

Teachers' Capacity Building Through Professional Development Training Program: A Perceived Perspective of New Appointed Faculty of Ghazi University

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Abstract

This research on teachers' capacity building through professional development training programs is crucial as it addresses the evolving needs of newly appointed faculty at Ghazi University. In a rapidly changing educational landscape, professional development is key to enhancing teaching effectiveness, fostering pedagogical innovation, and improving student outcomes. The leadership of Ghazi University decided to organize the training session for newly appointed faculty to update their professionalism for the quality work at work place. This responsibility was given to the department of education, Ghazi University to conduct the capacity building session. Insightful support was ensured by the university bodies i.e. director ORIC, director QEC, director FAD, director academic, director IT, controller examinations and registrar office of the university. Population was confined to newly appointed faculty at Ghazi University in 2021 that was 133 in total. The census sampling technique was used to collect the data as the whole population was approached. Self-developed questionnaire at five point Likert type scale was used to gather the information. Cronbach alpha value of the tool was 0.948. Only 100 respondents responded. Analysis was done by applying mean score, standard deviation, Pearson correlation and multiple regression analysis. There was positive and significant correlation of teachers' capacity building through professional development training program at university level. It was recommended that such training program must be conducted at university level for effective quality work.

Keywords: Teachers' Capacity Building, Faculty Development, Induction Training.

Introduction

Education is a developmental force for the socio-economic growth of the countries. Education process is incomplete without the efforts of teachers. The teacher is the dynamic force for the educational system as entire system led by their expertise (Pritchett, 2015). Teachers are considered as the architects of the future generations including all sectors of the community. The worth of teachers has brought the names and fame to nations (Cowen, 2000). The concept of the teacher is defined as someone whose profession is to teach students. That's why they are considered as highly esteemed personalities of any society.

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Profession required segmental training to enhance the competency of the work force for the work place success. Teachers need more capacity building than any other organization as they have to play the role for nation building. Capacity building process is deemed to be more efficient professional development for the teachers to make them active to promote teaching and learning as also the ethical development of the students to make them effective members of the society. Research on teacher professional development has consistently pointed out that institutional-embedded teacher trainings are powerful mechanisms for building teacher capacity for teacher change in their classroom practices (Bennett & Gitomer, 2009; McLaughlin & Talbert, 2006; Wylie et al., 2008; Wylie et al., 2009). Improving teachers' capacity is believed to have positive influence on student learning. There is a need to go beyond traditional approaches to teacher in-service training and build more on teacher learning communities, which let teachers help one another discover how to use suitable teaching strategies in their classrooms (Bennett & Gitomer, 2009; Andrews, Clark, Thomas, 2012). Wyle et al. (2009) have showed that teacher trainings provide not only an opportunity to support teacher professional growth in teaching practices, but also changes the institutional culture.

Teachers' capacity building is a significant element for preparing better teachers. Hence professional development is meant to make an individual capable of delivering his/her professional responsibilities amicably. In-service instruction is a progressing phenomenon which can never be ended for the entire professional life of individuals. It can be given at any time during the entire professional career of the faculty members (Almerich et al., 2016). The length of the professional development course may vary from several hours to several days or weeks or months as per the nature and requirements of the program. In any case the variety in program length is dependent upon the program nature in terms of individual requirements, professional requirements, institutional focus, and national issues and emergent trends as a result of societal changes and their implications for academic institutions. The research literature generally agrees that graduate teachers need to integrate Information and Communication Technologies (ICTs) with their pedagogy however their capacity to do so is limited and consequently has brought into question the role and efficacy of teacher education programs (Kleiner et al., 2007; Lim et al., 2010; Tondeur et al., 2012).

Theoretical Discussion

The theme of *teachers' capacity building through professional development training* can be grounded in several key theoretical frameworks that emphasize the importance of continuous learning and professional growth for educators.

Transformational Learning Theory (Mezirow, 1991): This theory posits that professional development provides opportunities for transformative learning, where educators not only acquire new skills but also critically reflect on their beliefs, assumptions, and practices. For new faculty members at Ghazi University, this reflection can lead to a deeper understanding of their role as educators and foster a commitment to lifelong learning.

Social Learning Theory (Bandura, 1977): Bandura's theory highlights the importance of observational learning and social interaction in skill development. Professional development programs offer faculty the chance to observe experienced peers, engage in collaborative discussions, and share best practices, which are crucial for building teaching competence. The community of practice that emerges from these interactions helps create a supportive environment that nurtures growth.

Adult Learning Theory (Knowles, 1980): Also known as andragogy, this theory emphasizes that adult learners, including teachers, are self-directed, have rich experiences that shape their learning, and are motivated to learn by the relevance of the content to their professional needs. Professional

development programs should be designed with these principles in mind, offering practical, applicable knowledge that aligns with the needs of newly appointed faculty at Ghazi University.

Professional Capital Theory (Hargreaves & Fullan, 2012): This theory underscores the idea that teachers' professional growth is enhanced through a combination of human capital (individual skills and knowledge), social capital (collaborative practices), and decisional capital (judgment based on experience). Effective professional development programs build all three forms of capital, leading to improved teaching quality and better decision-making in the classroom.

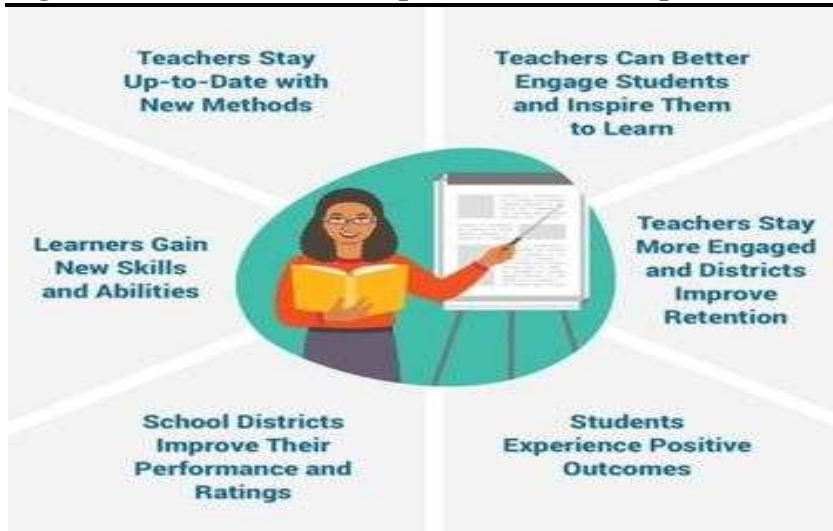
Self-Efficacy Theory (Bandura, 1986): Teachers' belief in their ability to effectively teach and manage their classrooms is central to their success. Professional development training enhances self-efficacy by equipping teachers with new pedagogical strategies, technological tools, and classroom management techniques, which in turn increases their confidence in handling diverse student needs and educational challenges.

These theoretical perspectives collectively highlight the importance of targeted, ongoing professional development for new faculty members. Such training programs not only build technical teaching skills but also foster a deeper sense of professional identity, self-efficacy, and collaborative engagement—all of which are vital for educational success at Ghazi University.

Importance of Professional Development for Teachers

The quest of knowledge and professional development has grown in significance in today's environment of fast change. Instructors who don't pursue ongoing education and professional growth risk falling behind and losing faith in their capacity to deliver excellent instruction. Taking Continuous Professional Development teacher training courses is helpful in these situations because they enable educators to grow and broaden their skill sets, add to their body of knowledge, and remain current in their industries. The following are some of the factors that make professional development crucial for educators:

Figure 1: Factors that make professional development crucial



Teachers Stay Up-to-Date

It is essential for educators to keep current with the newest pedagogical techniques, technology breakthroughs, and subject-specific knowledge in the quickly changing field of education (Peterson

et al., 2018). Teachers who engage in ongoing professional development are able to stay up to date and provide education that is both high-quality and relevant to the ever-changing requirements of society and students (Bubb & Earley, 2007).

Teachers' Engagement Level

Programs for professional development training have a major impact on raising instructors' levels of engagement. According to research, teachers who actively engage in professional development opportunities report feeling more committed, enthusiastic, and satisfied with their jobs as teachers (Woods & Weasmer, 2004). Additionally, motivated educators are more likely to develop better bonds between themselves and their students as well as a favorable learning environment (Williams & Williams 2011).

Better Engagement of Students and Inspiration

Higher levels of teacher involvement frequently result in more inspired and engaged students. Research shows that pupils are more motivated, focused, and inspired to study when teachers are passionate about what they do (Clark & Evans, 2019). In addition to improving learning opportunities in the classroom, this favorable teacher-student relationship fosters in kids a lifetime love of learning (Johnson, 2022).

Students' Positive Learning Outcomes

There is a wealth of evidence demonstrating how successful professional development affects students' learning results. Instructors who participate in professional development programs that foster ongoing learning and skill development are better able to use creative teaching techniques and modify their lesson plans to meet the requirements of a variety of students (Palloff, & Pratt, 2011). As a result, pupils demonstrate enhanced academic achievement, critical thinking abilities, and general welfare (Roop, 2002).

Learners Gain New Skills and Abilities

Programs for professional development training give educators the chance to learn new techniques, approaches, and tactics. According to research, students gain new skills and abilities as well as improved learning experiences when teachers include these recently gained talents into their lesson plans (Stronge, 2018). Dunn and Kennedy, (2019) suggests that the use of technology-enhanced teaching approaches and differentiated instruction has a good effect on students' academic attainment and learning.

School Improvements

Professional development helps schools become better overall in addition to benefiting specific educators and learners. Positive improvements in school culture, instructional quality, and overall student achievement are frequently observed in schools that place a high priority on and allocate funds for their staff's ongoing professional development (Reeves, 2010). Collaborative professional development efforts also facilitate the exchange of best practices, creating a collaborative and supportive school atmosphere that supports excellence in education and ongoing progress (Freiberg, 2005).

Benefits of Continuous Professional Development of Teachers

The most common benefits of continuing professional development are as follows:

Figure 2: Benefits of continuing professional development



Teachers' Compliance

Teachers' notion of compliance frequently refers to their following of professional standards, curricular requirements, and educational regulations. Research has indicated that the maintenance of consistency and quality in educational practices is contingent upon instructors adhering to institutional and educational criteria (Day et al., 2005).

Teachers' Excitement

It has been determined that a teacher's interest or enthusiasm for their work has a major impact on both student engagement and teacher performance. Excited instructors, according to research, motivate students to actively participate in learning, cultivate curiosity, and create a pleasant learning environment in the classroom (Ostroff, 2016). Furthermore, students' motivation and academic success may be greatly impacted by teachers' infectious enthusiasm (Dewaele & Li, 2021).

Teachers' Turnover

Teacher turnover is still a major problem in education, having consequences for both student results and school performance. Continuity is frequently broken, institutional expertise is diminished, and student-teacher interactions are badly impacted by high turnover rates (Kraft et al., 2016). A stable and productive teaching workforce may be achieved via professional development programs that support and retain teachers by improving their abilities, job happiness, and general well-being (Manasia et al., 2020).

Increase of Student Engagement

Enhanced student engagement is a result of increased instructor compliance, enthusiasm, and retention. Meaningful and engaging learning experiences are more likely to be produced by engaged instructors who actively engage in professional development and exhibit interest for their subject matter (Lieberman & Miller, 2001). Higher levels of student engagement and involvement result from

these environments, which pique students' interest, promote deeper learning, and encourage critical thinking (Han et al., 2022).

Achievement of Educational Goals

At both the individual and institutional levels, the compliance, enthusiasm, and ongoing participation of teachers in professional development programs is essential to the achievement of educational goals. According to research, educators are better equipped to assist students in meeting academic standards and educational milestones when they engage in ongoing professional development and match their teaching methods with educational objectives (McMahon et al., 2015). Improvements in graduation rates, student performance, and preparedness for both the workforce and further education are all made possible by this alignment (Bailey et al., 2015).

Improvement in Students' Learning Outcomes

Improved student learning results are a result of instructors' enthusiasm, engagement, compliance, and professional progress through professional development. Research continuously shows that improved student accomplishment, critical thinking abilities, and general academic success are positively correlated with successful teaching methods that are influenced by professional development (Hoge, 2016). Moreover, these enhancements go beyond scholastic achievements to encompass kids' socio-emotional growth, overall wellbeing, and capacity for lifetime learning (Jayman, 2017).

Building teachers' ability through professional development training programs works well at all levels, but it is especially important at the university level as teaching is a complicated profession including numerous responsibilities in several fields of education (Altbach, 2014). In addition to teaching courses, university instructors also serve as program instructors, evaluators, and coordinators of numerous institutional activities.

The role of academic staff at universities in research and education is globally recognized. Hence, their capacity building training programs have become a dire need to address the diverse learning needs of university students. The Ministry of Education, Pakistan with the cooperation of UNESCO has launched National Professional Standards in 2009 for teachers in Pakistan. These standards were developed with a hop that teachers would responsible to product quality graduates fit for job market (Malik & Jumani, 2014). National Professional Standards in Pakistan include:

Standard 1: Subject Matter Knowledge: Imparting information to help students understand the fundamental ideas, ideologies, historical background, and current developments in the field they are studying at both the national and international levels.

Standard 2: Human Growth and Development: Instructors need to aware of how learners acquire information, abilities, and mental habits.

Standard 3: Understanding Islamic Moral Principles and Social Skills: In the context of the Quran and Sunnah, educators formulate and advance Islamic moral principles and conduct.

Standards 4: Instructional Strategy and Planning: The development of students' comprehension of instructional planning and the creation of both short and long-term plans, as well as strategic planning to accomplish objectives, inform instructional planning and strategy.

Standard 5: Assessment and Evaluation: Various forms of evaluation are used to gauge how well students have learned and applied their information in practical settings.

Standard 6: Learning Environment: Establish a nurturing learning atmosphere that promotes both the thrill of social contact and effective student learning.

Standard 7: Effective Communication and Use of Technology: Encourage student-teacher connection by using technology to communicate. Teachers utilize technology to perform tasks in both laboratories and classrooms.

Standard 8: Cooperation: Fostering cooperation between parents, teachers, and students to enhance student learning.

Standard 9: Status of English Language: Empowering educators to utilize clear, concise English while encouraging the use of Urdu for teaching and learning (Khizar et al., 2019).

Objective of Study

- To explore the perception of teachers regarding the teachers' capacity building at university level.

Research Methodology

It was a survey type descriptive and causal comparative research by method. Nature of the study was quantitative. Target population of this research study was the newly appointed faculty of Ghazi University, Dera Ghazi Khan in 2021. It was 133 newly appointed assistant professors and lecturers of both gender of various departments of Ghazi University. 100 faculty members participated in training session organized by the department of education. It was a small population hence the census sampling technique was adopted to collect the data from the whole population. The response of the respondents was hundred percent as all participants responded the questionnaire. Self-developed questionnaire at five point Likert type scale was used to collect data. It was valid and reliable as Cronbach alpha value was .948. It was developed at google.doc to approach the participants online. The data were analyzed on SPSS version 20. Percentage, mean score, standard deviation, t-test Pearson correlation and multiple regression were applied to draw the results.

Data Analysis

Data analysis shows the perceived impact of the Professional Development Training Program on new faculty at Ghazi University. The respondents were analyzed by gender and qualification wise. The results are grouped into four factors of capacity building: Guidance, Competency, Motivation, and Growth.

Table 1: Gender Distribution

Gender	Frequency	Percent
Valid		
Female	37	37.0
Male	63	63.0
Total	100	100.0

Table 2: Qualification

Qualification	Frequency	Percent
PhD	54	54.0
MPhil	46	46.0
Total	100	100.0

Table 3: Guidance

Items	N (100)	Mean	Std. Deviation
It made me aware with university administrative rules		4.21	.640
It gave me right direction for my profession		4.27	.510
It brought innovation in my teaching		4.09	.668
It gave me right way to select teaching method		4.17	.587
It was a platform to know about national professional standard for teachers		3.93	.498
Guidance	100	4.1340	.47402

Guidance (Mean=4.1340, Std. Deviation=.47402): The high mean score indicates that the faculty found the program very useful in providing guidance. The low standard deviation suggests that the responses were generally close to the mean, indicating a consensus among the respondents.

Table 4: Competency

Items	N 100	Mean	Std. Deviation
It enhanced interdisciplinary attraction		3.96	.724
It gave me knowledge about academics		4.24	.495
It gave me knowledge about classification of educational objectives		4.12	.537
It was helpful for me to plan my teaching at higher education level		4.24	.495
It gave the way to utilize the information communication technology		4.12	.640
It gave me knowledge about assessment at university level		4.21	.478
Competency	100	4.1483	.45313

Competency (Mean=4.1483, Std. Deviation=.45313): The high mean score suggests that the program was effective in enhancing the faculty's competency. The low standard deviation indicates that the faculty largely agreed.

Table 5: Motivation

Items	N	Mean	Std. Deviation
It helped me in improving my lesson planning		4.09	.514
It motivated me toward professionalism		4.27	.446
It motivated me to work in collaboration		3.99	.745
It motivated me towards effective teaching		4.08	.526
Motivation	100	4.1075	.44418

Motivation (Mean=4.1075, Std. Deviation=.44418): The high mean score indicates that the program was successful in motivating the faculty. The low standard deviation suggests a general agreement among the faculty.

Table 6: Growth

Items	N	Mean	Std. Deviation
It gave me vision about quality enhancement		4.24	.429
It developed my teaching skills		4.12	.409
It was helpful developing scheme of study		3.97	.717
It was helpful to learn about various departments functions		4.09	.570
It was learning session about research project		3.61	.852
It gave me a psychological aspect how to attract students toward learning		4.15	.500
Growth	100	4.0300	.45033
Capacity Building	100	4.1033	.42876

Growth (Mean=4.0300, Std. Deviation=.45033): The high mean score suggests that the faculty perceived the program as beneficial for their growth. The low standard deviation indicates a consensus among the faculty

Capacity Building (Mean=4.1033, Std. Deviation=.42876): The overall high mean score for the impact of the program on professional development indicates that the faculty found the program very beneficial for their professional development. The low standard deviation suggests that there was a general agreement among the faculty

Gender Comparison

Table 7: Independent sample t test

Capacity Building	t	df	P-Value
	-.167	98	.868

Table 7 shows that the p-value of 0.868 is greater than 0.05, which means the difference between the groups is not statistically significant. Capacity building does not differ significantly between the two gender groups.

Qualification Comparison

Table 8: Independent sample t test

Capacity Building	t	df	P-Value
	-.337	98	.737

The p-value 0.737 is greater than 0.05, which means the difference between the groups is not statistically significant. Capacity building does not differ significantly between the two groups (M. Phil. and Ph. D.)

Discussion

The study was about the capacity building of new appointed faculty of Ghazi University. It was the first professional development session of the university. The pleasant scenario of the training session was the participants' excitement regarding the upgradation of their professional competency. All participants were energetic and passionate to learn the professionalism through the professional development session to tackle the work place professional requirement. Study results showed that it was highly appreciated and felt need by the participants for their capacity building. According to their

excitement it should be the continuous process whenever, its conduction would be feasible. According to the study results participants got professional guidance regarding administrative rules' awareness, professional direction, teaching innovation, teaching methods. Moreover, this research demonstrates that professional development goes beyond the mere transfer of knowledge—it serves as a platform for reflective practice, peer collaboration, and personal growth. As evidenced by the feedback from participants, PD programs contribute significantly to building self-efficacy and a sense of belonging within the academic community. The findings also suggest that tailored, context-specific training, which takes into account the unique challenges and opportunities of the local educational environment, can yield better results in terms of teacher preparedness and performance.

Conclusion

The research on *teachers' capacity building through professional development training program: a perceived perspective of newly appointed faculty of Ghazi university* highlights the critical role that structured, continuous professional development (PD) plays in enhancing the effectiveness and adaptability of educators. The findings underscore that newly appointed faculty members view these training programs as essential not only for acquiring pedagogical skills but also for fostering confidence, improving classroom management, and enhancing student engagement. By aligning professional development with the needs and expectations of new teachers, institutions like Ghazi University can ensure that their faculty is well-equipped to meet the evolving demands of modern education.

In conclusion, capacity building through professional development is indispensable for cultivating a dynamic, resilient, and skilled teaching workforce. For newly appointed faculty, such programs not only enhance their immediate teaching abilities but also lay the groundwork for long-term professional success. Institutions must prioritize ongoing professional development initiatives, ensuring they are accessible, relevant, and responsive to the needs of educators. By doing so, universities like Ghazi University can contribute to the overall improvement of educational quality, benefiting both teachers and students alike. This research provides a valuable framework for future studies on professional development and teacher capacity building, encouraging continuous investment in teacher education to meet the challenges of contemporary teaching.

Recommendations

The study explored that teachers have learned that such training is effective for their professional grooming. However, on the basis of the findings of this study; here are some ways by which they can make it more effective:

- Faculty's feedback should be considered in planning of their next training.
- There should be a permanent training mechanism, the faculty can approach their trainers anytime with any concerns and questions.
- Every teacher has his own struggle and success story. Thus, if they want their potential to be relevant to the faculty, they need to share it with the colleagues.

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