

## AN ASSESSMENT OF TEACHERS' INSTRUCTIONAL PERFORMANCE AT PUBLIC SECTOR PRIMARY LEVEL IN DISTRICT PESHAWAR, KHYBER PAKHTUNKHWA

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### ABSTRACT

The purpose of this study was to assess the instructional performance of teachers at public sector Primary school level in District Peshawar, Khyber Pakhtunkhwa. The main objective of the study was to assess the teaching Performance of public sector teachers at boys' primary school level at Urban and Rural areas in district Peshawar. For data collection a rubric with a four-point coded rating scale was developed. Data was collected from 360 teachers of 120 schools of the total population 3465. The collected data was analyzed with the help of software SPSS version 20. The analysis of various levels indicated that maximum numbers of teachers were at level-4 (unsatisfactory) i.e more than 60% of the total teachers. The study recommended that Education department chalk out a wide-ranging plan for the training on all instructional areas. Implementable training policy was recommended to frame all types of training programs. As a collaborative approach a four-tier model, for continuing professional development, was recommended. Along with such other recommendations, a Teacher Performance Management Wing (TPMW) was also recommended to be established to appraise and supervise the instructional process.

**Key Words:** *Assessment, Teacher, Instructional Performance, Public sector, Primary school*

### INTRODUCTION

Teachers hold a central position in assuring excellence in education and leading towards a learned and cultured society. It is a recognized fact that the capital of a state depends upon how successfully its rising generations are educated to perform their duties effectively and efficiently.

*"The Development of a nation depends upon the development of its citizens. The development of its citizens depends upon the development of their education; the development of their education depends upon the development of their teachers"* (Ibrahim, 1997. P.127). However, excellence in education is conditioned to well-trained and committed teacher. Teacher is the soul and substance of the education system and devoid of a competent, skilled and efficient teacher it will not be possible to make earth-shattering advancement (Omar, M. K., Zahar, et, al. (2020). Teacher is the most significant agency in the teaching-learning process. Therefore, holistic efforts are required to produce reflective and imaginative teachers who are professionally skilled and accredited through an ongoing professional development practice. Borti, A. (2019) states that teachers are the agents of change, as they transform and reform the teaching-learning process through conscious thoughts and introducing innovative ideas in their classrooms. Teaching profession is a bedrock and leading profession of all other careers (Oyekan, S. O. (2018). Effective teaching affects students' potential and makes them to be

conscientious citizens. So, there is a dire need of teachers' professional development. The model of instructional process has been modified all over the world and introduced teacher assessment and certification mechanism to appraise the professional capabilities of teachers (Attah, B. G., & Adebayo, O. J. (2018).

Since beginning, the quality of education in Pakistan has been criticized time and again. To meet the increasing requirements of teachers at different levels, a large number of teachers have been inducted but the qualitative aspect of teachers' training has been ignored and bargained. National Education Policy (NEP.1998-2010) states: the qualitative aspect of teacher education has been given insignificant attention which caused large number of teachers with no or low understanding of both the subject matter and instructional strategies (Government of Pakistan, 1998, p.47). A report, published by UNESCO in Pakistan, says that, "the quality of teacher education should be redressed urgently through a policy environment (UNESCO, 2008, P.12). The assessment of existing status of teachers' practices is urgently required so that to transform and reform teacher education and improve quality of teaching and learning.

Research has always supported that effective teaching and instructional leadership are the most leading and important dynamics in students' academic performance and both of them are dependent variables of professional development as independent variable. This is the time the systems of education, all over the world, are rapidly accepting and accommodating changes. Today educationists, at international level, are intellectually engaged in all-round prolific educational reforms and teacher professional development is one of them.

In this study an attempt has been made to assess the performance of primary school teachers in light of the areas, prescribed for 2006 curriculum by Directorate of Curriculum and Teacher Education (DCTE) Government of Khyber Pakhtunkhwa Pakistan, at selected eight circles in district Peshawar

#### STATEMENT OF THE PROBLEM

In Pakistan, the teacher education programs have experienced noteworthy quantitative expansion but the efforts for bringing excellence in instruction has always been overlooked and compromised as standards have been developed but instruction is not reflected with. So, the problem under study was to appraise the teaching practices of public sector practicing teachers at boys' primary school level in Urban and Rural areas in district Peshawar. The Purpose of this study is to appraise the teachers' performance in those Areas which are associated with the class room practices and its main aim is to find out the areas where teachers need professional development.

#### OBJECTIVE OF THE STUDY

The main objective of the study was to assess the teachers' performance in light of the prescribed Areas of Instruction by Directorate of Curriculum and Teacher Education for 2006 curriculum.

#### LITERATURE REVIEW

The Khyber Pakhtunkhwa Teacher Training sector is entirely vacillated. The Provincial administration has acknowledged the overlap, lack of clarity and legal support for the responsibilities of DCTE and PITE (Department of Schools and Literacy KP, 2006). The PITE should either provide management training to education officers or provide a resource-based training to other institutions (Department of Schools and Literacy KP, 2006). It shows that PITE adds too little to Teachers Training and Professional Development.

Likewise, half of the 20 Regional Institutes of Teacher Education, responsible for providing pre-service trainings, have been closed by the provincial government while training, in the remaining ten institutes, is suspended for a period of ten years (AED, 2004). Except there is no liaison among the Universities and training colleges which offer Bachelor of Education (B.Ed) or Master of Education (M.Ed) programs.

The large difference in administration of the institutions, responsible for Teacher Training, has been lack of standardized policy as well as excellence of teacher education. The present administrative structure has again overlooked the need for reforms to enhance performance at the institutional level. (Ibid, 2005) has aptly identified, “an efficient institutional framework requires coherence and clarity in the roles and functions of these diverse TT units. so, the government needs to evaluate seriously the entire Teacher Training and professional development landscape for developing a holistic policy.....and the organizational set up to mandate this task” (Kardar:2005).

Teaching is the only profession which gives birth to all other professions. If this profession, being bedrock, is adopted with professional zeal and zest then the quality of instruction will affect the future of students and would transform them into responsible citizens as well as dutiful professionals. That’s why there is a burning need and call of the time to train the teachers for teaching profession. To fulfill the increasing demands of teaching profession, world has seriously taken determined measures to initiate for professional development of the teachers. The concept of teaching profession has been changed all over the world and introduced National accreditation system to assess the professional skills and competencies of practicing teachers.

#### **GIZ-ESDP (Education Sector Development Program) KP**

GIZ is providing technical and financial assistance to the department of E&SE since 1980 in different areas. Since 1996, it provided trainings to all primary school teachers across the province on pedagogical skills under PEP-ILE (Primary Education Program for the Improvement of Learning Environment). It is also supporting the EMIS.

Under the title of continuing Professional development (CPD) all primary school teachers were trained in five districts of K.P (Peshawar, Buner, Swat, Abbotabad and Battagram) on curriculum 2006 and its pedagogic principles, active teaching and learning techniques. Total 18000 teachers were trained in two phases (5+4 days). The project was facilitated and financed by GIZ from January 2011 to June 2012. The main counterparts of the project are DCTE, PITE, Directorate of Education, Elementary and Secondary Education Department (E&SED, 2011).

Under the financial and technical Support of the same project, from March, 2014 to June, 2015, 900 supervisors and circles ASDEOs were trained in three districts (Peshawar, Abbottabad, Battagram) of KP.

#### **CIDA (Canadian International Development Agency)**

Actually, it was Canadian loan adjustment against professional development of teachers in all over the country. It trained teachers from 2007 on new curriculum in Maths, English, Social Study and Science in all 24 districts by selecting one teacher from each school for each subject till 2016. The main counterparts of the project are DCTE, PITE, Directorate, Elementary and Secondary Education Department (E&SED, 2011).

#### **DFID (Department For International Development)**

In KP, PITE has trained more than 10 thousand Head Teachers in 13 districts on ready-made lesson plans out of 11627 Head Teachers of Primary Schools. The project is financially supported by DFID. It was initiated in 2014 and will be completed in 2020.

In the remaining 13 districts, this training is conducted by DCTE. The main counterparts of the project are DCTE, PITE, Directorate, Elementary and Secondary Education Department (E&SED). Another project, supported by DFID, is Training of one teacher from each primary school on English medium of instructions. The training is class wise. In 2014 it was for grade-1 and was conducted by the DCTE. In 2015, it is for grade-2 and has out sourced under DFID funding (Budgetary support). In some of the districts it was given by Beacon House School System and in swat and Chitral districts it has been given by Association For Academic Quality (AFAQ, 2014). This project was also started in 2014 and will be completed in 20120. The main counterparts of the project are DCTE, PITE, Directorate of Education, Elementary and Secondary Education Department (E&SED, 2011).

### **Save the children**

Training of teachers on ECE, provision of school basta and refurbishing of ECCE classrooms and construction of ECCE classrooms in some schools in 5 districts (Peshawar, Swat, Buner, Abbottabad) of KP is in progress. The project, sponsored by Save the children, was started in 2010 and completed in 2015. The main counterparts of the project are DCTE, PITE, Directorate, Elementary and Secondary Education Department (E&SED, 2011).

### **PRP (Pakistan Reading Project) US-AID**

It is a US-AID funded program which was started in 2013 in seven districts (Swat, Abbottabad, Mansehra, Peshawar, Nowshera, Mardan and Swabi) of KP, which Focus on the techniques of reading both in English and Urdu languages. Further eight districts will be covered till 2018. The main counterparts of the project are DCTE, PITE, Directorate, Elementary and Secondary Education Department (E&SED).

### **BEIP (Basic Education Improvement Program) NORAD**

This project was financially supported by the Norwegian government. The 1<sup>st</sup> phase of the program was started in 2006 with introduction of Mentor system and concept-based teacher guides. It also supported Deeni Madaris in Basic Facilities, Text Books etc. in all districts of KP. In 2<sup>nd</sup> phase, it was mainly focused on development side after the flood 2010. The main counterparts of the project are DCTE, PITE, Directorate, Elementary and Secondary Education Department (E&SED).

The first step in any process of developing a professional in any field is the analysis of the job oriented areas through research and systematic studies which takes different shapes and forms and varies dramatically from country to country and region to region because learning to teach is personal, complex and context-specific (Hauge, 2000).

The different aspects of teacher training programs, especially their effects on the teachers' professional performance, must be evaluated and make them fruitful for teachers and the taught. Before any teacher training, a systematic Training Need Analysis (TNA) or baseline survey should be conducted to identify the areas where teachers should be professionally equipped. In this study, an attempt has been made to; assess the teachers in the following areas of instruction for 2006 curriculum which approved in 2014 by Directorate of Curriculum and Teacher Education (DCTE) Khyber Pakhtunkhwa. The project was financially supported by GIZ-ESDP.

In order to contribute to professional development of the teachers, the administrators, policy makers, Teachers Educators and others who are occupied with the responsibilities of Teachers education and dedicated to plan, implement and evaluate for Educational reforms, this study, through classroom observation, will provide a snapshot of current situations of teaching-learning process and would greatly help in identifying the areas for professional development of the teachers at primary school level in district Peshawar of Khyber Pakhtunkhwa.

Today educationists, at international level, are intellectually engaged in all-round prolific educational reforms and teacher professional development is one of them. The current state of teachers' practices is desperately needed to be evaluated in order to reform teacher education and improve quality of teaching (UNESCO, 2008, P.12).

## METHODOLOGY

### Research Design

The Purpose of this study was to assess the teachers' performance in those areas of instruction which were recommended for 2006 curriculum, approved by Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa. The main aim of the study was to identify the areas where professional development of the teachers is needed. Quantitative Research Design was adopted to complete the research work.

### Population of the study

The population for the present study was comprised of all the Government Boys primary school teachers of eight circles of district Peshawar. There is total eight (male) circles in District Peshawar in which three circles fall in urban areas with total 1527 male teachers while five circles lie in rural areas with 1938 teachers. Both in urban and rural, total number of teachers, from 647 schools, is 3465. These 3465 is the target population of the study. (EMIS, 2014)

### Sample size

After rationalizing through Morgan table and Raosoft Sample size calculator, Sample of the study was limited to 360 teachers from 120 schools of the total population in which 135 teachers from 45 schools were taken in urban areas while 225 teachers from 75 schools were taken in rural areas in district Peshawar of the Khyber Pakhtunkhwa. In each circle 45 teachers were taken by selecting 15 schools having at least 6 teachers in which 3 teachers were taken in each school. Multi-stage clustering sampling technique was used.

### Data Instrument

In order to collect data from the teachers, a rubric with a four-level coded rating scale (Outstanding=1, Good=2, Satisfactory=3 and Unsatisfactory=4), comprising on criteria for each area was developed. The rubric was developed in light of the areas of instruction approved by DCTE for 2006 curriculum.

### Data collection

The researcher personally collected data from the selected sample of the research population in each circle of the District. Prior consent from the participants and from the head of all sampled schools was taken. Then the researcher collected data from sampled teachers.

### Data analysis

Before data analysis, to apply the most suitable statistical tool and properly interpret the data, a brief meeting was chalked out with a data analyst and econometric expert. Then the collected data was analyzed through SPSS version 20 by using statistical formulas of simple mean, percentage and Chi-Square, keeping in view the objectives of the study. The assessment of primary school teachers' competencies was analyzed item wise and as a whole also. Following are the results of the study.

S.N	Standards	Outstanding		Good		Satisfactory		Unsatisfactory		Total		X <sup>2</sup>	p-value
		1		2		3		4		f	%		
		f	%	f	%	f	%	f	%	f	%		
1	Lesson Planning	3	0.8	25	6.9	55	15.3	277	76.9	360	100	533.2	.000
2	Introduction	16	4.4	63	17.5	118	32.8	163	45.3	360	100	136.8	.000

3	Subject command	1	0.3	42	11.7	105	29.2	212	58.9	360	100	281.4	.000
4	Teaching Methods	2	0.6	44	12.2	103	28.6	211	58.6	360	100	274.1	.000
5	Questioning Techniques	4	1.1	45	12.5	135	37.5	176	48.9	360	100	209.3	.000
6	Use of Resources	2	0.6	9	2.5	86	23.9	263	73.1	360	100	491.6	.000
7	Students' Participation	9	2.5	50	13.9	124	34.4	177	49.2	360	100	187.6	.000
8	Teacher-Student interaction	18	5.0	50	13.9	128	35.6	164	45.6	360	100	152.2	.000
9	Summary	5	1.4	53	14.7	119	33.1	183	50.8	360	100	200.9	.000
10	Assessment	4	1.1	40	11.1	166	46.1	150	41.7	360	100	214.1	.000
11	Home work	17	4.7	62	17.2	203	56.4	78	21.7	360	100	211.4	.000
12	Classroom Management	13	3.6	66	18.3	114	31.7	167	46.4	360	100	144.5	.000
13	Time management	7	1.9	50	13.9	144	40.0	159	44.2	360	100	179.6	.000
14	Knowledge of Individual Differences	0	0.0	13	3.6	50	13.9	297	82.5	360	100	397.3	.000
15	Focus on Character Building	2	0.6	25	6.9	40	11.1	293	81.4	360	100	618.6	.000

Rating and performance criteria: *L-1 Outstanding: Highly Effective Performance, L-2 Good: Expected Performance, L-3 Satisfactory: Mediocre performance-Improvement necessary, L-4 Unsatisfactory: Unacceptable Performance- criteria is not followed.*

#### FINDINGS

In the above table, the first area of instruction is related to lesson planning. The analysis of assorted levels shows that 76.9%, of the total teachers, were at level- 4 (unsatisfactory) which indicates that most of the teachers don't plan their lessons according to the prescribed criteria of 2006 curriculum.

The second area of instruction is related to introduction of the lesson. The analysis shows that 45.3% teachers were rated at level- 4 (Unacceptable Performance) which indicates that most of the teachers don't know how to introduce their lessons according to the prescribed criteria of 2006 curriculum.

The third area of instruction is related to subject command. The analysis shows that the highest number of teachers (58.8%) were at level- 4 (unsatisfactory) which indicates that most of the teachers need command over the subject matter.

The fourth area of instruction is related to Teaching Methodologies. The analysis shows that majority of the teachers (58.6%) were rated at level- 4 (unsatisfactory) which indicates that most of the teachers are unaware of various teaching methods.

The fifth area of instruction is related to Questioning Techniques. The analysis shows that greater part of the teachers (48.9%) was at level- 4 (unsatisfactory) which indicates that a good number of teachers didn't ask thinking-based questions.

The sixth area of instruction is related to Use of Teaching Resources. The analysis shows that the highest number of teachers (73.1%) were rated at level- 4 (unsatisfactory) which indicates that large part of the teachers doesn't know proper use of teaching resources.

The seventh area of instruction is related to Students' Participation. The analysis shows that 49.2% teachers were at level- 4 (unsatisfactory) which indicates that majority of the teachers don't provide learning opportunities through active participation of the students.

The eighth area of instruction is related to Teacher-Students, Interactions. The analysis shows that 45.6% teachers were rated at level- 4 (unsatisfactory) which indicates that a good number of teachers don't involve students according to the prescribed criteria of 2006 curriculum.

The ninth area of instruction is related to Summary of the Lesson. The analysis shows that majority of the teachers (50.8%) were at level- 4 (unsatisfactory) which indicates that a large number of the teachers don't summarize their lessons according to the prescribed criteria of 2006 curriculum.

The tenth area of instruction is related to assessment of the students. The analysis shows that good number of teachers, (46.1%) were at level- 3 (satisfactory-improvement necessary) which indicates that teachers need improvement regarding assessment of the students.

The eleventh area of instruction is concerned to Homework of the students. The analysis shows that most of the teachers (56.4%) were at level- 3 (satisfactory-improvement necessary) which indicates that further improvement is needed regarding Homework.

The twelfth area of instruction is related to Classroom Management. The analysis shows that 46.3% teachers were at level- 4 (unsatisfactory) which indicates that teachers need to manage their classrooms according to the prescribed criteria.

The thirteenth area of instruction is related to instructional Time Management. The analysis shows that good number of teachers (44.2%) were at level-4 (unsatisfactory) which indicates that teachers don't properly fulfill the prescribed criteria of Time Management.

The fourteenth area of instruction is related to knowledge of Individual Differences. The analysis shows that the highest numbers of teachers (82.2%) were at level- 4 (unsatisfactory) which indicates that teachers have poor knowledge of individual differences.

The fifteenth area of instruction is related to Character Building. The analysis shows that the highest number of teachers (81.4%) were at level- 4 (unsatisfactory) which indicates that most of the teachers don't focus on character building according to the prescribed criteria for 2006 curriculum.

## DISCUSSION

The study is overall supported by Lockheed and Levin (1993) who put forward that developing states, like Pakistan, confront troubles in educating their young generation and lack in the indispensable capital including skilled teachers. A number of studies, regarding Teacher education in Pakistan, disclose that the status of teacher professional development is unsatisfactory (Bacchus-1996). The problem, in Pakistan, is not even one of low-quality teaching but one of no teaching at all, for a significant part of the time (World Bank, 2004).

According to National Education Policy, 1998-2010, about one-fourth of primary school teachers are untrained and the present training infrastructure does not appear to improve the quality of instruction (*National Education Policy: 1998-2010.p.*).

"The quality of education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all education reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process. Recognizing the deteriorating quality of education at various levels, efforts need to be intensified to accord adequate priority

to the effectiveness of teacher education programs and professional development of the in-service teachers in the country” (National Education Policy 1998-2010, p.47).

### CONCLUSION

On the basis of findings and discussion it was concluded that prescribed areas of instruction, recommended for 2006 curriculum, are not fully practiced and most of the public sector teachers at boys’ primary school level in district Peshawar are unaware of the national professional standards.

So, it was concluded that this study is significant in the sense that it generated primary data about quality assurance in teacher education, one of the least researched areas in Pakistan. The findings of this study have implications for National Accreditation Council for Teacher Education in Pakistan. The identified areas should also be focused by PITE, RITE, DCTE and other working NGOs for professional development and quality improvement in teacher education programs.

### RECOMMENDATIONS

1. Findings of the study showed that areas of instruction, recommended for 2006 curriculum by provincial Government of Khyber Pakhtunkhwa for primary school teachers, are not being fully practiced. So, it is recommended that administration and Education department should chalk out a wide-ranging plan for the awareness, holistic training on each individual area of instruction and supervision of school teachers in light of the approved Standards.
2. As all teacher-training programs are functioning without a feasible policy framework. So, an implementable training policy is recommended to frame all types of training programs including pre-service, induction and in-service programs. The policy should focus; Level of training, type and nature of training, Criteria of training, duration of training, providing agencies of training, implementation of training, follow up mechanism of training and impact of training.
3. The existing in-service training programs are not effective and successful in managing professional growth of the teachers. So, it is recommended that in-service Education centers such as Education Extension Centers (EEC), Directorate of staff development (DSD), Provincial institute of Teacher Education (PITE), Regional institute of teacher Education (RITE), Directorate of Curriculum and Teacher Education (DCTE) and other provincial and international agencies must work jointly with cooperative and collaborative approach to improve the quality of teaching through the most needed and rigorous professional development courses.
4. As a collaborative approach, a four-tier model, for continuing professional development (CPD) is recommended which include self-Reflection after teaching, Monthly Teacher Group Meeting, classroom observation and supervision by external supervisor and need based annual professional development training.
5. Systematic follow up of teachers after trainings is central to their professional development (UNESCO, 2006). Therefore, it is recommended to regularly assess the performance of the teachers in the classroom by supervisor, the head and other experienced teachers to evaluate the quality of their training, their content knowledge as well as their classroom delivery and classroom management skills.
6. A Teacher Performance Management Wing (TPMW) is recommended to be established to motivate the teachers towards quality instruction. Instead of seniority, Promotion must be conditioned to teacher’s professional excellence. The TPMW should assess the teachers against set standards and learning outcomes of the curriculum.

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