Attitudes of Elementary Teachers in Lahore towards Professional Development

Abdul Majid Khan Rana[*] and Azhar Munir Bhatti[**]

Abstract

Professional development is an accepted criterion for the enhancement of teaching skills of the in-service teachers' vis-à-vis learning of the students. This study is aimed to measure the attitude of elementary teachers at different public sector high schools of Lahore towards their professional development. The data was collected through a researcher made questionnaire having 28 items focusing on 7 major indicators. A pilot study was conducted to check the validity of the tool. After establishing its validity the tool was distributed among the teaching staff of selected schools and was collected after a period of 3 days. The responses were then fed to SPSS to statistically analyze the data. The data was analyzed based on descriptive and inferential statistics. Independent sample t test was applied to check the mean difference of teachers based upon their genders and experiences. The results of the study show that the teachers are showing positive attitude towards their professional development. The data also shows that female teachers at public sector are more conscious about their professional development than their male counterparts. Besides that, it is also known that experience has less effect on the attitude of teachers regarding professional development.

Keywords: Attitudes, elementary teachers, professional development, Lahore

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[*] Lecturer, Institute of Education and Research, University of the Punjab, Lahore
Email: majid.ier@pu.edu.pk
[**]Lecturer, Higher Education Department, Punjab

1. Introduction

Professional development may be considered as a continuous process which plays a very vital role for mental, intellectual, emotional, aesthetic and educational growth. It is the method which is used to change the thinking, way of handling the tasks and find excellent results at the end. It is useful for the teachers who are newly entered in the field of teaching and it proves good for those who are already in field because for the seniors it honed their skills, which ultimately aimed at good results of the students.

Teachers need professional development for their growth. They are working in a linguistically diverse country. Even in the city of Lahore both national (Urdu) and regional languages (Punjabi, Siraiki, Pushto) are spoken (Rahman, 2011; Abbas & Iqbal, 2018). Working in teaching sector needs to excel in the field, which ultimately requires professional growth. Here a question occurs whether the professional growth is required in English or our national language Urdu.

Language is a cultural capital and one must learn it and use it for one's enhancement of abilities (Abbas, Nazir & Rana, 2017) but due to shortage of syllabus in Urdu, one has to adopt English with both implicit and explicit attitudes towards learning for professional growth. Unfortunately most of the Punjab teachers teaching in Lahore at elementary level has negative implicit attitude towards their mother tongue (Abbas, Jalil, Zaki, & Iran, 2020) but this negative attitude can be beneficial by diverting their attention towards English language and its uses for their professional development.

Professional development is so much important for all levels of teaches but for the elementary teachers it is more than necessary because they are teaching students where the students are in their forming years and their education at this level goes with them till their full educational career and even in their practical life.

1.1. Continuous Professional Development

Teachers training process was the burning question of the time and Department of Strategic Development (DSD) joined hands with the institutions to train the new teachers and increase teaching skills of the working teachers since 1959. Teachers training programs were started with different names by DSD. It was detected that main causes of ineffectiveness of teacher training programs were the followings:

a. Absence of follow up visits
b. Absence of Onset Support

After some time, DSD decided to check or judge the effectiveness of CPD framework and this task was handed over to IER department of Punjab University,

Lahore. On completion of a survey, different changes were made in the program and then the framework got implementation in almost thirty six Punjab districts for enhancing professionalism and teachers' working capability to get better results from the students and through the current system of education. CPD framework is based on the following indicators:

- Teacher Diary
- SLO based Teaching
- Checking of Homework
- Teaching through activities
- AV Aids usage
- Planning of lessons
- Classroom Management
- Assessment
- Coordination

Every GCET which is working as DTSC has been providing too many opportunities for teachers for professional development. Monthly assessment and follow up visits of DTEs play very daring role to boost up the learning level of the teachers and the students. There are different training levels which include:

1.1.1. Induction level training. The teachers who are going to join education department have to participate in the induction level training.

1.1.2. In Service training. Teachers who are working in their schools are trained occasionally on training need basis. CTSC Heads arrange such trainings with the cooperation of DTSC head.

1.1.3. Specialized training. Some time, Literacy and non-formal basic Education trainings are conducted.

1.1.4. Training requests from others. There are some organizations who manage to train the teachers. For example, Ali Institute, NCHD, ICT master Trainers trainings of ICT, FAFA etc.

There is no study available to analyze the attitude of elementary teachers towards professional development; hence, the study aims at bridging this gap in academics so that the domain of attitudinal studies could be taken towards a rich field of elementary teaching.

1.2. Research Questions

The study is conducted to answer the following questions:

- What is the attitude of elementary teachers at public sector towards professional development?
- How does training provide affect the teachers in their professional grooming?
- How are male and female elementary teachers different in their attitude towards professional training?
- Whether there is any difference of experience regarding their attitudes towards professional development?

1.3. Research Objectives

The study aims at the following objectives:

- To know about different attitudes of elementary teachers of public sector towards professional training
- To find out the professional grooming of public sector elementary teachers after provision of professional development opportunities
- To differentiate the male and female elementary teachers towards professional training
- To explore the effect of experience on the attitude of elementary teachers toward professional development

2. Literature Review

2.1. Attitude

Attitude is defined differently by different scholars like it is related with feelings, coordination, disposition and manner (Webster dictionary); it is very essential, well defined, most eminent and distinctive concept (Allport, 1935). Psychologically it can be defined in terms of favoring or disfavoring some object, or location, or concept.

2.1.1. Types of attitudes. Psychologists suggest that attitudes may be negative or positive.

2.1.1.1. Positive attitude. The daily affairs of life may easily be dealt with the help of positive attitudes. Worries and negative thinking may easily be turned to positive thinking through it. You may convert your life to a constructive passion through it. It will make you confident, successful and even happy (Sasson, 2012).

2.1.1.2. Negative attitude. A person who is hopeless in life will be the perfect example of negative attitude. He will take every step in life in a fear of losing or defeat. Rebellions are the creation of negative attitudes. A pessimistic person flourishes in such a situation and he always hesitates at every step of life.

2.1.1.2.1. Reasons of negative attitude. There are many reasons for negative attitude but two are more important: narrow mindedness and surrounded by negative people. First is related with the thinking style, when a person is focusing on short sight achievement or looking at the darker side of an event. This type of thinking blocks that person to think about something positive (Ahmed, Abbas, Jalil, & Ahmed, 2019). The second reason is that one is surrounded by such people. Definitely one person is negative means darkness of even good opportunities and if there is a group of such people, how they can think positively. And if that group starts hovering around a positive mind person, they will turn his positivity into negativity.

2.2. Professional Development

Teacher training institutions play their primary role to get quality education. It is a hierarchy which includes educational reform, quality of teachers and quality education. Educational phenomenon is the only too which may glorify a nation and teachers having good skill are its main actors who are the guarantee of achieving the required goals. Society needs and requirements are much more as compare to the efforts which are being made to flourish the society by its educational strategies. So, education professionals are not fully equipped with the competencies and skills which are required by the society. All training institutions have a concept about school education and focus on the techniques which are pre decided to handle their problems.

Teacher is an individual which develops the society spiritually, economically, aesthetically, emotionally and with respect to religious point of view. So, teacher is considered as the institution where nation is made. Teacher is the role model for his/her students. If he nourishes a society, while nation reaches at peaks and enjoys upper hand in the world. And if teachers do not recognize their responsibilities and duties and do not try say thanks at showering of endless gifts by Allah Almighty, then the nation is ruined in this world and that too.

Some parents think that public school are not giving good education and they move towards private institutions but they forgot that except some renowned schools, all the private institutions employs undereducated staff just to save money. Whereas in both sectors teachers are not imparting knowledge means they are lacking in something that ultimately hinders them to give knowledge and they are not interested in their work

(Singh, Nath & Nichols, 2005). That lacking can be removed with a selected course of professional development (PD). The course should also focus to integrate language skills with the grades of students (Bhatti, Parveen, & Ali, 2017), because it is the need of hour and students are very much touchy about it. Desimone (2009) and others, opined that a PD should possess content that is robust, having multiple features for active learning, must be collaborative and is aligned with up to the mark curricula to provide enough learning within stipulated time mentioned for the participants. If the course is fulfilling the criteria it could be called an effective PD. The need is that teachers should be able to connect PD with the school policies and classroom teachings (Armour & Duncombe, 2004; Armour & Yelling, 2004; Bechtel & Sullivan, 2006).

2.2.1. The need for professional development. The central focus of creating a sustainable and contextualized PD requires involving teachers to work like a teacher and learner both (Borko, 2004; Darling-Hammond &Bransford, 2005;Armour, 2010). The basic aim of a PD is to encourage the teachers to transform themselves as active learners in pursuance of continued growth in understanding, in knowledge and in their skills which can support their development as a learner whose learning is ongoing. There is a plethora of research to embrace these key points in designing effective PD but still limited literature is available about its impacts on teachers' learning and its relation to classroom practices (Bantwini, 2009; Cothran, et al., 2006). Guskey goes further and suggest that actually the contexts are varied and multiple where PD has to affect, it creates a complex web having various factors influencing some particular practice or characteristics and will produce the desired results or not. It is really difficult to recognize the contexts and really hard to confine them in a single PD program (2003).

The problem is that professional developers treat teacher as unproblematic. This should be removed so that the teachers could learn what has been taught in a PD and how it can be applied in their context; for which their attitude must be positive. If they are taking it in a negative way the program can't be successful. This could be done through adding books which are culturally rich so that professional development could be attached with culture (Azim, Bhatti, Hussain & Iqbal, 2018) and practices in schools. The goals should be clear before instilling the program. If it is needed to treat the teacher as a learner and it is relevant to the context that should be told well before the time and simultaneously outcomes should not be neglected so that teachers could show the change (Petrie & McGee, 2012). For this purpose, first of all we have to know the attitudes of teachers where a PD has to be implemented and for this purpose the current study is aimed. As there is no such study is available in this context, so this will fill the gap too.

3. Methodology

The current research is quantitative in nature and date is collected through a questionnaire. The tool has 28 items and is focusing on to the following areas:

Professional Qualification	04
Orientation	03
Mentoring	04
Teaching Methodology	05
Training of Handwriting skill	03
Training of classroom Management	04
Training of examination system	05
Total	28

Moreover, the researcher has randomly selected 200 elementary teachers (gender balanced) from district Lahore to know their attitudes towards professional development.

4. Data analysis

Table 1
Frequency of total category wise participants

Category	Factors	Frequency	Percent	Commulative Percent
Gender	Male	100	50.0	50.0
	Female	100	50.0	100.0
	Total	200	100.0	
Teaching Experience	Less than 7 Years	100	25.0	50.0
	More than 7 Years	100	25.0	100.00
	Total	200	25.0	

As per the above table, it is clear that total 200 respondents participated in this research. They were equally gender balanced as mentioned in the table with 100 male and 100 females. Besides that there are 100 respondents who have less than 7 years of experience and 100 with more than 7 years of experience.

Table 2
Your professional qualification helped you after joining the profession of education

		Frequency	Percent	Commulative Percent
Valid	Strongly disagreed	35	17.5	17.5
	Disagreed	55	27.5	45.0
	Neutral	20	10.0	55.0
	Agreed	44	22.0	77.0
	Strongly Agreed	46	23.0	100.0

		Frequency	Percent
	Total	200	100.0

Elementary teachers are equally divided on the issue of whether professional qualification can help them in their profession of education as 90 agreed and 90 disagreed. Remaining 20 teachers were neutral, if they participate towards agreement or disagreement, the situation could have been changed.

Table 3
Professionally qualified teachers are more successful in their professional life.

		Frequency	Percent	Commulative Percent
	Strongly disagreed	45	22.5	22.5
	Disagreed	54	27.0	49.5
Valid	Neutral	10	5.0	54.5
	Agreed	53	26.5	81.0
	Strongly Agreed	38	19.0	100.0
	Total	200	100.0	

It is strange to know that in the opinions of elementary teachers, they consider that professionally qualified teachers are not that much successful as it is believed. As 99 teachers disagreed with the statement which is 49.5%; whereas 91 teachers believed that professional qualification can be the guarantee of success in educational career and only 5% remained neutral and didn't respond.

Table 4
Courses taught at professional institutions and professional needs of the teachers

		Frequency	Percent	Commulative Percent
	Strongly disagreed	27	13.5	13.5
	Disagreed	41	20.5	34.0
Valid	Neutral	28	14.0	48.0
	Agreed	58	29.0	77.0
	Strongly Agreed	46	23.0	100.0
	Total	200	100.0	

Elementary teachers at public sector are of the opinion that the course which are being taught at training centers are prepared as per the needs of Pakistani elementary teachers as 52% teachers agreed and strongly agreed with this statement. Besides that disagreement was from 34% teachers and remaining 14% were neutral.

Table 5
Professional qualification for the public sector elementary teachers

		Frequency	Percent	Commulative Percent

		Frequency	Percent	Commulative Percent
Valid	Strongly disagreed	28	14.0	14.0
	Disagreed	52	26.0	40.0
	Neutral	42	21.0	61.0
	Agreed	40	20.0	81.0
	Strongly Agreed	38	19.0	100.0
	Total	200	100.0	

Most of the teachers are in disagreement that the professional training imparted to them is not helpful in their professional career in teaching at public school as 80 elementary teachers disagreed with the statement and 78 who are only 2 in less in numbers are in agreement but a big chunk of participants i.e. 42 who remained neutral.

Table 6
After joining the orientation provided by management to understand the system

		Frequency	Percent	Commulative Percent
Valid	Strongly disagreed	35	17.5	17.5
	Disagreed	53	26.5	44.0
	Neutral	29	14.5	58.5
	Agreed	40	20.0	78.5
	Strongly Agreed	43	21.5	100.0
	Total	200	100.0	

Almost 50/50 responses were recorded regarding orientation given to elementary teachers as 83 agreed that the orientation helped them to understand the working of the system but 88 participants disagreed with it that means the orientation given to them was not helpful for them to understand the system, they were working in.

Table 7
Orientation was helpful in understanding the SOP of different tasks in the institution

		Frequency	Percent	Commulative Percent
Valid	Strongly disagreed	17	8.5	8.5
	Disagreed	31	15.5	24.0
	Neutral	33	16.5	40.5
	Agreed	54	27.0	67.5
	Strongly Agreed	65	32.5	100.0
	Total	200	100.0	

The part of orientation about standard operating procedures was helpful for the elementary teachers as 119 participants agreed with the statement and only 48 out of 200 were disagreed with it. Remaining 33 were neutral.

Table 8
Introduction to school provided by the management was exactly as in practice

		Frequency	Percent	Commulative Percent
	Strongly disagreed	8	4.0	4.0
	Disagreed	18	9.0	13.0
Valid	Neutral	23	11.5	24.5
	Agreed	82	41.0	65.5
	Strongly Agreed	69	34.5	100.0
	Total	200	100.0	

The introduction part given to the new comers by the seniors were true to the spirit as most of the elementary teachers are in agreement i.e. 152 out of 200 favored this statement and only 26 were in disagreement with the addition of 23 neutral participants.

Table 9
The seniors are always a source of motivation and learning at your school

		Frequency	Percent	Commulative Percent
	Strongly disagreed	23	11.5	11.5
	Disagreed	60	30.0	41.5
Valid	Neutral	36	18.0	59.5
	Agreed	45	22.5	82.0
	Strongly Agreed	36	18.0	100.0
	Total	200	100.0	

Most of the elementary teachers disagreed that seniors are a source of motivation and learning at their school of service as 83 out of 200 participants disagreed with the statement and 81 are in agreement too so there is a very slight difference between agreeing and disagreeing participants.

Table 10
The attitude of the head of the school is always like a leader

		Frequency	Percent	Commulative Percent
	Strongly disagreed	29	14.5	14.5
	Disagreed	34	17.0	31.5
Valid	Neutral	40	20.0	51.5
	Agreed	61	30.5	82.0
	Strongly Agreed	36	18.0	100.0
	Total	200	100.0	

Elementary teachers are in agreement that head of school is behaving like a leader as 97 out of 200 teachers agreed with the statement of 'attitude of the head of the

school is always like a leader', whereas 63 were in disagreement with the addition of 40 i.e. 20% who remained neutral.

Table 11
Senior colleagues are always ready to help the juniors

		Frequency	*Percent*	*Commulative Percent*
	Strongly disagreed	26	13.0	13.0
	Disagreed	41	20.5	33.5
Valid	Neutral	31	15.5	49.0
	Agreed	54	27.0	76.0
	Strongly Agreed	48	24.0	100.0
	Total	200	100.0	

102 participants agreed that their seniors are always ready to help them but 67 disagree too as they were not satisfied with the behavior of their seniors. Besides that 31 i.e. 15.5% were remained neutral to the statement.

Table 12
Professional trainings are also dealing with the subject of mentoring

		Frequency	*Percent*	*Commulative Percent*
	Strongly disagreed	6	3.0	3.0
	Disagreed	39	19.5	22.5
Valid	Neutral	35	17.5	40.0
	Agreed	71	35.5	75.5
	Strongly Agreed	49	24.5	100.0
	Total	200	100.0	

Most of the teachers are agreed that professional trainings are also giving the concept of mentoring as 120 participants out of 200 agreed with it and only 45 were in disagreement with the additional 35 who remained neutral to it.

Table 13
The new approach in teaching is always welcomed by the management of your school

		Frequency	*Percent*	*Commulative Percent*
	Strongly disagreed	33	16.5	16.5
	Disagreed	53	26.5	43.0
Valid	Neutral	33	16.5	59.5
	Agreed	49	24.5	84.0
	Strongly Agreed	32	16.0	100.0
	Total	200	100.0	

With the slight difference of 5 in which 81 are agreeing and 86 are disagreeing, most of the teachers disagreed with the statement of new approach is been welcomed by the management of their school.

Table 14
Modern techniques at class level are supported by the management of your school

		Frequency	Percent	Commulative Percent
	Strongly disagreed	31	15.5	15.5
	Disagreed	73	36.5	52.0
Valid	Neutral	23	11.5	63.5
	Agreed	35	17.5	81.0
	Strongly Agreed	38	19.0	100.0
	Total	200	100.0	

Most of the schools management is not accepting modern techniques in classroom teaching as 104 out of 200 teachers disagreed with the statement of modern techniques are supported by the management of their school.

Table 15
Public schools provide the guidance regarding teaching methodology

		Frequency	Percent	Commulative Percent
	Strongly disagreed	18	9.0	9.0
	Disagreed	51	25.5	34.5
Valid	Neutral	34	17.0	51.5
	Agreed	44	22.0	73.5
	Strongly Agreed	53	26.5	100.0
	Total	200	100.0	

When the teachers were asked to opine about whether their school management is guiding them about teaching methodologies, 97 out of 200 participants agreed that yes they are guiding them but 69 were also those teachers who disagreed that they don't be given any kind of guidance regarding teaching methodology.

Table 16
The IT training provided is helpful to teachers in their professional life

		Frequency	Percent	Commulative Percent
	Strongly disagreed	31	15.5	15.5
	Disagreed	43	21.5	37.0
Valid	Neutral	34	17.0	54.0
	Agreed	43	21.5	75.5
	Strongly Agreed	49	24.5	100.0

		Frequency	Percent
	Total	200	100.0

92 out of 200 agreed that IT related training was good and helpful in their professional life remaining 74 were not agreeing it.

Table 17
The hand writing trainings is given in the trainings of my department

		Frequency	Percent	Commulative Percent
	Strongly disagreed	24	12.0	12.0
	Disagreed	43	21.5	33.5
Valid	Neutral	40	20.0	53.5
	Agreed	73	36.5	90.0
	Strongly Agreed	20	10.0	100.0
	Total	200	100.0	

46.5% elementary teachers agreed that handwriting training is given to them in their professional training course. Yet there are 67 or 33.5% teachers who disagreed with that training.

Table 18
The hand writing training brings better results in the writing skill of students

		Frequency	Percent	Commulative Percent
	Strongly disagreed	23	11.5	11.5
	Disagreed	23	11.5	23.0
Valid	Neutral	22	11.0	34.0
	Agreed	70	35.0	69.0
	Strongly Agreed	62	31.0	100.0
	Total	200	100.0	

Most of the elementary teachers agreed that handwriting skills can have better results of their students in the perspective of their writing skills. As per the above table, there are 132 participants out of 200 total who agreed with it. Though 46 were also in disagreement but that is less than the number of agreeing teachers.

Table 19
Handwriting techniques should be included in the professional trainings

		Frequency	Percent	Commulative Percent
	Strongly disagreed	23	11.5	11.5
	Disagreed	54	27.0	38.5
Valid	Neutral	26	13.0	51.5
	Agreed	64	32.0	83.5
	Strongly Agreed	33	16.5	100.0

	Total	200	100.0

Elementary teachers are of the view that handwriting techniques should be given weightage in the syllabus of professional training for the elementary teachers. As per the table above, 97 teachers agreed with it but 77 were also in disagreement with the addition of 13% who remained neutral.

Table 20
The class management techniques are helpful in managing the good environment

		Frequency	Percent	Commulative Percent
	Strongly disagreed	29	14.5	14.5
	Disagreed	68	34.0	48.5
Valid	Neutral	31	15.5	64.0
	Agreed	38	19.0	83.0
	Strongly Agreed	34	17.0	100.0
	Total	200	100.0	

Most of the teachers disagreed that classroom management techniques learned through training are not helpful to make the environment of the class good as most of the participants i.e. 48.5% disagreed this idea and only 37% agreed with it.

Table 21
Classroom management skills are learned by an elementary teacher during the career

		Frequency	Percent	Commulative Percent
	Strongly disagreed	25	12.5	12.5
	Disagreed	21	10.5	23.0
Valid	Neutral	30	15.0	38.0
	Agreed	62	31.0	69.0
	Strongly Agreed	62	31.0	100.0
	Total	200	100.0	

Mostly teachers from elementary cadre agreed that the skills of classroom management is learning during the career as 124 out of 200 participants responded in agreement; whereas, only 46 were in disagreement. Remaining 30 were neutral to this idea.

Table 22
Elementary teachers are trained to adopt modern classroom management techniques

	Frequency	Percent	Commulative Percent
Strongly disagreed	25	12.5	12.5
Disagreed	55	27.5	40.0

Valid	Neutral	28	14.0	54.0
	Agreed	46	23.0	77.0
	Strongly Agreed	46	23.0	100.0
	Total	200	100.0	

The question was asked from elementary teachers that whether they are trained to adopt modern techniques of classroom management in their classrooms. The response was slight different and the difference was 28 participants who remained neutral and the other difference was between agreeing and disagreeing participants which is 12 who are in agreement.

Table 23
Classroom management is the part of professional trainings

		Frequency	*Percent*	*Commulative Percent*
	Strongly disagreed	25	12.5	12.5
	Disagreed	30	15.0	27.5
Valid	Neutral	38	19.0	46.5
	Agreed	48	24.0	70.5
	Strongly Agreed	59	29.5	100.0
	Total	200	100.0	

107 (53.5%) out of 200 participants agreed that classroom management is part of their professional training, which means that is imparted to them in their training courses. There were also 55 elementary teachers who disagreed that classroom management is not part of their professional training, whereas remaining 38 participants were neutral.

Table 24
Teachers are sufficiently trained to handle examination issues

		Frequency	*Percent*	*Commulative Percent*
	Strongly disagreed	18	9.0	9.0
	Disagreed	49	24.5	33.5
Valid	Neutral	26	13.0	46.5
	Agreed	56	28.0	74.5
	Strongly Agreed	51	25.5	100.0
	Total	200	100.0	

When the teachers are asked to give opinion about examination training provided to them by the education department that the training is sufficient to handle exam related issues, 107 out of 200 participants agreed with it and only 67 responded that exam training is not sufficient to handle exam related issues.

Table 25
The examination system at public schools is modern and as per the needs of the day

		Frequency	Percent	Commulative Percent
	Strongly disagreed	4	2.0	2.0
	Disagreed	31	15.5	17.5
Valid	Neutral	41	20.5	38.0
	Agreed	59	29.5	67.5
	Strongly Agreed	65	32.5	100.0
	Total	200	100.0	

Most of the elementary teachers agreed that the examination system which is provided for elementary level students is up to the mark and as per the needs of the day as the data shown in the above table. 65 (32.5%) strongly agreed, 59 (29.5%) agreed with it; whereas, only 2% strongly disagreed with the addition of 15.5% more who disagreed with it. Moreover, there are 20.5% who remained neutral.

Table 26
Provided training of examination system is sufficient to manage examination

		Frequency	Percent	Commulative Percent
	Strongly disagreed	17	8.5	8.5
	Disagreed	36	18.0	26.5
Valid	Neutral	34	17.0	43.5
	Agreed	66	33.0	76.5
	Strongly Agreed	47	23.5	100.0
	Total	200	100.0	

Most of the elementary teachers at public schools are in agreement that training regarding examination system is beneficial to deal with exam related issues as 47 participants are strongly agreed with the statement and 66 were agreed. On the other side 17 were strongly disagreeing with it with 36 more in disagreement.

Table 27
Workshops by the school management conducted with professional trainers

		Frequency	Percent	Commulative Percent
	Strongly disagreed	22	11.0	11.0
	Disagreed	51	25.5	36.5
Valid	Neutral	38	19.0	55.5
	Agreed	62	31.0	86.5
	Strongly Agreed	27	13.5	100.0
	Total	200	100.0	

On the question of benefit of workshops conducted in public schools, most of the elementary teachers are in agreement as 89 participants i.e. 44.5% either agreed or disagreed with it; whereas 73 respondents i.e. 36.5% are in disagreement and remaining 19% were neutral.

Table 28
Training provided to the public school teachers can be seen in the progress of students

		Frequency	Percent	Commulative Percent
	Strongly disagreed	22	11.0	11.0
	Disagreed	73	36.5	47.5
Valid	Neutral	18	9.0	56.5
	Agreed	39	19.5	76.0
	Strongly Agreed	48	24.0	100.0
	Total	200	100.0	

When the elementary teachers were asked to opine about the training they receive can be seen in the progress of their students, 73, 22 disagreed and strongly disagreed with this opinion. 87 participants were in agreement to the statement and 18 remained neutral.

Table 29
Independent Sample Statistics between Genders

		N	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Professional Qualification	Male	100	10.0000	2.64097	-.082	.935
	Female	100	10.0300	2.54884		
Orientation	Male	100	7.8333	2.19197	-.560	.576
	Female	100	8.0067	2.18709		
Mentoring	Male	100	12.3800	3.91821	.234	.043
	Female	100	8.2950	0.59744		
Teaching Methodology	Male	100	12.5880	2.54868	-.676	.023
	Female	100	13.3760	3.37048		
Training of HWS	Male	100	7.8600	1.76395	.576	.565
	Female	100	7.7100	1.91553		
Classroom Management	Male	100	10.5725	2.78780	.371	.711
	Female	100	10.4225	2.92341		
Exam System	Male	100	18.5960	2.30064	.429	.002
	Female	100	8.5430	2.31648		

Male and female elementary teachers are significantly different in their scores in the options of Mentoring, teaching methodology, and examination system. They have positive attitude towards these things to be included in their professional trainings as their sig. (2-tailed) values are .043, .023, and .002 respectively. The t value is only negative in teaching methodology score which means that here female teachers are more positive

than their male counterparts. For the attitudes on professional qualification, orientation, training of handwriting skills and classroom management, there is no significant difference in the opinions of male and female elementary teachers. It can be observed that for professional qualification the mean difference is almost equal having 10 for male teachers and 10.03 for female teachers which is very minute difference, for the orientation option, the mean difference is again very low that is almost 0.27 that is very minimal but here the t value is negative which means that female have a slightly more positive attitude towards orientation. For the scores on training of handwriting skills and classroom management the mean score is almost the same having a difference of 0.15 for handwriting skills and classroom management both.

Table 30
Independent Sample Statistics between Teaching Experience

		N	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Professional Qualification	<7 year	100	11.0300	3.00001	.982	.005
	7< year	100	9.0000	2.99997		
Orientation	<7 year	100	8.0067	2.18709	.560	.576
	7< year	100	7.8333	2.19197		
Mentoring	<7 year	100	7.3950	3.59744	-.354	.035
	7< year	100	13.2800	1.53921		
Teaching Methodology	<7 year	100	13.1760	3.17048	.676	.500
	7< year	100	12.8880	2.84868		
Training of HWS	<7 year	100	6.4300	2.01553	-.986	.001
	7< year	100	8.7800	1.76395		
Classroom Management	<7 year	100	7.5225	3.92341	-.791	.012
	7< year	100	13.4725	1.78780		
Exam System	<7 year	100	13.7400	2.31648	.429	.669
	7< year	100	13.6000	2.30064		

The result of independent t test was applied to analyze whether there is any difference of opinions based upon the experience of elementary teachers regarding their attitude towards professional experience. Experienced and less experienced elementary teachers are significantly different in their opinions on classroom management, training of handwriting skills, mentoring and professional qualification as their sig. (2-tailed) value is less than the cut value of .05 i.e. .012 for classroom management, .001 for training of handwriting skills, .035 for mentoring, and .005 for professional qualification. There is negative t value for handwriting skills, classroom management and mentoring which means that experiences teachers give more weightage to these points but less experienced teachers consider professional qualification more important than other things. Less experience teachers have positive attitudes towards all these points but experience teachers don't have positive attitude towards handwriting skills, exam system,

and orientation. The most significant mean difference is in the opinions of classroom management and mentoring where it is almost 6.05 and 6.11 respectively.

5. Conclusion and Discussion

The study was started to know having three objectives of 1) to know about different attitudes of elementary teachers of public sector towards professional training, 2) to find out the professional grooming of public sector elementary teachers after provision of professional development opportunities, 3) to differentiate the male and female elementary teachers towards professional training, and 4) to explore the effect of experience on the attitude of elementary teachers toward professional development. For this purpose, the researcher made a questionnaire and conducted a pilot study to ensure its validity after ensuring it the final data was collected from 200 participants belong to different public sectors schools working in district Lahore. The tool was focusing on professional qualification, orientation, mentoring, teaching methodology, training of handwriting skills, classroom management, and examination system. Point wise small discussion is generated as under.

5.1. Professional Qualification

Teachers were asked about professional qualification is helping them in their career, its relation to the future successes and the content of its syllabus as per the need of the hour. The responses were quite mixed up as some of the teachers attached professional qualification with the success but some disagreed with it. There are different kinds of professional qualifications available in Pakistan context like B.Ed. M.Ed, EPM, and MA in education and these are considered for the selection of teaching cadre but teachers still have mixed attitude towards their efficacy. As a general tendency which is shown in the data is that most of the professionally qualified teachers are successful in the conducting their classes and dealing with other issues. I think the institutes who are providing professional qualification should bring major changes as per the needs of time and institutions.

5.2. Orientation

The orientation provided by an institution at the start of a job to its employees is a road map that indicates all support and barriers in the institutional life. There are two methods in the world, one is to find the way by hit and trial method and the other is to get the guide line before starting the journey. Obviously the second method is less problematic and secure. The orientation provided by an institution saves a lot of time of the employee and gives a relief. The employee feels more at home in such institutions and provides better of his experience and education. So, it is the most important part of educational career as a new comer entered into an institution and it is needed to introduce

the rules and regulation of the organization. Here again there was mixed response from the participants which is basically due to the different institutions. The consensus was on that orientation was not complete in all respect.

5.3. Mentoring

Mentoring is very essential for almost every field but for teaching it is more than necessary, because in our country the problem is what is being taught in the schools and universities is quite different than what is happening in practical world. That is why it is important to have a mentor who could tell you the basic ABC of the job you are going to start. For this point, the main focus was on motivation of the seniors, attitude of head of the school and the concept of mentoring in professional development courses. Teachers are divided into deciding whether they should say the attitude of their heads were fatherly, affectionate or vice a versa. That is why some teachers accepted that their heads were so cooperative and others rejected the idea. Yes they were agreed that their seniors are a source of motivation with some exception as people have varieties of opinions.

5.4. Teaching methodology

Methodology is also very important because the result of the individual and the school depends upon it. If the methodology is good the result would be good and in case of bad teaching the results would definitely be worse. Teachers have positive attitude towards teaching methodology and adopting new techniques. They accepted that new approaches are welcomed by the school management with some exception. They also agreed that professional development courses have ample material regarding methodology and that is as per the needs of the time.

5.5. Classroom management

No one can deny the importance of classroom management. A managed class also gives good result. It is also necessary to make the students good citizen of a country because if they have been trained to manage the situation and about how to act accordingly in a situation will give them a positive impact. Teachers agreed with some exception that their professional development courses have sufficient material regarding this subject. The knowledge they got from the training is used in the classes and they got good results too. Only some of the teachers complained that it should be focus more and as per the local demands and situation. Sometimes it happens that the trainer is trained to deal with the issues of some area and he has to give the task of training some other area school teachers. In this case, the problem arises and that can be catered with some tangible examples.

5.6. Examination System

Teachers are assessed by education department through their results and the courses of professional development have some material regarding examination issues but it should be extended. Otherwise the material whether sufficient or not is related to the current time too. The need is to assess the material as per the demands of teachers and it would be better to give participation to some teaching faculty so that they could better be aware with the related issues.

6. Recommendation

The study recommends the following:

1. It is recommended that the administration should continue its efforts to provide every possible activity not only to maintain this positive attitude but to enhance the same.

2. One more thing is to conduct a longitudinal study to analyze the same variables in more depth and at a broader level to compare and contrast the relationship between independent and dependent variables.

3. Besides that research can be furthered to compare urban and rural domains and that is too based upon gender issues.

4. Even in urban and rural area separately on districts wise can be compared.

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