

The Implication of Teacher Professional Development in Karti Etifaq High School

By

Faiz Ali Dostyar
ID: 21157009

A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development
BRAC University
January 2022

© 2022 Faiz Ali
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.
5. I would like to request the embargo of my thesis for 3M/6M/12M/24M from the submission date due to <Please mention the compelling reasons for restricting access to it here> [This point is optional. Please remove Point 5 if do not want any embargo. This embargo will apply for both hard copy & electronic.]

Student's Full Name & Signature:



Faiz Ali Dostyar

ID:21157009

Approval

The thesis/project titled “The practice of Teacher Professional Development in Karti Etifaq High School submitted by

1. Faiz Ali Dostyar ID;21157009

Semester fall 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 12-January 2021.

Examining Committee:

Supervisor:
Member

Mamunur Rashid
Lecturer, BRAC Institute of Educational Development

Program Coordinator:
Member

Dr. Manjuma Akhter Mousumi
Assistant Professor, BRAC Institute of Educational Development

External Expert Examiner:
Member

Dr. Dilruba Sultana
Lecturer, BRAC Institute of Educational Development

Head of the Institute:

Dr. Erum Mariam
Executive Director, BRAC Institute of Educational Development

Abstract

The main purpose of this research is to understand the practice of teacher's professional development in Kart-e-Etifaq High School through using qualitative method and individual interview focusing on low outcome of students in exams, school's activities, and lack of professional teachers as well as shortage of student's interest. It's highly crucial for both students and teachers because not only generate new knowledge relevant the practice of professional development but also it paves the ground for student's learning and receiving good result. Finally, teachers received in-service-trainings entitled on methodology, girl's education, disabled children, pedagogy, education, and management but do not received pre-service-training and most of them use out of trainings by using simple teaching techniques, taking special teaching-preparation, having good behaviors, respecting their teachers inside and outside the classes, improving their subject-knowledge applying various methods, having full collaboration among themselves and understanding the teaching process as a life-long learning journey while majority of teachers do not manage the classes but most teachers do not understand student's learning styles as well as do not teach the content of subject-knowledge properly. In-short, most students do not like teacher's grading, teaching and assignments as well as most of them are able to talk with their teachers friendly and easily.

Dedication

This thesis is dedicated to The Institute of Ismaili Studies, London for their continual support and insightful guidance.

Acknowledgement

I would like to show my gratitude to The Institute of Ismaili Studies for its perpetual support and providing the opportunity for studying at BRAC University. Furthermore, it's a pleasure to thank my supervisor Professor Mamunur Rashid and other Professors Badrul Alam, Dr. Mary Monica Gomes, Sabrina Ahmed (co-coordinator), Israt Jahan, Shamnaz Arifin, Nazia Tasnim, Somnath Saha, Abdullah Al Mas-Ud, Dr. Manjuma Akhtar Mousumi, Dr. Dilruba Sultana, Nafisa Anwar (Course coordinator), Dr. Mohammed Mahboob Morshed, Sabira Sultana (lecturer), Dr. Tariqul Islam, Sima Rani Sarker for their kind support and guidance.

Table of contents

Titles	Page No
Declaration	i
Approval	ii
Abstract	iii
Dedication	iv
Acknowledgement	v
Table of contents	vi
List of Tables	x
List of Abbreviations	xi
Chapter One	1
1.1 Introduction.....	1
1.2 Research Topic:	2
1.3 Research Title:	2
1.4 Problem Statement:.....	2
1.5 Research Questions.....	3
1.6 Purpose of the Study:.....	4
1.7 Significance of the Study:.....	4
Chapter Two.....	6
Literature Review.....	6

2.1 Teachers Professional Development.....	6
2.1.1 Systems and Models of Professional Development.....	8
2.1.2 Models and types of teacher professional development	10
2.1.3 Variable that Contribute to the Success of Teachers’ Professional Development.....	10
2.2 Stages in Professional Development.....	11
2.3 Teacher.....	14
2.3.1 Characteristics of a Good Teacher	14
2.3.2 Qualities of a Good Teacher	14
2.4 Teacher Quality and Student Achievements.....	15
2.5 Good Schools	17
Chapter Three.....	19
Methodology.....	19
Introduction.....	19
3.1 The Research Approach.....	19
3.2 Research Site.....	20
3.3 Population and Sample	20
3.3.1 Population	20
3.3.2 Sample.....	20
3.3.3 Method of Sampling	21
3.4 Data Collection Tools	21

3.5 Data Analysis Methods	21
3.6 Role of the Researcher	22
3.7 Ethical Issues and Concerns.....	22
3.8 Credibility and Rigor	22
3.9 Limitation of the Study	23
Chapter Four	24
Major Findings	24
Teacher’s data analyzing:	24
Student’s Data Analyzing:	30
Chapter Five.....	37
Discussion.....	37
Conclusion	39
Recommendations.....	40
References.....	42
Annex 1	44
Teacher’s interview.....	44
Teacher 1.....	44
Teacher 2.....	47
Teacher 3.....	49
Teacher 4.....	51

Teacher 5.....	53
Teacher 6.....	54
Teacher 7.....	56
Teacher 8.....	58
Teacher 9.....	61
Teacher 10.....	63
Annex 2	66
Student’s interview response	66
Student 1	66
Student 2	67
Student 3	69
Student 4	70
Student 5	72

List of Tables

1. Table No 1: Types of Trainings	49
2. Table No 2: Teaching a particular class	51
3. Table No 3: Behavior of students	52
4. Table No 4: Education as a life-long learning	54
5. Table No 5: Teacher attendance	64

List of Abbreviations

PED – Provincial Education Department

DED – District Education Department

MoE – Ministry of Higher Education

UNICEF – United Nations International Children’s Emergency Fund

PBUH – Peace be upon him

JACK – Just for Afghan capacity and knowledge

Chapter One

1.1 Introduction

The practice of teacher professional development in Karti-Etifaq High School is significantly important in students' academic achievement and satisfaction. According to the norms and rules of international organizations, teacher development is a key factor in improvement of educational institutions including of teachers, students and society. Because, teachers are called backbone of educational institutions. It is the teacher that transfer curriculum to students using a variety of methods and approaches in the schools and outside the institutions. In here, the advance level of a teacher results in an advance level of understanding by the students and vice versa.

Moreover, the connection between teachers' professional development and students' achievement and satisfaction is greatly clear through analyzing the level of teachers' knowledge in a school. If the teacher is highly developed, the students are massively improved in that particular subject. If the teacher is under-developed, the students are not intelligent in that subject. Therefore, it can be explained that teachers' professional development is highly crucial in students' academic achievement and satisfaction.

The present research is for the purpose of Thesis Submission for the Master of Education which is about the practice of Teacher's Professional Development in Karti-Etifaq High School. The problems for this research are student's low outcome in exams and less interest in learning and school activities as well as their weak participation.

1.2 Research Topic:

Teacher's quality

The professional capacity of teachers in Karti-Etifaq High School is lower than other schools in Pulikhumri city which lead to low outcome of students in exams and school's involvements. Therefore, the researcher is going to search about the causes and reasons of low teacher's capacity and the influence of teacher's quality on students as well as the low result of students in related school.

1.3 Research Title:

The implication of teacher's professional development in Karti-Etifaq High School. In this research, I want to find out the various aspects of development of teacher's professional skills in Karti-Etifaq High School.

1.4 Problem Statement:

1- Low outcome of students in karti-Etifaq High School

The outcomes of students are looking down in every field including exams, participation in daily classes, and provincial competition. In this case, I want to know more about the causes and find out unacceptable result of student's in Karti-Etifaq High School.

2- Students are not interested in Karti-Etifaq High School

Students including male and female are not too much interested in school's activities, and teacher's assignments. For example, some children of my neighbors hardly ever go to school. When I ask them why you do not go to school? They answer that there are no proper lessons, the teachers are not always present, as well as they do not have good relationship with students. Beside

they use traditional punishments such as, using sticks and labeling students among themselves like, calling them with bad names. Therefore, I want to know more about their causes and reasons.

3- Lack of professional teachers in Karti-Etifaq High School

Teacher training or capacity building is one of the most essential elements of improving teacher's skills and talents. Unfortunately, in Karti-Etifaq High School teachers do not receive enough trainings like, pre-service training, in-service training and on the job training. The main reason that most teachers do not have specialty in their subject is that they do not receive teacher training. In this case, I want to find out the main causes, why teachers are not professionalized?

1.5 Research Questions

- 1- How professional development enhance teacher's teaching and learning?
 - What are the effects of professional development in teacher's learning and teaching?
 - What are the changes happened in the classroom through teachers professional development?
 - How teacher training improve skills of teachers?
 - What is the relationship between teacher's teaching and learning?
- 2- How professional development enhance student's learning and outcome?
 - What are the influences of professional development on student's learning and outcome?
 - What are the effects of professional development on student's interest in school?
 - How professional development of teachers influence on student's activities in school?

1.6 Purpose of the Study:

As I mentioned before, the main purpose of the present research is to understand the implication of teacher's professional development in Karti-Etifaq High School. To realize the topic and title of the research, hence I want to know and draw some questions according to the problems, in order to solve the problems and answer the questions, I will be used different tools including individual interview. After that, I will analyze the collected data and will write the final version of the research paper.

1.7 Significance of the Study:

This research will not only generate new knowledge regarding the implication of teacher's professional development that will be used in the future for better enhancement of teacher's professions but also it paves the ground for student's learning and good result as well as teacher's capacity building. Furthermore, the research is needed because to understand the main components of teacher's professional development in order to apply and improve the gaps properly. The present research is highly important for both students and teachers of Karti-Etifaq High School for various reasons.

Firstly, teachers will understand the value of teacher's professional development in teaching and learning process. Through that, the teachers will also realize the importance of teacher training in the process of improving teacher's professional development. Moreover, the result of the research will show the relationship between teacher's professional developments in Karti-Etifaq High School.

Secondly, the research will find out the relationship between teacher's professional development and students learning outcome in Karti-Etifaq High School. Furthermore, the result of the research will clear the causes of the student's less interest, low outcome and reluctant of student's participation in Karti-Etifaq High School activities.

Chapter Two

Literature Review

In this literature review, I am bringing information from various books, articles, research papers and documents that I reviewed to understand my research topic of practice of teacher's professional development in Karti-Etifaq High School. To write this literature review, I mention five different core titles which are (1) teachers' professional development: systems and models of teacher professional development, variables that contribute to the success of teacher professional development (2) stages in professional development (3) teacher (4) teacher quality and student achievement (5) good schools.

2.1 Teachers Professional Development

Education systems are changing day by day around the world. Number of societies are facing with serious educational changes. One of the crucial elements of these changing is the professional development of teachers. People who are living in societies accepting that teachers are not only one of the 'variables' that need to be changed due to improving their education systems, but they are also the most important change-agent in these reforms. So, these double roles of teachers being both subjective and objective changes towards their profession development (Villegas-Reimers, 1998). The first role of teacher is to be as a variable, it means she/he accept something given to variation that may represent any one of a set of values which is changeable and the second role of teacher is change-agent, it stands for updating his knowledge, skills and attitude of his/her profession every moment of the time. So, each teacher should be as a long-life-learner (Villegas-Reimers, 1998).

Besides this, it's crucial to focus on teacher's knowledge, skills and attitudes; knowledge means to recognize the facts and understand the meaning while, skills are the ability of doing things and its two kinds. 1. Physical skills like, writing and counting. 2. Mental skills such as, differentiate, compare, analyze, conclude and judging. The third factor of professional development is attitude. For example. To understand other's feelings, build close relationship and respect them Abdul Latif et al (2006). The above points are not only enhancing the skills and abilities of teachers but also make them to be well prepared and develop their own profession's knowledge as well as apply it properly. Thirdly Teaching quality refers to what teachers do to promote student learning inside the classroom. Teaching quality includes creating a positive learning climate, selecting appropriate instructional goals and assessments, using the curriculum effectively, and employing varied instructional behaviors that help all students learn at higher levels Bulletin.

Teachers might gain various knowledge during their teaching which are all include in professional knowledge of teachers. For example, they might learn the art of teaching, how to change the character of a student, relationship-building skill with colleague and science of evaluating students. Professional craft knowledge is also a kind of science that teachers learn during their careers that enables them to build decision on doing professional tasks and the approach of doing professional activities within the academic environment of the school (Paul & Donald, 1996). According to Paul & Donald (1996), "professional craft knowledge is rooted in teacher's practical experience, and is directly linked to their daily practice."

The learning outcome of the students from craft knowledge is often complementary with teacher's construct in relation to effective learning outcome. The effective learning outcome of the pupils is directly related to the existence of some certain conditions which are include of cognitive,

social and affective factors. When teachers created the appropriate conditions, students will be able to apply their preferred learning approaches and engagement and when the teachers created environment that could not fulfill the students' desires, the students will not take part in class activities. Regarding the academic outcome of the students, teachers and students have two different views on outcome of the students. Mostly, teachers are waiting for the long-term outcome of the students which is mentioned in the National Curriculum. But students are emphasizing on short-term or day to day results (Paul & Donald, 1996).

2.1.1 Systems and Models of Professional Development

Before to discuss about system and models of professional development, it is crucial to understand the difference between system and models of professional development. As Villegas-Reimers (2003) stated that models are specific and prior planned steps and opportunities to prepare professional development to teachers from the beginning of their preparation to become a teacher. On the other way, a system needs a broad perspective that includes the interconnections between:

- The aims, objectives and purpose of professional development.
- The context where the professional development is happening.
- The personal and professional features of the participants of the system.
- The pattern, strategies and mechanism to be implemented.
- The expenses and advantages of professional development.
- The identification of decision making.
- An approach to appraise and distinguish the effectiveness of professional development on various situations.

As Ingvarson (1998) described the system of professional development into traditional and standard-base system. Traditional system of professional development is also called in-service

training where the workers control; the government build aims, the performer can be universities, employers or advisor; the models are mostly short-term projects or seminars which are not related to the actual issues in the school. While, in the standard-base system the control is belong to the professional bodies to decide on aims and support to perform the models, and the opportunities are written based on the real needs of everyday activities by teachers.

A similar distribution is done by Cochran-Smith and Lytle (2001) which identified three approaches of professional development and explained that “co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to explain and justify quite different ideas and approaches to improving teaching and learning.” The three systems are:

1. Knowledge for practice: some of the students and lecturers in the university generate formal and valuable knowledge and system for other teachers to use inside the classroom to develop the daily practices of the teachers.
2. Knowledge in practice: some of the most significant knowledge for teaching is identified as practical knowledge which is also called knowledge is inserted in everyday activities.
3. Knowledge of practice: here, they do not divide knowledge into formal and practical knowledge. Instead, he thinks that teachers receive knowledge through reflection during his teaching inside the classroom. In here, the teacher uses a process of self-questioning in his own environment of teaching to learn more about effective teaching.

2.1.2 Models and types of teacher professional development

There are numerous models that have been improved and implemented in various nations to develop and help teachers' professional development from the first day of their career until the last day of their teaching. Villegas-Reimers (2003) identified the models of teacher professional development into two groups. Firstly, the models which require and imply certain organizational or inter-institutional partnerships in order to be effective. The first groups of models are need to implement in large area of environment in order to be effective and result-able. They are including of: professional-development schools, other university-school partnership, inter-institutional collaborations, schools' networks, teachers' networks and distance education. Secondly, models that can be implemented on smaller area of environment like a school, a classroom or a university. These models consist of: supervision, students' performance assessment, workshops, seminars, case-based study, self-directed development, co-operative development, observation of excellent practice, teachers' participation in new roles, skills-development model and etc.

2.1.3 Variable that Contribute to the Success of Teachers' Professional Development

According to Guskey (1995) stated that some guidelines are needed to be followed during implementing and getting plan to teachers' professional development which are includes of:

- To identify the process of change as an individual and organizational activity.
- The beginning is small but the idea is big.
- In order to keep support, teachers need to works in team.
- On the result of each activity, there should be a feedback form.
- To provide continuous follow-up, support and pressure.
- To coordinate among various programs.

Furthermore, Corcoran (1995) has suggested the bellow assumptions for professional and institutions to keep in mind during designing and running professional development programs. The programs have to be:

- Motivate and support site-based imagination (schools, environment and teachers).
- The knowledge of teaching should be rich and reliable.
- Model constructivist teaching.
- Engage in intellectual, social and emotional activities with thoughts, resources and co-workers.
- Display respect for teachers as professional and adult learners.
- Prepare enough time and support.
- Be available and comprehensive.

Finally, Fullan (1987) said that there are four significant factors for successful teacher development. They are:

- Re-description of the improvement of the staff as a strategy of learning.
- The impress of leadership in the improvement of the level of the school.
- The culture and tradition of educational institutions.
- The figure of external local, regional and national bodies.

2.2 Stages in Professional Development

Teachers are passing various stages of professional development during their in-service and pre-service education. It is important to understand the ideas of different educators about stages of professional development. According to Huberman (1989) identified five stages of professional development.

1. The entry into the career of teaching (one to three years in the profession). This is the time for teachers to both discover new ideas and information as well as survive as an efficient teacher.
2. The step of being a real teacher/stabilization (four to six years in the profession). During this stage, the teacher is usually has a commitment into the teaching profession as a professional career and achieve a level of mastery into the instructional strategies.
3. Divergent period (7 to 18 years). Some teachers and educators name describe this as a period of experimentation and active association into the teaching profession as they improve their own courses, implement their new teaching approaches and solve institutional barriers.
4. Second divergent period (19 to 30 years). For some teachers, it is a time of self-assessment, relaxation and understanding of rationale of the student and the system. For other teachers, it is a time of entering into a new stage of their profession where they criticize the system, the administration, their colleagues and the profession.
5. Disengagement (41 to 50 years of experience into the teaching profession). Gradual separation from the profession. For some, it is a time of reflection and serenity, for others a time of bitterness.

Furthermore, Dreyfus & Dreyfus (1986) presented a five stage of teacher professional development where the teachers start from being novice to becoming experts in their profession. The model is as follows:

1. Novice level (student-teacher and first-year teachers). In this stage, teachers feel that their practical personal experience is more important and valuable than verbally

transmitted information. In this situation, teachers teach the meaning of certain common terms and concepts, objective facts and features of situations.

2. Advanced beginner level (second and third-year teachers). When the fresh teachers gain at least one year of experience, he or she becomes an advanced beginner. In this stage, the experience of the teacher starts to affect behavior in a meaningful manner, as the teacher combine the textbooks knowledge with his knowledge of experience. In this stage, the teachers are still submitting to hierarchical superiors and are not feeling a sense of autonomy regarding their jobs. This lack of personal agency also means that teachers do not take full responsibility for their actions.
3. Competent level (third and fourth year). Those teachers who acquire enough experience and motivation of teaching enter into this stage of profession. There are two most clear characteristics of teachers at this stage are: they make conscious decisions about what they are going to do (plan and objectives), and during implementation of their plans, they determine between important and unimportant plans.
4. Proficient level (fifth year). The teachers who can understand intuition or know-how becomes proficient teachers. In this stage, teachers begin to recognize patterns and similarities in a holistic way.
5. Expert level. Expert teachers demonstrate smooth performance and meaningful decision-making. In this stage, teachers the methods of the teachers usually work appropriately; but when they do not work, the teachers can assist and fluctuate the approach according to the situation of the classroom.

2.3 Teacher

According to Mushfaq (2011) stated that teacher is the most significant factor of learning and teaching in an educational institute. However, pupil is the first crucial element of education; teacher is the second important element of education. In other word, teacher is the person who delivers knowledge to individual and group of students and effect on the temper of the students to bring change to the behavior and character of the students in a positive manner. There are four essential points that teachers should keep in mind. Firstly, for what the teachers teach (aims and objective of teaching). Secondly, what the teacher teaches (topic of the lesson). Thirdly, to whom the teacher teaches (students). Fourthly, and how the teachers teach (methods and approach of teaching).

2.3.1 Characteristics of a Good Teacher

However, different educators and prominent suggested various characteristics of a good teacher. The following characteristics are identified by Mushfaq (2011):

- The teachers must have good behavior.
- The teachers must be always present and active.
- The teachers should be preparing in all stages of teaching.
- The teachers must have the ability to motivate students.
- The teachers have to be patient and kind.
- The teachers should be honest, patriotic, simple, and innovative.

2.3.2 Qualities of a Good Teacher

The below qualities are described by Mushfaq (2011):

- The teacher must be profession in his/her field of teaching.

- The teacher must have clear and concise objectives for his everyday classes.
- The teacher must have arranged and detailed lesson plan.
- The teacher must implement newly invented methods of teaching.
- The teacher must know the rules, norms, procedure and constitution of the ministry of education.
- The teacher must give and control the homework regularly.

2.4 Teacher Quality and Student Achievements

In the word of Kaplan & Owings (2001) said that effective teachers are the significant link between society aspirations for high-quality schooling and the achievement of the students. They described that to define teacher quality, two broad areas are needed which are called teacher preparation/qualification and the teaching practices. Here, the two mentioned terms are used separately for the purpose of concise and clear discussion and enthusiastic action. Teacher quality discuss about the input of the teachers that they bring with them inside the school such as preparation, aptitude tests, examination scores, certificates and professional work experiences. Simply, teacher quality is all the academic background, professional experiences, achievements, and prior activities in his/her field and teaching. While, teaching quality is all the activities of a teacher in the classroom in order to develop students learning and achievements. The examples of the teaching quality include of building a positive learning environment, identifying suitable teaching aims and evaluations, applying the national curriculum effectively and using numerous instructional manners to support and help the students to understand the lessons effectively and efficiently.

Educators and teachers from past years are discussing about the variables that influence on students' achievements. However, prior research presented that the environment of the school itself has low effect on the achievement of the students irrespective of the family and background of the students (Coleman et al. 1966). Other research suggested that the qualifications of the teachers play significant roles in the academic achievements of the students. Recent research suggests that the demographic information of the students are not the basic reasons for achievements of the students. Instead, teacher quality/knowledge is the most crucial factor that effect on the learning of the students.

As Darling-Hammond (2000) said that “student demographics (poverty, minority status, language background) are strongly related to student outcomes in reading and math at the state level.” In identifying individual achievement standard, teacher quality (having prior experience in teaching and in his field of teaching, having certificates and standard examination score in his field, and behavior) are playing important role no matter of the background, ethnicity and language level of the students. Also, he suggested that states' policy and politics on teacher quality may affect in student achievement. Darling – Hammond (2000) identified the following factors to be related to teacher quality and increased student achievement:

- The verbal ability of the teacher
- The knowledge of the teacher in his field of teaching
- The education coursework on teaching approaches in their discipline
- The examination score of the teacher in national licensing exams that analyze both basic skills and teaching knowledge of the teachers.

- The teaching behaviors, including purposefully and diagnostically using a broad repertoire of approaches skillfully that respond to student and curricular needs, and giving students opportunities to learn criterion material.
- The current professional learning of the teachers as a volunteer.
- The motivation and interest of the teacher in learning.
- The flexibility, creativity and adaptability of the teacher.
- The amount of the teaching experience of the teachers.
- The ability of the teachers in questioning the students high order questions and responding the students in an appropriate manner.
- Class sizes, planning time, opportunities to work with colleagues, curricular resources, and extra-curricular activities.

2.5 Good Schools

As Mushfaq (2011) said that school is a place where it creates the opportunity for students to identifies their weaknesses and teach them through research, activities and studying to solve challenges of their life. Furthermore, school is the place where the core element of learning is students and can help students to increase their mental mind through using teaching resources.

The operation of a school is similar to other types of big organizations which is consist of a team interacting with each other through selected norms and standards. In this case, the improvement of the school body is related to the all-round environment of the schools which are includes of the teachers, head-teachers, environment, students and the mentor of the school. So, the improvement of the school is related to the all members of the school. Here, the responsibility is mostly on leader of the school to motivate and lead the school. As Hudson (2009) stated that

“Good leaders in schools need to know and understand how to manage change, but also, and most importantly, what good schools look like.”

According to Hudson (2009) said that a good school is that school which has the following criteria:

- A good school is collaborative with coordination of teachers and students.
- A good school use pupil-centered methods of teaching.
- A good school has the commitment of using various approaches of teaching and learning no matter of the number of the students.
- A good school has clear and high expectations.
- A good school has selected values and aims.
- A good school has to prepare an effective learning environment.
- A good school has to see all students in one eye without looking to the background, ethnicity and color of the students.
- A good school has the responsibility to involve all students in the everyday learning and teaching activities.
- A good school has to build a strong relationship between home and school.

Chapter Three

Methodology

Introduction

In this chapter, the methodological aspect of the research will be discussed. Because, the methods of the research are the most important points in collecting data no matter of the title of the research. Therefore, every researcher has to know and understand the types of research method and choose an appropriate research method for himself/herself. In this case, in the following chapter, the researcher will discuss the methodology of the present research with full details and further definitions.

3.1 The Research Approach

The method selected for this research was individual interview. The reason for choosing interview method was the nature of the problem.

Through using qualitative method, we would be able to collect more and factual data and information from respondents or interviewees rather than using quantitative method because the research question may be best answered by qualitative research. As I made various open-ended questions in terms of research question. Therefore, mostly applies the qualitative but in somehow the quantitative method also to be used rarely in research which is consists of (number of interviews which take place, number of participants and the recording system would be used to get valid and reliable data).

3.2 Research Site

This study will be conducted at Kart-e-Etifaq High school which is located in Pul-e-khumri city, Baghlan Province of Afghanistan. This school has been established in 1994 by Provincial Education Department of Afghanistan local government and it has more than 40 teachers in various fields. This is a high school which register both male and female students.

3.3 Population and Sample

3.3.1 Population

A population is a group of people having the same characteristics and the researcher is interested in studying of them. According to Best & Kahn (2006) said that “A population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals.”

The population for this research is include:

1. All students and teachers of Karti-etifaq High School, Baghlan, Afghanistan.

3.3.2 Sample

A sample is a small proportion of the population that is selected for data collection.

The sample for this research is:

1. The research participants are 10 teachers and 5 students of Kart-e-Etifaq High school they will be interviewed individually and each of them will be asked the questions which were already developed.

3.3.3 Method of Sampling

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population. Different sampling methods are widely used by researchers in market research so that they do not need to research the entire population to collect actionable insights.

Simple random sampling method will be used for this research. However, there are different types of sampling methods. The simple random sampling method is chosen to collect data using interview tool from both teachers and students of Karti-etifaq High School.

3.4 Data Collection Tools

The individual interview methods will be used for collection of data.

The best using of data tools in order to collect solid data is the individual interview and document (voice recording) also open questions will be taken from those teachers who are intended for interview in order to get data from them.

3.5 Data Analysis Methods

Data transcription, coding, verification / validity and triangulation of data will be done after gathering the data in an open-space after completion of data collection from fields. As a researcher, my first and main responsibility is to collect data using qualitative method of research and individual interview. Then, I have to analyze the data using some process. After that, I have to write the final version of research paper. Furthermore, through the three mentioned stage of research, my duty as an honest researcher is to keep validity, accurateness, conciseness and trustworthiness of the information which will collect as well as in data analysis process.

3.6 Role of the Researcher

As a student who is studying master of education in BRAC University, I am conducting in-depth research regarding the teacher's professional development in Karti-Etifaq High School. Prior to become a student, I was working as a coordinator in an educational institution near Karti-Etifaq High School in Pulikhumri, Afghanistan. I was in close contact with head teachers, teachers, students and community of the school. I have been known about all the disorganized activities, low outcome of the students, low teacher's quality and other weaknesses of the school. In this case, I decided to do research about this school to find out the weaknesses and opportunities of how to improve the school environment.

3.7 Ethical Issues and Concerns

To be honest, I encountered with two specific ethical issues during conducting my research paper especially in data collection process. Firstly, the main ethical concern was with the teachers of the school. According to the rule of the Islamic Government of Afghanistan (Taliban), the unknown males are not allowed to talk/discuss/meet with unknown females. In this situation, I honestly did not interview female teachers. Secondly, during interviewing teachers and students of the school, I really become upset with the answer that they give to me. Because, most teachers and students did not think positively about their school and environment of the school. In such situation, I was feeling a little bias but keep interviewing.

3.8 Credibility and Rigor

As I mentioned before, I am studying master of education in BRAC University, Bangladesh. Similarly, I have studied post-graduate course in education in Aga Khan University,

Pakistan. Moreover, I have been working as a coordinator in an educational institution in Baghlan, Afghanistan. With all these experience in the field of education, I have the ability, capability and experience of doing research in educational field. Furthermore, before this research, I have been part of a research team in Afghanistan who have been doing educational research for Ismaili Institute of London.

3.9 Limitation of the Study

The limitations of this research are include of:

- 1- According to the Islamic Emirate of Afghanistan, it is not allowed to interview female teachers. To solve this problem, I will only choose male teachers for interview.
- 2- The language of the teachers in Karti-Etifaq High School is Dari/Persian. Most teachers do not understand English language. For this case, I will interview in Dari language and then I will translate the interviews in English.
- 3- The interviewees and participants for this research will be only male teachers.

Chapter Four

Major Findings

Teacher's data analyzing:

The data collected from 10 teachers of Karti-Etifaq High School will be analyzed using qualitative methods of analyzing.

Theme 1:

Teacher's received trainings including pre-service and in-service

(Table No. 1)

Number of Teachers	Types of Training	Main Components of Training
4	Orientation	Introduction and instruction to teaching
8	Capacity Building	Methodology of teaching, law of children, girl's education, disabled children, management, planning, pedagogy, parent's council, education & etc.
1	No seminar	

(Interview question for teachers, Q 1-2)

Observation:

1. Less than half of the teachers received orientation training in Karti-Etifaq High School while, majority of the teachers received capacity building training in Karti-Etifaq High School.

Interpretation:

1. Teachers in Karti-Etifaq High School just received minimum in-service training including of methodology of teaching, girl's education, disabled children, management,

planning, pedagogy, education. However, those teachers in Karti-Etifaq High School do not receive pre-service training.

Theme 2:

Teacher's using skills acquired in trainings in classroom

Teachers said that they used the knowledge and skills learned in capacity building trainings in sitting up classes, preparing lesson plan, improving student's learning, implement practical method of teaching, motivating students and etcetera. As Sabz Ali Ramati said that "knowledge and skills that I received from those trainings were effective especially student-centered method and different learning styles." (Interview questions for teachers, Q 3)

Interpretation:

1. Teachers use the most out of trainings they receive in Karti-Etifaq High School.

Theme 3:

Main techniques of teaching

Teachers in Karti-Etifaq High School use the following techniques of teaching:

- Group-work
- Question and answer
- Giving homework
- Telling stories and fables
- Student-centered method
- Teacher-centered method
- Practical methods of teaching

According Ziwar Gul stated that "I use different techniques in my lessons. For example, I make group the students to share the topics of the lesson with each other, and after group work, I present the main topic. My other technique is to give homework to the students." (Interview questions for teachers, Q 4)

Interpretation:

1. Teachers use simple techniques of teaching in Karti-Etifaq High School.

Theme 4:

Preparation of teachers for teaching in a particular class

(Table No. 2)

Number of teachers	Types of preparation
10	Make detailed lesson plan, read related resources

(Interview questions for teachers, Q 5)

Observation:

1. All teachers said that they take special preparation for teaching a particular class.

Interpretation:

1. Teachers in Karti-Etifaq High School take special preparation for teaching a particular class which is include of: first, they make detailed lesson plan. Second, they read related resources.

Theme 5:

Students' response to questions and feedback of teacher in the classroom

According to the responses of teachers from interview, students' response in the following manner to teachers:

- Some of the students give positive answers and some of the students provide negative answers to the questions of teachers inside the classroom during teaching-learning process.
- Some students accept the feedback of the teacher. Few students bring excuses and react immediately after receiving feedback. As Attaullah Arif stated that “when I give feedback to students, instantly they become emotional and start listing their problems and

challenges that caused to not bring their homework and other reasons. (Interview questions for teachers, Q 6-8)

Theme 6:

Behavior of students with teachers inside and outside classroom

(Table No. 3)

Number of teachers	Respect of students
7	Good respect
3	Depends on ours respect

(Interview questions for teachers, Q 7)

Observation:

1. Majority of teachers said that students have acceptable respect with teachers inside and outside the classroom in Karti-Etifaq High School while, minority of teachers said that respect of students is related to the respect of ours to students. If we respect them, they respect us. If we do not respect them, they do not respect us.

Interpretation:

1. Almost all students have respect to teachers in Karti-Etifaq High School.

Theme 7:

Teaching resources and teaching-aids

In the responses of teachers given during interview, the below information is taken out about the effect, types and result of teaching resources.

- Teaching resources have high and positive influence on teaching-learning process and student's learning.
- Duo to lack of modern technology, teachers cannot use modern invented teaching materials in the classroom. Instead, they use simple and natural resources such as:

blackboard, marker, duster, stones, chopsticks, simple laboratory, map, dictionary, internet, mirrors, magnet, stationaries, trees and etcetera.

- The result of using materials include of: students learn perfectly and easily, lesson become interesting, students learn sooner, improve students' skills, and etcetera.

In the word of Attaullah Arif said that "It is a mandatory option that teaching material have highly impact on methodology of teaching and students learning. Firstly, it is impossible to teach without teaching materials, however if I teach, it is not possible to transfer the knowledge to the students." (Interview question for teachers, Q 9)

Interpretation:

1. Teachers think that teaching materials have significant impact on teaching-learning process and students' learning in Karti-Etifaq High School however, teachers use simple and natural teaching materials in Karti-Etifaq High School.

Theme 8:

Student's learning styles

According to the answer of the teachers from interview, the following information is brought out about learning styles.

- Teachers use various learning styles like group-work, student-centered method, giving homework, teacher-centered method, question and answer, silent reading, and lecturing.
- Teachers use different learning styles in the classroom in the following manner. Teachers manage the class in such manner to sit down lazy student with intelligent student. They bring backbenchers and students with eye problem to front. They ask students to tell to each other.

As Sayed Kamal said that "I use various methods of learning in the classroom. During teaching, when I see that this method of teaching is not interesting for students, I instantly change it. For example, I read the book, when I see that the student gets bored, I tell him to read the book." (Interview questions for teachers, Q 10)

Interpretation:

1. Teachers could not use perfectly and correctly various learning styles in the classroom in Karti-Etifaq High School.

Theme 9:

Teacher's enhancement of subject knowledge and skills

Teachers use the following resources to improve their subject knowledge and skills in Karti-Etifaq High School. (Interview questions for teachers, Q 11)

- Self-study: read books, magazines, teacher guide and etc.
- Use internet, libraries and etc.
- listen to audios, and watch to videos

Interpretation:

1. Teachers improve their subject knowledge and skills using various methods.

Theme 10:

Teacher's point of view regarding life-long process of learning

(Table No. 4)

Number of teachers	Point of view
10	Yes

(Interview questions for teachers, Q 12)

Observation:

1. All teachers think that education is a life-long learning process in Karti-Etifaq High School.

Interpretation:

1. Education is a life-long learning process among teachers in Karti-Etifaq High School.

Theme 11:

Teachers' collaboration with each other

As the responses of teachers present, teachers have close collaboration and cooperation with each other in the following manner in Karti-Etifaq High School.

- Teachers teach instead of each other when they are absent.
- Teachers ask their academic problems from each other.
- Teachers take responsibility of each other.
- Teachers share their knowledge and experience with each other.

As Shad Mohammad Bonyad stated that "The learning process requires cooperation. We always work well together in this area. If teachers who have problems in different fields, I help them. When I have problem, other teachers help me. For example, Khan Shagar is professional in literature. When I come across with difficult words that I do not know, I immediately ask him. (Interview questions for teachers, Q 13)

Interpretation:

Teachers have full cooperation and coordination among themselves in Karti-Etifaq High School.

Student's Data analyzing process:

The data collected from 5 students of Karti-Etifaq High School will be analyzed using qualitative methods of analyze.

Theme 1:

Students' interest in teacher's teaching, grading and assignment

Based on the responses of the students, the following information is taken out:

1. The teachers in Karti-Etifaq High School do not give proper and accurate assignment to the students. If some teachers give homework, they will not check it in the next day. As Khairuddin said that I like the homework which is given by teachers to us because it

really impacts on my understanding and learning of the lesson. Unfortunately, the teachers in my school do not give homework to us continually.

2. The grading of the teachers in Karti-Etifaq High School is not based on the exam paper and activities of the students. Likewise, they grade students according to their relationship with teacher. Simply, the grading is based on corruption and discrimination. According to Ainullah said that “According teacher’s grading, there is more corruption and discrimination with all teachers, there is no meritocracy and transparency in Karti-Etifaq High School especially among students. When students give bribe to their teachers, teachers make them the first and second position in the class without considering students’ abilities.”
3. The teaching of the majority of teachers in Karti-Etifaq High School is not professional. They cannot teach the students in good manner. Because, most of the teachers are not professionalized in their field of studies. They are just 12 graduates. (Interview Questions for Students, Q 1)

Interpretation:

1. Students do not like the grading, teaching and assignment of teachers in Karti-Etifaq High School.

Theme 2:

Teaching the content of the respective subject by teachers

According to the answer of the students, the below information is provided:

- Some teachers are able to transfer and teach the content of the respective subject to the students in Karti-Etifaq High School.
- Majority of the teachers cannot convey the main content of the respective subject to students. Because most of the teachers are not professional in their field. As Khairuddin stated that “Teachers cannot transfer correctly the content of the subject to us. Because, most teachers are not professional in their field. For example, Dari teacher teaches chemistry subject.”

Interpretation:

1. Teachers do not teach the content of the respective subject properly. Because, most of them are not professional in their field.

Theme 3:

Attendance of the teachers in class

(Table No. 5)

Number of students	Yes/no
4	No
2	Yes

(Interview Questions for students, Q 3)

Observation:

1. Majority of the students answered that their teachers are not present regularly in the classroom in Karti-Etifaq High School.
2. Minority of the students said that their teachers come to class regularly in Karti-Etifaq High School.

Interpretation:

1. Almost all the teachers are not present regularly in the class in Karti-Etifaq High School.

Theme 4:

Using various teaching style and teaching resources in the classroom

In the responses of the students, the following information is provided:

- Teachers do not apply various teaching style in the classroom in Karti-Etifaq High School.
- Teachers do not use various teaching resources in Karti-Etifaq High School. Because, there is not enough teaching resources at school.

According to Semin stated that “My school does not have enough resources such as: laboratory and other sciences materials, hence; teachers do not use updated resources due to lack of resource. Teachers need to use resources while teaching their students but unfortunately they do not have access to those materials and also do not understand and consider various learning styles.” (Interview Questions for students, Q 4)

Interpretation:

1. Teachers do not apply various learning styles and teaching materials in their classes at Karti-Etifaq High School.

Theme 5:

Understanding the teacher’s teaching by students

In the responses of the students from interview, the information is:

- Sometimes, students can understand the main point of teaching when teachers teach in Karti-Etifaq High School.
- Sometimes, students cannot understand the main point of teaching when teachers teach in Karti-Etifaq High School. (Interview questions for students, Q 5)

Interpretation:

1. It depends on the teachers teaching that student understand the main point of teaching in Karti-Etifaq High School.

Theme 6:

Teachers’ reaction with students

As students provided answers, the following information is given:

- Majority of students answered that they can talk with their teachers easily and friendly inside and outside school in Karti-Etifaq High School.
- Small number of students said that they hardly talk with their teachers. As Afifa said that “I can talk friendly and easily with some of our teachers not all the teachers; there are

some teachers who respond us friendly and easily but some teachers react vice-versa and punish us as well when I ask them questions.” (Interview questions for students, Q 6)

Interpretation:

1. Students are able to talk with their teachers easily and friendly in Karti-Etifaq High School.

Theme 7:

Evaluation of the students by the teachers

Based on the answer of the students, the below information is provided:

- Teachers use two specific methods in order to evaluate students in Karti-Etifaq High School. First and most, they ask 1 or 2 questions from previous lesson from students. Second and less, they check the given homework. (Interview questions for students, Q 7)

Interpretation:

1. Teachers ask 1 or 2 questions from previous lesson for the aim of evaluation of students in Karti-Etifaq High School.

Theme 8:

Teachers’ punishment styles

According to the responses of the students, the below information is taken out:

- Teachers use both traditional and modern punishment style in Karti-Etifaq High School. The type of punishment that they use are include of: they hit students with stone, stick, leg and ruler; they use nonsense words (humiliate students); they drop the students out of the class and etcetera. As Nargis stated that “teachers apply various punishment styles in their classes while teaching such as: taking out from their class as well as punishing by words and some teachers use traditional punishment style like: using sticks in their classes.” (Interview questions for students, Q 8)

Interpretation:

1. Teachers apply both traditional, labelling and updated punishment styles in Karti-Etifaq High School.

Theme 9:

Management and start of the class by teachers

In responses of students, the following information is provided:

- Teachers do not manage the class in Karti-Etifaq High School. When teachers come to the class, wherever students already sat down, teachers do not replace them with other students.
- Teachers mostly start each lesson of the year similar with each other. In simple words, they come to the class, say Salam to students, check the homework, take the attendance and start the new lesson. (Interview question for students, Q 9)

Interpretation:

1. Teachers do not manage the classes in Karti-Etifaq High School.

Theme 10:

Students express their ideas in the class

Based on the responses of the students, the below information is provided:

- When the teachers are happy and the ideas are not against the ideas of the teachers, students can express their ideas in the class in Karti-Etifaq High School.
- When the teachers are not happy and the ideas are against the ideas of the teachers, students cannot express their ideas in the class in Karti-Etifaq High School.

In the word of Afifa stated that “When I share out ideas and thoughts with teachers, some of them respond willingly while others react vice-versa it means those teachers are not flexible and punish their students. When I ask questions from our teachers, if it’s easy they answer willingly and if it’s difficult then do not respond accordingly and say I will bring the response tomorrow, once tomorrow is finishes, when I ask the teacher then he/she

pretend and say this is your responsibility to find the answer.” (Interview questions for students, Q 10)

Interpretation:

1. The express of the ideas of the students in the class is related with the condition of the teachers in the class. If the teachers are happy, students can share their ideas. If the teachers are upset, students cannot share their ideas in the class.

Theme 11:

Expectation of students from teachers

According to the answers of the students, the following expectation is provided:

- School brings professional teachers to teach students.
- Teachers give assignment and check it in the next day.
- Teachers come to the class regularly and teach properly.
- Teachers manage the class.
- Teachers use practical methods of teaching in the class.
- Teachers behave positively with students inside and outside the school.
- Teachers consider all students equal and similar without any discrimination.

Chapter Five

Discussion

Based on data and findings presented in this research, students and teachers are not agree with system and curriculum of Karti-Etifaq High School. For example, one of the students responded during the interview that a chemistry teacher teaches instead of Dari teacher. It seems that teachers are forced by the management body to teach a subject vice versa. Furthermore, teachers do not understand psychology of learning and development deeply in order to motivate and behave with students properly. For instance, if teachers perceive psychology of learning and development, why they use traditional punishment style in their classes such as hitting the students with stick, stone and feet; and using nonsense words toward students.

Furthermore, the data suggest that the school should have parent's council as there is not close collaboration and coordination between school body and pupil's parents. Moreover, NGO's (charity foundation, educational institutions, and civil society, UNICEF, PED and DED) provide and support teaching resources, trainings and projects, funds, and extra-curricular activities to Karti-Etifaq High School. After that, each teacher should enhance their subject knowledge through reading various sources like library, internet, sample teaching videos and modern technology.

Upon the present research, we understand that the results are crucial for many reasons. Firstly, teachers and students recognize and identify their weaknesses and take action in order to fill their gaps and overcome on their challenges and problems. Secondly, the research recommends the overall challenges of the school to DED, PED and MoE to update their policy and introduce new solutions. Thirdly, through considering the mentioned problems and challenges of the teachers, students and school, the situation of an educational institution will be improved.

Furthermore, the teachers in Karti-Etifaq High School just received minimum skill development training (in-service training) from organizations working with schools. They do not received any pre-service training which means that teachers do not have any knowledge of teaching before joining in school in Karti-Etifaq High School. The main techniques of teachers for teaching are group-work, question and answer, telling fables and stories, students-centered method, teachers-centered method, and giving homework. Almost all teachers have the same method of preparation of the next class which is include of: looking for the next lesson title, preparing for the next lesson, writing detailed lesson plan and using available resources to get ready for the next title of the lesson.

The responses of students in the class is different from students to students. Some students response positively during classes even they do not understand the lesson. While, some pupils response negatively that the root is the students' emotional and psychological stresses. The behavior of students are positive and based on respect with teachers in Karti-Etifaq High School. Teachers in this school mostly do not have access to modern teaching materials like computers and laboratory. They just use classic teaching resources such as duster, blackboard, marker, stick, stone and other natural resources in Karti-Etifaq High School. The teachers in Karti-Etifaq High School think that learning is a life-long process which starts from birthday and ends at the end of live. Therefore, they use libraries, internet and DVDs to improve their knowledge through self-study, searching and watching movies. Similarly, teachers have close collaboration and coordination among them in solving each other's' problems and sharing their experiences and knowledge with each other's.

On the other hand, students do not like their teachers teaching, grading and assignments. Because, most teachers do not grade students accurately and correctly beside do not give proper

assignments and teaching every day. Moreover, teachers do not teach the content of the respective subject properly. The reason behind this challenge is that most teachers in Karti-Etifaq High School are not professional in their field of teaching. They just passed 12 class and become a teacher in this school. Therefore, they do not have the ability, knowledge and courage of teaching students professionally.

According to the responses of the students, teachers do not come to class regularly besides not using various teaching styles and teaching resources in the class. Moreover, pupils cannot talk to teachers easily and friendly in Karti-Etifaq High School. Teachers use various styles of punishment such as traditional (hitting with stone and stick; dropping out the students from class; and using nonsense words and expressions) and modern (not teaching the students; and giving loads of homework) in Karti-Etifaq High School. Pupils cannot share their ideas and thoughts freely in the classroom. At the end, pupils want that their teachers should come to the class regularly and teach them properly as well as giving assignment, accepting the feedback and respecting to students in Karti-Etifaq High School.

Conclusion

The present research that I conducted in Karti-Etifaq High School in the last few months is about the Practice of Teachers Professional Development in Karti-Etifaq High School. As I am living in Karti-Etifaq village and my children are studying in this school, I became interested to conduct my research paper in this educational institution. For doing this research, I used qualitative methods of research and individual interview and collected data from 10 teachers and 5 students of Karti-Etifaq High School. Also the random sampling method is used for taking sample out of all teachers and students of Karti-Etifaq High School.

This research found out answers to all the questions and problems stated at the beginning of the project. The first problem was low outcome of students in Karti-Etifaq High School. According to this research, lack of teaching materials, absence of teachers, challenges of teachers in using various teaching methodology, low evaluation techniques, and lack of professional teachers caused to low outcome of students in this school. Furthermore, the behavior of teachers with students, the discrimination and corruption that teachers have with students, and lack of professional teachers caused that students are not interested in Karti-Etifaq High School. Moreover, teachers are not professionalized in this school due to the following reasons. Firstly, teachers completely do not received pre-service trainings and just received few in-service trainings. Secondly, lack of teaching resources such as library, free internet and teacher guide.

Finally, as the main problem and title of the research were presented in the first chapter and conclusion and findings are presented in the last chapter, this research reaches to the information and purpose I have written in the introduction. Furthermore, I personally have learned various methods of doing research, review different related literature and write abstract, conducting individual interviews and change audio to text, analyzing long answer in qualitative forms, and overall I have conducted and written a research paper through considering the logical framework of this research paper.

Recommendations

- Conducting pre-service trainings as well as launching in-service trainings especially perpetual capacity building entitled on teaching, teaching styles, teaching strategies, teaching plan, class management and psychology of learning and development.

- Providing teaching resources and improving the overall school environment (green yard, toys, standard classes). Introducing professional principle and teachers in Karti-Etifaq High School.
- Identifying rules and regulations for recruiting teachers to all schools including mandatory two years pre-service trainings for each teacher.
- The following researches have to be conducted in Karti-Etifaq High School.
 - Teacher's behavior with students in Karti-Etifaq High School.
 - The influence of punishment on students' learning in Karti-Etifaq High School.
 - Impact of evaluation on students' learning process.
- The below points were recommended by students:
 - Teachers give assignment and check regularly.
 - Teachers come to their classes punctually.
 - Teachers use various activities focusing on practical works in their everyday classes.
 - Teachers must behave politely without any discrimination with all students.

References

- Abdul Latif, P. M. & Shah-ghasi, Z. (2006). Teacher Training Program InSeT1: Materials for teachers. Translated from Dari. Ministry of Higher Education: Second Edition.
- Best, J. W. & Kahn, J. (2006). Research in Education. New Delhi. Prentice Hall of India Pvt. Ltd.
- Coleman, J. S., Campbell, C. J., Hobson, J. McPartland, A. M. Mood, F. D. Weinfeld, & York, R. L. (1966). Equality of Educational Opportunity. Government Printing Office. Washington, D.C.: USA.
- Cochran-Smith, M. & Lytle, S. L. (2001). Beyond Certainty: taking an inquiry stance on practice. New York: Teachers College Press.
- Corcoran, T. B. (1995). Helping Teachers Teach Well: Transforming Professional Development. Policy Briefs. Consortium for Policy Research in Education.
- Darling-Hammond, L. (1997). Doing what matters most: Investing in quality teaching. New York: National Commission on Teaching and America's Future.
- David. H. (2009). Good Teachers, Good Schools: How to Create a Successful School. London. Taylor & Francis e-library, Routledge.
- Denzine, N. K. & Lincoln, Y. S. (1994). Handbook of Qualitative Research. London. Sage Publications.
- Dreyfus, H. L. & Dreyfus, S. E. (1986). Mind over Machine. New York: Free Press.
- Fullan, M. (1987). Implementing the Implementation Plan. New York. Falmer Press.
- Gay, L. R., Mills, E. G. & Airasian, P. (2012). Educational Research: Competencies for Analysis and Applications. 10th Ed. Pearson Education, Inc. United States of America.

- Guskey, T. R. (1995a). *Professional Development in Education: In search if the optimal mix*. New York: Teachers College Press.
- Huberman, M. (1989). *The Professional Life Cycle of Teachers*. *Teachers College Record*, 91(1), 31-57.
- Ingvarson, L. (1998). *Professional Development as the Pursuit of Professional Standards: The standard-based Professional Development System*. In: *Teaching and Teacher Education*, 14(1), 127-140.
- Kaplan, L. & Owings, W. A. (November, 2001). *Teacher's quality and student achievement: recommendation for principals*. NASSP. DOI: 10.1177/019263650108562808. (Article) 64. <https://www.researchgate.net/publication/249794839>
- Mushfaq, S. A. (2011). *Brief introduction of the core elements of education*. Translated from Dari. Saed Publication. Kabul, Afghanistan.
- Paul. C. & Donald. M. (1996). *Effective Teaching and Learning: Teacher's and Students' Perspectives*. England. Open University Press.
- Payton, O. D. (1979). *Research: The Validation of Clinical Practice*. Philadelphia: F.A. Davis. Co.
- Villegas-Reimers, E. (1998). *Teacher professional development: an international review of the literature*. UNESCO: International institute for educational planning publication. Washington: DC.
- Waltz, C. F. & Bausell, R. B. (1981). *Nursing Research: Design, Statistics and Computer Analysis*. Philadelphia: F.A. Davis Co.

Annex 1

Teacher's interview

Teacher 1

I am Thamangul, teaching as a teacher at Karti-Etifaq High school for five years. Different trainings being conducted for enhancing myself and other teacher's capacity specially orientation training, that how a teacher enter to his/her class and greet with students and arrange them properly? And how a teacher make his/her teaching lesson plan? Unfortunately, I did not receive continual capacity building training that builds teacher capacity; only I received orientation training, in order to understand my own responsibility. Besides, I received one training regarding teacher and teaching, it means who is a teacher? And how teachers teach in the class? The most important portion of the trainings were on teaching learning styles, planning that how a teacher makes plan and teach in the class properly? I have learnt some knowledge and skills from those trainings, that how to teach students? And how to arrange and settle the classroom and students in the right manner? And also, I used various teaching techniques and skills like: group-work, question and answer, assigning homework to students; specially those students who did not respond the correct answer; I request the closest student who is setting next to them and say the right answer. I always used this technique to my class. And I take special preparation to my teaching class, before entering to the class or one day before I make plan in detail, then whatever included in the plan and follow them step by step. Due to understanding my teaching result, I need to ask some related questions from students that do they understand the lesson or not? And the students correspondence were applicable and comfortable (قناعت بخش) about 60 to 70 percent. Although I teach various subjects and I have to take preparation to each

Subject and I do not teach any subject without preparation.

However, each student attitude and behavior is different but student's behavior is not too much different in the class or outside the class, they have good behavior with me in both places and there is no differences of student's behavior in the class or outside the class and I never faced with students negative behavior. One of the popular Persian poet says:

If teacher's teaching is with love and joys/ it brings reluctant child to school on Friday. If teacher loves students and has kindness with him/her and never face with student's negative behavior.

When I give feedback to my students, they respond different responses because each student's capacity and learning is different, therefore; they respond differently. Some of student's responses are incorrect. When student respond to my feedback negatively, immediately I ask the nearest student to say the answers, if the answers of the student is good that is ok, otherwise I ask students to give response turn by turn. When the answer is right, I will ask from the first student, do you understand the answers. When he/she says ok, then I do process my lesson. I use Teaching-learning material in the class which is very effective. I am biology teacher and use related materials like: leaves of the tree and its roots and show them for students practically in order to learn their lessons easily. I use related materials for chemistry and physic subjects. Example: in grade one class, I use specific materials such as: beans, peas, small long woods and make students to understand counting for instance, 1, 2, 3, 4. In this way I use the above-mentioned teaching-learning materials that were result able and students learn easily. I apply the specific teaching techniques in my classroom. Example: some of the students do not learn properly in the class so, I settle one of the intelligent student with lazy student because students learn from classmates easily and properly. And also, I advise students and bring example for them like, this girl is very intelligent and you have to be like her as well. Through using this skill I reach to positive result or lazy students who

are sitting backside, I bring them in front of the classroom or those students who do not participate, I ask them some questions and make them to participate, or I bring thin students in front in order to see the whiteboard/blackboard and listen to teacher and would be able to learn the teaching's goal in a good way. For improving my subject knowledge and capacity building, I study the related available books of Kart-e-Etifaq High School library, this library has about six hundred books. I am the librarian of Kart-e-Etifaq High for two years, before myself this library books were not used properly. Since two years, I am responsible of the library and motivate teachers and students to study from available books of Kart-e-Etifaq High School. I rely to library books rather than internet resources. I think the process of learning should be continual as a life-long-learning journey rather than temporary. Whenever, human beings are a live they need to enhance their knowledge and will reach to positive result. Knowledge is like an ocean and every teacher drink water from ocean based-on his/her thirsty and they need to share their experiences with each other. However, I always have close collaboration with each other. For instance, regarding taking attendance, teaching for those teachers who are absent, presenting model lesson for other teachers, helping each other in different fields that were really supportive and learnable. Finally, as a teacher that I experienced various problems and propose different themes and topics of trainings relevant education, teaching, learning-styles and updated strategies should be conducted for all teachers of Kart-e-Etifaq High School that all teachers would be able to teach their students properly and make them to understand their lessons easily.

Teacher 2

I am Sabz Ali Rahmati s/o Rahmatullah one of Kart-e-Etifaq High School teacher and teaching as a teacher for many years. When I hired as a teacher, I have received number of trainings regarding teaching, learning, methods and methodology; some time I went to other schools due to

participating trainings, even I have received orientation training relevant teaching students and learning. The most important parts of the trainings were teaching methods, social science and religious knowledge. Knowledge and skills that I received from those trainings were effective especially student-center-method and different learning styles. We could use our knowledge and skills on students practically and ask them those questions and trying to motivate them and enhance students' abilities that they would be active and learn more in the class easily. Our teaching techniques and skills were provoking students and did some activities through students practically like: group-work, sometimes telling stories and fables to students, so they well-prepared and encouraged to avoid absence and be present to school. Right now I have the responsibility of religious subject teaching and taking good preparedness for teaching it and making complete plan in details that includes from starting to end and I study related Tajweed books. Before teaching I get ready and come to my class before ten minutes and I try my best to behave with students in a good mood, and I start my teaching openly through telling fables and stories in order that all students being motivated and participate to their lesson enthusiastically. Even students those who are outside of the class given hello to me, it means students have good behaviors with me both in the class and outside. When I give feedback to students they listen to me and do good deeds and avoid bad deeds and my feedback strategy is focusing on student-center-method. Teaching materials have positive effect on teaching-learning process, reaching to goals and enhancing student's knowledge and skills and also help students to understand well. If a school has enough materials such as: Chair, desk and books it has positive effect; if does not have teaching materials it will face with numbers of problems. My school does not have enough resources in the previous years therefore facing with many issues and challenges but for many years Aga Khan Foundation support this school through distributing teaching materials hence, facing with less problems. I use

various teaching materials like: books, boards, Markers and stationaries (flip-chart, papers, notebooks, pens, rulers, and etc.) these teaching-materials being used for group-work and other activities. These materials have good result because students being motivated for learning and studying. However, I apply different learning styles to my teaching that students like such as: reading poems, reading articles by poems and prose that make students learn interesting. Although student's learning style is different and I try my best to manage my students in the classroom like: settling lazy students with one intelligent student in front of the classroom in order that learn in the best way. I use compassion, motivation and group-work because students learn best through themselves rather than teacher. I know various students learning styles like, writing on blackboard, motivating students, bringing example to the students, telling them fables and stories, group work, individual activity and assigning them homework and apply these styles based on student's needs. There is an expression such as: Every word has its own place while every dot has its own location and standing. When I know that students feeling tired we have to tell them fable and story or read them article by students that we would be able to attract student toward learning. When students those who have blindness problem I bring them near to the blackboard/whiteboard or students who have listening problem and arrange them near the teacher that they would be able to listen easily and those students who do not learn properly we have to work with them closely and continually. I enhance my subject knowledge and capacity by studying related books, reading subject, studying general matters and getting ready. In my opinion learning is a process which is continual rather than temporary because learning should be continual that human being reach to high dignity slowly and gradually. Prophet Mohammad peach be upon him said: Seek knowledge from cradle to grave. Really, human being needs to learn till he/she is alive and has key responsibility to do that and every teacher should have working schedule and act upon accordingly that reach to their goals. I

have schedule however, I am old-age. I have different close collaboration with other teachers and colleagues like, taking attendance, teaching Tajweed, teaching students and etc. Sometimes I need help from professional teachers and workers. Totally, I have close continual collaboration with our peers and colleagues and sometimes teachers will face some problems and I teach instead of his/her.

Teacher 3

I am Rahm Ali, son of Sabzali, have been teaching at the Karta-e-Etifaq High School for almost fifteen years. Over the years, I participated to several Seminars including: teaching methods and teaching styles related to professional themes of our field which were conducted by Education Department. The main topics of the seminars are: teaching methods or styles - teaching methods. We have received seminars many times about our field which is physics and mathematics (Limit-derivative-Logarithm-integral-equations). In the first years of 8-9 -10-11 classes, a seminar was organized for us. I have made good use of these seminars. For example: I learned how a teacher learn and teach? When he goes to class, does he prepare and teach according to the plan? While the titles are different. Some titles are taught for two hours, some of them are taught for one hour. The teacher should take part 20% and he plays the role of supervisor in the class and the students are practically employed. These trainings have helped us to provide teaching methods and increase students' knowledge. I have learned many techniques from the trainings and I promise that I must have a plan, that is, a weekly-monthly and annual plan and then go to class according to my lesson plan. The first is to greet the students - then evaluate the previous lesson and write the title of the new lesson and explain it and try to get all the students take part and grow. However, teaching each class requires special preparation. While going to class, first the title of the lesson should be written on the board and then its meaning should be explained correctly and then ask questions

from students. According questions the teacher should help students as an assistant or supervisor. When one or two students answer the questions by themselves, the other students are encouraged and take part more to the lesson. On the contrary my evaluation process is such that after explaining the lesson, I ask a few questions from different students to evaluate the student's learning. Some students gave satisfactory answers and some didn't. I have expressed them and in general 50% of the students gave a satisfactory answer and 50% did not give a satisfactory answer. Students' behavior in the classroom and outside the classroom is different, and my students' behavior both inside and outside the classroom has been satisfactory. When I evaluate students, the students' answers are different, some respond well and some of them are incorrect, but I still do not remember my students' negative answers, maybe they also gave a negative answer. Teaching with materials are 100% helpful in the process of teaching and learning of students and without a teaching materials the course is not presented properly, especially in the subjects of chemistry-biology and physics. Materials or teaching aids are necessary. For example, in physics, there are magnets that are practically shown to the students and it is helpful that the lesson is presented well. As I have used materials such as mirrors and magnetic objects in the subject of physics, which have given good results, when the instructor in the existing class has given 70% good results, and without the instructor, perhaps 30% results. Students' learning styles vary from class to class. When a teacher goes to class, he should be kind and cooperater. In the upper classes, the atmosphere of the class should be calm and talking to the students with an open forehead - a working group should be performed and the active students should be mixed with the non-active students. Even if a student who reads badly helps them to learn easily. We have learned the learning style from the trainings, which are as follows: Lecture, Group- work, individual working, student centered, Answer and question, Reading the line - Explaining the lesson in the classroom, some students

may be joking. But his place should be changed to prevent - the student who has low vision and hearing should be brought to the classroom to hear the teacher better - or the student who is busy with the story should be asked questions so that he can be used. I use different styles when the number of students is large and the learning styles of students are different. As a teacher, we increase our knowledge and capacity in a variety of ways. Study and prepare - Listening to the soundtracks taught by other trainers about physics and math. As a teacher, we consider the process of education to be a continuous, because human beings must study and improve their knowledge and teaching skills as long as they are alive. We have full cooperation with each other in various fields, such as: some teachers who are weak or newly appointed need help, we help them regularly.

Teacher 4

My name is Faribah. I have been working as a teacher in Karta-e-Etifaq High School for eight years. For 8 years I have been trained by the Department of Education and other social institutions, but very little, that is, not enough. The training called (Orientation) was not held for me, but the trainings on capacity building were conducted, which are usually about teaching, and the main parts of it were (pedagogy, teaching methods and teaching styles). The knowledge and skills we have learned from the seminars have helped us a lot in setting up students' classes and raising their knowledge because we have learned teaching skills - how to teach students in the class and how to organize the class. These trainings raise our skills and we do not teach uniformly. If one day we do group working, in the next day we use individual questions and answers or methods and use different teaching techniques in the classroom, and we make special preparations for each class. First we make a plan which lesson include in the plan to teach and we divide the time over all the topics of the lesson. When I present the lesson in the classroom, then ask the students various questions to evaluate the lesson, some of which are satisfactory and some of which are not

satisfactory. 50% of the students answered well and the other 50% were not satisfactory. Students who do not provide the correct answer do not necessarily listen or have family problems or play games. When I give feedback to my students, some of them react and say that I have given the correct answer. When the students are not satisfied, we ask the student next to them. When they give a satisfactory answer, the other students understand. The use of lessons or lesson materials in the process of teaching and learning students has a very good positive effect. For example: There are some lessons that can be practically demonstrated when the relevant materials are used. It will not be effective if it is offered to the student's intercession. We use different materials, for example, in biology, we use tree leaves. If the lesson is about the root, we show a tree root that has a good result because the students understand the lesson sooner and the teacher reaches the goal of the lesson. We use different learning styles in the classroom, for example: a student who understands less, then put together with another student to learn the lesson with each other, or to do group working or give the student time to read later. Students who are very funny, I describe them the lesson with an example in the class, this makes them sit quietly. And to increase our capacity and knowledge of our subject matter, we use different books and the Internet, magazines and media and go up. As a teacher, I think the teaching process is continuous. If a person has information about one thing and does not have other parts, he needs to get information. Must have information in each section and we can learn through reading books, sharing experiences, skills and lesson learned. The teaching process requires cooperation. We have a comprehensive cooperation with each other, especially in the teaching departments. If there is no teacher, I will teach instead in the results and method of teaching.

Teacher 5

My name is Ziwar Gol. I have been a teacher at Karta-e-Etifaq High School for 4 years. During my teaching, no training seminars or guidelines have been held for us by the Department of Education or other institutions. My field is English. Whenever I tell the principal to introduce me to a capacity building seminar, he gives me a negative answer. He says that this seminar does not correspond to your field. Whenever I have a teaching problem, I use English dictionaries and find the meaning of the word or the sentences and the tenses. I tell the student that only teaching forces we to prepare myself according to the lessons of the day, and these teaching experiences have helped us to organize my class correctly. For example: in the class, I put the active student next to the inactive student, because usually students learn well from their classmates and ask each other freely. We use different techniques in my lessons, for example: I make group the students to share the topics of the lesson with each other, and after group work, I present the main topics myself and take note the students' mistakes. My other technique is to give homework to the students and say to student, as a teacher explain this in the class tomorrow, and at the end, I will correct the student's mistakes in the class. Being as a teacher, I prepare for my teaching. For example, before the lesson I make my lesson plan that everything is included in the plan, especially writing the lesson title, lesson objectives, and word description, motivating like giving a few words to the student to find its meaning, and later in class ready to present my lesson to students. Every teacher is obliged to evaluate the given lesson and ask the students questions - I am going to evaluate 70% of the students. Their answers were not satisfactory. But the students' behavior in the classroom and outside the classroom was the same, which was not different. What respects me in the classroom and what they do outside? When I give feedback to my students, some students give good answers and some give negative answers. When the student

gives a negative answer, I immediately ask the student next to him to give a good answer. This is when the student understands the subject well. Undoubtedly, the teaching assistant has a positive effect on the process of teaching and learning of students, while I am an English teacher, I have only used the dictionary and I have not used many other teaching materials, but it has an effect. I usually use materials such as dictionaries, the Internet and English books. When I do not understand a time or word, I refer to the English dictionary and grammar books, these materials have very good results. I use different learning styles in the classroom, for example: a student who does not understand the lesson I immediately arrange for a student who knows to help him and learn the subject. I write the words or the subject of the lesson on the board myself and ask some students to explain. This style helps all students to learn the lesson easily. I have increased my knowledge and capacity in various ways, such as: reading different books, getting information from Internet, English culture, sharing experience with teachers. Because the process of education is a long process, no matter how much one reads, it is still short. But it is also a cross-section when a person takes on a task and is forced to carry out his task. We have always worked closely with other teachers, for example, I understand one subject, I tell another teacher, and he/she understands and tells me a subject. That means we have good cooperation with each other in terms of learning and sharing experiences.

Teacher 6

I am Nisaruddin Osulli son of Mehr Ali, have been a teacher at Karate-e-Etifaq High School for 19 years. Capacity building seminars were conducted to us by the Aga Khan Institute for a week, which were about teaching methods and students with disabilities, and how to deal with them. The next seminar was about management, how to manage and make a plan, that is, a weekly-monthly and annual plan to succeed in our work and our teaching method. When we were newly hired as

teachers, we were not given such introductory orientation seminars, but through the foreign funded JACK, it organized a seminar for us about active and passive education, which was active and how to deal with students. That is, do not treat students badly - do not use violence and do not see mental and emotional fear in students. And the another seminar was held for us by the Governmental Administrative Reforms for a month, which included the capacity building of teachers and management, so that a teacher can understand all the administrative and management steps, and a teacher who is both a manager and a teacher must have information in both sections. Another seminar was held by the Aga Khan Institute, which was about the Parents' Council, that is, what is the role of parents in the field of education? At that time, I was a member of the parents' council. I participated in the seminar, and parents should know their role and responsibilities towards their children. Is the problem in the teacher or in the student? The purpose of the Parents' Council is to improve student teaching and better student learning. The knowledge and skills I have learned from the seminars have helped us a lot, because at first I did not understand how to prepare my plan. We have learned to plan and we have to divide the subject of the book so that a few pages or lines are taught in a week and a day and a few lines and pages are taught in a month. Planning helps us to get rid of confusion. Secondly helped us to organize the class so that late learners, disabled - or active students can be categorized, so some students learn and the rest do not learn. All students should take part to the lesson. The mentioned seminars have helped us in the field of student learning, especially in the practical field. For example: we have a geographical theme, we have to make a map and practically show the students the country which is located in which continents with the neighboring countries. When the lesson is shown in a practical way, the student's mind is not forgotten. If we say that Afghanistan is in the heart of Asia, it must be shown on the map that the heart of Asia, and it is mountains, the deserts must be shown. When I say on

the map that Yaha comes from here, active student understands correctly. My teaching techniques are: first I ask the student how they are and tell jokes to get all the students attention or motivation. I will explain the title of the new lesson and ask a student to read the new lesson. I explain later that this is how the students learn the lesson well. Students will not understand correctly if the previous lesson is not relevant. A teacher must always have a lesson plan. it is necessary for every teacher to have it, and without a lesson plan, someone in the classroom will not succeed. When the teacher relates the previous lesson to the present, it means that he prepares the students to learn, and we say that each of you is an example in the class and you are the first grade in the class. It's somewhat satisfying, but some days it's different, and the answer for some is not satisfactory - because some are sick, or some have family problems, or have accidents, so their answers are not satisfactory. We had a good relationship, we were like close friend with students. The attitude of the students is related to the teacher himself - if the teacher himself is intimate with the students, the attitude of the students is naturally intimate. When we give feedback to our students, it has more incentive aspect. I have always given feedback as individually, it might some students will not have positive feedback, it is not good to give feedback in front of other students.

Teacher 7

My name is Zekr Ali, I have been teaching for seven years at Karta-e-Etifaq High School.

During Over seven years teaching, I have participated in various seminars organized by the Aga Khan Foundation and BRAC Institute. I have received seminars on teaching methods and academics (disciplines). The important parts of the seminars I have seen are: Methodology, discipline or academic, we were discussing the problems we were having. The knowledge and skills that I have learned from the seminars have helped me to organize the class and increase the knowledge of teaching in its academic way. In the past, teachers used to bring students to school

by force, but today the system has changed. We teach them with encouragement and consolation that all students should participate in the lesson. It has also helped us to organize the class so that we can integrate the slow learners with the fast learners so that all the students can learn well, and also I arrange the elder student at the back of the class and the small students front the class, so that everyone can take part well in the lesson. We use different techniques, for example: students in the classroom should be kept active and different methods should be used, I keep students active and use different methods, according to the needs of the student. I prepare thoroughly before teaching - I prepare in advance - I summarize the lesson and make a plan, and then I enter in the classroom. I use the plan in the classroom. I teach according my plan. In addition to the lesson plan, I read and find words that I do not know the meaning. When we keep students active and then evaluate them, their response is good and positive. But sometimes their answers are wrong and encourage another student next to it to answer, but I do not punish the student who gives the wrong answer. I use this way more to understand the subject of the lesson. Regarding the student's attitude - the more we respect and caress the student, the more he treats us as good. When we do not respect the student, of course they do not behave positive. When we respect the students, they respect us. What does it do in the classroom or outside the classroom? When I give feedback to my students, the students' answers are not entirely correct. Sometimes some students may not understand the lesson. That is, in general, the students' answer is not 100% correct. I do not remember my students in the class reacting but the time unit may have. Because the students' reaction is related to the teacher, when the teacher correctly expresses the student's negative points, the teacher may not react. Lesson materials are one hundred percent in the process of teaching and learning students. When I show the map to the students, undoubtedly the students understand well the subject. I teach geography, I use maps

more, and each subject has the necessary materials, for example, in the first grades, I use small stones, and these materials have a very positive effect on the process of education. When there is no material, students naturally do not learn the lesson correctly. I use different learning styles in the classroom and try to keep students active. Those who are late learners or the poor are organized in the classroom so that everyone take in the lesson. I try to be just as active or the way the student learns, and in group work we can get students to contribute, and I use these styles during teaching. As a teacher, we can increase our knowledge and capacity by reading content-related books, reading teacher guides, the Internet, updated topics. It is better for the process of education to be continuous because there is no end to acquiring knowledge. Our Prophet Hazrat Mohammad Mustafa (PBUH) says: Seeking knowledge from cradle to grave means that a living person acquires knowledge. The teacher may forget a subject, but he can read the book at any time and every minute, and if his knowledge is new, if it is not new, it will remain as harsh. We teachers in Karta-e-Etifaq high school, had a circle where we shared our problems and challenges with each other every week or two, and we solved our problems in the same way. In other words, we have good coordination with each other and we have helped and cooperated with each other in all areas of teaching.

Teacher 8

I am Shad Mohammad Bunyad, have been working as a teacher in Karte Etefaq High School for 18 years. During this time, I have participated in various seminars on teaching management and administrative methods and especially the Orientation seminar. The important parts of these trainings are the teaching methods (the teacher should have a weekly, monthly and annual plan), have a daily plan and teach according plan. We have read four types of methods in the seminar, such as: teaching method, administrative method, and apprenticeship, which are the important

parts of the trainings. The knowledge and skills that we have learned from the seminars have helped us a lot in organizing the class and raising the knowledge of the students. For example: Adjusting the class, which has a time of 35 or 40 minutes, so that talented students should be put in activity with untalented students. Arrange the tall students behind the and short student in the front, so that everyone can benefit from the lesson because the student learns each other's language better than the teacher. It has also helped to raise the knowledge of the students - when we were educated, we came to the classroom later, applied what we had saved, and correctly advanced the topics that led to the raising of the students' knowledge. We have used our own techniques in the classroom, such as: using tutoring such as tree leaves - world map, using the student-centered method means giving the student more opportunities than the teacher. In other words, when I enter the classroom, I greet first with the student, during activities I encourage the students, if they are not encouraged, the student will not learn anything, and then I will see the students' homework because checking students' homework forces them to study. And I teach according my plan. 5 minutes is a greeting, 10 minutes homework checking, 5 minutes is a class setting, 20 minutes is a new lesson description. If there is no plan, you may spend 20 minutes in homework checking, which leaves little time for the new lesson. In order to teach my class, I need to make a plan first, because the plan is the previous design to achieve the goal, then use the teaching materials in the class, which has been assisted by the Aga Khan Foundation and Jack for these schools. When the subject of the lesson is about the pomegranate tree, I actually show the pomegranate to the student and say that the pomegranate has specialties. When there is lesson materials, the student studies with interest, and if there is no materials the lesson ends boring and the subject is not understood correctly. When I evaluate the lesson and ask the students questions, the students' answers are good because the student-centered method is used better. If the students are not given a chance, their

answers will not be good. If you behave positively and equally with students, then students will behave in its better way with the teachers. There is an English term that says Respect to be respected. When I explain the lesson, after the lesson I ask questions to the qualified and incompetent students to evaluate, but the students' answers are usually good and which did not show a negative reaction. It is one of the most important components of learning materials that has a very positive effect on the teaching and learning process of students and is itself helpful. If it is not helpful, learning will not be better, for example: in the lower grades, stones and chopsticks are used for teaching. From the first grade to the third grade, the above mentioned materials are used. From grades 4 to 12, more laboratory materials are used and if the subject is social, the map is used. The use of teaching aid has a positive result that students learn the lesson sooner. We use different way to teach better students in the classroom, which has different types, such as: the student is central, if the student is given a chance he/she can learn more. We have received a seminar on different student learning styles conducted through the Jack Institute, including group work, teaching methods, and teaching aids. I teach the subject of history and increase my knowledge of the subject through reading history books. A person who does not study can never increase his capacity. Especially reading about history books, but I do not have access to the Internet, I do not use it. As a teacher, I think the education as a continuous process, because if it is intermittent, many things are forgotten. The learning process requires cooperation. We always work well together in this area. If teachers who have problems in different fields, I help them. When I have problems, other teachers help and cooperate with me, especially when we come across words and I do not know the meaning. I immediately ask the professor who specializes. For example: Khan Shagar in the field of literature understand very well. When I come across which words, I do not know the meaning of, I immediately ask him.

Teacher 9

My name is Attaullah and I am teaching in Karti-etifaq High School for the last 3 years. During this period, I just received one training about the law of children, gender, and girls' education by UNICEF. The core titles of the seminar were about the children's law (overall law of a child), gender, equity of men and women, girl's education, and the role of girls in the society.

Furthermore, including disabled children in class activities was another important title that I have studied. How to join disabled students in class activities? How to react properly with them? The previous government have not organized any seminar for teachers. Because the mentioned seminar was organized at the last days of the academic year, I could not find the opportunity to use them in the classroom. In the classroom, I mostly used all my knowledge and skills that I have learned before becoming a teacher, but not in a proper manner. The standards that I have achieved in this seminar, Inshallah I will use in the next coming academic year. There are lots of techniques and tactics of learning, but I just pay attention to the standards. According to the needs of the students, I make a new plan that teachers could be able to transfer updated knowledge to the students. I personally take special preparation for teaching. One day before teaching, I open the page of the lesson and do a self-study. Then, I include all the necessary information such as objectives of the lesson, methods of teaching, activities, teaching materials, and assignments in the teaching plan. Tomorrow when I enter the classroom, I go ahead according to the previous and prepared teaching plan. After teaching, it is necessary to do an evaluation by asking relevant questions from students. But, the answers of the students are completely different than the book. Therefore, it is required to include all students of the class in class activities in order to answer the questions correctly and according to the book. Around 20% of the students present correct answers and 80% give incorrect answers to the questions. In here,

I think the main problem is with the motivation and families of the students. The family of the students neither motivate their children nor provide academic and emotional support to their children. I think families must pay special attention to their children; incentive their children; tell their children that when you go school, you are going to learn something, not play games and make fun; the families must try to identify objectives and aims to their children. One reason that most students do not try hard is their lack of motivation in learning. Lack of motivation in learning is related to the lack of teaching materials. Another problem is the graduated students. It means that most of the students start working to earn money right after graduation. I am living in a society that the residents have different ethnic, religious and geographical background, for this reason the reaction of the students is different with us. Most of the students have respect and some of the students do not have respect for teachers. Unfortunately, students do not have acceptable reaction with teachers in recent years. When I give feedback to students, instantly they become emotional and start listing their problems and challenges that caused to not bring their homework, do not read their assignments and other reasons. It is a mandatory option that teaching material have highly impact on methodology of teaching and students learning. Firstly, it is impossible to teach without teaching materials, however if I teach, it is not possible to transfer the knowledge to the students. With teaching materials, I can completely present the lesson to the students and it is better for students to see the title of the lesson with their eyes. Unfortunately, the schools in my society do not have access to modern teaching materials and use simple materials like blackboard, marker, duster and etc. For example, in physics, biology, geography and history we need for updated information but do not. These materials have reasonable results for two reasons. Firstly, the lesson will become interesting for students. Secondly, teacher will be able to teach correctly. Unfortunately, due to lack of time in the

classroom I cannot implement modern system of teaching methodology inside the classroom. Teacher-centered method is used mostly while student-centered method and group work is used often inside the classroom. Question and answer method is also used most of the time. I have studied various approaches and methods of teaching such as: audio-lingual method, grammatical method, and practical method during bachelor degree. But, due to lack of time, place, teaching materials I cannot use them. I personally use these methods according to the needs of the students. When I see that students need for group work, I use it and try to give chance for every student to present their idea and experience with their classmates. I increase my knowledge through doing self-study, watching English videos and television. I personally see the process of learning as life-long learning. As the prophet Mohammad (PBUH) tells to learn knowledge from cradle to grave. I try to learn knowledge in every stage of my life. New knowledge is inventing every day, as a teacher we must be updated to new knowledge. We as teachers always have cooperation and coordination with each other inside the school. When I face with challenges I want support from other teachers, and other teachers also want help from me when they face with problems. For example, they requested me to solve their English problems, I requested them to solve my challenges in other subjects.

Teacher 10

This is Sayed Kamal who is working as a teacher in Karti-etifaq High School for the last 10 years. Approximately, the JACK organization organized seminar for four times about learning and teaching, methodology of teaching (student-centered method, teacher-centered method, question and answer and group work) for teacher that I participated. I have not received any other seminar related to any topic even orientation. The knowledge and skills that I have received helped me in organizing classroom, and improving students learning. For instance, for entering the classroom,

I must have daily, weekly and monthly lesson plan. When I enter the classroom, we must organize the classroom in such a system that help each student to see their self in class. For example, I bring the short and lazy students in front of the classroom in order to see the board and pay especial attention to them and they pay especial attention to the lesson to understand the lesson. Moreover, the seminar helps me in increasing the knowledge of the students. It teaches me the approach of teaching. How to bring the attention of all students to the lesson? I use various technique and approach of teaching. Because, students have different ability of learning; some student learn earlier and some learn later. For instance, some students instantly learn the lesson after the teacher, while some students need to work in group to learn and some students need to come in front of the class and work on board to learn. For teaching, every teacher make different preparation. Firstly, I make lesson plan. After that, according to the lesson plan I take preparation. When I go to the classroom, I go ahead according to the lesson plan. When I ask questions from students, the answer are different from student to student. I divide the student into three stage. First stage is belong to those students who are intelligent which give correct and complete answer. The second stage is those students who give somehow the answer of the questions. The third stage is those students who could not provide acceptable answer to the questions; here I again explain the lesson in a simple and understandable manner to the students. The behavior of the students is acceptable with use inside and outside the school because we react with them friendly. There is different inside the school and outside the school. Inside the school, students respect us in learning. Outside the school, students respect us because they have good behavior and moral. When I give feedback to students, the answer of some students are not right, therefore I repeat it again simply. Teaching materials have high influence on the process of teaching and learning of students. For example, if there is not any sense of materials, teaching cannot go perfectly. Clearly, teaching cannot become clear if

there is not teaching materials in chemistry. We use teaching materials accordingly inside the classroom. For instance, I use the teaching material according to the topic of the lesson. The field of my teaching is mathematics, but most of the time I teach Pashto, English and Dari languages too, and I use the necessary materials in the classroom. These teaching materials have lots of results such as the topic that students learn inside the classroom and practically practiced it in the class, later on they will face outside the school and instantly they will remember it and solve their problem. I use various methods of learning in the classroom. During teaching, when I see that this method of teaching is not interesting for students I instantly change it. For example, I read the book, when I see that the student get bored, I tell him to read the book. If this method do not work, I use group work. I know different methods of learning. For example, group work (two students, three students, four students and five students) in a group. Students-centered methods that give most chance to students in order to do the class activities, giving homework to students to become ready to the lesson. The student who have disability of learning, I try to teach him using body language. I use the resources in hand in order to improve my capacity and knowledge. For instance, I ask the meaning of the word that I do not know from a professional teacher. I do self-study. I use internet to find information. In Karti-etifaq High School, there is not any program of sharing experience and information inside the teachers; we just help each other. Learning and teaching is a long-standing process. Human should learn from their birthday till the end of their life. There is strong cooperation and coordination among teachers in Karti-etifaq High School. For example, when a teacher is absent, other teachers teach instead of him/her. We help each other in understanding the meaning of a word, concept and etc.

Annex 2

Student's interview response

Student 1

My name is Semin, 11th grade of Karti-Etifaq High School student. I love my teacher's teaching, grading and putting assignment in some extent because school and class management is not good, teachers do not manage their classes in a well manner. Even teacher's grading is different some of them give the number based on their ethics, some of them put the number through considering the paper exam while, some of them give the number of students blindly. Our teachers deliver the contents of their lessons for students properly because our present school principal is knowledgeable and understand how to manage all the teachers at school in order to deliver the contents of their lesson in a well-manner but our previous principal was not good and during that time the teachers won't be able to deliver the contents of their lessons and teachers teach their students simply. Our teachers come to their classes regularly even sometimes they will face some problems therefore, some of them cannot come to their classes punctually due to their absenteeism. My school does not have enough resources such as: laboratory and other sciences materials, hence; teachers do not use updated resources due to lack of resource. Teachers need to use resources while teaching their students but unfortunately they do not have access to those materials and also do not understand and consider various learning styles. When the teachers teach their students I understand the main of the lesson of some teachers not all teachers. However, I have many teachers in Kart-e-Etifaq High School, five of them are intelligent teachers while the remaining are not professionalized. I can contact with them easily both inside and outside of the classroom, it means I do not have any fears I can speak with them easily and friendly. My teachers evaluate their

students in their classes and consider their ethics, previous lessons, and participation however, each teacher evaluation is different than others. Some teachers evaluate their students willingly based on their goals and objectives while others do not consider the important points. Most teachers apply updated punishment styles in their classes like: taking out from the class, stand them in front of the class rather than using traditional punishment styles such as: using sticks and slapping but some teachers use traditional styles. When I was in class one and two teachers used to apply traditional styles but right now they do not use those punishment styles. When teachers come to their class for teaching he/she starts his/her teaching by greeting (asking their health and encouraging them to be active in their classes). Regarding classroom management, students come to their classes early and sitting to their chairs, but teachers do not change their places. We can easily demonstrate our ideas and thoughts in the classroom while student's ability are different and some of them express their ideas openly and some of them do not; it depends of student's ability. When students ask some questions from teachers in the class, personally I convinced of one teacher, whatever I ask her, she can respond willingly but other teachers do not respond to our ideas and thoughts willingly and rightly. I expect teachers to consider all students in the same manner with same criteria there shouldn't be any discrimination and fanaticism with students as well as consider transparency and meritocracy. And I want to be a good and intelligent student in the class through accepting the school uniforms, rules and regulations.

Student 2

My name is Nargis. 11th grade of Kart-e-Etifaq High School. I like some of our teacher's teaching, grading and assignments because some of our teachers teach and score their students in a well manner as well as give homework on pupils therefore, I like some of them not all of them. Whatever our teachers teach students in the classes in somehow they convey the main concepts of

the teaching however, some of the teachers do not convey the main important points because there are some teachers who teach their students willingly and describe the essential point of the teaching but some teachers do not convey the most important points and make themselves absent as well. So, those teachers are not always present in their classes and make some days absent, there are teachers who do not use various learning styles and updated materials in their classes but few teachers apply different learning styles and updated materials in their classes and know how to teach students and apply various learning styles and materials. Few teaching materials are exist in Karti-Etifaq High School and most of the time we are facing with lack of teaching and updated materials. When Karti-Etifaq High School teachers teach their students and express teaching-lessons, as a student; I understand the important points of some teacher's teaching rather than all teachers because some teachers teach in a well manner and some teachers do not teach in a good way. I can talk friendly and easily with all teachers both inside and outside the classroom. There are few teachers who do not behave friendly with all students. I love our teacher's evaluation because they evaluate students differently like: asking questions in the classroom at the end of his/her teaching, and also ask various questions from previous lessons, and through checking their homework. Furthermore, teachers apply various punishment styles in their classes while teaching such as: taking out from their class as well as punishing by words and some teachers use traditional punishment style like: using sticks in their classes. When teachers come to their classes, they do not manage students whatever they already sat on their chairs at the back side of class and immediately start his/her teaching without arranging their classes and checking students homework. I can express our ideas and thoughts in the class without fears of teachers, when I ask any questions form teachers, some of them answer willingly and some of them do not answer rightly. I want from teachers to teach students rightly, arrange their classes smoothly, consider all

students in the same manner and be present in the class always, personally I want to be an intelligent student in the class.

Student 3

I am Afifa Karti-Etifaq High school student grade 10th. I like some of our teachers teaching, grading and homework not all the teachers because there are some teachers in Kart-e-Etifaq High School whom do not give homework and teach their students properly therefore, I don't like those teacher's teaching and putting assignment on their students. One or two teachers come to school regularly and teach properly the others are not coming punctually and most of the time they are absent. There aren't any professional teacher in Kart-e-Etifaq High School who teaches their students properly and convey the main messages of the lesson in order the students will be able to understand the main points of teacher's teaching. Some of teachers come in the class and sign the teacher-book then leave the class without teaching their students. Even Kart-e-Etifaq High school teachers are not able to use various learning styles and updated teaching-materials because there aren't enough teaching resources in related school to apply them properly and one of the main problem in Kart-e-Etifaq High school is lack of teaching resources. Its clear picture that teachers are always teach their students in the class, some of them are able to convey the main message that I understand the main point but most of them are not able to make their students to understand the main messages of their teaching. When I ask some questions from them regarding their teaching, not only they react against the students who asked the questions but also use wrong verbal words as well. I can talk friendly and easily with some of our teachers not all the teachers; there are some teachers who respond us friendly and easily but some teachers react vice-versa and punish us as well when I ask them questions. The evaluation of Kart-e-Etifaq High School teachers are not good and it's not based on meritocracy and transparency. If the teachers are not present in the class, how

they evaluate their students? When teachers come to their class, ask students some questions in order to evaluate them but experienced teachers always support their students while they do not understand and inexperienced teachers punish their students immediately. Punishment styles of Kart-Etifaq teachers are different, some of them use sticks while others apply wrong verbal words such as: Labeling students in their classes and use the words of lazy for a student furthermore, there are some teachers who take out their students from the class hence, punishment styles of Karti-Etifaq High School teachers are completely different. Regarding students management, whatever students come to their classes and sit on the chairs; teachers do not change their places and even there is more noises in the classroom they immediately start his/her teaching through having greeting, writing the title of the lesson on the blackboard or whiteboard, checking homework, reading the lesson once and then explain it in details, after that ask students to read and explain. When I share out ideas and thoughts with teachers, some of them respond willingly while others react vice-versa it means those teachers are not flexible and punish their students. When I ask questions from our teachers, if it's easy they answer willingly and if it's difficult then do not respond accordingly and say I will bring the response tomorrow, once tomorrow is finishes, when I ask the teacher then he/she pretend and say this is your responsibility to find the answer. I want from our teacher come regularly on the classes, teach students properly, arrange their classes willingly, and do more practical works with students, read and explain the lesson, and do good deeds in their classes, behave with students positively. As a student, I want to be an intelligent in the future, I wanted to share our ideas and thoughts and participate more to class's activities.

Student 4

My name is Ainullah, I am student of 10th grade at Kart-e-Etifaq High. In somehow I like out teacher's teaching, grading and homework, however some teachers give homework when I

complete it he/she do not ask the homework but some teachers do not give homework. Regarding teaching some teachers come to class and teach students shortly and leave the class earlier and go to principal administration and start jokes there, when I go to administration and request teacher come to class and teach us properly and say I will come but the time of teaching gone over they do not come to class. According teacher's grading, there is more corruption and discrimination with all teachers, there is no meritocracy and transparency in Karti-Etifaq High School especially among students. When students give bribe to their teachers, teachers make them the first and second position in the class without considering students' abilities. There are teachers who teach their students simply without conveying the main messages for students therefore, I don't understand the main concepts of our teacher's teaching in Karti-Etifaq High school. Only two teachers can convey the main messages of his/her teaching to their students. Majority of teachers are not present in Kart-e-Etifaq High School based on their schedule, some of them are present in the school but they do not teach properly however, as a student I go to administration and request teacher come to class and they pretend and say I will come and teach you but the time is gone and they never come to the class for teaching. Our teachers do not use updated materials and various learning styles in Kart-e-Etifaq High School because our school facing lack of teaching resources and do not understand various learning styles only teachers come to the class take attendance and go back. In somehow, I understand our teacher's teaching main messages but not in general because teachers are not able to convey the most important points of their teaching lesson. Even I cannot talk with some of our teachers friendly and easily, when I request them to come to class and teach us, they pretend and bring false reasons and say I had this problem. Teacher's punishment styles are different in Karti-Etifaq High School like: some of them use stick and bit students in front of the class by legs while, others take students in administration and punish them

both physically and verbally (inform them by words and use long sticks). When students come to their classes early whatever, they sit on the chairs; teachers do not change their places and start his/her teaching through considering greeting, ask the title of previous lesson from students and encourage students to read the lesson then explain it in details. I can express out ideas and thoughts in the class when teachers are happy while, they are unhappy I can't express our ideas easily. When I ask questions from our teachers some time they respond willingly sometimes they don't. I want from our teacher to come and teach us properly, when teacher's time is not over he/she do not go outside. Personally, I want to be an intelligent student in the class.

Student 5

My name is Khairuddin son of Bai Nazar a graduate student of Karti-Etifaq High School in 2021. I like the homework which is given by teachers to us because it really impacts on my understanding and learning of the lesson. Unfortunately, the teachers in my school do not give homework to us. Also, I do not accept the type of grading of my teachers. Because, all the teachers are inexperienced, they do not have enough experience in teaching. Majority of them are 12 graduates. Furthermore, the teaching of teachers is also not good. In general, I do not like my teacher's grading, teaching and assignment. Teachers cannot transfer correctly the content of the subject to us. Because, most teachers are not professional in their field. For example, Dari teacher teaches chemistry subject. Almost all the teachers do not come to class regularly. No, our teachers do not apply various methods of teaching and teaching resources in the class. I cannot understand all the main content of the lesson. Yes, I can speak and talk easily and friendly with my teachers inside and outside the school. Most of the time, teachers do not evaluate students. If they evaluate, they just ask one or two questions from one or two students. Teachers most of the time punish us when students do not understand the lesson or make noise in the class and do not bring homework.

Teachers use various methods of punishment such as: they hit students with stick and stone, they humiliate students (use nonsense words to students) and drop the students out of the class. Teachers do not manage the classroom. Most of the time, they just say Salam and start the lesson. I cannot express freely my ideas and thoughts in the classroom. Because, if my idea is against the idea of teacher, he will react negatively. My expectation from school is to bring professional teachers to us and from teacher is to teach us perfectly and give us homework.