

## How Teachers Develop Professionally: Effectiveness of Trainings Programs on Teaching Attitude and Performance of Science Teachers

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### Abstract

Teachers training found to be very effective in the teaching profession and proves useful to bringing changes in the major aspects of teaching like attitude and performance regarding their professional development. Therefore, this study was conducted to find out the perception regarding teaching attitude and performance of trained and untrained science teachers. The study aim to explore the teaching attitude regarding effectiveness of training and their professional development. Semi-structured interviews were used to collect data from 15 trained and 15 untrained teachers those joined lately. The study found that the trained teachers show positive attitude because of their training, building up expertise in the field. Though, the untrained teachers like teaching because they viewed it respectable profession but need to improve further. Also it was found that training makes teachers performance better than the untrained teachers cannot perform well initially. Moreover, male and female teachers have different attitude towards teaching profession. Also the private teachers perform well in different aspects then public school teachers. Overall the study concludes that both trained and untrained teachers have positive attitude towards teaching with a difference in performance. There is a difference between trained and untrained teachers on their classroom management and pedagogical approach. This study suggests that there should be opportunity of continuous professional development provided to the new teachers as well as senior teachers.

**Keywords:** Teachers Training, Teachers Attitude, Teachers Performance, Trained Teachers, Untrained Teachers

### Introduction

In the present era, the importance of education and trainings cannot be neglected as contributes to train a country's people psychologically, corporeally, spiritually and ethically (Education Policy, 2009). In addition to quality of education, the quality of teachers cannot be ignored. To make education better it should be necessary that the quality of teachers also be better. The effort of educational change is ineffective without effective teachers and their assessment which is essential to provide guidance to students for better learning (Mpokosa & Ndarunutse, 2008). Also Craig (2011) stated that optimistic teachers provide useful learning to a student which is the ultimate goal of the school. Another statement of Abdou (2012) supports this view that, "every morning a nation's future is born inside a classroom. It is only at the hands of a 'good' teacher that this new-born's future gets to shape... and reach its full potential." Also Khurshid (2008) stated that a teacher education have its importance but teachers professional qualification have outermost importance because teachers with training are more efficient then teachers without training. There are certain qualities of trained teachers like: expert in subject, awareness about management, motivation skills, best view points, conducting meaningful activities in classroom, ability of lesson planning and have good assessment techniques (Ajayi, 2009 as cited in Owolabi, 2012). However, the quality of teacher training programs in Pakistan is not competent enough. Therefore, there is a dire need of trained and well competent teachers. Thus, this study investigates the perception regarding teaching attitude and performance of trained and untrained science teachers.

### Objectives of the Study

The objectives of this study are:

1. To explore the teachers opinion about the effectiveness of trainings
2. To explore the perceived difference between trained and untrained science teachers attitude
3. To explore the teachers view about difficulties regarding trainings
4. To explore the difference in performance between trained and untrained science teachers

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### **Research Questions**

The study addressed the following research questions:

1. How do the trained science teachers perceive the effectiveness of trainings
2. How do the untrained science teachers perceive the effectiveness of training
3. What is the trained and untrained science teachers' attitude to teaching
4. How do the trained and untrained teachers perceive the difference between their performance

### **Significance of the Study**

The study suggests about those factors help in the development of teachers' pedagogical skills. Moreover, the findings of the study would be valuable for the researchers who are interested in evaluating the effectiveness of teachers training programs. Besides, this study provides the insight to the administrators, policy makers, organizers and agencies of both pre-service and In-service training programs to analyse the teachers training programs and make strategies to meet the future educational challenges.

### **Review of the Related Literature**

Training is said from many references as "*planned activities on the part of the organization targeted towards increasing the job knowledge and skills or to modify the attitudes and behaviors of employees*" (Noe, 2002). The working definition of trained teacher in this study is the teachers are equipped with professional courses and preservice training. Though novice/untrained teachers join educational institutes without any pedagogical training (Zehir-Topkaya & Uztosun, 2012). Due to the rapidly changes in the world, to make educational reforms trained teachers with certain experience have their importance. Muzaffar & Malik (2012) expressed their views teachers training is essential to make reform in the educational system and in turn brought positive change in these societies. Also Muzaffar & Malik (2012) viewed that this thing is only possible through the development of the trained teachers who support the education system and play a positive role to brought improvement in this system.

Moreover, teacher's attitude towards their profession linked with to like the profession, to devote them for it, awareness about its social importance and a thought to bring perfection in their profession (Temizkan, 2008). These elements showed the positive relation of teacher's attitude with their profession. Further, the positivity in attitude revealed when teachers have constant sensations and feelings (Baxter, 1989). Besides this, if teachers have negativity in attitude it brought negative effect on their performance (Duatpepe and Akkuş-Çıkla, 2004). Moreover, the teachers who had lethargic towards teaching profession they felt anxiety in teaching environment then the teachers who had positive attitude (Litt & Turk 1985). Parvez & Shakir (2013) pinpointed that a work become easy, enjoyable and professionally rewarding when teachers have positive attitude. Though the teachers with negative attitude become difficult, boring and unlikeable in working.

Tokmak (2009) suggested that the actions of man are mostly based on attitude; and attitude are relies on beliefs. There are some motives that cause the attitude of teachers, these are; 1. Extrinsic: it is related to career assurance, social safety, money, selection, holiday and comfort. 2. Intrinsic: it is related to likeness, self-satisfaction, and aspiration. In addition, positive attitude brought many benefits for teachers in one of them are that it develops imaginative thoughts in teachers and help them to encourage their students (Celikoz & Cetin; 2004). Tarman (2012) explored the perceptions of future teachers towards teaching profession joining the teacher training program at Eastern US University and found that this program changed their views about teaching profession and also it provided them awareness about teaching.

In addition, Arshad & Akramnaseem (2013) mentioned the Educational Policies of Pakistan (2009) put stressed upon the role and need of training. Similarly, the situation of Science school teacher's attitude in Pakistan towards teaching profession is not good. Hussain *et al.*, (2011) indicated that huge number of science school teachers in Pakistan towards teaching profession show negative attitude to the profession. There can be many reasons for that but ineffectiveness of teachers training programs is the one reason for it. Conducted a study in order to assess the effectiveness of the In-service teachers training program in Punjab, and concluded that it brought no effects on the attitude of teachers who received training and teachers who have not received but it proved useful for high achievements of students. Therefore, it seemed dire to bring perfection in the system of teachers training in Pakistan. Syllabus of teachers training programs should be prepare and designed to modify the attitude and behaviour, and to change the practices in such a way that it develop teacher's

personality. The performance of teachers defined by Shah (2007) “*a teacher performance refers to observable behaviors, both verbal and non-verbal*”. Teachers usually concerned to make students learning effective therefore, to perform efficiently they must possess valuable features.

Trainings makes success for the life of a teacher. Further Hanushek (2004) stated that subject expert, professionally trained, committed to his profession are the features of successful teachers. Additionally, an effective classroom performance of teachers required some teaching skills. Santioga (2002) mentioned indirectly and directly observable qualities of teachers; indirectly observable qualities include: interaction, team task, ability of organizing the classroom, resilience, originality and purposeful actions; while directly observable features include: content awareness, teacher qualifications, educational accomplishment, practice and superiority. Therefore, to become expert in these skills training of teachers is essential because it became dire need for teachers. Mathekga (2004) supported this that training proves helpful where teacher’s performance becomes low or when there have a need to impose change in the existing method. Atsenga (2002) showed that training of teachers makes teaching techniques better that bring positive impact on education. Moreover, training also proves useful in using new techniques of student’s assessment in the classroom. Many studies like Lustick & Sykes, 2006; Sato, 2000 revealed that teachers admired the change in their assessment techniques that produce during the certification programs. Also Guskey (2000) noted that training of teachers positively affect their technique of managing time, assessment and performance and on the method to admire the students ability.

On the other hand, without training teachers have to face many problems in teaching that effect their performance. As the Murshidi *et al.*, (2006) said that when novice teachers start their teaching career they face “*reality shock*” as they have to encounter the difficulties of teaching work. As Achinstein & Barret (2004) indicated that studies on new teachers reveals two major issues in order to view their beginning status: a “*practice shock*” that causes handling of students and a “*cultural mismatch*” that create the issue of differentiation for new teachers. Also a study of Achinstein and Barret (2004) found the difficulties of novice teachers like: 1. Management problems; like, to plan and organize the activities, handling disciplinary issues and managing time, 2. Rational problems; like, students’ needs, interaction between teachers-students and teachers- parents and students encouragements, 3. Professional problems and handling the issues of participation. Thus, training of teachers influence the performance of teachers. There were many studies conducted that reveals the impacts of training on teachers performance. Also Arshad & Naseem (2013) revealed that in relation to particular area of performance, trained and untrained teachers considerably perform differently. Additionally, studies that indicated the performance difference of trained and untrained teachers. Farooq and Shahzadi (2006) found that students who are educated by teachers with training perform better in mathematics than those who are educated by teachers without training. But in Pakistan teachers training programs become futile in giving the basic education vital to develop useful abilities of interaction, crucial thought, innovative teaching guidance and deep subject awareness. Also Qazi *et al.*, (2012) mentioned that Pakistani teachers training institutions are recognized as ineffective to prepare the future teachers to meet the real needs of classroom. To support this statement Khan (2004) point out that at a large scale Pakistani teachers training programs remains apart from classroom situations where the beginner have to utilize their abilities.

According to Haider & Ali (2012), in Pakistan there are certain limitations of teachers education institutions: these institutions are only focus on experienced teachers and to complete the course; curriculum is not according to modren trends; due to less funds for teachers training , the educational research is not possible on discrete area; talented people do not take interest in this profession because of low salary packages; in these institutions, educational services are not provided properly; for college level teachers it does not provide any training , it is only best for science; in Pakistan there is no link between one training institution to another and have no experienced from other institutions; communication skills in english language are neglected in theses institutions that produce difficulties in professional life. To sum up, it would be noticed that teachers training is very crucial. And in Pakistan there are many contributions were made. Therefore, this study was conducted to examine the attitude and performance of trained and untrained teachers so that it made contribution to find out the effectiveness of teachers training in Pakistan.

### **Research Methods**

The semi structure interviews were used with trained/experienced teacher and novice/untrained teachers in this study. To maintain high reliability one-to-one semi structured interviews were conducted with trained and untrained teachers. The researcher conducted 30 teachers' interviews. All of the participant teachers have different characteristics. All the trained and new teacher were taken as population. Then for convenience 39 teachers were interviewed as sample by selecting them half of them were senior and receive many trainings.

The researcher presented all the teachers background detail regarding gender, age, qualification, teaching experience, school type and locality of school. There were 17 Male teachers and 13 Female teachers from different age groups. Majority of the teachers belong to 25-30 age groups. The majority of the teacher's qualification is M.A, B.ED. Majority of the teachers belong to 1-5 years of teaching experience group. The majority of teachers belongs to Public schools and a few are from Private schools. To become aware of the content of the interview, the researcher first turned the verbal data into transcript form and then allotted number to transcripts pages for easy retrieval of it. Then the researcher checked these transcripts and proceed to next stage of data analysis after getting satisfactory feedback from the supervisor. Therefore, before conducting the interview the researcher appropriately set all the questions and made a rehearsal with a couple of teachers who have different teaching experience. The data emerged the following themes as:

### **The Importance of Teacher Training**

The researcher asked both the trained and untrained teachers about the importance of teachers training, and it is interesting to note from data that all the teachers whether they are trained and untrained respond positive on it. They admired that training has great importance in their teaching. For example T3 said: *Through training teachers professional performance can be increased. For example they can control the class, motivate the students, make learning interesting and communicate in a good manner.* It is clear that training is much more important for teachers. Through training teachers gain many benefits which are very helpful for their future teaching. Now a day's teaching become difficult because of its changing demands. Teachers have to face many problems in teaching like students individual differences, changing demands in curriculum etc. Training of teachers is one element by which we can overcome these demands. Another opinion shows that training is not only important for new teachers but it is also helpful for experienced teachers for instance T7 mentioned: For fresh or new teachers, training is helpful to provide them guidance and develops skills.

But for experienced teachers it is helpful to make them more efficient in teaching. Training develops more interest in them for teaching. It is proved that training of teachers has so much importance. This opinion demonstrates the actual effectiveness of teachers training. New teachers have no idea about teaching therefore training is conducted to provide them guidance that how to teach and to develop them certain skills and techniques of teaching. This proved very useful for their future teaching. On the other side experienced teachers also got benefit from it. Training helped the experienced teachers to keep themselves in touch with new educational reforms and modern techniques. This thing not only improves their teaching but made them more active in teaching.

### **Difference between Trained and Untrained Teachers Attitude**

It was asked by the researchers that how training is helpful in developing attitude of teachers towards teaching. It can be noted from the data that many opinions showed positive response to it. Teachers are of the view that training developed attitude in them. They began to feel happy, enjoy and relax in their profession for example T14 said as: *Yes, training also develops my attitude. I feel that teaching is a sacred profession. It provides peace to my soul. After training I enjoy my teaching. I feel very relax in my teaching.* It shows that training have a lot of benefits. It not only developed skills but also helped to bring changes in teacher's attitudes. Attitude is one thing on which the performance of teachers based. At the early stages of teaching teachers are not motivated towards their teaching. They feel very bore. But after receiving training they feel certain changes in their attitude.

Hence, training classes taught the teachers their professional importance. They let them feel that teaching is not about to attend a class but through it we brought major changes in our students. All of these developed confidence in teachers and they become more positive and energetic to their profession. They become to take interest in teaching as one teacher opinion revealed, for example T20 told as: *Training helps me to develop more interest in teaching. If I have to face the situation where there are only two choices, teaching profession and some other profession than I would like to choose*

*the teaching profession.* Therefore, trainings play a vital role in developing interest in teachers towards their profession. Teachers received Pre-service and In-service trainings. Both types of trainings provide chance to new and experienced teachers to develop their attitude.

On the other hand, the researcher asked the untrained teachers that, what their feelings towards teaching profession are? And it was noticed from the data that many of the untrained teachers revealed positive attitude towards teaching profession. For example T6 said that, *Teaching is a prophet's profession that is why I considered it very noble and respectful profession. Also it is the one reason for me to join this profession.* This opinion shows that untrained teachers admired teaching profession because they considered it noble. Another opinion of untrained teacher shows that he/she interested in teaching to serve their future generation, as T21 mentioned that, *Teaching is a profession by which we can develop a nation; I am interested in this profession because I want to serve the future generation by shaping their thoughts.* It is also a fact that a nation can be developed by educating its masses. Some teachers join the teaching profession with this positive thought. They are motivated to do best for their nation. They enter in the teaching profession with the passion to develop positive thoughts in their students so that they serve their nation in future. This type of views of teachers reveals their positive attitude towards teaching profession.

### **Difference between Trained and Untrained Teachers Performance**

#### **Trained Teachers Performance**

The researchers further asked the teachers that how training brought improvements in their performance. And it is clear from the data that majority of the teachers were agreed and positive to this point that in the area of performance they found major improvements in their teaching methodology. They confess that through training they learn new methods of teaching. For example T23 said: *Training taught me using new methods in teaching. Now I can use such methods of teaching which fulfill the requirements of every student.* Teaching methodology is one aspect of teaching that has great importance. If a teacher has sense to use the right methodology in the right situation then he would be considered the best teacher. The use of right methodology is very crucial for the betterment of students. Therefore, it is necessary to teach different level of students according to their needs. And these needs can only be fulfilled by using right teaching methodology. In this matter training is very helpful.

Through training teachers learn about the new and emerging methodologies and use them in their classroom. Similarly another teacher shows his/her opinion on the importance of using different methods in different subjects as the T12 articulated: *I use different teaching methods in each subject that I thought. I am impressed by the results of using different methods in different subjects because it let me know that we can transfer our knowledge in different ways.* This opinion showed that the use of different teaching methodology is quite useful for teachers, because it provide chance for teachers to demonstrate their knowledge in different ways. It would also helpful for teachers to know about the individual differences of students. Because when teachers teach students through different ways they would also got awareness about students' needs. As the T29 said: *After training, now I avoid using traditional method of teaching and use new activities in teaching. This thing helps students to learn in a better way and they take interest in learning.* Therefore, it is vital for teachers who have to face the problems of student's individual difference in the classroom.

#### **Use of New Assessment Techniques**

Further it was found from the data that majority of the teachers are positive about the usefulness of training in assessment. They agree that training is helpful in making assessment effective. To become an effective teacher it is necessary to have mastery over assessing their students. A teacher can assess their students by different ways. But mostly in schools teachers use traditional methods of assessment like paper and pencil test. All the teachers whether they are new or experienced follow that method. But there are some other very effective ways by which teachers can assess their student's performance. To learn these methods, a teacher should have to receive training. In training teachers learn about the new trends of teaching. Training taught very efficient ways of assessment to teachers by which they can easily check their students' performance.

As one opinion shows the type of assessment techniques he/she use. As the T30: *Yes, in Assessment of students I lean new techniques. Now I use Question Answer technique, take Board test and Flash card techniques for their assessment.* It is essential to learn about the new techniques of assessment. Because trying new ways in assessment, a teacher knows about their students in different

terms. They can collect different types of data regarding their students. Using new trends of assessment keeps students active in their learning. On the other hand, traditional method of assessment develops the sense of cheating in students. Paper and pencil test increase this thing in students, also students becomes rote learner to pass the exam. Therefore, to develop skills in students and make their results effective, training of teachers becomes a dire need. Without training teachers can't become effective and they have to face many difficulties in the classroom.

#### **Untrained Teachers Performance in Classroom Management**

After receiving the teacher's views on the effects of training in different aspects of teaching, the researcher asked untrained teachers about the difficulties in teaching without training. Teachers views showed that there are many difficulties that untrained teachers faced in their teaching. The researcher explained some of the major difficulties that teachers faced during their teaching career. For example one teacher showed his/her opinion on the difficulty of classroom management as the T22: *I am very poor in classroom management. I cannot handle unwanted situations in the classroom. Because I do not know the right steps how to handle them.*

In the classroom the major difficulty that teachers have to face is management of class. Classroom management is all about the discipline of class. It creates a set of expectation, the rules and regulation for the students. If a class is disorganized than teachers can't do their job in well manner. Also students have no idea what to do and they might get off task and creates disruptions. And in turn this thing might create problems for untrained teachers, because they have no idea how to handle the unwanted problems. Similarly another untrained teacher view shows that he/she cannot manage his/her class routine. For example T23 mentioned that, In relation to classroom management, I am very poor. I have no idea how to set out the routine of my classroom...I tried my best to handle the classroom problems but I failed in it. This opinion revealed that without training teachers cannot manage their classroom. Inexperienced and unqualified teachers failed in handling the management issues. They do not know how to organize their classroom routine. If teachers are unable to handle the unwanted situations, they can't make their teaching performance effective. Therefore, it becomes essential for them to receive training.

#### **Unaware of Students Individual Difference**

Further it was noted from the data that untrained teachers have no idea about the student's individual differences. As T10 said: *In every class, the mental level of students is varies. And I am unable to fulfill the requirements of every student because I have no idea about students' individual difference. This thing brings difficulty in my teaching.* Individual differences of students mean that every student by psychologically, physically and emotionally different from one another. They have different abilities, skills and attitude. Mostly the problem teachers have to face in classroom is individual difference of students. Their view of perception is different from one another. Therefore, it is necessary that teachers must have all those capabilities that meet the needs of all students. Also it is necessary for the effective teaching and learning. Because in effective type of learning teachers must have knowledge about the students weakness, strength and abilities.

Similarly another teacher opinion shows that he/she confuse in using methods according to students need. As T15 said: *I am very upset about my student's individuality... I have no idea which method is suitable for my students...I feel that, I am trying to impose my lecture on my students.* Untrained teachers face the problem of student's individual differences usually in the classroom and they have no idea what methods they should have to be used to fulfil the needs of students. It comes to conclusion that the novice teacher remain in crises to teach effectively and need further opportunity to develop professionally.

#### **Discussions**

The study aims to explore the teaching attitude and performance of trained and untrained teachers. The finding of the data reveals that both trained and untrained teachers show positive attitude towards teaching. Though the findings reveal that trained teachers perform better and untrained teachers have to face many difficulties in teaching. The finding of the data shows that both teachers (trained and untrained) have positive attitude towards teaching profession. Both teachers (trained and untrained) show their likeness and interest in teaching profession. This is similar to Temizkan (2008) who said that teacher's attitude towards their profession linked with to like the profession. This is also similar to the views of Parvez & Shakir, (2013) who said that a work become easier, enjoyable and professionally rewarding when teachers have positive attitude on the other hand with negative attitude

teaching work become difficult, boring and unlikeable. The finding of the data shows that trained teachers like and take interest in their teaching due to the training they received, they admired that training is helpful in developing their attitude. This finding is similar to the study of Oruç (2011) concluded that they had positive attitude towards their future profession. Also it is similar to Tarman (2012) found that this program changed their views about teaching profession.

The finding shows that also untrained teachers like and take interest in teaching. As the sample of data show that majority of teachers belong to 1-5 years teaching experience, it indicate that they are at their initial stage of teaching. The participant teachers are new in their teaching profession. Therefore when the researcher ask the untrained teachers that why they have positive attitude towards their profession, majority of the untrained teachers claimed that they enter this profession because they view it respectable and they want to serve their society. These finding is similar to the study of Hacıomeroglu and Taskin (2010) conclude that it will make them pleased. Also the findings similar to the studies of Kane & Fontaine, 2007; Richardson & Watt, 2006) suggested some teachers enter the teaching profession because of altruistic and intrinsic reasons.

Also the finding shows that trained teachers perform better and untrained teachers have to face many difficulties in teaching. These finding is similar to the study of Muhammad Arshad & Muhammad Akramnaseem (2013) who conducted a study and their finding revealed that in relation to particular area of performance, trained and untrained teachers considerably perform differently. Also the present findings similar to the study of Hussain, M (2004) who conducted a study to examine the effects of in-service training program on primary teachers who received and not received in-service training in Hazara Division, by using the technique of observation the researcher gathered data and found a major difference between the performances of primary teachers who received in-service training and who have not.

Moreover, to determine the performance difference of trained and untrained teachers this study put the following research question, "How do the trained and untrained teachers perceive the difference on their performance?" The finding shows that trained teachers reveal that training have positive effect on teachers' class room performance. This finding relates to the study of Hustler et al. (2003) who declared that majority of teachers are contented to their practices of training program. Also training proves effective because it brought certain changes in teaching. The professional development programs develop skills, attitude, content knowledge and other abilities that are necessary to their teaching. As studies of Desimon et al. (2002), Davis and Davis (1998), Asu (2004) found the similar. Moreover, teachers training have affected their performance in two ways; brought change in teaching methodology and assessment techniques.

Further, the findings suggest that Assessment techniques of teachers also changed by receiving training this is similar to the study of Guskey (2000) who noted that training of teachers positively affect their technique of managing time, assessment and performance and on the method to admire the student's ability. Also many studies of (Lustick & Sykes, 2006; Sato, 2000) revealed that teachers admired the change in their assessment techniques that produce during the certification programs. Moreover, the interview participants revealed that training help them in using effective techniques of assessment. This is supported by Animaw (2009) mentioned that less trained teachers have to face many problems in using various techniques in assessment whereas well trained teachers who have time to expand evaluation, they are able to develop methodologically and technically innovative techniques.

However, the finding of the data reveals that untrained teachers have to face many difficulties in their teaching. This is supported by Murshidi *et al.* (2006) who said that when novice teachers start their teaching career they face "*reality shock*" as they have to encounter the difficulties of teaching work. Further, the finding reveals that the major one difficulty of teachers is related to their classroom management and students individual differences. This is related to the study of Achinstein and Barret (2004) who found the difficulties of novice teachers are Management problems; like, to plan and organize the activities, handling disciplinary issues and managing time. Rational problems are students needs, interaction between teachers-students and teachers parents and students encouragements supported by Achinstein & Barret (2004) who indicated a "*practice shock*" that causes handling of students and a "*cultural mismatch*" that creates diversity for new teachers.

### **Conclusions and Recommendations**

The study concluded that the teacher trainings are positive on the teacher performance and Teacher attitude. Due to training teachers began to take more interest and become effective in their teaching process. The study found that trained teachers have positive attitude towards teaching but at the same time less trained teachers also positive towards their teaching profession. On the other hand, in the perspective of performance, the study concludes that teachers, who are highly trained, have more teaching skills than the teachers who are untrained to develop them professionally. It is found that trained teachers prove effective and efficient in their classroom performance. They use different methods of teaching and assessment in their classroom for efficient teaching-learning process.

On the contrary, the untrained teachers have to face many difficulties in the classroom in their professional experiences. The study found that they cannot manage their class properly. And they are unaware of student's individual differences, therefore they cannot teach well. Thus it is concluded that trained teachers perform well than untrained teachers. Further, the study concludes that there is difference between male and female teachers attitude towards their profession. Male teachers have less positive attitude and Female teachers have more attitude towards teaching. Also the study found that there is difference between the public and private school teachers' performance. Due to less resource public teachers perform cannot well. On the other hand Private teachers have more resources therefore they perform well in the classroom. Some recommendations are here the teacher should be more trained regularly. Also, head teachers and policy makers should organize more training with desired facilities. More training on different aspects of teaching should be provided to teachers. Schools should be focused on strengthening to the professional learning communities to provide the untrained teachers continues learning opportunities.

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