching attitudes. Items (1-10) were about the Organizational Practices to develop teachers professionally. These items were found significantly correlated. Item 11-20 were about the instructional strategies, these items also found significant. Items ranges 21-30 were related to third domain (students' assessment techniques); these items were also found significant level of correlation. Fourth domain was about conducive learning environment, item no (30-36) these were also found correlated. Domain teaching beliefs (item 37-42) were also found significant. Last domain of teachers effectiveness were attitude of teachers toward student teaching and learning (Item no 43-49) these items were also found significant. Highest correlation was of the item no 8 'series of workshops'(.85) and the lowest correlation was of item no 20, quiz test to asses learning(.40) the range of correlation falls between (.85-.40).

Table 4.7

Inter-Scale Correlation of the subscale of Teachers questionnaire (N=100)

The following Table No 4.7 explains the inter scale correlation of subscales of Teachers questionnaire.

Subscale	practice	Instruction	Asses	Environ	Belief	attitude	Total
Practices	1						
Instruction	.69**	1					
Assessment	.49**	.67**	1				
Environment	.58**	.79**	.54**	1			
Beliefs	.65**	.78**	.77**	.48**	1		
Attitudes	.43**	.83**	.69**	.68**	.79**	1	
Total	.56**	0.76**	.66**	.58**	.67**	.68**	1

Table 4.7above describes inter-scale correlation of the research instrument with 6 subscales. The internal reliability and strength of variables were found significant level at 0.01

level of significance. A result shows that all subscales were positively correlated with each other and with the total scores Scale. It was found that highest correlation (.83) existed between teaching attitudes and instructional strategies and lowest inter scale correlation (.43) existed between teaching attitudes and teaching practices.

Section- III

Objective 1; to examine the Organizational Practices for Teachers at university level

4.4 Organizational practices of teachers at university level

Table 4.8

Mean scores of Organizational Practices of the teachers at university level (N=2 00)

The following Table 4.8 summarizes the organizational practices scores of teachers at the university level.

(O P) subscale	N	MEAN	Remarks
Conferences	**200**	**3.08**	**Often**
Single day workshop	200	2.92	Sometimes
Coaching	200	1.8	Never
Classroom observations	200	2.9	Sometimes
Mentoring	**200**	**3.39**	**Often**
Departmental meetings	**200**	**3.31**	**Often**
Staff meetings	200	2.67	Rarely
Series of workshops	200	2.61	Rarely
HEC training programs	200	2.59	Rarely
Best practices Research Scholarships	200	2.89	Sometimes

Table No 4.8 indicates organizational practices in term of professional development practices for teachers at university level. Ist subscale was about professional development practices those were perform to increase the effectiveness of teachers, practices subscale has 10 items related to organizational practices. Ist one was conference (M=3.08out of 5),2nd item of subscale practices was single day workshop(M=2.92 out of 5), 3rd item was coaching(M=1.8out of 5),4th item was classroom observations(M=2.9 out of 5), 5th item was mentoring (M=2.9out of 5),6th item was departmental meetings(M=2.9 out of 5),7th item was staff meetings(M=2.61out of 5),8th item was series of workshops(M=2.61 out of 5),9th item was HEC trainings program(M=2.5 out of 5),10th item was best practices scholarships (M=2.8 out of 5). Cut-off mean values shows (from 1-1.8) never. (2-2.8) as rarely and (2.9-3.0) sometimes, (3.0-4.0) is

considered as often, (4.0-5.0) is considered as always.

The Overall mean results indicate teachers OP perform very rarely. Results also describe that few practices such as, coaching, staff meetings, workshops and HEC training programs were only conduct but rarely. So results further shows that universities are not paying attention towards in-service trainings of the teachers so according to the opinion of the teachers there must be arranged further activities for quality education and teacher effectiveness.

Section IV

Objective 2; To examine the Teachers' Effectiveness at university level.

4.5 Teachers effectiveness at university level

Table 4.9

Total Mean scores of Teachers' Effectiveness at University Level (N=2 00)

The following Table 4.9 summarizes the organizational practices scores of teachers at the university level

Teachers effectiveness Subscales	N	MEAN	Remarks
Instructional strategies	200	2.57	Sometimes
Students assessment	200	2.38	Sometimes
Learning environment	200	2.57	Sometimes
Belief	200	**3.32**	**Often**
Attitude	**200**	**3.39**	**Often**

Table No 4.9 describes the mean scores of teachers' effectiveness subscales it shows Teachers' effectiveness at University level. Teacher effectiveness has 5 subscales. Subscale 1 as about instructional strategies, over all mean score was (M=2.57), 2nd Subscale Assessment, overall mean score was (M=2.38), 3rd subscale Learning Environment, (M=2.57), 4th subscale was teaching belief (M=3.32), 5th subscale attitude (M=3.39).Mean score of all subscale were of moderate level . There is a need to improve teachers' skills and effectiveness. Overall score indicate that instructional strategies applied by the teacher are not very much frequent and up to

dated. Only lecture method and assigning a task is performing inside the classroom, other strategies to develop critical thinking in students is still lacking.

Section V

Objective 3; To Investigate the Students' Achievement at University level.

4.6 Students' Achievement at university level

Table 4.10

Mean Scores of Student Achievement (scores) at University Level.(N=200)

The following Table 4.10 Summarizes the Achievement scores of student at the university level

variable (Achievement)	N	Mean	Remarks
GPA	200	3.1	Moderate

Table 4.10 describes students' achievement in term of (GPA). Cut-off mean values were, GPA ranges from (2.5-2.9) consider as low. (3.0-3.3) consider moderate. (3.4-3.7) considers as high and (3.8-4.0) consider as very high achievement levels in students. Mean score of all students result show moderate level of achievement. Students' moderate level of achievement may cause poor planning, lack of learning environment, teachers' behavior attitude toward students learning. Other factors, out of this study, such as, financial problem, workload and lack of interest related to the subject may cause low achievement scores of students.

Section VI

Objective 4. To determine inter- relationship between Organizational Practice, teachers' Effectiveness and Students' achievement at university level.

HO1. There is no inter -relationship between Organizational practices, Teachers effectiveness and Students' Achievement at university level.

4.7 Inter-relationship between Organizational Practices, Teachers Effectiveness and Students' Achievement at university level.

Table 4.11

Inter -relationship between Organizational Practices, Teachers Effectiveness and Students Achievement at University Level. (N=200)

Subscales	Practice	Ins	Asses	Envier	belief	Atti	GPA
Practice	1						
Instruction	.77**	1					
Asses	.36**	.677**	1				
Environment	.33**	.644**	.83**	1			
Belief	.38**	.771**	.83**	.85**	1		
Attitude	.32**	.452**	.37**	.47**	.56**	1	
GPA	.59**	.65**	.68**	.69**	.74**	.72**	1

. Sig 0.05, * Significant at the 0.01.

Table No 4.11 interprets the relationship between organizational practices, teachers' effectiveness and students' achievement at university level. Scores indicated that there is significant relation between teaching practices and students' achievement. All three variables found significantly correlated. Effective teacher could improve students' learning. If one link left weak whole chain of education system will be weak. So null hypothesis. There is no inter-relationship relationship between Organizational Practice, teachers' effectiveness and Students' achievement at university level' is not accepted.

Section VII

Objective 4a; to determine the relationship between Organizational practices of Teachers' Effectiveness at University level.

HO1a: There is no relationship between Organizational Practices and Teachers' effectiveness at university level

4.8 Organizational Practices and Teachers Effectiveness

Table 4. 12

Inter- Scale Correlation between Organizational Practices and Teachers Effectiveness (N=200)

Subscale	Practice	Ins	Asses	Envier	belief	Atti
Practice	1					
Ins	.301**	1				
Asses	.321**	.67**	1			
Envier	.300**	.64**	.83**	1		
Belief	.380**	.77**	.83**	.85**	1	
Atti	.230**	.45**	.37**	.47**	.56**	1

**. Sig 0.05, * Significant at the 0.01.

Table No 4.12 interprets the relation between Organizational Practices with Teachers' Effectiveness. Subscales were significantly correlated. Overall result demonstrated the significant level of relation with Teachers' Effectiveness and Organizational Practices. So the null Hypothesis, there is no relationship between organizational practices and teachers' effectiveness at university level, is not accepted .

Section VIII

Objective 4b. To investigate the relationship between teachers 'effectiveness and students achievement at university level '

HO1b: 'There is no relationship between teachers effectiveness and student achievement at university level.

4.9 Teachers' Effectiveness and Students Achievement

Table 4. 13

Inter -scale correlation between teachers' Effectiveness and students, 'Achievement (200)

Subscales	Instruction	Assessment	Environment	Beliefs	Attitudes	GPA
Instruction	1					
Assessment	.66**	1				
Learning environment	.97**	.72**	1			
Belief	.66**	.62**	.81**	1		
Attitude	.88**	.59**	.46**	.39**	1	
GPA	.23**	.32**	.21**	.24**	.22**	1

**. Sig 0.05, * Significant at the 0.01.

Table No 4.13 interprets the relation between teachers' effectiveness and students' achievement at university level. Subscale of teachers' effectiveness and students' GPA are significantly found correlated. Relation between students' GPA and teachers' effectiveness subscales found weakly significant in relation. There were five subscales of teacher's effectiveness and students' academic achievement was checked in form of GPA.Teachers' effectiveness subscale instructional delivery in relation with students GPA has score(.23**). Another subscale assessment is significantly correlated with GPA scores (0.32**). Correlation with GPA scores of students and beliefs was (.24**), So the null Hypothesis, there is no positive relationship between teachers' effectiveness and students' achievement at university level' is not accepted.

Section IX

Objective 4c. To investigate the relationship between Organizational Practices and students' achievement at university level '

HO1c 'There is no relationship between Organizational Practices and students' Achievement at university level.

4.10 Organizational Practices and Students' Achievement

Table 4.14

Inter- scale correlation between OP and student Achievement (GPA) (N=200)

Subscale	Practice	GPA
(Op)Practice	-	
GPA	0.44**	-

**. Sig 0.05, Significance at the *0.01.

Table No 4.14 interprets the relationship between organizational practices and students' achievement at university level. Scores indicated that there is low significant relation between teaching practices and students' achievement at (0.44**). This result shows that organizational practices effect on students' achievement.

So Null Hypothesis 'there is no positive relationship between Organizational practices and students' achievement at university level' is not accepted.

SECTION X

Objective 5: To evaluate the demographic variation regarding gender and sector in determining the organizational practices in teachers at university level.

Ho2. There is no gender based significant difference regarding Organizational practices of teachers at university level.

Ho 2a: There is no sector based significant difference regarding Organizational practices of teachers at university level

4.11 Gender based Comparison of organizational practices in teachers at university level

Ho2. There is no gender based significant difference regarding Organizational practices of teachers' at university level.

Table 4.15

Gender based comparison with organizational practices. (N=200)

The following table No 4.15 summarizes the mean difference organizational practices Scores of teachers based on the variable, gender

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	Gender					
Practices	Male	100	19.32			
				1.24	198	.08
	Female	100	19.21			

*P<0.05 **P<0.01

Table 4.15above demonstrates that t value (1.24) was significant difference found statistically. It means that there was no significant level difference found between male and female 'respondents'. Male 'respondents' (Mean=19.32) were found less as compared to 'female respondents (Mean=20.21). There is no difference found gender wise with reference of (Op) practices of teachers. So hypothesis, There is no gender based significant difference regarding organizational practices of teachers at university level failed to reject.

4.12 Sector based Comparison of organizational practices in teachers at university level

Ho 2a: There is no sector based significant difference regarding organizational practices of teachers at university level.

Table 4.16

Sector based comparison with Organizational Practices. (N=200)

The following Table 4.16 summarizes the mean difference Organizational Practices Scores of teachers based on the variable, sector

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	Sector					
	Private	82	19.67			
Practices				0.37	198	.07
	Public	118	19.83			

*P<0.05 **P<0.01

Table 4.16above demonstrates that t value (0.37) was not found statistically significant at 0.00 levels. It means that there was no significant level difference found between public and private sector 'respondents'. Male 'respondents' (Mean=19.67) were found less as compared to 'female respondents (Mean=19.83). There is no difference found Sector wise with reference to (OP) practices of teachers. So hypothesis, There is no Sector based significant difference regarding organizational practices of teachers at university level failed to reject.

Section XI

Objective 6. 'To evaluate the demographic variation regarding gender and sector in determining the teachers' effectiveness at university level.

Ho3·There is no gender based significant difference regarding teacher effectiveness at university level.

Ho 3a: There is no sector based significant difference regarding Teachers effectiveness at university level.

4.13 Gender based comparison of teachers' Effectiveness at University level.

Table 4.17

Gender Based Comparison, of teacher effectiveness with subscale instructional strategies (N=200)

The following table indicates the differences in teacher's effectiveness on the basis of gender regarding Subscale instruction'

Variable	Group	N	Mean	t	Df	Sig(2- tailed)
Instruction	**Gender**					
	Male	100	30.52	4.98	198	.000
	Female	100	28.81			

p<0.05**, p<0.01*

In above table 4.17, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale Instruction for male and female respondents. There was significant difference (t=4.98) found between male and female respondents. Mean scores of male respondents were (M=30.52) and mean scores of female respondents were (M=28.81). Magnitude difference in mean scores between male and female respondents was found significant .So, hypothesis, there is no gender based significant difference regarding teachers effectiveness (instruction) at university level is rejected.

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Table 4.18

Gender Based Comparison of teachers' Effectiveness with subscale 'assessment'

The following Table No4.18 indicates the difference in teachers OP practices Questionnaire on the basis of gender regarding Subscale "Assessment"

Variable	Group (Gender)	N	Mean	t	Df	Sig(2-tailed)
Assessment	**Male**	100	19.88	11.3	198	.000
	Female	100	27.88			

p<0.05** p<0.001*

In above table 4.18, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale Assessment for male and female respondents. There was significant difference (t=11.3) found between male and female respondents. Mean scores of male respondents were (M=19.88) and mean scores of female respondents were (M=27.88). Magnitude difference in mean scores between male and female respondents was found significant. So, null hypothesis, there is no gender based significant difference regarding teachers effectiveness (Assessment) at university level is not accepted .

Table 4.19

Gender Based Comparison of teachers' effectiveness with subscale learning environment (n=200)

The following Table no 4.19 indicates the difference in teachers OP practices of teachers' effectiveness on the basis of gender regarding teacher effectiveness with subscale "learning environment"

Variable	Group (Gender)	N	Mean	t	Df	Sig(2 tailed)
	Male	100	13			
Learning environment				31.37	197	.000
	Female	100	22			

p<0.05**p <0.001*

In above table 4.19, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale learning environment for male and female respondents. There was significant difference (t=31.37) found between male and female respondents. Mean scores of male respondents were (M=13) and mean scores of female respondents were (M=12). Magnitude difference in mean scores between male and female respondents was found significant .So, hypothesis, there is no gender based significant difference regarding teachers effectiveness at university level is not accepted.

Table 4.20

Gender Based Comparison Of teachers effectiveness With Subscale Teaching Belief (n=200)

The following Table No 4.20 indicates the difference in teachers' effectiveness on the basis of gender against Subscale "beliefs

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	(Gender)					
Beliefs	**Male**	100	11.26	-20.53	198	.004
	Female	100	20.21			

p<0.05**p <0.001*

In above table 4.20, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale beliefs for male and female respondents. There was significant difference (t=20.53) found between male and female respondents. Mean scores of male respondents were (M=11.26) and mean scores of female respondents were (M=20.21). Magnitude difference in mean scores between male and female respondents was found significant .So, hypothesis, there is no gender based significant difference regarding teachers effectiveness (belief) at university level is not accepted .

Table 4.21

Gender based teachers effectiveness with subscale attitude (N=200)

The following Table no 4.21 indicates the difference in teachers' effectiveness on the basis of gender regarding with the teacher subscale teaching attitude

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	(Gender)					
Attitude	**Male**	100	23.4			
				6.7	198	.000
	Female	100	25.7			

p=<0.05**p<0.001*

In above table 4.21, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale attitude for male and female respondents. There was significant difference (t=6.7) found between male and female respondents. Mean scores of male respondents were (M=23.4) and mean scores of female respondents were (M=25.7). Magnitude difference in mean scores between male and female respondents was found significant. So, hypothesis, there is no gender based significant difference regarding teachers effectiveness attitude at university level is not accepted.

4.14 Sector based Comparison of teachers effectiveness at university level

Ho 5a: There is no sector based significant difference regarding teachers' effectiveness at university level.

Table 4.22

Sector based comparison of teachers' effectiveness with subscale 'instruction (N=200)

The following table 4.22 summarizes the mean difference in teachers' effectiveness with subscale instruction on the basis of sector

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	Sector					
Instruction	**Private**	82	29.82			
				1.3	198	. 16
	Public	118	29.58			

*P<0.05**P<0.01

In above table (4.22), Independent- sample t- test was conducted to compare the teachers' effectiveness with subscale Instruction for private and public sector respondents. There was no significant difference (t=1.3.) found between private and public sector respondents. Mean scores of private sector respondents were (M=29.82) and mean scores of public sector respondents were (M=29.58). Magnitude difference in mean scores between private and public sector respondents were very low. Null hypothesis, there is no sector based significant difference regarding teachers' effectiveness (instruction) at university level failed rejected.

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Table 4.23

Sector based comparison of teachers' effectiveness with subscale Assessment (N=200)

The following Table No 4.23 Summarizes the mean difference in assessment with teachers' effectiveness against subscale assessment sector.

Variable	Group Sector	N	Mean	t	Df	Sig
	Private	82	22.24			
Assessment				3.8	198	.000
	Public	118	25.03			

*P<0.05 **P<0.01

In above table 4.23, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale assessment for private and public sector respondents. There was significant difference (t=3.8.) found between private and public sector respondents. Mean scores of private sector respondents were (M=22.24) and mean scores of public sector respondents were (M=25.03). Magnitude difference in mean scores between private and public sector respondents found significant. Mean scores of public sector respondents were found higher then private sector respondents. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness (assessment) at university level is not accepted.

Table 4.24

Sector based comparison of teachers' effectiveness with subscale 'learning environment. (N=200)

The following Table No 4.24 summarizes the 'mean difference' in 'environment of teachers' effectiveness on the basis of sector.

Variable	Group	N	Mean	t	Df	Sig
	(Sector)					
Environment	**Private**	82	15.82			
				4.19	198	.000
	Public	118	18.72			

Sig= *P<0.05 **P<0.01

In above table 4.24, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale environment for private and public sector respondents. There was significant difference (t=4.19.) found between private and public sector respondents. Mean scores of private sector respondents were (M=15.82) and mean scores of public sector respondents were (M=18.72). Magnitude difference in mean scores between private and public sector respondents found significant. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness (environment) at university level is not accepted.

Table 4.25

Sector based comparison of teachers' effectiveness with subscale belief (N=200)

The following Table No 4.25 summarizes the mean difference in teaching beliefs of teachers' effectiveness on the basis of variable sector.

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	(Sector)					
Beliefs	**Private**	82	14.51	2.68	198	.008
	Public	118	16.58			

p0.01**and 0.05*

In above table 4.25, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale belief for private and public sector respondents. There was no significant difference (t=-2.68.) found between private and public sector respondents. Mean scores of private sector respondents were (M=14.51) and mean scores of public sector respondents were (M=16.58). Magnitude difference in mean scores between private and public sector respondents found very low. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness (belief) at university level failed to reject.

Table 4.26

Sector based comparison of teachers' effectiveness with the subscale Attitude (N=200)

The following Table No 4.26 summarizes the mean difference in teaching attitude of teachers' effectiveness on the basis of variable sector.

Variable	Group (Sector)	N	Mean	t	Df	Sig (2-tailed)
Attitude	**Private**	82	24.62	.07	198	.93
	Public	118	24.59			

*P<0.05 **P<0.01

In above table 4.26, Independent- sample t- test was conducted to compare the teacher effectiveness with subscale attitude for private and public sector respondents. There was no significant difference (t=0.07.) found between private and public sector respondents. Mean scores of private sector respondents were (M=24.62) and mean scores of public sector respondents were (M=24.59). Magnitude difference in mean scores between private and public sector respondents found very low. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness (attitudes) at university level failed to reject.

SECTION XII

Objective 7: To evaluate the demographic variation regarding gender and sector in determining students' achievement at university level.

Ho6. There is no gender based significant difference regarding student achievement at university level.

Ho6a. There is no sector based significant difference regarding students' achievement at university level.

4.15 Gender based Comparison of student achievement at university level

Table 4.27

Gender based comparison of Students' Achievement with subscale GPA (n=200)

The following table 4.27 summarizes the mean difference Student Achievement Scores of teachers based on the variable, gender

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	(Gender)					
GPA	**Male**	100	2.46			
				.861	198	0.62
	Female	100	2.56			

*P<0.05 **P<0.01

In above table 4.27, Independent- sample t- test was conducted to compare the GPA for Male and Female respondents. There was no significant difference (t=0.861.) found between male and female respondents. Mean scores of Male respondents were (M=2.46) and mean scores of Female respondents were (M=2.56). Magnitude difference in mean scores between male and female respondents found very low. So, hypothesis, There is no gender based significant difference regarding student achievement at university level failed to reject.

4.16 Sector Based Comparison of student achievement at university level

Ho6a. There is no sector based significant difference regarding students' achievement at university level.

Table 4.28

Sector based comparison of student achievement with subscale "GPA'' (N=200)

The following Table 4.28 summarizes the mean difference Student Achievement Scores of teachers based on the variable, sector

Variable	Group	N	Mean	t	Df	Sig (2-tailed)
	(Sector)					
GPA	**Private**	100	2.54			
				0.48	198	.62
	public	100	2.48			

*P<0.05 **P<0.01

In above table 4.28, Independent- sample t- test was conducted to compare the GPA for private and public sectors' respondents. There was no significant difference (t=0.48.) found between private and public sector respondents. Mean scores of private respondents were (M=2.54) and mean scores of public sector respondents were (M=2.48). Magnitude difference in mean scores between private male and public respondents found very low. So, null hypothesis, There is no sector based significant difference regarding student achievement at university level is failed to reject.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

After analysis and investigation of the statistical data and its interpretation in chapter no 4 , this chapter demonstrate summary, findings, conclusions ,discussion and recommendations of the research regarding Role of Organizational Practices on teachers' effectiveness and students' achievement at Federal area and Rawalpindi's universities. Conclusion was drawn in light of findings and this chapter includes discussions that demonstrate the differences and similarities and differences in previous studies of the researches and then draw conclusion. In addition, recommendations were given in this chapter in the light of findings of the study and discussion. Implications for future research were also mentioned.

5.1 Summary

This research study was taken out to investigate the Role of organizational practices on teachers' effectiveness and Students' achievement in universities of Rawalpindi and Islamabad. Additionally it aimed to explore the relationship between Organizational Practices, teachers' effectiveness and Students' achievement. It also aimed to determine the relationship between organizational practices and teachers' effectiveness. This study further aimed to identify and spotlight on the practices organized and conducted to improve the teachers teaching skills in delivering knowledge to the students in an effective way. Over all study was carried by keeping in the view of the objectives of the study and hypothesis designed for this study also.

Objectives of this study were: To examine existing organizational practices at university level. To determine teachers effectiveness at university level, to determine students' achievement at university level. To investigate the inter- relationship between organizational practices , teachers' effectiveness and students' achievement at university level, To determine the relationship among Organizational Practices and teachers' effectiveness at university level. To determine the relationship between teachers' effectiveness and students' achievement at university level, to determine the Organizational Practices and Students ' achievement at

university level, to evaluate the demographic variation regarding, gender and Sector in determining the organizational practices in teachers at university level. To evaluate the demographic variations regarding gender and sector in determining teachers' effectiveness at university level. To evaluate the demographic variations, regarding Gender and Sector, in determining students' achievement at university level. Research hypotheses were formulated and tested through null hypotheses to achieve these objectives.

The research study was descriptive in nature. For achieving the objectives the researcher developed questionnaire in light of Guskey model (2000) of training and evaluation. First part of questionnaire was about Organizational Practices received by the teachers at university level, Second part was about teacher effectiveness and its domains. Pilot study of questionnaire has been conducted to set up the validation and reliability of questionnaires. To check the strength and the validity of the research instrument, Questionnaire used for computed all the way through Cronbach's. Reliability of 49 items was 0.936.

The population of the study comprised of 900 teachers from management and social sciences departments of targeted universities of Rawalpindi and Islamabad (421 male, 479 female), 2000 students out of which 981 were students of BS and 1019 were students of Masters. On request of researcher, data from examination departments of the targeted universities has been obtained, which include results of result of BS and masters level students of 3rd and 4th semester .GPA (grade point average) of these students was used in this study. Out of the population of 900 teachers 200 teachers 22% were selected as sample of the study. GPA of 2000 students of BS and masters level including 3rd and 4th semester of Management and Social sciences department comprised population of the study, out of which 10% of sample has been selected. Statistical scales such as: Arithmetic mean, t-test, Correlation scales has been applied to achieve the objectives and test the hypotheses of the study.

5.2 Findings

Findings of the study are given below

5.2.1 Demographic characteristics of the teacher.

1. Result shows the gender vise comparison between the teachers who took part in the organizational practices.50% (N=100) of the 'respondents' were male whereas 50% were female teachers .Picture given describe the percentage division of male and female

population. (Table 4.1**)**

2. Results explain that 59% (N=118) of the 'respondents' were from the public sector universities of management and departments of Social sciences teachers .while 41% (N=82) of the population were from private sector universities of both departments faculty. By describing pictorial way table describe and compare public sector respondents were more in numbers then private sector universities respondents from Management sciences and Social sciences departments of universities. (Table 4.2)

5.2.2 Demographic Characteristics of Students (whom results have been collected to check achievement)

3. Statistical analysis and results exposed the frequency of targeted population with respect to demographic variable gender of the students population was. 50% (N=100) of the populations were male students of Management sciences and social sciences department of universities of Rawalpindi and Islamabad. While 50% (N=100) were female students of Management sciences and social sciences departments of universities. So this data was presented in picture description to show the difference in frequencies of the targeted population of the students. Both genders were taken in % of the population. (Table 4.3)

4. Findings related to the frequency of the students according to sectors. Statistical analysis revealed that 50% out of 200 students from Public sectors universities were taken from management and Social sciences departments and 50% were from private sector universities of management and Social sciences departments were taken for further studies. Pictorial presentation also illustrate the frequencies of students population to describe more clearly so whole analysis shows the targeted population of students were taken equally from private and public sector universities of Rawalpindi and Islamabad. (Table 4.4)

Findings Related To the Reliability of Tool (teachers) questionnaire

5 Reliability of the Teachers OP Practices Instrument. Alpha- Reliability of OP Practices .936. Research instrument was divided into 6 subscales. There were total 49 items. The subscales were professional development practices, instructional strategies assessment techniques to check student learning, creating learning environment, teaching beliefs , teaching attitudes, The reliability of the sub scales was found to be . 0 .935, .969, .954, .942, .963 and .873.(Table 4.5)

6 Item total correlation of research instrument (teacher questionnaire). There were 49 items in the questionnaire. These items cover following domains of the study (organizational practices, instructional strategies inside the classroom, assessment of students learning, creating learning environment, teaching beliefs and teaching attitudes. Item no (1-10) were about the organizational practices to develop teachers professionally. These items were found significantly correlated. Item (11-20) were about the instructional strategies, these items also found significant. Items ranges (21-30) were related to third domain (students' assessment techniques, these items were also found significant level of correlation. Fourth domain was about learning environment, item no (30-36) these were also found correlated. Domain teaching beliefs (item 37-42) were also found significant. Last domain of teachers effectiveness were attitude of teachers toward student teaching and learning (Item no 43-49) these items were also found significant. Highest correlation was of the item no 8 'series of workshops'(.85) and the lowest correlation was of item no 20, quiz test to asses learning(.40) the range of correlation falls between (.85-.40).(Table 4.6)

7 Results describe that inter-scale correlation of the research instrument with 6 subscales. The internal reliability and strength of variables were found significant level at 0.01 level of significance. A result shows that all subscales were positively correlated with each other and with the total scores Scale. It was found that highest correlation (.83) existed between teaching attitudes and instructional strategies and lowest inter scale correlation (.43) existed between teaching beliefs and teaching practices.(Table 4.7)

Objective 1 To determine the existing Organizational Practices in Teachers at university level.

8**.** Organizational practices in term of professional development practices of teachers at university level. Ist subscale was about professional development practices those were perform to increase the effectiveness of teachers, practices subscale has 10 items related to organizational practices. Ist one was conference (M=3.08out of 5),2nd item of subscale practices was single day workshop(M=2.92 out of 5), 3rd item was coaching(M=1.8out of 5),4th item was classroom observations(M=2.9 out of 5), 5th item was mentoring (M=2.9out of 5),6th item was departmental meetings(M=2.9 out of 5),7th item was staff

meetings(M=2.61out of 5),8th item was series of workshops(M=2.61 out of 5),9th item was HEC trainings program(M=2.5 out of 5),10th item was best practices scholarships (M=2.8 out of 5). Cut-off mean values shows (from 1-1.8) never. (2-2.8) as rarely and (2.9-3.0) sometimes, (3.0-4.0) is considered as often, (4.0-5.0) is considered as always.

Overall mean results indicate teachers OP perform very rarely. Results also describe that few practices such as, coaching performs never staff meetings, workshops and HEC, and training programs were conduct rarely. So results further shows that universities are not paying attention towards in-service trainings of the teachers so according to the opinion of the teachers there must be arranged further activities for quality education and teachers' effectiveness. (Table 4.8)

Objective 2, to examine the Teachers' effectiveness at university level

9. Result describes the mean scores of teachers' effectiveness subscales it shows Teachers' effectiveness at university level. Teacher effectiveness has 5 subscales. Subscale 1 is about instructional delivery, over all mean score was (M=2.57), 2nd Subscale Assessment, overall mean score was (M=2.38), 3rd subscale Learning Environment, (M=2.57),4th subscale was teaching belief (M=3.32), 5th subscale attitude(M=3.39).Mean score of all subscale were of moderate level . There is a need to improve teachers' skills and effectiveness. Overall score indicate that instructional strategies applied by the teacher are not very much frequent and up to dated. Only lecture method and assigning a task is performing inside the classroom, other strategies to develop critical thinking in students is still lacking. (Table 4.9)

Objective 3; To Investigate the Students' Achievement at University level

10**.** Another finding describes students' achievement in term of (GPA). Cut-off mean values of GPA ranges from (2.5-2.9) consider as low. (3.0-3.3) consider moderate. (3.4-3.7) considers as high and (3.8-4.0) consider as very high achievement levels in students. Mean score of all students result show moderate level of achievement. Students' moderate level of achievement may cause poor planning, lack of learning environment, teachers' behavior attitude toward students learning. Other factors, out of this study, such as, financial problem, workload and lack of interest related to the subject may cause low achievement scores of students. (Table 4.10)

Objective 4. To determine the relationship between Organizational practices, Teachers' Effectiveness and Students' Achievement at University level.

HO 1: There is no relationship between Organizational Practices Teachers Effectiveness and student achievement at University level.

11. Data interprets the relationship between organizational practices, teachers' effectiveness and students' achievement at university level. All three variables found significantly correlated. As trainings are very important to enhance teachers' skills and teaching effectiveness. Effective teacher could improve students' learning. If one link left weak, whole chain of education system will be weak. So the Hypothesis there is no inter-relationship relationship between Organizational Practices, teachers effectiveness and students achievement at university level' null hypothesis has been rejected. (Table 4.11)

Objective 4a. To investigate the relationship between organizational practices and teachers' effectiveness at university level '

HO1[a] 'There is no relationship between organizational practices and teachers effectiveness at university level.

12. Data interprets the relation between organizational practices with teacher effectiveness. Subscales are significantly correlated. Overall result demonstrates the significant level of relation with teachers' effectiveness and organizational practices. So the Hypothesis, there is no relationship between organizational practices and teachers' effectiveness at university level' null hypothesis has been rejected. (Table 4.12)

Objective 4b. To investigate the relationship between teachers effectiveness and students achievement at university level '

Ho1[b] There is no relationship between teachers effectiveness and student achievement at university level.

13. Data the relation between teachers' effectiveness' and students' achievement at university level subscale of teachers' effectiveness and student GPA are significantly found correlated. But relation has found weak. There were five subscales of teacher's questionnaire and student academic achievement was checked in form of GPA.Teachers

effectiveness subscale instructional delivery in relation with students GPA has score(.23). Another subscale assessment is correlated with GPA scores (0.32). correlation with GPA scores of students and beliefs was (.24), So the Hypothesis No. 2 was there is no positive relationship between teachers effectiveness and students achievement at university level' so null hypothesis has been rejected.(T able 4.13)

Objective 4c. To determine relationship between organizational practice, and students achievement at university level.

Ho1^{c} There is no relationship between organizational practices and students achievement at university level.

14. Data interprets the relation between Organizational Practices and students' achievement at university level. Scores indicated that there is low significant relation between teaching practices and students' achievement at (0.44). This result shows that organizational practices could not effect directly on students achievement. Organizational practices and student achievement have moderate relationship .when teachers get trainings and they learn to apply new strategies for students learning .student achievement increase.So the Hypothesis 'there is no positive relationship between organizational practices and students achievement at university level' so null hypothesis has been rejected.(Table 4.14)

Objective 5. 'To evaluate the demographic variation regarding gender and sector in determining the organizational practices of teachers at university level.

Ho2·There is no gender based significant difference regarding organizational practices of teachers at university level.

Ho 2a: There is no sector based significant difference regarding Organizational practices at university level.

15 Findings demonstrate that t value (1.24) was not found statistically. It means that there was no significant level difference found between public and private sector 'respondents'. Male 'respondents' (Mean=19.32) were found less as compared to 'female respondents (Mean=19.21). There is no difference found with reference of subscale (op) practices of teachers. So hypothesis, There is no gender based significant difference regarding organizational practices of teachers at university level failed to reject. (Table 4.15)

16. Result demonstrates that t value (0.37) was not found statistically significant at 0.00 levels. It means that there was no significant level difference found between public and private sector 'respondents'. Male 'respondents' (Mean=19.36) and female respondents (Mean=19.83). There was no difference found Sector wise with reference of (OP) practices of teachers. So hypothesis, There is no Sector based significant difference regarding organizational practices of teachers at university level failed to reject.(Table 4.16)

Objective 6. To evaluate the demographic variation regarding Gender and Sector in determining the teachers effectiveness at university level.

Ho3 There is no gender based significant difference regarding teachers' effectiveness at university level.

17. In above table (4.16), Independent- sample t- test was conducted to compare the teacher effectiveness with subscale Instruction for male and female respondents. There was significant difference (t=4.98) found between male and female respondents. Mean scores of male respondents were (M=30.52) and mean scores of female respondents were (M=28.81). Magnitude difference in mean scores between male and female respondents was found significant .So, hypothesis, there is no gender based significant difference regarding teachers effectiveness (instruction) at university level is rejected.(Table 4.17)
18. In above table (), Independent- sample t- test was conducted to compare the teacher effectiveness with subscale Assessment for male and female respondents. There was significant difference (t=11.3) found between male and female respondents. Mean scores of male respondents were (M=19.88) and mean scores of female respondents were (M=27.88). Magnitude difference in mean scores between male and female respondents was found significant. So, hypothesis, there is no gender based significant difference regarding teachers effectiveness (Assessment) at university level is rejected.(Table 4.18)
19. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale learning environment for male and female respondents. There was significant difference (t=31.37) found between male and female respondents. Mean scores of male respondents were (M=13) and mean scores of female respondents were (M=12). Magnitude difference in mean scores between male and female respondents was found significant .So, hypothesis, there is no gender based significant difference regarding

teachers effectiveness at university level is rejected.(Table 4.19)

20. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale beliefs for male and female respondents. There was significant difference (t=20.53) found between male and female respondents. Mean scores of male respondents were (M=11.26) and mean scores of female respondents were (M=20.21). Magnitude difference in mean scores between male and female respondents was found significant. null hypothesis, there is no gender based significant difference regarding teachers effectiveness (belief) at university level is rejected.(Table 4.20)
21. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale attitude for male and female respondents. There was significant difference (t=6.7) found between male and female respondents. Mean scores of male respondents were (M=23.4) and mean scores of female respondents were (M=25.7). Magnitude difference in mean scores between male and female respondents was found significant. null hypothesis, there is no gender based significant difference regarding teachers' effectiveness attitude at university level is rejected.(Table 4.21)

Ho3[a] There is no Sector based significant difference regarding teachers' effectiveness at university level.

22. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale Instruction for private and public sector respondents. There was no significant difference (t=1.3.) found between private and public sector respondents. Mean scores of private sector respondents were (M=29.82) and mean scores of public sector respondents were (M=29.58). Magnitude difference in mean scores between private and public sector respondents were very low. .So, hypothesis, there is no sector based significant difference regarding teachers effectiveness (instruction) at university level failed to reject.(Table 4.22)
23. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale assessment for private and public sector respondents. There was significant difference (t=3.8.) found between private and public sector respondents. Mean scores of private sector respondents were (M=22.24) and mean scores of public sector respondents were (M=25.03). Magnitude difference in mean scores between private and public sector respondents found significant. Mean scores of public sector respondents were found

higher then private sector respondents. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness (assessment) at university level rejected.(Table 4.23)

24. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale environment for private and public sector respondents. There was significant difference (t=4.19.) found between private and public sector respondents. Mean scores of private sector respondents were (M=15.82) and mean scores of public sector respondents were (M=18.72). Magnitude difference in mean scores between private and public sector respondents found significant. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness (environment) at university level rejected.(Table 24)
25. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale belief for private and public sector respondents. There was no significant difference (t=-2.68.) found between private and public sector respondents. Mean scores of private sector respondents were (M=14.51) and mean scores of public sector respondents were (M=16.58). Magnitude difference in mean scores between private and public sector respondents found very low. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness(belief) at university level failed to reject.(Table 4.25)
26. Independent- sample t- test was conducted to compare the teacher effectiveness with subscale attitude for private and public sector respondents. There was no significant difference (t=0.07.) found between private and public sector respondents. Mean scores of private sector respondents were (M=24.62) and mean scores of public sector respondents were (M=24.59). Magnitude difference in mean scores between private and public sector respondents found very low. So, hypothesis, There is no sector based significant difference regarding teachers effectiveness(attitudes) at university level failed to reject.(Table 4.26)

Objective7: To evaluate the demographic variation regarding gender and sector in determining students' achievement at university level.

Ho4. There is no gender based significant difference regarding student achievement at university level.

27. Independent- sample t- test was conducted to compare the GPA for Male and Female respondents. There was no significant difference (t=0.861.) found between male and female respondents. Mean scores of Male respondents were (M=2.46) and mean scores of Female respondents were (M=2.56). Magnitude difference in mean scores between male and female respondents found very low. So, hypothesis, There is no gender based significant difference regarding student achievement at university level failed to reject.(Table 4.27)

Ho4a. There is no sector based significant difference regarding students' achievement at university level.

28. Independent- sample t- test was conducted to compare the GPA for private and public sectors' respondents. There was no significant difference (t=0.48.) found between private and public sector respondents. Mean scores of private respondents were (M=2.54) and mean scores of public sector respondents were (M=2.48). Magnitude difference in mean scores between private male and public respondents found very low. So, hypothesis, There is no sector based significant difference regarding student achievement at university level failed to reject.(Table 4.28)

5.3 Conclusion

According to the data analysis and interpretation, following conclusions have been drained from the findings of the research study:

1. First objective of the study was to determine existing organizational practices in teachers at university level. In light of data interpretation it was concluded that, Organizational practices were not performed frequently. single day workshops were rarely in-practice in universities. Coaching was not in-practices in universities. Staff meetings arranged rarely, conduction of series of workshops was very rarely conducted. According to findings of the study Higher Education does not Organized mostly training Programs for University Teachers frequently. Other practices such as best practice scholarships were not found in practice prominently in universities.
2. Second objective of the study was to determine teachers' effectiveness at university level. Data was collected from targeted population. With the help of findings it was also concluded that teacher effectiveness is very much important for students learning outcomes. Teachers' effective skills were found not very much strong, it was also concluded that teachers instructional strategies were not found up to dated ,so most of the strategies that makes students learning effective were not observed in- practices, teaching assement methods are not revised, attention towards learning environment has not been given proper attention. Third objective of the study was to investigate the students' achievement at university level. From the data interpretation, results revealed that students' achievement was also observed positively significant but score was moderately significant.
3. Fourth objective of the study was, to determine relationship between Organizational practices and teachers' effectiveness and students' Achievement at university level. By applying appropriate statistical tool, it was concluded that, overall result demonstrates moderately significant level of relation found between organizational practices, teachers effectiveness and students achievement at university level.

(A). 4th (a) objective of the study was to determine relationship between organizational practices and students achievement at universities of Rawalpindi and Islamabad. It was also concluded that very week relation found between organizational practices and teachers effectiveness.

(B). 4th (b). Objective of the study was to determine the relationship between teachers effectiveness and students achievement at university level. From the data interpretation and findings of the research study it was concluded that, there was moderately significant relation found between teachers 'effectiveness and students achievement. The relation between teachers' effectiveness' and students' achievement at university level subscale of teachers' effectiveness and student GPA are significantly correlated.

(C). 4^{TH} (c) Objective of the study was to determine the relationship between organizational practices and students achievement. Findings conclude that there was positively significant relation found between organizational practices and students' achievement. But relationship score was found moderate level of significant.

4. 5^{th} objective of this research study was to evaluate the demographic variation regarding Gender and Sector in determining organizational practices of teachers at university level. According to the findings, there was no significant difference found between the teachers with respect to the variable gender. According to result of the study result was establish that that there was no difference in organizational practices with respect to private and public sector universities.

5. 6^{th} objective of the study was, to evaluate the demographic variation regarding gender and sector in determining teachers' effectiveness at university level. Different subscales of teachers' effectiveness have different relation regarding gender. Instructional strategies between male and female gender have significant difference .Male teachers have more mean scores in instructional strategies then female teachers. Students' assessment techniques have also significant difference found in female and male genders. Female were found better in assessment techniques then male respondents. In creating conducive learning environment females were found better then male, in teaching beliefs female were better than male respondents .in teaching attitudes female were found better than male. So overall result conclude that there was significant difference found in teachers' effectiveness in male and female respondents.

   Sector wise teacher effectiveness there was no significant difference found in subscale assessment teqniques overall result conclude that there was no difference found in teachers' effectiveness in public and private sectors of universities.

6. 7^{th} objective of the study was to evaluate the demographic variation regarding gender and

sector in determining students' achievement at university level. It was concluded that there was no gender and sector base difference found in student achievement (GPA).

5.4 Discussion

Although research studies and literature on Organizational practices , educational management and training are available in relation to Europe and America (Coleman, 2004), it is not, in the case of developing countries ,such as Pakistan (Hemsley& Oplatka, 2006). This policy could promote the importance and the effectiveness of teachers' development not only for institutional officials but also for teachers and teachers' trainers in Pakistan. The Department of education has also emphasized the need to transform professional development at all levels. It is an unfortunate fact, that many of the goals set out in these policies and programs may or may not be achievable, as reported by Sayeda (2016) in his work entitled "History of Education Policy Planning and Planning in Pakistan", by failing to achieve the same, the professional development of university level teachers is one of our subordinate goals and policies.

Professional development (PD) of teachers holds prime significance in the teaching-learning process. This aspect of teachers' effectiveness always overlaps with institutional improvement, and thus ultimately causes changes through education. Due to changing dynamics of education related aspect, including nature for knowledge and delivery techniques and rising social complexity, the need of professional development is undeniable. Consequently, many challenges have emerged. As the situation evolves, teachers are required to enhance their competence through refining their conceptual base and methodology. Thus, necessitating enrichment of subject-matter related knowledge of the teachers and improvement of their content skills through PD. Many studies have clearly established relationship between PD and various practices linked with the teachers, including direct teaching in classrooms that significantly impacts the students' performance. If the PD of the teachers is of higher quality, it will result into better teaching in classroom, which will ultimately have direct impact on students' achievements.

A teacher plays an essential role in the process of teaching and learning. He /she is the one who implements plans, decides pace, sets direction and achieves goals of the educational programs. PD of the teacher enables teachers to perform their tasks effectively.

When the teacher enter into the classroom weather it would be their first day or they become used too of this, they should have all the requirements and their curriculum should be well organized and ready before teaching or delivering their knowledge to the students.. It is loud

and clear that there is nothing as quiet as repair a poor classroom. Teaching is a process of interaction, while exchange a few words with the student; Teachers should preserve highs ethical standards by showing respect and modesty in all times.

Professional development of teachers in Pakistan has been facing challenges of different nature. These challenges could be in the shape of some complexities, difficulties and barriers which affect the 'expected outcomes of teachers' growth.

Nigel (2012) found out factors such as: lack of motivation, absence of facilities, lack of time for reflection, commitment of the individuals, vision and lack of opportunities to implement learning were a few barriers in the implementation of effective OP program.

Antoinette (2012) believes that OP of teachers faces many challenges, and major ones are availability of opportunities of OP, financial implications, availability of time, workload of the teachers and the affordability of OP activities. These are serious constraints, and matters of concern in the successful implementation of OP. These factors are intermingled with others at the workplaces which emphasize the crucial role of the employer in organizational practices.

In Pakistan, the extent of training being imparted to the university teachers needs to be explored and the challenges faced in the implementation of any programs of OP for them require identification.

Recent study was descriptive and corelational by nature, in which three variables namely, organizational Practices (professional development Practices), teacher effectiveness and students achievement , In this study OP was considered as an Independent Variable and Teachers Effectiveness and Students Achievement were considered as dependent variables.

First objective of the study was about the organizational practices performed at university level. Results exposed that organizational practices are not performed up to the mark in universities few practices such as workshops, seminars and departmental meetings are arrange moderately. Some practices, such as: coaching, mentoring, HEC training programs were conducted rarely. Other practices, best practice research scholarships and other programs were not observed to be in practice.

Khan (2011) stated that teacher training institutions are not working properly and he highlighted many reasons like institutions only provide knowledge not focus on application, only interest in providing certificates, only focus on memorization to pass exam and there is no extra qualifications for trainers so these are the big reasons that training institutions are not working

properly. In another study by Mayer and Lloyd (2011,) explain the professional development is an activity in which formal and informal development of teachers and administration involve. Mizell (2010) explain that implementation of professional development practices ineffectively leads to criticism. Freitas etal. (2016) highlighted Professional Practice in Higher Education and identified range of Professional development Practices. Nigel (2012) also found that factors like lack of motivation, absence of facilities, lack of time for reflection, commitment of the individuals, vision and lack of opportunities to implement learning were a few barriers in the implementation of effective OP program. Antoinette (2012) believes that OP of teachers faces many challenges, and major ones are availability of opportunities of OP, financial implications, availability of time, workload of the teachers and the affordability of OP activities. . Yaqub, E.N., et al.,(2020) discovered that the colleges of education do not get benefits fully from OP programs due to absence of collaboration between training institutes and social science departments.

According to researcher's point of view these practices are not in practice due to irregular delayed or low remuneration, lack of strong professional identity, poor leadership, limited administrative capacity or low budget and low incentives to encourage and help teachers in improve their practice.

2nd objective of the study was to determine teachers' effectiveness at university level

It was also concluded that teacher effectiveness is very much important for students learning outcomes. Scores of teachers' effectiveness were found moderate. Teachers' effectiveness has four domains first one was instructional strategies, 2nd domain was student assessment techniques, 3rd one was creating learning environment, and 4th domain was about the personal qualities of teacher such as belief and attitude. Over all mean score shows that these all strategies applied by the teacher were very low. There is a need to ensure the application of effective strategies to increase the teaching effectiveness.

Razali (2006) found a significant relationship between the teacher trainings and effectiveness of teaching. Campbell and Elliot (2013) also support this viewpoint, stating through OP, teachers become equipped with specific development opportunities that encourage personal growth, enhance their professionalism and maximize their strengths with the key outcome of improving quality of teacher learning and maximizing pupil achievement. In another study, teachers' effective skills were found not very much strong from the findings.

This result also revealed that, due to lack of organizational practices teachers are not enhancing their skills with the changing paradigm. So they are not meeting requirement of students learning. According to researcher's opinion university teaching is scholarly activity that draws on extensive professional skills and practice at higher level of education. Reason behind low effectiveness might be due to less organized material of teaching, un -clear ideas, less stimulating behavior toward student learning ,unable to create learning environment and also not having professional development practices and trainings.

3rd objectives of the study was student achievement at university level

7. Result showed that moderate level of students 'achievement. Norlia, etal, (2017) in his study found a weak significant relationship between teaching skills and student achievement. He also suggests improving teacher training programs to upgrade student achievement. Another study by Nghambi, G.H, (2014) find out the factors of low achievement of students in his study, he also highlighted lack of in-service trainings and poor instruction strategies students' achievement level become low. Pedder and Opfer (2010) concluded from their research that there is little indication that OP is effective at raising standards or narrowing of the achievement gap.

According to researchers' point of view, student achievement level effect due to many factors such as lack of teacher support and environment, lack of learning facilities in teaching methodology, poor health, peer support, anxiety and depression may cause students achievement negative effect.

4th objective of the study was, to determine the inter-relationship between Organizational practices, teachers' effectiveness and students' achievement.

Research findings showed that there is positive relation found among all three variables. These variables are inter-connected with one another. One of the previous research studies by Yoon et al. (2007) describe that organizational practices affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Secondly, better knowledge and skills improve classroom teaching. Thirdly, improved teaching raises student achievement.

According to researchers' point of view, organizational practices, teachers and students are closely interlinked .If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas and strategies to classroom instruction then students will not

benefited from the teacher's professional development trainings. When teachers skills will not enhanced by the organization students will not learn. So, teaching practices are very much important for teachers' teaching and students' learning ultimately.

4th (a) Objective of the study was about to determine the relationship between organizational practices and teachers' effectiveness at university level.

Results discovered that there was moderately Significant relation were found between organizational practices on teacher's effectiveness. Teachers who took part in professional training their skills enhance and they could performed effectively, they could manage, plan and organize their goals and deliver knowledge effectively then those teachers who are not part of these trainings. Day (2004) suggests OP include all planned activities and experiences which directly or indirectly benefit to the student, teacher and institute. Gibbs, (1981) in his study, he supports the thought of joint conversation in discussion workshops and conference. He considered the workshop is very much necessary and useful when everyone is participating it actively. And presenting their solutions if in the workshop leader or coordinator is skilled in conducting workshops otherwise discussion can be ineffective and useless. Mizell (2010) stated that Professional development associated with different terms like in-service education, staff development, career development, professional learning and continuing education. The purpose of all these terms is to facilitate the learning of teacher, students and principals. The term professional development used differently such as: professional trainings, professional learning, Professional knowledge, skill and effective teaching learning process.

Richards and Farrell (2005) said that teachers training and professional development are two big goals of education. Teachers training involve the understanding of basic concepts and principles and their implementation on teaching and subsequent ability to practice in the class room. Chetty et al. (2014) found that students taught by highly effective teachers, were more likely to attend institute and earn more,

According to researcher point of view this potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that researchers and policymakers properly understand the factors that contribute to a teacher's effectiveness.

4th (b) objective of the study was to determine relationship between teachers 'effectiveness and students' achievements.

The relationship showed that there was a positive relationship between teachers' performance

and learners' achievement level in the form of GPA (grade point average).

McCaffrey (2003) found that teachers who influence students' learning achieve access and prolonged existence. Aaronson, (2007) finds not very significant association between teachers' experience and students' achievement level. Early and Porritt, (2009) said that PD is the process that builds on what has been learnt to effect a change 'in the thinking and practice of our colleagues so that such change improves the experience and learning for students Guskey (2005) claims that in planning professional development to impact student achievement, educators must backwards plan, starting with the final student learning outcome to be achieved. According to researcher point of view teachers' effectiveness and student achievement have positive impact in context of teachers' professional development, teachers teaching methodology, teacher student relation, teachers' belief and attitudes.

4th (c) objective of the study was about relationship between organizational practices and students achievement.

There was significant relation between organizational practices and student achievement was found. But score was low. Harris and Sass (2011) determining the relationship between student achievement and teacher training find a positive and significant correlation between the two variables. On the other hand, Jacob and Lofgren (2004) find, "marginal increases in in-service training have no statistically or academically significant effect on achievement, suggesting that modest investments in staff development may not be sufficient to increase the achievement.

Early and Porritt, (2009) said that PD is the process that builds on what has been learnt to effect a change 'in the thinking and practice of our colleagues so that such change improves the experience and learning for student. Guskey and Yoon (2009) reviewed nine investigations and present the following findings. Workshops focused on research-based instructional practices. Learning experiences showed a positive relationship between professional development and student learning.

According to the researchers' opinion Professional development practices are necessary to develop teachers' skills. Professional development is necessary to keep the teacher up-to-date with the continuously changing practices, and student needs.

5th objective of the study was , to evaluate the demographic variation and evaluate the impact of variables demographically, such as: gender and sector in determining the OP practices in teachers at university level

Outcomes describe that there was no significant difference found in genders and in sectors regarding implementation of organizational practices in university teachers. of male teachers were more effective for teachers: Private corporate universities undertake continuous development initiatives then public sector universities. The administrative department has practical resources in the social sciences department of universities. Kane (2008) measured the effect of experience on teacher performance. Holfer (2003) concluded by looking at the 100 institute teachers who enjoyed within the community and contributed significantly closer to the number of other teachers. However, Professional development in the form of workshops, seminars and trainings courses help teachers stay up to date with new trends and learn from strategies/ techniques and methods of teaching. The covering idea behind professional development is that increased knowledge help teachers improve students achievement. Eckert and McConnell (2003) found that many studies show significant differences in the verbal behavior of male and female. He also stated that male is said to have a greater power, they become more aggressive and competitive when teaching their students in the classroom. According to researcher point of view .this may be due to cultural pressure, work load and responsibilities other then workplace cause low participation in professional development practices. (Junejo, M.I., etal, 2017) in his study also revealed the positive perception of teachers regarding their professional growth. According to researcher point of view organizational practices for teachers' skills improvement are very much important these programs not only enhance teachers' skill but also improve organizational structure, facilities, policies and students learning as well.

6th objective of the study was to evaluate demographic variations regarding gender and sector in determining teachers' effectiveness at university level.

Overall result concludes that there was significant difference found in teachers' effectiveness in male and female respondents. Sector wise teacher effectiveness there was difference found in subscale assessment techniques. Over all result conclude that there was no difference found in teachers' effectiveness in public and private sectors of universities. Female were found better then male

7th objective of the study was to evaluate the demographic variation regarding gender and sector in determining students' achievement at university level. Result showed there was no gender based or sector based difference found regarding student achievement**.** This might be due

to standard method of checking achievement and students are bounded to perform well. So there is no difference found between two genders. (Becirevic, I. Z. et al., 2017) discuss in his study beside personality other more manageable factors play important role in students' achievement. This is the responsibility of university to help and support the students to overcome possible barriers in achieving academic goals. According to researchers' point of view the institutions administration should design and implement the policies to improve the students' performance and the quality of education by changing the attitude of students towards learning, facilitating students and improving the teaching procedures.

5.5 Recommendations

Based upon conclusion of the research work done by the researcher, following recommendation is suggested:

1. Professional development practices need to be considered as a normal part of professional life for all academic staff, and these practices may be part of the institutional structure by allowing and supporting within academic departments, between different disciplines, across different institutions and between all who teach and support learning.
2. Institutions may conduct seminars to enrich their teachers with new teaching strategies, mentoring and coaching also could help in improving teachers' effectiveness, Teachers who are new to the service must be open to any professional assistance given by master teacher's thoughtful knowledge in the field.
3. Student achievement level may be improve by effective teaching strategies, by creating idea of mutual respect inside the class room and also by using diagnostic technique of assessment ,not just for checking grades.
4. Institutions may conduct subject based workshops, seminars rather than general. This could enhance teachers teaching skills and ultimately students learning will improve.
5. Professional development support needs appropriate time, space, environment availability of learning resource. So teacher may produce results and enhance their skills.
6. University may involve itself in various programs that would encourage the student to learn beyond the class. University could organize some internship and seminars where the students could join, learn and experience. By using measures such as students content knowledge, projects Repots, Meta cognitive reflection, observation checklist, interviews and conferences to increase the effectiveness of teachers in universities.

7. Management may implement the standards of professional development trainings to guide, evaluation this might be effective in professional learning.

   University management (department wise) may conduct staff survey on regular basis to identify areas of professional learning, according to the need and desires of educators. These kinds of surveys may help to connect learning from practice and support the areas of skill, knowledge and techniques that may helpful for the teachers to be more effective.

   HEC and private sector can be used for skills building to develop networking opportunities and resources for the development and practice of OP. The role and resources of the private sector can be utilized to conduct Organizational practices in collaboration of public sector universities.

9. Some important factors such as recruitment, compensation and opportunities for progression may lead the teachers to quality professional development.
10. Administration, leadership and funding bodies should provide flexible funding to conduct in- service trainings such as mentoring coaching, training programs, seminars, action research projects etc to improve teaching skills of teachers.

5.6 Suggestion for Further Research

From the systematic review of related to literature of the study, gaps were found as identified: The researchers and educationist through the world were seemed interested on teachers' effectiveness and related characteristics on number of studies. Though categorical issues were identified from teachers related characteristics, like gender, designation, were most studied issues to investigate effectiveness of teachers from the survey it is further need to study relationship between teachers effectiveness and personal variables of teachers like traits attitude, skills and knowledge etc. Most of the studies were based on institute level research; it will be productive to study on university level teachers and students further. The research study could be additionally examined by using different analytical instrument. Additional studies may have an effect on teachers' and student associations and effective professional development trainings and teachers' enhancement knowledge and skills enlargement. The present study was delimited to the geographical boundaries of Rawalpindi and Islamabad. Further researches can be conducted at broader by adding other provinces of the country.

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Appendix A Topic Approval Letter

NATIONAL UNIVERSITY OF MODERN LANGUAGES
Faculty of Higher Studies
Sector H-9, P.O. Shaigan, Islamabad
Tel: +92-9257646-50 ext: 256
Fax: 0092-051-9257672
Web: www.numl.edu.pk

ML.1-22/2004/FHS
Dated: 23-02-2016

To,
Ms. Erum Shahzadi

Subject: APPROVAL OF PHD TOPIC AND SUPERVISOR

1. Reference Academic Branch's Notification No. ML.2-5/16/Adms/Acad dated 19-02-2016, the Board of Higher Studies and Research has approved the following vide its meeting held on 7th, 28th -31st December 2015.

2a. Supervisor's Name & Designation

Dr. Allah Bakhsh Malik
Head Education Department
NUML, Islamabad

2b. Topic of Thesis

"Role of Organizational Practices on the Teachers Effectiveness and Students Achievement at University Level"

3. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time.

4. As per policy of NUML, all MPhil/PhD theses are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to theses run from own sources.

5. Theses are to be prepared strictly on NUML's format that can be had from Dr. Nighat Sultana (Faculty of Higher Studies)

Telephone No: 051-9257646, Ext 2041
E-mail: nighatashfaq@gmail.com

Shazra Munnawer
Prof. Dr. Shazra Munnawer
Dean, Faculty of Higher Studies

Appendix B Teachers professional development tool

Organizational practices for teachers professional development and teachers effectiveness Questionnaire

I am student of PhD. (Edu) at NUML Islamabad. I am conducting study on university teachers, which required information. The questionnaires are attached here with you, requested to fill them according to the instructions given on each questionnaire, you are requested to answer the questions, most appropriate answer carefully and select the most appropriate answer. I assure you that your name and responses will be remaining confidential and will only be used for the purpose of current research.

AGE: (20-30) (31–40) (41-50) (51-60) >60

Gender: (Male) (Female)

Sector :(Public) (Private**)**

Department: (Management) (Social Sciences)

Designation: (Lecturer) (Asst.professor) (Professor)

Working Experience: (1-2 years) (3-5 years) (6-10 years) (11-15 years) (16-above)

Instructions

This questionnaire contains descriptive statements Please read each statement carefully and give most appropriate answer.

Please encircle your responses to each statement according to the following 5 point scale in items of your own agreement and disagreement of the statement

Always	Often	Sometimes	rarely	never
5	4	3	2	1

If you never experienced with any of the statement given in the questionnaire, mark on #5 if you find always with any statement and please mark on #1. The statement for which you found never

.

SECTION 1. (VIEWS ON organizational practices (professional development practices)

Organizational practices in term of Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

1. **Did you participate in any of the following kindof professional development activities?**

	Statement	**Always 5**	**Often 4**	**Sometimes 3**	**Rarely 2**	**Never 1**
1	Conferences					
2	Single day workshop					
3	Coaching					
4	Classroom observations					
5	Mentoring					
6	Departmental meetings					
7	Staff meetings					
8	Series of workshops					
9	HEC training programs					
10	Best practices research scholarships					

SECTION 2. TEACHER EFFECTIVENESS (teaching practices, beliefs and attitudes)

Teacher effectiveness have five domains (instructional delivery, student assessment, student expectations, learning environment, personal personality(, belief and attitude)

1. INSTRUCTIONAL DELIVERY

S #	**Statement**	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
1	I present new topics to the class, lectures style presentation.					
2	I Discuss and coordinate homework practice with students.					
3	I ask my students to suggest helping plan classroom activities and topics.					
4	I provide scientific information to the students that allows to gain a better and deeper understanding of the subject matter.					
5	When I design my lessons, I					

	consciously consider how to create active learning experiences for my students.					
6	When I design my lessons, I consciously select methods and strategies that accommodate individual needs and interests of specific students.					
7	During each lesson, I move among the students, engaging individually and collectively with them during the learning experience.					
8	During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities					
9	I try hard I can make progress with even the most difficult and unmotivated students.					
10	I provides initial and final overviews of the session and/or subject in class					

(II) Student assessment

Effective teachers check for student understanding throughout the lesson and adjust instruction based on the feedback (**Guskey, 1996).**

	Statement	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
11.	I check my student tasks given by me					
12.	I review the students home task, they prepared.					
13	In my class student work in small groups to come up with joint solutions to a problem or a task given by me					
14	I apply the assessment criteria of the activities as established in the subject's curriculum					
15	I encourage Students to assess their own work.					
16	I assign students Group projects/presentations to assess their presentation skills					
17	I checked by asking questions whether or work not been understand					
18	I often promote students in research					

	and critical thinking in students by asking different questions					
19	When referring poor performance, I mean a performance that lies below the previous achievement of the student.					
20	I administer quiz or test to asses students learning					

III - Student learning environment

Effective teachers nurture a positive climate by setting and reinforcing clear expectations throughout the school year, but especially at its beginning

S #	Statement	Always	Often	Sometimes	Rarely	Never
21	Effective teacher demonstrate the correct way to solve the problem					
22	Students learn best by finding solutions to problem on their own.					
23	How much student learn depend on how much background knowledge they have, that is why teaching facts is so necessary					
24	Students work in groups based on their abilities.					
25	I feel Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved					

IV- Personal qualities (beliefs)

S#	Statement	Always	Often	Sometimes	Rarely	Never
26	I feel quiet classroom is generally needed for effective learning.					
27	I think Thinking and reasoning process are more important than specific curriculum content.					
28	Most of the teachers are interested in what student has to say.					
29	I take care to create pleasant learning atmosphere.					
30	I think Thinking and reasoning processes are more important than specific curriculum content					

attitude

S#	Statement	Always	Often	Sometimes	Rarely	Never
31	My role as a teacher to facilitate students own inquiry.					
32	I feel that I am making a significant educational difference in the lives of my students.					
33	As a teacher I believe that students well being is important.					
34	I work with individual students					
35	I feel student should work evaluate and reflect their own tasks.					
36	I suggest my student to help plan classroom activities.					
38	If student need extra assistance the I provide it					
39	I interact satisfactorily with the students					

Appendix C
List of Experts for Tool Validation (Certificates)

List of experts for tool validation

1. Dr Muhammad Ajmal.

   Chairman
   Department of distance Non formal and continuing education
   Allama iqbal Open University, Islamabad.

2. Dr. Hukumdad Malik
   Head of Department
   Department of Education
   National university of Modern Languages Islamabad

3. Dr. Shazia Zamir
   Professor Department
   Department of Education
   National University of Modern Languages Islamabad.

CERTIFICATE OF VALIDITY

Role Of Organizational Practices On Teachers Effectiveness And Students Achievement at university level

By .Ms Erum Shahzadi
Ph.D scholar Department of education, National university of modern languages,H-9islamabad, Pakistan

This is to certify that the questionnaire has been assesd by me and I found it according to the objectives and hypothesis of research assue adequate construct and content validity according to the purpose of research and can be used for data collection by the reasercher with fair amount of confidence.

Name:_____
Designation_____
Institute:_____
Signature_____
Date:_____.

Ms. Erum Shahzadi
Ph.D scholar
Department of education'
National university of modern languages

CERTIFICATE OF VALIDITY

Role / **Impact Of Organizational Practices On Teachers Effectiveness And Students Achievement at university level**

By .Ms Erum Shahzadi

Ph.D scholar Department of education, National university of modern languages,H-9islamabad, Pakistan

This is to certify that the questionnaire has been assesd by me and I found it according to the objectives and hypothesis of research assue adequate construct and content validity according to the purpose of research and can be used for data collection by the reasercher with fair amount of confidence.

Name: Dr. Hukam Dad.

Designation HOD Education.

Institute: NUML

Signature

Date: 09/01/2017.

DR. HUKAM DAD MALIK
HEAD
DEPARTMENT OF EDUCATION
NUML, ISLAMABAD

Ms. Erum Shahzadi

CERTIFICATE OF VALIDITY

Role/ **Impact Of Organizational Practices On Teachers Effectiveness And Students Achievement at university level**

By .Ms Erum Shahzadi

Ph.D scholar Department of education, National university of modern languages,H-9islamabad, Pakistan

This is to certify that the questionnaire has been assesd by me and I found it according to the objectives and hypothesis of research assue adequate construct and content validity according to the purpose of research and can be used for data collection by the reasercher with fair amount of confidence.

Name: Dr. M. Ajmal

Designation Associate Professor/ Chairman.

Institute: Deptt. of Education AIOU-Islamabad.

Signature

Date: 2/1/2017

Ms. Erum Shahzadi

CERTIFICATE OF VALIDITY

Role/Impact Of Organizational Practices On Teachers Effectiveness And Students Achievement at university level

By .Ms Erum Shahzadi

Ph.D scholar Department of education, National university of modern languages,H-9islamabad, Pakistan

This is to certify that the questionnaire has been assesd by me and I found it according to the objectives and hypothesis of research assue adequate construct and content validity according to the purpose of research and can be used for data collection by the reasercher with fair amount of confidence.

Name: DR. Shazia zamir

Designation professor.

Institute NUML university

Signature

Date: 2/4/2017.

Ms. Erum Shahzadi

Ph.D scholar

Department of education'

National university of modern languages Islamabad

Appendix D Grammar check certificate

INSTITUTE OF SOUTHERN PUNJAB

Department of English

To WHOM IT MAY CONCERN

It is to certify that the thesis for Ph.D titled, **" Role of Organizations' Practices on Teachers' Effectiveness and Students' Achievements at University Level"** of **Ms Erum Shahzadi** Registration #548.C-Ph.D Edu S15 has been thoroughly proofread and all the spelling and grammatical mistakes have been corrected.

Signature:

Name: Dr. M. ASAF AMIR

Head, Department of English

ISP Multan

Date: 27-4-2022

Appendix E
DETAILED POPULATION OF FACULITY FROM THE DEPARTMENT OF MANAGEMENT AND SOCIAL SCIENCES 2017-2018

Detailed teaching faculty of Universities in Rawalpindi and Islamabad session 2017-18

University	Sector	Department	Teachers		Gender
				Male	Female
HITEC	Private	Social sciences	6	4	2
University of	Private	Management	18	10	8
WAH					
		Social sciences	44	12	32
Fatima Jinnah	Public	Management	25	8	17
Women					
University					
		Social sciences	74	10	64
Foundation	Private	Management	36	20	16
		Social sciences	32	6	26
Bahria	Private	Management	63	40	23
		Social sciences	29	10	19
Quaid-e-Azam	Public	Management	13	11	2
		Social sciences	74	42	32
Federal Urdu	Public	Management	41	27	14
University					
		Social sciences	12	5	7
Comsats	Public	Management	87	54	33
		Social sciences	82	30	52
Air	Public	Management	25	17	8
		Social sciences	25	12	13
Islamic	Public	Management	13	6	7
International					
University					
Islamabad					
		Social sciences	65	32	33
Preston	Private	Management	25	17	8
University					
		Social sciences	20	9	11

Arid agriculture	Public	Management	10	7	3
		Social sciences	15	7	8
Riphah	Private	Management	18	3	15
International					
National Defense	Public	Management	9	5	4
University					
		Social sciences	39	17	22
Total			**900**	**421**	**479**