



## Enhancing Capacity Building for Effective Classroom Management through Continuous Professional Development (CPD) of Teachers at Higher Education Level in Pakistan

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### Abstract

*The present research comprises of a two-fold aim (i) to evaluate classroom management and students' assessment strategies of university teachers and (ii) to recommend various Continuous Professional Development (CPD) practices for enhancing classroom management and students' assessment strategies. The convenient random sampling technique was adopted for the current descriptive study. Data were collected by using the questionnaire during 2019-2020 academic year. The selected sample is comprised of faculty deans (4), chairpersons (20), professors (32), associate professors (8), assistant professors (44) and lecturers (12) of Shah Abdul Latif University (SALU) Khairpur. According to the findings, a good number of university teachers adopt classroom management and students' assessment strategies by availing CPD practices. It is concluded that SALU faculty avail different CPD opportunities and enhance classroom management and students' assessment strategies. The study recommends that CPD practices be given to the university teachers regularly for enhancing capacity building as they apply and improve effective instructional strateg*

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## INTRODUCTION

Capacity for change is all about learning which engages people individually in a challenging, purposeful and continuous consideration of their professional beliefs, skills, motivation responsibilities and practices (Amanda, Marie & Hayley; 2020).

Enhancing capacity building of teachers to manage classrooms effectively and assess students' behavior requires an orderly approach to teacher training and CPD. Professional development occurs formally as well as informally that is unending learning of teachers to improve the way of their teaching (Sams & Harry, 2021). Professional development, according to (Seidel, & Shavelson, 2007; Mitchell et al., (2017), is continuous learning, achievements, and follow-up process of entities. According to Fullan, 1995, professional development is an aggregate of whole casual and official activities encountered by a person at the start of their profession as a teacher till his/her retirement. According to Anna, David, Mary and Violeta (2022) the teacher training PD programs fall principally into three main categories; first category is related to the content of the program, second category refers to the delivery of the program, and third category defines the organization of the program.

Higher Education Commission (HEC) Pakistan appreciably put the sincere efforts and began the PD practices for university teachers. Innovation Division of HEC, after comprehensive process, developed courses for teacher training at various levels. To meet the desired goals that our students learn at elevated standard, the training framework needs to be adopted so as to attract, get ready, support, create, improve, and produce qualified and professional teachers.

## LITERATURE REVIEW

An important discussion regarding CPD in the scholarly literature is about the distinction between teacher quality and teaching quality; according to Darling-Hammond (2013) teacher quality refers to what a teacher is capable of doing, whereas teaching quality is what a teacher manages to do in a given context. Borg (2018) notes two distinct terms i.e. teacher quality as teacher competence and teaching quality as teacher performance. CPD or capacity enhancement is all about the former, the latter is judged by means of teacher appraisals, teacher evaluation or teacher assessment (Looney, 2011; OECD, 2015; Hunt 2009). According to Borko et. al, (2010) and World Bank (2013) teacher competence matters a lot and has become an important component in teacher education and in CPD. This is to occlude that enhancing teacher capacity is immensely important for a teacher in every context.

CPD is the record of what an individual practises, comprehends and afterward implements, it leads to capacity building of teachers and increases their expertise and confidence (Joseph, Richard & Maurice, 2021). As indicated by Diaz Maggioii, 2004 and Jones, 2001, the higher education has primary concern of teachers' professional development, enhancing and refreshing the aptitudes and information of the educators with a specific end-goal to impart education excellently and addressing the difficulties of the age. Capacity building is considered as an ongoing

and sustainable process (Stoll, 2020). According to (Amanda et al., 2020) capacity building requires distributed leadership and he characterized it as; 1) maintaining and creating the necessary conditions, 2) facilitating skill-oriented experiences and learning opportunities, 3) ensuring interrelationships among all components.

According to Sanders et al., 1997, p.63, “the most important factor affecting student learning is the teacher”. Teachers’ proficient development (Ali, 2007) is unending process which includes obtaining, dispersing, and executing learning with a specific objective to spread it in new ages. All employees through their professions (Boyer, 1987), should themselves, remain understudies. As learners they should proceed to learn and be genuinely and without any gap occupied with extending academic world.

Additionally, emphasized by Memon, 2007, that university teachers’ professional development is not supposed to be the orientation or beginning of educators yet noteworthy concern of professional development (PD) is the continuous development in teachers’ career through enhancing the specific knowledge related to their field and instructional method keeping in mind the end goal to encourage learning of students. The PD of teachers has international significance which is evident from a study of 700 new head teachers across five European countries. Twenty five percent of the head teachers surveyed felt the need of professional development for their teachers (Bolam, 2002). Taking this further, Bush (2002, p.6) makes the case for professional development:

“The notion of teaching as a career, rather than just a job, depends on the provision of structured professional development opportunities. Schools and local Education Authorities (LEAs) need to help teachers to access development opportunities at every stage of their careers. This gives teachers the sense of direction which is an essential component of a long term approach”.

Three key aims of teacher PD are reflection, collaboration and sharing, highlighted by Hoban (2002). Similarly, three main areas of PD are also defined by (Nicholls, 2002) i.e. proficient learning, capability in proficient activity, improvement of reflection. Guskey, (2000) expressed that PD isn’t successful unless it makes educators upgrade their capacity building or makes administrators turn out to be better school pioneers. Educators consider PD significant because it specifically addresses their particular requirements and field of interest. Bush (2005) declares PD to be a win-win situation for school leaders as it provides an individual with career development opportunities which result in school improvement and staff retention. All educators’ formative needs and inclinations (Sharpe and Talbert, 1982) ought not to be slighted in the light of the fact that the most minimized shared variables of teachers may have overlooked their pupils’ needs during in-service activity. Adult students, as indicated by Knowles, (1983), are independent, self-sufficient, ready to learn, qualified, objective-focused, and motivated intrinsically. They generally lean towards higher-order thinking chance, clear direction, and quickness in their learning. They obtain learning on account of clear objectives and with their encounters in genuine settings by manufacturing new data. Distinctive components of capacity building and quality teaching were incorporated by

(Marzano, 2003); i.e., to assess students' level of learning, engagement of students in learning activities, different instructional strategies, classroom management, educational program planning and motivation of students. Wagner et. al., (2005) asserts that classroom management is fundamental for all teachers, particularly, critical for novice teachers that must be reinforced through CPD. Richards and Farrell (2005) advocate the need for ongoing professional development due to two important reasons: (i) their professional needs along their career path; (ii) the needs of the institutions where they work also change over time.

High rates of positive learners' reactions are attained effectively by the teachers though effective instructional strategies (Espin and Yell, 1994). Teachers must concentrate on effective instructional techniques to forestall scholarly and conduct challenges by encouraging the achievement of students.

Giving guideline at learner-suitable levels is very crucial. At the point when learners are given instructions and materials beyond their present ability level, they wind up noticeably and may take part in practices that maintain a strategic distance from active involvement during classroom instructions (Wehby, et.al., 1995).

Highly effective instructions reduce, however, do not completely take out, classroom conduct issues (Emmer and Stough, 2001). Effective classroom management requires a complete approach that incorporates the following components:

- Organizing the school and classroom conditions,
- Engaging students,
- Executing classroom principles and schedules,
- Establishing methodology that supports suitable conduct,
- Utilizing students' assessment techniques,
- Gathering and utilizing information to assess students' behavior, and amend classroom management strategies as required.

Barber and Mourshed, (2007) communicated that expanding consideration is being paid to the expert improvement of instructors as they are viewed as having the best effect on outcomes of students. This is why governments throughout the world promote PD as a way of fostering quality teaching (Hardy, 2012). PD of teachers of higher education turned into the essential worry of the Higher Education Commission (HEC), Pakistan. The teachers of higher educational institutions of Pakistan have been given several (e.g., provision of research culture and opportunities, foreign funds, grants for research and the teachers' training institute (NAHE-HEC). Doubtlessly, for teachers' PD, the above-mentioned initiatives have commendable contribution. Teachers at higher education level in Pakistan were not offered any professional practice opportunities before this initiative and the only way to strengthen their skills was peer-learning from their senior colleagues during the span of their services at departmental level.

As the two-fold aim of this study was to evaluate classroom management and students' assessment strategies of university teachers and to recommend various CPD practices for enhancing classroom management and students' assessment

strategies, the following questions were developed:

- How do SALU teachers manage classrooms and assess students?
- What are some of the CPD practices required for enhancing classroom management and students' assessment?

## **RESEARCH METHODOLOGY**

In the present study, a quantitative survey method was adopted to assess to evaluate classroom management and students' assessment strategies of the teachers of SALU Khairpur. Following procedures were adopted for the current descriptive study. Convenient random sampling technique was applied to collect five-point Likert scale survey data from the Deans (N=4), Chairpersons (N=20), Professors (32), Associate professors (08), Assistant professors (N=44) and Lecturers (12) from various departments of SALU, Khairpur. Statistical formulas such as; frequency, percentage, means score and standard deviation were used to analyze the data.

## **RESULTS AND ANALYSIS**

The researchers analyzed the collected data of the respondents' level of conformity against each statement. The following table (Table.1) represents the respondents' opinions about classroom management and students' assessment strategies of teachers at SALU, Khairpur.

According to data 37% of university teachers agreed that they adopt appropriate classroom management and students' assessment strategies, and 21% of respondents strongly agreed, while 19% of university teachers disagreed about classroom management and students' assessment strategies, and 8% of them strongly disagreed, whereas 15% of respondents remained neutral. Overall, majority of respondents 58% (37%+21%) agreed that university teachers have classroom management and students' assessment strategies. Mean score 3.45 showed inclination towards agree. It verifies that university teachers adopt appropriate classroom management and students' assessment strategies. The value of standard deviation was 1.213.

**Table.1. Classroom Management and Students' Assessment Strategies**

Statement	Formula	Responses					Total	Mean	Std.
		SDA	DA	N	A	SA			
I am aware about appropriate seating plans in classroom	f	1	16	18	55	30	120	3.81	0.990
	%	1%	13%	15%	46%	25%	100%		
I can control student to student conversations in a classroom	f	5	23	30	35	27	120	3.47	1.159
	%	4%	19%	25%	29%	23%	100%		
I Provide recognition and positive attention to the students whenever possible.	f	1	21	32	42	24	120	3.56	1.027
	%	1%	17%	27%	35%	20%	100%		
I use more than one strategy to engage students in learning	f	6	45	28	38	3	120	2.89	0.994
	%	5%	38%	23%	32%	2%	100%		
I give the students a position of responsibility in the classroom and encourage him/her to set a good example for others	f	13	18	18	60	11	120	3.32	1.167
	%	11%	15%	15%	50%	9%	100%		
I assign the students a special project of interest/ tasks and let them present the report to the class.	f	22	11	13	40	34	120	3.44	1.454
	%	18%	9%	11%	33%	28%	100%		
I maintain the appearance of control at all times by use a clear, firm voice, gestures and postures.	f	20	13	5	37	45	120	3.62	1.490
	%	17%	11%	4%	31%	37%	100%		
I apply different assessment techniques to assess students' performance	f	13	32	14	38	23	120	3.22	1.323
	%	10%	27%	12%	32%	19%	100%		
I ask students a variety of questions (Open and closed) during the lesson	f	3	17	22	48	30	120	3.71	1.072
	%	2%	15%	18%	40%	25%	100%		
I encourage students to ask questions during the lesson	f	7	34	11	39	29	120	3.41	1.287
	%	6%	28%	9%	33%	24%	100%		
I support students to participate in discussion during the lecture	f	11	21	21	35	32	120	3.47	1.302
	%	9%	17%	17%	29%	28%	100%		
I provide opportunity to the students to improve their presentation skills	f	10	22	24	41	23	120	3.38	1.223
	%	8%	18%	20%	35%	19%	100%		
I engage students work individually, in pairs or small groups, or as a class (or combination of these)	f	14	16	0	63	27	120	3.61	1.292
	%	12%	13%	0%	53%	22%	100%		
Grand Total	f	126	289	236	571	338	1560	3.45	1.213
	%	8%	19%	15%	37%	21%	100%		

**Table.2: Continuous Professional Development (CPD) Practices**

Statement	Formula	Responses					Total	Mean	Std.
		SDA	DA	N	A	SA			
I attend ICT trainings regularly	f	10	22	28	28	32	120	3.42	1.287
	%	8%	18%	23%	23%	27%	100%		
I attend pedagogical trainings frequently	f	12	16	30	41	21	120	3.36	1.208
	%	10%	13%	25%	34%	18%	100%		
I mostly attend trainings on leadership and management	f	1	16	18	55	30	120	3.81	0.990
	%	1%	13%	15%	46%	25%	100%		
I have proper mechanism of CPD at my institute	f	5	23	30	35	27	120	3.47	1.159
	%	4%	19%	25%	29%	23%	100%		
Grand Total	f	28	77	106	159	110	480	3.52	1.161
	%	6%	16%	22%	33%	23%	100%		

The following table (Table.2) represents the respondents' beliefs about CPD practices at SALU Khairpur. According to the collected data, 33% of the respondents agreed that they avail continuous professional development practices regularly, and 23% of respondents strongly agreed, while 16% of university teachers disagreed, and 6% of respondents strongly disagreed, whereas 22% of respondents remained neutral. Overall, majority 56% (33%+23%) of university teachers agreed that they used to avail CPD practices. Mean score 3.52 showed inclination towards agree. It verifies that university teachers avail continuous professional development practices regularly. The value of standard deviation was 1.161.

## CONCLUSIONS AND DISCUSSION

The major objective of the research study was to evaluate understanding and implementation of classroom management strategies and students' assessment techniques of teachers at higher education level in Pakistan. One hundred and twenty (120) teachers of SALU, Khairpur were the participants of the study. SPSS version 20 was used to analyze the data. It was concluded that majority of university teachers used to adopt proper classroom management strategies and students' assessment techniques; however few of them didn't adopt. It was explored that majority of university teachers agreed that they avail CPD practices, while some of them disagreed. The value of standard deviation and mean score showed inclination towards agree and it verified that university teachers adopt different classroom management strategies and implement various students' assessment techniques along with that, they avail different continuous professional practices frequently. This showed that effective CPD practices enhance capacity building of university teachers and they develop different competencies i.e. classroom management strategies and students' assessment techniques.

## IMPLICATIONS

The realistic approach of current research study is to facilitate the teachers at higher education level to enhance their capacity building, and to equip them with globally recognized classroom management strategies and students' assessment techniques. It equally has positive impact on students' learning. The study indicates the need of CPD practices to be implemented by the authorities frequently at higher education level to furnish the faculty with modern trends and techniques of teaching and learning.

## RECOMMENDATIONS

In the light of the above findings, following recommendations were made:

- The continuous professional development (CPD) practices and several CPD programs need to be steered at university level to expediate the university faculty.
- The successful in-service trainings must be planned at higher education level to strengthen the university teachers for enhancing and implementing classroom management strategies and students' assessment techniques,

- It is recommended that given time for the class should be managed effectively at university level by adopting different teaching techniques.
- It is recommended that students to students' conversation should be controlled by engaging them in different activities (pair work, group work, presentation, debate, discussion, questioning, having eye contact with all students, collaborative) insured by the university teachers in class.
- It is recommended that different teaching strategies relevant with specific topics (i.e. active lectures, demonstration method, collaborative strategies, discussion, brainstorming, think-pair-share, jigsaw, PPTs, question-answer technique, selecting and use of Audio-visual aids, handouts, suggested books and websites, use of multimedia etc.) should be adopted by university teachers to engage university students in learning.
- It is recommended that different assessment techniques (i.e. presentations, making charts, posters, maps, graphs, models, pair work, group work, discussion, peer learning, writing letters, reflections reports, out of class activities, making glossary, interviews, role play, hand-on activities, SBTs, assignments, designing Lessons, projects, debates, practicum, quizzes along with Mid-term test and final test etc.) should be used to assess students' performance at higher education level.

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