Instructional Management for Developing Professionalism at Tertiary Level in Pakistan

Quratul Ain Hina[1],Saira Nudrat[2] & Saima Mehar[3]

Abstract

Objectives of the research were to find out the impact of instructional management practices on the professionalism of the teachers and to find out the difference in instructional management practices and professionalism of the teachers on the basis of sector and gender. The research was based on correlation survey method. The population of the research was comprised of all the teachers serving in the universities of Islamabad (11092 faculty members, 17 universities). By using stratified random sampling technique 88 teachers from public and 54 teachers from private sector universities were selected as sample. Data were collected through questionnaire regression analysis and t-test were used for data analysis. The instructional management practices were having only 01 percent effect on the professionalism of the teachers and this was not significant. While there was a significant difference found on the basis of gender in instructional management practices and the professionalism of the teachers. Thus it was recommended that for the university level there may be an annual regular system of training for the planning related activities to improve the skills of the teachers.

Key Words: Professionalism, Planning and Preparation,

Introduction

Teacher's professionalism is meant for the skills and abilities of managing classroom effectively. Effectiveness of classroom more specifically at higher level of education depends mainly on classroom environment, clarity of instructions provided by teacher, suitable seating arrangement, smooth transition of lecture, and positive relationship between teacher and students. In this sense, one of the main responsibilities of a teacher is to think and plan for classroom related effective strategies. For maintaining healthy environment in classroom, individual differences should be tolerated wisely. To provide sufficient physical space to the students is also an important aspect. Numerous activities ask for planning by the teacher with references to the instructions like setting realistic objectives, consecutive content management and conceptually

[1] Assistant Professor, National University of Modern Languages, Islamabad
[2] Assistant Professor, National University of Modern Languages, Islamabad
[3] Student of M.A (EPM), National University of Modern Languages, Islamabad

evaluation techniques for students' relationship with teacher is considered as a contributive factor for quality teaching and learning. In this advanced era, no one can be forced towards certain direction. Teacher's mental and academic planning may create a wonder. The effort done to plan the classroom activities, lessons and procedures result in better output and improved learning environment. Planning is considered the key to success in all fields of life. Same is the case with the education, teaching and learning also. The planning increases the effectiveness of the delivery of instruction. That is the reason that all the teacher education courses, workshops and trainings focus on the development of planning related skills. Planning is a broad term that includes the decision about all the areas of classroom situations before going to the class. It deals with the what, why and how of the things to be done. It is the rehearsal and preparation of the teacher to handle the classroom situations in an effective manner. As a result the efforts done regarding the planning of the lesson is an indicator of teacher's professional attitude. In this study, role of planning of the teacher in the development of professionalism was analyzed. Study would be a significant effort towards highlighting independence of classroom preparation and professional outlook of teachers at higher education level. Frame of the work course one of the crucial education problems of the time, "poor teaching and learning". Following objectives were developed to achieve;

1. To find out the effect of Instructional Management Practices on the professionalism of the teachers.
2. To find out the difference in Instructional Management Practices of the teachers on the basis of sector.
3. To find out the difference in Professionalism of the teachers on the basis of sector.
4. To find out the difference in Instructional Management Practices of the teachers on the basis of gender.

5. To find out the difference in Professionalism of the teachers on the basis of gender.

Review of Literature

In 1970s, classroom management phenomenon was redefined with special emphasis on discipline. In words of Kyriacou (1991) by putting the students in centre, teachers now need to learn new tactics and skill for managing students behavior. Resultantly, it was realized that academic failure and poor discipline are influenced by curriculum and organizational structure of an educational institute (slee, 1992). Significance of planning in managing students' behavior and achievement of desired goals is greatly highlighted by Doyle(1986) and Tuney (1992). Yelon (1996) elaborated then vital principles for effective teaching and learning process. The principles are reflection of professional planning for long tasting learning and amazing teaching. Principles include meaningfulness, consistency, active appropriate practice, prerequisite, pleasant conditions, Modeling, Open communication, Novelty, organized essential ideas and learning aids. In the context of precise lesson planning, Henson (1988) spotlighted three significant components needed for consideration in preparation of a single lecture/lesson. One of those three is "to decide and determine new concepts that will be delivered in light of their needs and caliber". Second focal point of planning is "To provide space for students' thoughts and ideas as reflection of their understanding in the lesson" lastly he suggested for "thinking and planning about activities helpful for students in nourishment of their thoughts." Quina (1989) proposed numerous activities as unavoidable for professionalism of a teacher like;

1. Help service provided to students by the teacher
2. Communication of required information
3. Analysis of content time to time
4. Development of critical thinking among students
5. Sharing of experiences between students and teachers

6. Demonstration and discussion of realistic aspects of life
7. Facilitation in process of learning to the students
8. Making students critical observers

Academic achievement of the students is directly associated with instructional planning design, teaching techniques incorporated and selection of mode and method of teaching at particular level of education (Anderson, 1994). According to Mcluaghlin and Marsh (1978) teacher's professionalism can only be developed in specific support from the organizational administration. Suitable context and its conduciveness both are equally important for professional learning of teachers Showers, Joyce, and Bennett (1987) added "supportive couching" as another necessary administrative contribution regarding professional development of the teacher

Research Methodology

Research was based on descriptive style of research. Further the research design involved a combination of co-relational and comparative type of research. The study mainly focused on the finding out impact of planning activities on the professionalism of the teacher (co-relational). Further it involves a comparison on the basis of sector and gender related to planning activities and professionalism. Population of study was based on all the teachers serving in the universities of Islamabad. According to the record available at Higher Education Commission (HEC) there are 13 public and 4 private universities (HEC, recognized) in Islamabad. In total there are 17 HEC recognized universities and 11,092 faculty members are serving in these universities. In order to select a representative sample form both sectors, the researcher selected disproportionate stratified random sampling technique to select the sample. 142 teachers contributed in data collection procedure. Among which 88 were form public sector and 54 were form private sector while 52 respondents were male and 90 respondents were female. A scale based on 3 sections was developed by the researcher keeping in view the

nature, demand and objectives of the study. The first section was related to the demographic information. The second section was based on the items related to the planning activities. It was based on 10 items. The third part was related to the professionalism. It was based on 14 items. Data was collected with the personal efforts of the researcher. The collected data was analyzed with the help of SPSS 21st edition. For the purpose of analysis, the following statistical tests were used.

Findings and Conclusions

Table No.1 Cronbach's Alpha Reliability

Scale	Items	Reliability
Planning activities assessment	10	.92
Professionalism	14	.91

Table No. 1 shows the Cronbach's Alpha reliability of the scales developed for the research. The data showed that Cronbach's alpha reliability of planning activities assessment scale was .92 while the Cronbach's alpha reliability of the professionalism assessment scale was .91.

Table No. 2 Effect of planning activities on professionalism

Independent Variable	Dependent Variable	R^2	B	t	sig
Planning Activities	Professionalism	0.01	0.01	.16	.86

Table No.2 represents the effect of planning activities on the professionalism of teachers. The data explains that planning activities had only 01 percent impact on the professionalism of the teachers and this effect (β = 0.01, t = .16, sig =.86) was not statistically significant.

Table No. 3 Sector wise comparison of the Planning Activities

Variable	Group	N	Mean	t	df	sig
Planning activities	Public	88	31.30	329	140	0.00
	Private	54	36.35			

Table No. 3 shows the difference between the public and private sector with reference to the teacher's activities for the planning. There was statistically significant difference (t =3.29) found between public and private sector. The teachers serving at private sector were found better (Mean = 36.35) in comparison to public sector.

Table No. 4 Sector wise comparison of the Teacher's Professionalism

Variable	Group	N	Mean	t	df	sig
Professionalism	Public	88	59.27	0.50	140	.61
	Private	54	59.93			

Table No.4 shows the difference between public and private sector related to the professionalism of the teachers. The results shows that there was no statistically significant difference found (t= 0.50) between public and private sector. Teachers from both sectors were found equal in professionalism.

Table No. 5 Gender wise comparison of the Planning Activities

Variable	Group	N	Mean	t	df	sig
Planning activities	Male	52	35.13	1.90	140	0.05
	Female	90	32.11			

Table No. 5 shows that there was statistically significant difference (t = 1.90, sig =0.05) between male and female respondents with reference to the planning activities. Male respondents were found better in planning activities in comparison to the female respondents (Mean = 35.13).

Table No. 6 Gender wise comparison of the Teacher's Professionalism

Variable	Group	N	Mean	t	df	sig
Professionalism	Male	52	57.44	257	140	0.01
	Female	90	60.27			

Table No. 6 represents that there was statistically significant difference (t = 2.57, sig = 0.01) found between male and female respondents with reference to their professionalism. The female respondents were found (Mean = 60.72) better in comparison to the male respondent

Discussion

Planning is the key to success (Anderson, 1994). Like all other fields, education, teaching and learning also need a proper planning produce remarkable out puts. Status of education and profession of teaching in Pakistan is considered as a low profile profession because of many reasons. One of which is the attitude of teachers towards their profession. People select this profession by chance and not by choice. Although at higher education level, the trend is changing day by day. Fresh and skilled teachers are entering in field. However in many cities of Pakistan and lower level of education, still we need a lot of development. Here the need of developing a professional attitude among the teachers becomes more important. We as a nation are in need of developing sense of responsibility among teachers as like the professional of other fields. Planning is regarded as the essential component for the success in all fields of life. Similarly researches have proved that planning increases the output of the teaching process. The teachers who plan their day are more active and regular in their job. Thus the researcher explored the same situation at higher level education in Islamabad. That shows that we need to improve the planning activities of our teachers as training. As planning activities done by our teacher were not found effective. We need to revise teacher training and courses to train our teachers.

Recommendations

1. It is recommended that special teacher training programmes are needed that should focus on the planning activities. At higher level we generally have teacher with highest qualification in their field but many times they are not under gone to any teaching related training. So they need a helping hand to learn how to plan for teaching.
2. The young and fresh teacher needs to be attached with the senior teacher to learn the basic management and planning for the classes. These senior teacher need to work as mentors for the new comers.

3. Teacher needs to be provided with facilities like lab, library, computers and internet to search up to date and interesting material for the classes. It will effect on the results.
4. The management needs to ensure that teachers may have a proper system of managing daily lesson plans with them. Lesson plan make the classroom teaching organized and increases the outcomes.
5. Teachers need to plan the monthly activities such as lectures, assignments, presentations and assessments, to keep the things on time and on track. It would help the teachers as well as students to be clear about the system and expectations.

References

Anderson, W.R. (1994). *Bloom's Taxonomy: a forty-year Retrospective, Ninety-third yearbook of the National society for the study of education*, Chicago, IL, Longman.

Doyle, W. (1996). *"Classroom Organization and management",* in M.C. Wittrock (ed), Handbook on Research on teaching (3rd edition), New York.

Henson, K.T (1988). *Methods and Strategies for Teaching in Secondary and Middle Schools.* New York, NY:longman.

Joyce, B., and showers, B. (2002). *Students achievement through staff development.* Alexandria, Virginia: Association for supervision and curriculum development.

Melaughlim, M., and Marsh, D. (1978). staff development and school change. *Teachers college Record.*

Quina, J. (1989). *Effective Secondary Teaching: Going Beyond The Bell Curve.* New York, NY: Harper and Row Publishers.

Slee,R. (1992). *Discipline in Australian Public Education. Changing Policy and Practice*. A.C.E.R, Melbourne.

Turncy, C. Hatton, N., Laws, K., Sindair, K and Smith, D. (1992). *Educational Management Roles and Tasks: The classroom manager.* Allen and Unwin, Sydney.

Tyler, R.W. (1969). *Basic Principles of Curriculum and Instruction.* Chicago, IL;The university of Chicago press.

Yelon, S.L. (1996). *Powerful Principles of Instruction.* Lancing, MI:Longman publishers.