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## *Full Length Research Paper*

# **Impact of professional development of teachers on student's education: A study of silver-oaks school system**

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**The purpose of paper is to identify the impact of professional development of teacher by examining relationship between independent variables knowledge assessment and need assessment with dependent variable learning. A model was designed by linking knowledge and need assessment with learning as teacher's motivation serves as a moderator between them. A sample of n=80 teachers has been chosen to analyze the research. Analysis through SPSS has given a regression value of 0.442 which proves the model. Level of students learning improves when teachers are motivated by gathering knowledge according to student's need. Learning is a continuous process and school management should design certain knowledge oriented programs that improves mental creative of students.**

**Keywords:** motivation, teachers learning, knowledge assessment, need assessment

## **INTRODUCTION**

The research is conducted to analyze the impact of need assessment and knowledge assessment on students learning. The sector chosen for study is education sector as it needs improvement as our future and progress depends on improvement and working in this sector not only financial bases but at skill level. The improvement should be directed from grass root level as the fruit of it would be pure and competitive only when proper monitoring would be done. The reason to choose Silver-

oaks school is that I have been working here since 1 year and 4 months. I analyzed that children are focused from PN class their writing, communication, pronunciation, vision is improved from pre School level. They offer life skills, Health and nutrition and public speaking to students at entry level and till secondary and higher secondary the level of knowledge is improved. More over at International level British school online, teachers exchange program and Citizenship leadership program

has been offered. Students and teachers are selected for visit to partnership schools and their way of teaching methodology is examined and difference is evaluated.

The model determined for study is self developed as the most prominent variables which impact upon students learning are need assessment and knowledge assessment according to University of Virgin Curry school in 1996. Teacher which are the guiding tool for spiritual and mental development of their students they need to be vigilant, knowledge oriented and full of motivation. On bases of their knowledge student learning improves and they are able to compete Internationally.

### **Problem statement**

Education is the prime source of nourishing, developing and grooming a child. Our parents work hard day and night to provide us better education for our survival in current competitive environment. There exist numerous schools and colleges promising quality education but point arises in mind that on which criteria and standard one should choose a school. The decision makers (managers) design such fundamental structures which help in improving level of education of students.

### **Research questions**

1. How professional development of teachers is effective for students education ?
2. What indicators are necessary for student academic professional development?

### **Literature Review**

Improvements in quality and standards of pupil learning depends upon effective development and training of teachers . (Borko, 2004) Those people who have adopted teaching as a professional career were trained by career development teams to gain over the subject . (Fishman,B.J,Marx,R.W.,Best,S.and Tal,R.T, 2003) .Continuing professional development (CPD ) deals with student panacea for more and better educational training for betterment of educational career path. (Day, 1999)"developing teachers :The challenges of life long learning .London: Falmer press). Many researchers experience that variety learning is only achieved when teachers get on time learning that enhances mental aptitude of students. (Slavin, 2004) The effectiveness of professional development depends upon measures adopted to support teachers training designed by quality assurance teams (Garet, Porter,Desimone,Birman,&Suk Yoon, 2001) . Career development program facilitates

learning to improve teaching in many schools through leading professional development instructor . (Marx, 2003)

From research it has been proved that teachers are most important factor in student's education (carey, 2004). Research conducted in Tennessee showed that students performed well in grade 3, 4 and 5 under supervision of effective teachers (sanders, 1996). In same manner the most effective teachers can improve percentile points of low achieving students. Teacher level of education, experience, degree in subject and verbal ability link to higher student achievement (Darling-Hammond, 2002) While some researchers have shown that teacher subject grip, content for study, knowledge have more importance then master's degree certification. The alignment of content standards, accountability and training of teachers leads to high grade of students . (Whitehurst, 2002)

The adult basic education teachers have opted the career mostly leave the job as they work part time as they had to teach in multiple areas. The most important hindering factors for lack in professional development of teachers are as followed :

- a. Most of teachers work as part time which creates hurdle in subject grip.
- b. Teachers are not paid in accordance to their professional development
- c. The venues for teachers training are far from locally developed professional institutes
- d. The gap in information due to practitioners in decentralized locations
- e. The meetings of staff with heads provide limited opportunities.
- f. The instructional contexts and trainers goals are mismatched (Corbett, 2001)

The basic traditional model for teacher education includes conference session, seminars, workshops, lectures and short term courses. (R.F., 2002)

The traditional model of professional development is a time consuming process as it requires meeting and workshops (Smith, 2003) . High quality training improves knowledge, coherence, active learning and collective participation (Garet, 2001). In job embedded professional development model new techniques for continuous learning, teacher practice and changing school structure improves thinking (Ancess, 2000) . Collaborative learning among teachers to improve performance, classroom experiences, comprehension and fluency scores leads to commitment and effective support change (Taylor, 2005)

Standard based professional development improves teachers' possibility to improve student learning. The accountability of leadership reforms to support school structure and leadership improves collaboration. (Berry, 2003).

The standard for policy instigated pathway includes

Features	Traditional professional development	Job embedded professional development
Goal	Skills, knowledge , competency of teachers	Student learning to solve queries
Location	Off site	On site
Format for professional development	Seminars, conferences, work shops	Inquiry projects, group discussions, practitioner research
Content	Knowledge .skills	Thinking , learning of students
Model presented by	Joyce and shower (1995),loucks – Horsely ,Hewson ,Love & Stile (1996)	Ball & Cohen (1999),Little ,Gear heart ,curry ,& Kafka (2003)

(Gillespie, 2007)

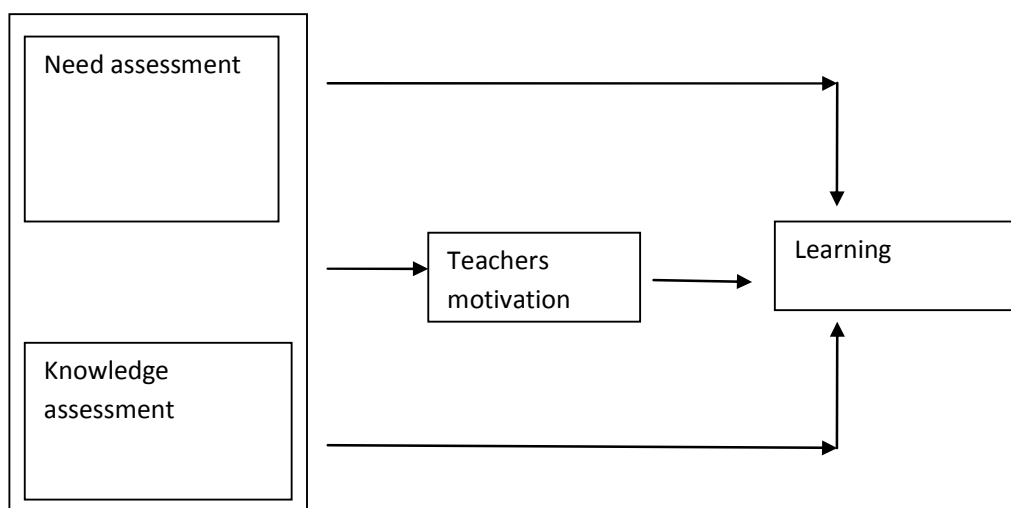


Figure 1. Theoretical Framework (education, University of Virginia Curry school of, 1996)

Table No. 7.1 Descriptive statistics

Variables	Mean	Standard deviation
Need assessment (ND)	2.296	.4857
Knowledge assessment (KM)	2.2969	.4857
Teacher motivation (TM)	2.1500	.50723
Improves learning (IL)	1.9969	.61301

The mean of ND is 2.296 and of KM is 2.296 while TM and IL has mean of 2.15 and 1.99 respectively. While the S.D of ND and KM is 4.85 while of TM its .507 and IL its .613.

administration, professional learning standards, accountability and curriculum assessment (Knapp, 2003). The curriculum assessment, accountability system and student learning improves teacher recognition.

**Theoretical framework:**

The no child left behind act (NCLB) provides learning

styles, experiences and curriculum

**Need assessment: (Case Nex)**

The independent variable need assessment determines the mind set of teachers to design curriculum. The concepts, qualities, goals and learning experiences are designed for successful implementation in class room.

**Table 7.2** correlation Analysis

**Correlation Analysis for variables ,need assessment, knowledge assessment, teachers motivation and improves learning.**

	Variables	mean	Standard deviation	1	2	3	4
1	ND	2.296	.4857	.551			
2	KM	2.296	.4857	.564(**)	.664(*)		
3	TM	2.1500	.50723	.761(**)	.661(**)	.861(**0	
4	IL	1.9969	.63101	.442(**)	.542(**)	.083(**)	.099(**)

**\*\*P<.05, \*P<.01, ND= Need Assessment, KM= knowledge Assessment, TM= teachers motivation, IL= improves learning**

The correlation table shows that all the variables are significant at significant level .000 and they are positively correlated to each other.

**Table 7.3** Hierarchical regression

Predicted	Dependent variable (improves learning) B (beta)	R2	Delta R
Need assessment(ND )	.717		
Knowledge assessment (KM)	.557		
ZKM	.442	.195	
ZTM	-.602	.351	.156
ZNDXZTM	.394		
ZKMXZTM	.394		

The method of instruction for learners is effectively introduced by teachers to improve level of student learning.

### Knowledge assessment

The independent variable defines, evaluate and extend knowledge and skills of teachers by proper allocation of funds and resources.

### Teachers motivation

Teacher motivation serves as moderator as due to his \ her motivation level of learning improves. The knowledge of teacher in accordance with students needs improves quality of learning.

### Learning

Learning serves as dependent variable as student's learning improves through teacher's motivation which is dependent on knowledge and need of learning.

## RESEARCH METHODOLOGY

### Hypotheses:

**H1:** Need assessment has positive effect on students learning

**H2:** Knowledge assessment has positive effect on students learning.

**H3:** teacher motivation has positive effective on student learning.

### Sampling design

### Universe type

The Analysis would be conducted in Rawalpindi at. Silver oaks school system.

### Sampling Frame

The teachers of silver oaks school system would be chosen for getting the questionnaire to be filled.

## Sampling Unit

The school systems effectively providing education to people in Rawalpindi would be chosen for study.

## Parameters of interest

The analysis would be conducted on SPSS 13:00 and mean, standard deviation, correlation and moderation would be done in order to get appropriate result.

## Size of sample

Sample size of  $n = 80$  teachers from silver oaks school would be taken to get the results.

## Sampling structure

The technique used for selection of sample would be simple random sampling as every unit would be given equal chance of being selected.

## Analysis and interpretation

### Correlation Analysis

The value of regression  $R = .442$  which shows that dependent variable is 40% explained by independent variable. The hypothesis has been proved by model that student learning is improved by teachers motivation. In the same manner need assessment and knowledge assessment are important tools to increase the process of learning. The  $R$  square value that is  $.195$  shows that increase in dependent variable student learning will increase independent variable knowledge assessment and need assessment. The independent variables are significant to dependent variable at  $.02$  and  $.00$  respectively which shows that  $H_1$ ,  $H_2$  and  $H_3$  accepted. The value of beta is  $.394$  which shows  $H_3$  has positive relationship with independent variable.

## CONCLUSION

The analysis of SPSS shows that need and knowledge assessment improves process of learning. In order to make our students competitive enough to meet international standards professional development of teachers should be conducted by school. The importance of teachers motivation has been highlighted by the model as their intrinsic motivations lie at their grasp on subject while they are only extrinsically motivated by rewards and

retention.

## RECOMMENDATIONS

The impact of professional development of teachers on students learning instigates positive energy in them. Management should focus on such types of strategies which make student learning effective and appropriate. Learning improves by communication and increase in understanding ability of students by gaining knowledge in accordance with International Standards.

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**Annexure  
Research Questionnaire**

**S.NO.** \_\_\_\_\_

**Section Number 1**

1. Name of College\University : \_\_\_\_\_
2. Gender : Male  Female
3. Age : 20-25  26-30  31-35  More than 35
4. Education : Masters  M Phil  PHD  Other
5. Work experience : 1-5  6-10  11-15  15

**Section Number 2**

1. Need analysis is required to evaluate purpose of professional development of teachers ?  
A. Yes  
B. No
2. Conceptual curriculum improves level of students learning  
A. Yes  
B. No

3. Instructional strategies are designed in accordance to students learning ?  
A. Yes  
B. No

**(Strongly agree = 1, Agree =2, Neutral = 3,disagree = 4, strongly disagree = 5)**

<b>Knowledge assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Do curriculum reflect subject grip of a teacher ?					
2. Do models improves level of student learning ?					
3. Do curriculum adds specific population and target group ?					
4. Do curriculum reflects differentiation ?					

**(Strongly agree = 1, Agree =2, Neutral = 3,disagree = 4, strongly disagree = 5)**

<b>Teacher's motivation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. teacher is confident					
2. teacher is friendly					
3. teacher has subject knowledge					
4. Teacher has grip over curriculum					

(Strongly agree = 1, Agree =2, Neutral = 3,disagree = 4, strongly disagree = 5)

<b>Improves learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Creativity improves learning					
2. Group discussion improves learning					
3. Practical knowledge improves learning					
4.student involvement improves learning					