

Perceived Effectiveness of Professional Development Programs of Teachers at Higher Education Level

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Abstract

The major purpose of the study was to assess the perceived effectiveness of professional development programs of teachers at higher educational level. The objectives of the study were: *to assess university level teachers' opinion about effectiveness of professional development training with reference to quality teaching, to measure university level teachers' opinion about the effectiveness of the content applicability in classroom settings in taught professional development programs, to find out the effectiveness of professional development programs in leading to tackle with students related problems in classroom, to assess the effectiveness of professional development in introducing innovative teaching strategies.* Data for the study was collected from teachers of Public Sector University. Major findings of the study were that university teachers were not satisfied with the effectiveness of content of professional development programs. The respondents were not satisfied with the professional development programs with reference to classroom related problems of students; follow-up of training, innovative teaching strategies and reflective practice aspects of professional development programs. On the basis of present study we recommended that the content of the professional development programs may be designed to address daily classroom problems of students, providing practical training in innovative teaching strategies, using innovative teaching strategies that are helpful in effective teaching and proper follow-up of every professional development program may be made mandatory through implementation of rules. In current era reflective practice is an important component of effective teaching. Therefore it is suggested that special programs may be design for training of university teachers in doing reflective practice. *The result of the study may lead to redesigning of professional development courses of teachers.*

Keywords: Professional developments, university teachers, effectiveness, reflective practice, follow up

1.1 INTRODUCTION

Professional development is a procedure of improving and rising capability of staff through access to education and preparation opportunity in the workplace through external institute (Luciano, 1978). Professional development helps to construct and maintain self-esteem of staff members. Professional development is quite simply a way of supporting people in the workplace to know more about the surroundings in which they do their particular job.

It is moderately simply a means of supporting people in the workplace to know more about the surroundings in which they work, the job they do and how to improve it (Dressel, 1970). It is a continuing process through all our working life.

Professional development (PD) refers to skills and information attain for both personal development and job development. Professional development encompasses all types of facilities including learning opportunity ranging from college degree to formal classes, work conferences and relaxed learning opportunities situated in practice (Rossman, 1978).

It is a process of improving and increasing capability of staff through access to education and training opportunities in the workplace through external association or through watching others performing their work.

Professional development is in-service instruction to upgrade the content knowledge and educational skills of teachers. It is usually viewed as an important means of improving teaching and learning (Marton and Ramsden, 1988). Educators must know the concepts in processing professional development and the effectiveness of PD. Professional development refers to the growth of a human being in his or her professional job. Professional workshops and other properly associated meetings are a part of the professional development knowledge. Broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher. Moreover professional development and others planned in-

service programs are designed to promote the growth of teachers that can be used for their further development (Ausubel and Robinson, 1969). There are some points to improve professional development.

The process of training must start with a clear identification of need. Individuals work better knowing the principles of learning. Trainers should identify partners especially when a topic is being taught less successfully. Once trainees have recognized this requirement then the efficiency of training can truly be judged.

Training has to be continued. Once teachers have tried it out, they need to access the skill again on several occasions to build their own self-confidence, sort out the misunderstandings and overcome the barrier. In Pakistani university teachers provide professional development opportunities through various in-service training programs. Higher education commission (HEC) of Pakistan and universities provide such opportunities of PD for university teachers.

In fact professional development has to be active and mutual. New ideas need to be put into observation, practice, discussions and reevaluation. The teacher needs to work in groups to share ideas and problems (Eisner, 1982, 1991). Measures on the basis of observation and latent variables of professional development increase awareness. The result indicates that there is physically powerful positive effect on the professional development of teachers.

1.2 STATEMENT OF THE PROBLEM

The problem under investigation was to find out the perceived effectiveness of professional development programs for teachers at higher level education.

1.3 OBJECTIVES OF THE STUDY

Following were the objectives of the study.

- 1 To assess university level teachers' opinion about the effectiveness of professional development training with reference to quality teaching
- 2 To measure university level teachers' opinion about the effectiveness of the content applicability in classroom settings in teacher's professional development programs
- 3 To find out the effectiveness of professional development programs to tackle with students related problems in the classroom
- 4 To assess the effectiveness of professional development in introducing innovative teaching strategies

1.4 HYPOTHESIS OF THE STUDY

1. Professional development programs are effective with reference to improving the quality of teaching at university level.
2. Content taught in professional development programs has applicability in classroom settings.
3. Professional development programs are effective for providing training to teachers about tackling with student related problems
4. Professional development programs train teachers about innovative teaching strategies.

1.5 SIGNIFICANCE OF THE STUDY

Professional development (PD) is an essential element of teacher education. Such a continuous learning and training assures a high level of knowledge and enables the teachers to keep their professional skills and knowledge up-to-date. There are a number of ways to support PD. One of the most effective and well-organized way is to help teachers energize their knowledge and academic practice and to promote exchange of information and ideas between the teachers in their own institutions. They should also observe probation which does not only study from longer serving teachers but also increase interest for teaching as well as to move their older generation to up to date knowledge and skills in respect to both their field and pedagogical method.

There is major concern about the excellence of PD courses. The quality of PD depends greatly on the expertise of the trainer. But if PD courses are used to give confidence to continue learning, it is essential that the attendance is intended and that individual teachers are permitted to decide a course they think will help them in their professional development the most. Teachers can also take benefit from online materials, courses and teachers' community which are easily available and cost efficient. Many online PD options have been shown an outstanding option to the conventional method. However, there is an anxiety about the excellence of some online PD providers. Monitoring is necessary in online PD material or course (Scotland Teacher Education Review). The research found a lack of student research that was conducted on PD for university teachers. So the researcher thinks that findings of the present study will be helpful for university teachers.

1.6 THEORITICAL FRAMEWORK:

The purpose of the present study was to explore the effectiveness of professional development programs for

university teachers with reference to the following factors:

1. Effectiveness of professional development in improving current teaching strategies
2. Effectiveness of content taught in professional development for tackling with students' behavior problem
3. The role of professional development in introducing innovative teaching strategies

1.7 RESEARCH METHODOLOGY

The present research was a descriptive study and a questionnaire was used for data collection.

1.7.1 Population of the study

All teachers of social and management sciences of National University of Modern Languages were the population of the present study.

1.7.2 Sample

Sample for the present study was taken from teachers of faculties of social sciences and management sciences of NUML teaching at master level.

1.8 Delimitation of the study

Due to facing any type of inconvenience, I delimited my study to only my own university NUML. Data of the study was collected from faculty members of following departments:

- i. Social sciences
- ii. Management sciences

1.9 Development of instruments

In order to get an opinion from university teachers, the researcher developed a questionnaire by keeping in view the objectives of the study. The questionnaire was validated by the supervisor.

1.10 Data Collection

The data of the present study was collected through the questionnaire.

1.11 Data Analysis

After collecting data, researcher analyzed the data and all raw materials (data) were measured through statistical analysis or numerical form.

2.1 PROFESSIONAL DEVELOPMENT

Professional development refers to the skill and information attain for both personal development and profession advancement. Professional development encompasses all types of facilitating knowledge opportunity, ranges from university degrees to formal assignments, conferences and informal learning opportunity located in practice (Sachem, 2010a).

Professional development generally refers to learning opportunity available to teachers and other education employees through their institutions and districts. Efficient, professional development is often seen as essential to institution of success and teachers' approval. With institutions today we face an arrangement of complex challenge of working with a more and more varied population of students to integrate new technologies in the classroom, to meet the exact educational standards and goals. Observer continues to strain the need for an instructor to be able to improve and construct in their instructional information (Sachem, 2010).

2.2 Teacher training programs

Today's professional development activities include official teacher instructions. The credit or degrees teachers earn as part of recertification or to get pay boost, the national board certification process and contribution in subject matter relations or informal networks (Sachem 2010a).

Professional development repeats in teacher's new information and skills in such a way that they change their performance and those changes must consequently result in enhancing students' mastery of subject matter. Obviously the complex nature of those dealing renders the field of professional development a demanding one to study. A lot of research is conducted about professional development continues to be slightly more expressive than quantitative (Sachiko, 2010c).

A study looking at a secondary mathematics professional development scheme found that it yields important changes in teacher's instructional practice, but it did not improve teacher knowledge of rational numbers. The professional development had no impact on middle institution students' understanding of rational numbers (Garret, et al, 2011).

One in which ideas can be exchanged and a clear connection to the large picture of the institutional

development is made. This idea holds the professional development should continue and should take place during the working day and becomes part of teacher professional responsibilities and focus of PD should be on student results (Wei et al, 2009).

In order to give sufficient time for instructors to work together efficiently with PD often needs institution to repair their schedule or rearrange for a delayed start time (Sachem, Nov. 10, 2010b; Sachiko, March 3, 2010). Such practices can be matched with others opportunity for deepen practice including observing fellow teachers and working one on one with classroom based coaches or content expert (Keller, 2007).

Another variation of site based professional development includes the Japanese perform of lesson study in which a teacher creates and teaches a model lesson. The lesson is experimental and sometimes videotaped so that classmates can examine the lesson's strength and weaknesses and decide how to make stronger the lesson (Video, 2004).

However two federally funded randomized field studies of concentrated professional development program create no effects on students' attainment, although the programs were generally allied with the features outline in the 2007 review. In the first study two professional development approaches based on popular early reading programs increased teachers' knowledge of literacy development and in their use of explicit reading instruction but had little effect on attainment among 2nd graders in high poverty school (Garret, et al, 2008).

Professional development (PD) is the key to consolidate the basis for the human resource (HR) practitioner's reliability to be successful. PD has to combine two sorts of learning. One sort of learning concerns technological information (e.g. Service laws, information system, employment practices) and while the other concerns a wider ranging skill of problem solving (Scion, 1983).

2.3 Need for Professional Development

Professional development can be defined as the organized maintenance development and expansion of information and the development of personal behavior essential for the person to maintain their significance and efficiency at work throughout their working life (Kenny, 2000).

2.4 Models of Professional Development

In order to change the affect in the classroom extra technical and educational support is essential for teachers. A professional development program should contain all content that is necessary to contribute to the implementation of the future changes. Institution's principal, teachers, and technical and organizational support persons. In this the focus will be on the teacher's separate from the students themselves. Teacher and institution management is the main agent of change at the institution level (2000 cited in Butler and Leahy 2003).

Teachers' professional development is also known as in-service teacher education. It is provided to teachers an opportunity to promote their development in a defined area. It is the instrument by which policymakers' vision for change is distributed and conveyed to teachers. Though, receiver is the student himself. According to Gable and Burns (2005:25), following are the models of teacher professional development programs:

- i. Standardized teacher professional development.
- ii. Site based teacher professional development.
- iii. Self-directed teacher professional development.

2.4.1 Standardized Teacher Professional Development

Standardized teacher professional development typically represents a central approach including workshop training session and in many cases the flow model of scales delivery. It is the most central and best approach used to distribute information and skills among large teacher populations. Standardized training based approach usually focuses on the searching of new concepts and the expressions and model of skills. When employed in accordance with best practices standardized approaches can successfully:

1. Interpret teachers to new thoughts, new ways of doing things and new colleagues.
2. Distribute knowledge and instructional methods to teachers throughout a country or an area.
3. Obviously display the commitment of a country or seller or plan to a particular course of action (Gable and Burns, 2006)

2.4.2 Site Based Professional Development

Site based teachers' professional development often takes place in institutions, research centers or teachers' colleges. Teachers work with local facilitators or master teachers to connect in more regular process of learning, building masters of pedagogy, content and technology skills. Site based teacher professional development often focuses on the specific situational problems that individual teachers encounter as they try to apply new techniques in their classroom practices (Gable and Burns, 2006).

Site based models tend to:

1. Take people collectively to deal with local issues and desires over a period of time.
2. Encourage individual proposal and mutual approach to problems.

3. Allow more flexible, continued and concentrated teacher professional development.
4. Provide continuing opportunity for professional learning among a single set of teachers (Gable and Burns, 2006).

2.4.3 Self Directed Teacher Professional Development

In self-directed teachers' professional development, teachers are involved in initiating and scheming their own professional development and would divide resources and ideas as well as discuss the challenges and solution. Independent learning sometimes is initiated at the learners' judgment using available resources that may include computers and the internet (Pilgrim and Law, 2003).

2.5 Professional Development Schools

Professional development school often takes the form of a company between an institution and a local teachers college. A group of teachers is recognized within the institution as master teachers. Teachers are selected for their general skills but get extra training in mentoring and joint approach at the teachers' college or through other means (e.g. an online course). Student teachers at the teachers college join in practical courses (or internships) with the master teachers; gain hands on experience, implement specific classroom technique, return to the teachers' college for more instructions, and upon graduation are placed in this same institution, where a master teacher becomes their counselor for the years. Over time associates of highly trained younger teachers are formed at the professional development institution. As they get skills these younger experts can become mentors in other institution or can help to expand the program of professional development institution to other teachers of college (Pilgrim and Law, 2003).

Professional development institutions can help to meet the requirements of in-service teachers as well. Teachers from institutions visit the professional development institution for a week stay, monitor classes, appoint in study of content areas, teaching practice, and develop lesson plans that they then test in a class at the professional development institution. In this approach a classroom of students who have previously experienced active learning or other pedagogies becomes a tool supporting the visiting teacher as she or he experiments with a similar technique (Pilgrim and Law, 2003).

Professional development institutions can exist in areas where institutions and teachers' colleges are near. Though, for a professional development institution to be successful there should be center groups of efficient teachers at both the teachers college and the partner institution. Professional development institutions can also take the form of partnership between high performing and low performing primary or secondary institution. As part of a project that begins in January 2006, four teachers at the American institution in Mexico City, in coincidence with Medicos Secretarial De Education Publication (Sep) provide a professional development addition to several local secondary institutions. This professional development involves workshops, mutual classroom explanation and resource sharing and follows up support to targeted secondary institution teachers (Pilgrim and Law, 2003).

Professional development institutions can help teachers who have essential skills developed middle and complex skills.

2.6 Support and Resources to Enhance Teacher Professional Development and Problems Related to Professional Development of Teachers

Infrastructure support for teacher professional development includes objects such as classroom space and electrical power as well as the educational communications of information resources curriculum and assessment (Gable and Burns, 2005). Infrastructure includes such infrastructure like table, desks, writing materials, and classroom space, computer facilities with electrical outlet and house-breaker bar (Gable and Burns 2005).

Technical infrastructure includes electrical power, internet connectivity, radios, batteries, computer hardware and software as suitable (Gable and Burns 2005).

According to a latest survey, 59 percent of teachers found content related learning opportunity useful, less than half found PD on non-content related areas useful, and only 27 percent of teachers rated the instruction they established on student regulation and classroom administration as useful, although this topic is a common challenge and a key to enable student learning (Karmic Jay ram, Andy Moffat, and Doug Scott, nod).

Professional development in a wide sense refers to the development of a person in his or her professional job as a teacher, lawyer, engineer or doctor etc. to be more exact. Glutton (1995) states that, teacher improvement is the skilled development of a teacher as a result of gaining increased knowledge and examining his or her teaching systematically" (Glutton, 1995). These professional developments could be also an official experience or an informal experience, such as analysis professional publication, study television documentaries related to any educational discipline etc. (Gander, 2000). Further Glutton (1995) defines it as the growth that occurs as the teacher moves through the professional job cycle and it is absolutely broader than staff development which is the condition of a planned in-service. Programs designed to promote the growth of groups of teachers. It is only one of the methodological interventions that can be used for teacher development.

In the past professional development was considered as a short term process where teachers collect information on a particular aspect of the work. But only in recent years it has been considered as a process which is long term that includes regular opportunity and experience planned methodically to encourage growth and development in the career. Two concepts about teacher professional development are seen by Hoyle (1982) were firstly as a process in which a teacher continues to expand the knowledge and skills essential for effective professional performance as the situation changes and as new tasks are accepted. Secondly knowledge achievement and skill growth should be in better degree than in the past related to substantive problems faced by teachers.

2.7 Professional Development Programs for University Teachers

In the context of education, the purpose of professional development can be summarized as the achievement or addition of information, understanding skills and ability that permits teachers and the school learning institutes in which they work (Branford 2000).

In rising country the role of the Aga Khan University institution for department of education (AKU-IED) is extraordinary as it provides opportunities that guides to the development in the superiority of teachers' education. Consider the major role of AKU-IED for bringing change in the education region. Its role has been documented as a state colleague in the completion of Education Sector Reform Assistance (ESRA) initiative. ESRA programs are managed by Research Triangle Institute (RTI) and funded by the United States Agency for International Development (USAID) through a two sided contract between the United States and the Government of Pakistan (Branford, 2000).

2.8 Functions of Professional Development

Professional development performs four different functions within an institution:

It improves individual presentation: it resolves ineffective performance: it establishes the foundation for the implementation of the plan and it facilitates alteration (Fryer 1998). Professional development contains individual development, group development and institutional development. If professional development is to be effective, resources must be owed and directed to meet individual and institution's target. Assessment and examination should also be seen as essential to the planning of professional development (Fryer 1998).

2.9 The Purpose of Professional Development

The purpose of professional development includes the acquisition or expansion of the knowledge, understanding skills and ability that will allow individual teachers and the school learning organizations. It expands and adjusts their series of performance.

It reproduces their skill, research and practice in order to meet pupil needs together and separately. It contributes to the professional life of the school and as a practitioner interacts with the school society and outer agency. It keeps in touch with current educational thoughts in order to continue and extend good practice. It extends their understanding of civilization in particular of information and communication technology (ICT). It gives critical consideration to educational strategy in particular how to raise principles (Balaam 1993)

2.10 Types of Professional Development

There are four types of professional development:

2.10.1 Practitioner Development

It includes team teaching, job shadowing, mentoring, self-observation, self-evaluation, induction, institution based development.

2.10.2 Professional Education

At higher education institution award bearing courses are taught and managed. It focuses on the relationship between educational theories and practices which leads to higher education accreditation and professional qualifications.

2.10.3 Professional Training

It includes workshops, conferences, courses that emphasize on practical information and skills that manage and deliver by LEAs, schools exterior consultant or trainer from HEIs. Such type of courses may guide to educational award or accreditation towards state principles.

2.10.4 Professional Support

Professional support is provided by colleagues and managers for the fulfillment of the contractual environment of service e.g. employment and collection procedures in which job description include promotions, professional development, evaluation, mentoring, team building, reorganization and equality of chance (Hall and Holroyd, 1990c).

Research Instruments

A questionnaire was used as a research instrument. The questionnaire is basically a set of questions which are

used in a research study to know the opinion of people. The researcher by keeping in view the objectives of the study developed one questionnaire for students. The questionnaire was administrated among the sample population for achieving objectives of the study. The questionnaire was based on the following options.

Delimitation of the study

To avoid any type of inconvenience, I delimited my study to only my own University i.e. NUML. Data of the study was collected from faculty members of following departments:

Management Sciences

Social sciences

Development of Instruments

In order to get an opinion from university teachers, the researcher developed a questionnaire keeping in view the objectives of the study. The questionnaire was validated by the experts.

Data Collection and Data Analysis

The researcher visited the target areas personally, distributed the questionnaire herself, and got filled questionnaire back from respondents. The researcher received all the responses, so the response percentage was 100 percent. After collecting data, the researcher analyzed the data and all raw materials (data) were measured through statistical analysis or numerical form.

Data Analysis and Interpretation

The major purpose of the study was to investigate the effectiveness of professional development of teachers at higher educational level.

The data collected through the administration of the questionnaire was analyzed by use of mean, percentage and graphs. The detail of data analysis is given below pages:

Table -1. Department wise opinion of respondents about effectiveness of Professional Development

Department		Effectiveness of professional development	Effectiveness of content	Classroom related problems	Innovative teaching strategies	Follow up	Reflective practice	Total
Engineering	Mean	27.66	17.03	3.03	13.28	3.31	16.48	80.79
	N	29	29	29	29	29	29	29
	SD	2.539	2.096	1.017	1.279	.806	2.098	5.766
Pak studies	Mean	27.91	17.82	2.73	13.09	3.36	16.64	81.55
	N	11	11	11	11	11	11	11
	SD	2.548	1.168	.905	.944	.674	1.286	4.525
Islamic studies	Mean	29.60	18.20	3.80	13.90	3.40	17.80	86.70
	N	10	10	10	10	10	10	10
	SD	.699	1.317	.422	.994	.516	1.398	2.497
I T	Mean	28.52	18.19	3.38	13.33	3.43	17.05	83.90
	N	21	21	21	21	21	21	21
	SD	1.537	1.401	.590	1.238	.598	1.465	3.659
Mass com	Mean	28.35	16.90	3.45	13.15	3.50	19.55	84.90
	N	20	20	20	20	20	20	20
	SD	3.167	1.944	.605	2.110	.761	8.941	12.213
Management Sc	Mean	26.70	15.70	2.85	12.25	3.25	16.30	77.05
	N	20	20	20	20	20	20	20
	SD	3.496	2.638	.933	2.314	.786	1.976	9.811
International relation	Mean	28.30	17.55	3.10	13.05	3.15	17.20	82.35
	N	20	20	20	20	20	20	20
	SD	1.380	.999	.553	1.761	.366	1.576	3.588
Economics	Mean	28.45	17.45	3.10	13.55	3.70	17.40	83.65
	N	20	20	20	20	20	20	20
	SD	1.146	1.538	.718	1.356	.470	1.314	3.066
Total	Mean	28.10	17.30	3.16	13.17	3.38	17.25	82.36
	N	151	151	151	151	151	151	151
	SD	2.358	1.906	.797	1.632	.656	3.605	7.009

The above table shows that there are eight departments of university including engineering, Pakistan Studies, Islamic Studies, Information Technology, Mass Communication, Management Sciences, International Relationship, and Economics. There are six variables in this table which includes effectiveness of professional development, effectiveness of content, classroom related problem, innovative teaching strategies, follow up, reflective. Islamic Studies department means score is higher (29.60) in effectiveness of professional development than other departments. The teachers of Management Science department have less scores (26.70) on effectiveness of professional development. The department of Information Technology has the highest score

(18.19) in effectiveness of content. Whereas Management Sciences have the lowest score (15.70) in effectiveness of content. The department of Islamic Studies has the highest score (3.80) in the classroom related problems and the department of Pakistan Studies has the lowest score (2.73) in the classroom related problems. The department of Islamic Studies have high scores (13.90) in innovative teaching strategies and the department of Management Sciences have low scores (12.25) in innovative teaching strategies.

Economics department poses highest score (3.70) in follow up. Whereas International Relationship has lowest mean score (3.15) in follow up. The department of Mass Communication has the highest score (19.55) in reflective whereas Management Sciences have the lowest score (16.30) in reflective. Lowest Mass Communication, Management Sciences, International Relationship and Economics are not satisfied with the effectiveness of content of professional development programs. The table no 1 shows that the mean score of all departments with reference to classroom related problems and follow-up is very low. Likewise the mean score of teachers of all departments is low on innovative teaching strategies and reflective practice aspects of professional development programs. However teacher of Mass Communication have higher (19.55) mean score on effectiveness of professional development with reference to reflective practice.

Table -2. Gender wise Response of Respondents

Gender		Effectiveness of professional development					Total	
		Effectiveness of content	Classroom related problems	Innovative teaching strategies	Follow up	Reflective		
Male	Mean	28.10	17.15	3.13	13.09	3.46	17.41	82.34
	N	82	82	82	82	82	82	82
	SD	2.231	1.786	.813	1.517	.652	4.782	7.362
Female	Mean	28.09	17.47	3.19	13.25	3.29	17.08	82.37
	N	75	75	75	75	75	75	75
	SD	2.505	2.029	.783	1.756	.653	1.522	6.651
Total	Mean	28.10	17.30	3.16	13.17	3.38	17.25	82.36
	N	157	157	157	157	157	157	157
	SD	2.358	1.906	.797	1.632	.656	3.605	7.009

Table no. 2 shows that both male and female have almost same mean score on effectiveness of professional development. It means that professional development is equally important for both male and female teachers. Though, both male and female have lower means score on effectiveness of professional development related to information / content related to classroom problems of students. We do not see any significance gender differences in teachers' opinion about effectiveness of professional development in relating to providing training in classroom related problems, innovative teaching strategies, follow up and reflective practice.

Table - 3 Experience wise Responses of Teachers

Experience		Effectiveness of professional development	Effectiveness of content	Classroom related problems	Innovative teaching strategies	Follow up	Reflective practice	Total
Less than 1 to 5 years	Mean	28.25	17.49	3.26	13.28	3.35	17.33	82.96
	N	122	122	122	122	122	122	122
	SD	2.187	1.778	.758	1.533	.679	3.961	6.898
5 to 10 years	Mean	27.63	16.70	2.80	12.70	3.50	16.83	80.17
	N	30	30	30	30	30	30	30
	SD	2.710	2.215	.805	2.003	.572	1.840	6.958
More than 15 years	Mean	27.20	16.20	2.80	13.20	3.40	18.00	80.80
	N	5	5	5	5	5	5	5
	SD	3.962	2.280	1.095	1.304	.548	2.345	8.701
Total	Mean	28.10	17.30	3.16	13.17	3.38	17.25	82.36
	N	157	157	157	157	157	157	157
	SD	2.358	1.906	.797	1.632	.656	3.605	7.009

The above table shows that the teachers who have experience less than 1 to 5 has more score (28.25) in effectiveness of professional development programs whereas those teachers who have 10 to 15 years' experience have a low mean score (27.20) in effectiveness of professional development programs. The teachers who have less than 1 to 5 years' experience have highest mean score (17.49) in effectiveness of content and the teachers have experience up to 10 to 15 years have low scores (16.20) in effectiveness of content. The teachers who have experience less than 1 to 5 years have more mean score (3.26) in the classroom related problems. Whereas both teachers who have experience up to 5 to 10 years and the teachers who have experience 10 to 15 years have same low mean score (2.80) in the classroom related problems. The teachers who have experience less than 1 to 5 years and 10 to 15 years both have high scores (13.28) in innovative teaching strategies whereas the teachers who have 5 to 10 years' experience have a low mean score (12.70) in innovative teaching strategies. The teachers who have experience from 1 to 5, 5 to 10 years, and 10 to 15 years have same mean score in follow-up. We concluded that professional development is equally important for 1 to 15 years' experience teachers. The teachers who have experience from 10 to 15 years have the highest mean score (18.00) in reflective whereas the teachers who have experience from 5 to 10 have a lowest mean score (16.83) in reflective. Teachers having less than 1 to 5 years teaching experience, 5 to 10 years and more than 15 years have lower mean score on classroom related problems, innovative teaching strategies and follow-up. It means that all teachers having less or more teaching experience do realize the effectiveness of professional development or unsatisfied with content of professional development programs with reference to classroom related problems, innovative teaching strategies and follow-up of these programs. The finding of the present table is very near grassroots realities that teachers having less experience have higher mean score (82.96) than teacher having more experience.

Table - 4. Qualification wise Responses of Teachers

Qualification		Effectiveness of professional development of						Total
		Effectiveness of content	Classroom related problems	Innovative teaching strategies	Follow up	Reflective practice		
M.A\ MSc	Mean	28.41	17.55	3.28	13.24	3.45	18.02	83.95
	N	59	59	59	59	59	59	59
	SD	2.294	1.667	.790	1.604	.626	5.401	7.893
M Phil\ MS	Mean	27.90	17.14	3.08	13.08	3.35	16.74	81.28
	N	92	92	92	92	92	92	92
	SD	2.441	2.025	.802	1.666	.637	1.797	6.268
P HD	Mean	28.00	16.83	3.17	14.00	3.17	17.50	82.67
	N	6	6	6	6	6	6	6
	SD	1.789	2.041	.753	1.414	1.169	1.378	7.257
Total	Mean	28.10	17.30	3.16	13.17	3.38	17.25	82.36
	N	157	157	157	157	157	157	157
	SD	2.358	1.906	.797	1.632	.656	3.605	7.009

The above table no 4 shows that teachers of M.A/ MSc and Ph. D have the same mean score (28.41) in effectiveness of professional development programs whereas the teachers of M Phil/MS have a lowest mean score (27.90) in effectiveness of professional development programs. We found that teachers of M.A/MSc and M Phil/MS have the same mean score (17.55) in effectiveness of content whereas the teachers of Ph. D have a lowest mean score (16.83) in effectiveness of content. The teachers of M.A/MSc, M Phil/MS and Ph.D. have same mean score in the classroom related problems. The Ph. D teachers have the highest mean score (14.00) in innovative teaching strategies whereas the both M.A/MSc and M Phil/MS teachers have a lowest mean score (13.24) in innovative teaching strategies. The teachers of M.A/MSc, M Phil/MS and Ph. D teachers have same mean score (3.45). The teachers of M.A/MSc have the highest mean score (18.02) in reflective whereas the teachers of M Phil/ MS have a lowest mean score (16.74) in reflective. Teachers of all qualifications have lower mean score on classroom related problems, innovative teaching strategies and follow up. We see that total mean score of M.A/MSc is higher (83.95) than teachers of other qualifications.

FINDINGS OF THE STUDY

After statistical analysis of the collected data following findings inferred.

Findings 1:

To assess university level teachers' opinion about the effectiveness of professional development training with reference to quality teaching

It was found that teachers of all departments agree about importance and effectiveness of professional development programs. No gender differences were found in the opinion of teachers about the effectiveness of professional development programs.

It was found that Islamic Studies department poses more scores (29.60) in effectiveness of professional development. The teachers of Management science department have less scores (26.70) on effectiveness of professional development. The department of Information Technology has the highest score (18.19) in effectiveness of content. Whereas Management Sciences have the lowest score (15.70) in effectiveness of content. The department of Islamic Studies has the highest score (3.80) in the classroom related problems and the department of Pakistan Studies has the lowest score (2.73) in the classroom related problems. The department of Islamic Studies have high scores (13.90) in innovative teaching strategies and the department of Management Sciences have low scores (12.25) in innovative teaching strategies.

Economics department poses highest score (3.70) in follow up. Whereas International Relationship department has lowest mean score (3.15) in follow up. The department of Mass Communication has the highest score (19.55) in reflective whereas Management Sciences have the lowest score (16.30) in reflective. (Table no 1).

Findings 2:

To measure university level teachers' opinion about the effectiveness of the content applicability in classroom settings in teacher professional development programs

It was found that teachers were not satisfied about the applicability of content taught in professional development programs. Among all departments teachers of management sciences were found more dissatisfied with the applicability of content of professional development programs.

It was found that both male and female have higher mean score. However, we observe that both male and female

have almost same mean score on effectiveness of professional development. It means that professional development is equally important for both male and female teachers. Though, both male and female have lower means score on effectiveness of professional development related to information / content related to classroom problems of students. We do not see any significance gender differences in teachers' opinion about effectiveness of professional development in relating to providing training in classroom related problems, innovative teaching strategies, follow up and reflective practice. (Table no 2).

Findings 3:

To find out the effectiveness of professional development programs in leading to tackle with students related problems in the classroom

It was found out that university teachers were not satisfied with the effectiveness of professional development programs with reference to the effectiveness of content related to handling with classroom problems of students. Especially teachers of Pakistan studies were found more dissatisfied on effectiveness of content of professional development programs relating to handling with classroom related problems of students.

It was found that the teachers who have experience less than 1 to 5 has more score (28.25) in effectiveness of professional development programs whereas those teachers who have 10 to 15 years' experience have a low mean score (27.20) in effectiveness of professional development programs. The teachers who have less than 1 to 5 years' experience have highest mean score (17.49) in effectiveness of content and the teachers have experience up to 10 to 15 years have low scores (16.20) in effectiveness of content. The teachers who have experience less than 1 to 5 years have more mean score (3.26) in the classroom related problems. Whereas the both teachers who have experience up to 5 to 10 years and the teachers who have experience 10 to 15 years have same low mean score (2.80) in the classroom related problems. The teachers who have experience less than 1 to 5 years and 10 to 15 years both have high scores (13.28) in innovative teaching strategies whereas the teachers who have 5 to 10 years' experience have a low mean score (12.70) in innovative teaching strategies. The teachers who have experience from 1 to 5, 5 to 10 years, and 10 to 15 years have same mean score in follow-up. We concluded that professional development is equally important for 1 to 15 years experienced teachers. The teachers who have experience from 10 to 15 years have the highest mean score (18.00) in reflective whereas the teachers who have experience from 5 to 10 have a lowest mean score (16.83) in reflective. (Table no 3).

Findings 4:

To assess the effectiveness of professional development in introducing innovative teaching strategies

University teachers were not found satisfied with the effectiveness of PD programs with reference to training teachers in use of innovative teaching strategies.

The results of the current study indicated that teachers of all departments have very little score on follow up of professional development programs.

It was found that teachers of M.A/MSc and Ph. D have the same mean score (28.41) in effectiveness of professional development programs whereas the teachers of M Phil/MS have a lowest mean score (27.90) in effectiveness of professional development programs. We found that teachers of M.A/MSc and M Phil/MS have the same mean score (17.55) in effectiveness of content whereas the teachers of Ph. D have a lowest mean score (16.83) in effectiveness of content. The teachers of M.A/MSc, M Phil/MS and Ph. D have same mean score in the classroom related problems. The Ph. D teachers have the highest mean score (14.00) in innovative teaching strategies whereas the both M.A/MSc and M Phil/MS teachers have a lowest mean score (13.24) in innovative teaching strategies. The teachers of M.A/MSc, M Phil/MS and Ph. D teachers have same mean score (3.45). The teachers of M.A/MSc have the highest mean score (18.02) in reflective whereas the teachers of M Phil/MS have a lowest mean score (16.74) in reflective. (Table no 4).

DISCUSSION

The major purpose of my study was to measure perceived effectiveness of professional development programs of teachers at higher education level A₁ survey. *The major purpose of the study was to perceived effectiveness of professional development programs of teachers at higher educational level. The result of this study brought out a clear picture of professional development programs being followed in universities.* So far as themes and topics of professional development are concerned, the findings of the present study are consistent with Levisohn et al, (1978) Fryer (1998), Kenny, (2000), Gable and Burns, (2005), Gable and Burns, (2006), Keller (2007), and Sachem, (2010).

The objectives of the study were: to assess university level teachers' opinions about effectiveness of professional development training with reference to quality teaching, to measure university level teachers' opinions about the effectiveness of the content applicability in classroom settings in professional development programs, to find out the effectiveness of professional development programs which help to tackle with students related problems in classroom, to assess the effectiveness of professional development in education introducing innovative teaching strategies. The purpose of the whole research project was how many the professional

courses/ programs of professional development were effective for university teachers. It is generally observed that professional development programs are designed without consulting with the concerned teachers. That is why teachers' problems that they are facing in classroom environment or teaching of their subject matter are not given importance in these programs. The results of the present study are according to real situation of professional development programs. This is the reason that although university teachers do realize the effectiveness of professional development programs but they were unsatisfied about the effectiveness of content being taught in professional development programs and likewise teachers were found unsatisfied about effectiveness of content relating to classroom problems. *The result of the study may lead to re-designing of professional development programs of teachers by consulting with concerned teachers.*

CONCLUSIONS

It was concluded that lowest scores of Mass Communication, Management Sciences, International Relationship and Economics are not satisfied with the effectiveness of content of professional development programs. The table no 1 shows that the mean score of all departments with reference to classroom related problems and follow-up is very low. Likewise the mean score of teachers of all departments is low on innovative teaching strategies and reflective practice aspects of professional development programs. However teacher of Mass Communication have higher (19.55) mean score on effectiveness of professional development with reference to reflective practice.

We concluded that both male and female have almost same mean score on effectiveness of professional development. It means that professional development is equally important for both male and female teachers. Though, both male and female have lower means score on effectiveness of professional development related to information / content related to classroom problems of students. We do not see any significance gender differences in teachers' opinion about effectiveness of professional development related to providing training in classroom related problems, innovative teaching strategies, follow up and reflective practice.

It is concluded that the teachers who have experience from 1 to 5, 5 to 10 years, and 10 to 15 years have same mean score in follow-up. We concluded that professional development is equally important for 1 to 15 years' experience teachers. The teachers who have experience from 10 to 15 years have the highest mean score (18.00) in reflective whereas the teachers who have experience from 5 to 10 have a lowest mean score (16.83) in reflective. Teachers having less than 1 to 5 years teaching experience, 5 to 10 years and more than 15 years have lower mean score on classroom related problems, innovative teaching strategies and follow-up. It means that all teachers having less or more teaching experience do realize the effectiveness of professional development or unsatisfied with content of professional development programs with reference to classroom related problems, innovative teaching strategies and follow-up of these programs. The finding of the present table is very near grassroots realities that teachers having less experience have higher mean score (82.96) than teacher having more experience.

We concluded that teachers of all qualifications have lower mean score on classroom related problems, innovative teaching strategies and follow up. We see that total mean score of M.A/MSc is higher (83.95) than teachers of other qualifications.

RECOMMENDATIONS

From findings of the present study the researcher recommends followings measures:

The content of the professional development programs may be designed in such a way to address daily classroom problems of students. University teachers may be trained through professional development in techniques of handling daily classroom problems of students in an effective way.

As findings of the present study shows that university teachers are not satisfied with professional development for providing practical training in innovative teaching strategies. Therefore it is suggested that planners and presenters (instructors) of professional development may provide teachers practical training about innovative teaching strategies that are helpful in effective teaching.

Generally professional development training follow-up is not given due consideration. As it is reflected from the findings of the present study. Therefore it is recommended that proper follow-up of every professional development programs may be made mandatory through implementation of some rules.

In current era reflective practice is an important component of effective teaching. Therefore it is suggested that special programs may be designed for training of university teachers in doing reflective practice.

Further study may be conducted to explore the effectiveness of professional development on academic achievement of students.

It may be investigated whether professional development is helpful in personality development of teachers or not.

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