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REINFORCING MENTORING PHILOSOPHY AND PRACTICES IN SECONDARY SCHOOLS FOR IMPARTING PROFESSIONALISM IN TEACHERS THROUGH TRAINING AND EDUCATION

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Abstract: *The research article “reinforcing mentoring philosophy and practices in secondary schools for imparting professionalism in teachers through training & education” is a descriptive study. Its objectives were to analyse the performance of secondary school teachers (SSTs) working in Punjab and to assess the culture of mentoring in the schools. The population was 73930 SSTs and 3682 head teachers. Multistage sampling technique was used to select the sample. Sample size of 2000 SSTs and 400 head teachers was selected randomly from 16 selected districts of Punjab. Two Likert type five point rating scales were used for data collection. Data were collected in person by the researchers as well as by mail. A competency analysis criterion was developed and minimum agreement level was determined for analysis. Mean scores and chi-square were applied to analyse the data. It was concluded that the performance of SSTs was not up to the standard. The neglecting attitude of SSTs and head teachers regarding mentoring, reinforcement and motivation of their colleagues on guidance and counselling of the learners, co-curricular activities and character building of the students was found through the study. Need of in-service training was strongly favoured by SSTs and head teachers. For imparting the professionalism in working SSTs along with enhancing their performance level, promotion of mentoring culture in schools and special input in the areas of guidance*

and counselling, co-curricular activities and character building of students through pre-service, induction and in-service training of SSTs as well as need of further studies on this problem were recommended.

Keywords: Secondary School Teachers, Secondary Schools, Teachers' Professionalism, Performance, Mentoring Philosophy and Practices, Teachers' Training & Education.

Introduction

In the Report of Commission on National Education (1959) it has been emphasized that if skilled teachers can be found, the possibilities of achieving the goals of quality education will be increased. Alternatively, if schools may have physical infrastructure, teachers and textbooks, the needs and demands of the society may be met through the curricula. However, if teachers are odd ball or unresponsive to their tasks, then it is clear that whole educational plan is liable to be fruitless and efforts largely may go waste.

It means that teacher is the back-bone of educational system and nothing can be enriched, improved in education without the active participation of the teacher. In other words there is no concept of teaching without teacher in formal system of education. An awareness of the importance of the decision to enter the teaching field is essential, because choosing teaching as a career will affect the attitude and behaviour of the teacher with your students when an individual eventually becomes a teacher. Whatever the reasons for choosing teaching as a career, it might be helpful to know what motivated others to become teachers (Nigel, 1988).

Teachers need be aware of the professional demands and their attitude towards their profession has to be positive, so that they can play an effective role in nation building and to bring a positive change in the behaviour of young generations (Mehmood, 2008). Similarly, Batterby (1977) and Mehmood (2008) state that a teacher who; uses different strategies during teaching, uses available resources efficiently, plans with the targets as per need and demand of the day, considers individual differences, assesses the students' performance frequently for diagnostic and remedial purposes, is to develop lasting impression on students during teaching. Such a teacher is also aware of the classroom management and communication skills. Teaching is in essence, a very technical and demanding job. A teacher has to perform multidimensional duties. The profession of teaching demands commitment, sincerity, vast knowledge and possession of a variety of teaching skills. Such capabilities and skills demand the right perception of profession and positive attitude towards teaching.

There are a number of parameters of teacher's performance as listed by Shah (2007) and Mehmood (2008) which predict and prove teachers' competency and are considered the indicators of positive attitude of a teacher towards his profession. They include his/her job satisfaction, love and curiosity for learning, planning and use of effective pedagogical skills, counselling and guidance skills, leadership and management qualities, innovative approach in evaluation and research, his/her performance as facilitator, motivation for professional growth, character building of students, professional commitment etc. If these characteristics are found in a teacher, it may be assumed that the attitude of a teacher is positive towards profession.

After going through pre-service training, the student teachers are expected to possess the competencies and skills such as how to interact effectively with the students in the class, how to set induction for teaching, how to enhance students' readiness and motivation for learning, how to develop a democratic environment in the classroom, how to use questioning techniques and instructional technology in classroom teaching and how to shift from

theoretical knowledge to the practical activities (Hussain, 2004). The deficiency in the performance of on job teachers is met by the senior colleagues and mentors. Mentor is "a wise and trusted teacher or counsellor" (Webster's II New College Dictionary, 2001). The main purpose of mentoring is professional development. The mentor can be from within the same organization or from outside. Mentor is expected to help the mentee in difficult tasks, build his self-confidence and make up deficiencies in mentee's knowledge and skills (Hutchins, 2002).

A number of studies have been conducted in different settings in this regard and different scales have also been developed to measure teachers' professional attitude but it has been found that a number of problems still exist and the presence of professional teacher and ideal teaching is lacking there in schools (Shah, 2007, Mehmood, 2008, Shah, 2012).

So, professionalism in teachers is a mandatory requirement which is targeted by the secondary school teachers' training programs, either pre-service or in-service and its reflection is expected in their performance during their career. On the other hand during professional life of teachers 'professionalism' is expected in a more mature form. To polish or enhance the professionalism during professional life of teachers either the culture of mentoring can be promoted as an easier, effective and inexpensive strategy in schools, was the question which urged the researchers to conduct current study.

Statement of the Problem

A teacher has to perform an important, serious and critical task; therefore he should be professionally a sound person. To make him a skilful change-agent and to polish him according to the demand and need of the time, there is a need of his professional development. Multidimensional input for professional betterment of secondary school teachers working in Punjab has been given by the governments but still their level of performance is a question mark there. Presently mentoring is being applied and focused by the government. There is a need to assess whether or not formal mentoring may be introduced to improve the performance of secondary school teachers. Therefore the present study was conducted.

Study Objectives

Following were the objectives of the study:

- 1) To analyse the secondary school teachers' professional performance in selected tasks.
- 2) To assess the philosophy and practices of mentoring of secondary school teachers in the schools.

Review of the Related Literature

Teacher's Professionalism

The term 'professional' means 'very competent' i.e. showing a high degree of skill or competence in performance. In the light of above meaning 'professional teacher' means 'very competent teacher'. So a teacher, showing high degree of skill or competence in the areas like lesson planning skills, use of effective teaching strategies, provision of proper guidance and counselling services, character building of students, classroom management skills and encouraging attitude towards co-curricular activities will be considered a competent or professional teacher (Shah, 2012).

The teacher is considered the most vital part in realizing the goals of education at class level. So teacher's professionalism is a phenomenon which encompasses a high degree of competence, abilities and skills needed throughout teacher's career (Govt. of Pakistan, 2003). A good teacher prepares the students for identifying and solving the problems of life through scientific methods. His function is to help each student in becoming a useful member of society. This can only be done when the teacher himself has a scientific attitude

(Mehmood, 2008). A good teacher is expected to be committed to his work and would have the ability to take the initiative. Teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on students' achievement. The teacher as a professional must know the art of communication, understanding others and ability to learn from the experiences. Teachers should be able to facilitate learning effectively (Hussain, 2004).

The qualities that make one a good teacher, are; knowledge, communication skills, creating interest in the teaching material, freedom and respect for their students, professional commitment and approach and open mind and bias less personality (Murani, 2009, MOE, Govt. of Pakistan, 2009). Teaching is a multidimensional activity and large numbers of teachers' performance indicators relate with the teaching activity. Some of the indicators of a professional teacher are as under:

a) Attitude towards Co-curricular Activities

Co-curricular activities are focused by the educationists in the modern educational set up. Planning of co-curricular activities at least once/twice in a week keeps the school environment conducive for activity-based teaching and learning. It also provides a chance to students to interact in relatively free environment. When teachers encourage students to take part in co-curricular activities, they provide a chance to the learners to learn freely by working with their fellows. This facilitates the development of desirable traits like self-confidence, creative thinking, cooperation, tolerance, patience, team work and leadership. So, co-curricular activities help in character building.

Learners are prepared for their practical lives through co-curricular activities. The regular course mostly covers the theoretical aspects. But students whose only experience of school or college is one of rigid academic study may not be able to apply what they have learned in practical life. If such activities were given a balanced weightage in learner life there will be an enhancement in the student capacity to grab things as a whole, because learners will have experienced a balanced education. Such activities are predominantly good for provision of chances for learners to work in teams, to employ leadership, and to catch the inventiveness themselves. These practices make the individuals more eye-catching to educational institutions and to possible managers (Nesan, 2009).

Followers of conventional approach have the viewpoint that co-curricular activities create discipline problems in school. While all modern approach advocates are in favour of such activities. They believe that co-curricular activities leave positive impacts on learners' personality development.

b) Provision of Guidance and Counselling Services

According to the Microsoft Encarta Dictionary (2005), term 'guidance' means leadership (leadership or direction), advice (advice or counselling, especially counselling given to students on academic matters), Systems that control flight (the systems and device' means help with personal problems (help with personal or psychological matters usually given by a professional), meetings with counsellor (meetings with a counsellor to receive help with personal or psychological problems) and 'guidance counsellor' means somebody who advises school students (in a high school, somebody who gives students personal, academic, and career counselling).

Guidance has been defined in many ways: some people draw its meanings from its root word 'guide' which means to direct, pilot, manager or steer. Guidance as a concept means the utilization of a point of view in order to help the individual in developing an educational construct. It is thought as a process of helping individuals to understand themselves and their world. They, as individuals, identify themselves, experience their world,

assess and aggregate of the surrounding and people with whom they interact more deeply (A.I.O.U, 2008).

In the light of above discussion it may be concluded that:

- i. Guidance is promotion of the growth of the individual in self direction.
- ii. It is the process of helping the individual in affecting changes in him.
- iii. It is helping the individual himself through his own efforts.
- iv. Guidance is assisting an individual to find his place.
- v. It is helping the individual to establish harmonious relationships.
- vi. It assists the individual to adjust himself.
- vii. It helps the individual to make appropriate educational, vocational and personal choices.
- viii. It helps an individual to identify/develop his potentialities and talents (p. 416).

Guidance for all students should support ways of accessing knowledge and developing critical thinking, which will enable the advancement of the individual. The role should be shared by all those who come in contact with the student body, including administrators, technical staff, learning support staff and academics. Different skills are required for the purpose e.g. listening, advising, informing, assessing, advocating, tutoring and counselling (Guidance and Learner Autonomy Project: GALA, 1994-96, cited in Duncombe & Armour, 2004).

Counselling work starts with the understanding of need of the pupil. A teacher is a guide and counsellor at a time. Therefore he must be aware of students' needs and problems as well as the counselling techniques. Moore (1970) stated that the task and action expected from a guide and counsellor is to encourage participation, he is considered as harmonizer and compromiser, tension reliever, communication helper, evaluator of emotional climate, process observer, standing setter, active listener, trust builder, and interpersonal problems solver.

Students have a right to get learning facilitation in their academic, personal, social and career problems through teacher's guidance and counselling in the classroom or in the school. If such services are lacking in the educational setup especially during this modern era, then neither education nor the training of youth is being carried out properly. There is no permanent post of school counsellor in Pakistan. Therefore, Pakistani public school teachers have to perform as counsellor along with working as a teacher. He should also take special care for personal guidance of students in school and have a command on the skills of proper counselling.

c) Character Building of Students

According to the teachings of Islam, knowledge, education, training, teaching and learning etc. are much sanctified terms and deeds. A teacher is a spiritual father of the nation. As a nation builder he can serve the nation by promoting positive attitudes and developing desirable behaviour among students.

Devies (2011) stated that most of the educationists agree that supporting students in building ethical and moral fiber is a valuable goal. Some of the merits focused in schools today comprise; sympathy, politeness, collaboration, conscientiousness, justice, patience, self-discipline, valor, awareness, citizenship, insistence, supporting attitude, integrity, and respectfulness (toward self, others, power, belongings and the surroundings).

A Muslim teacher is expected as a morale booster, character builder and moral constructor. Syed (2003) stated that "a person, who teaches the students but does not care for their moral training, may be called a servant not a teacher". Such performance of a teacher depends upon his positive approach. Mayor (1987) opines that the oral interaction which

takes place in the classroom influences the personality, thinking and societal advancement of the learners and trainer. Shah (2007) has mentioned that "the purpose of communication in classroom is to encourage and support learning which can be defined as a process of acquiring knowledge or changing attitudes, behaviour and beliefs in some way". Character building is the main objective of education. Religious and social values, norms, beliefs and ethics are taught to the individuals to promote their knowledge and to build up their character in a desirable way. Education with the purpose of character building prepares responsible individuals and good citizens who form an honest society and constitute a well-disciplined nation. Teacher is a character builder as well as a nation builder. His profession require a special care, attention and commitment with reference to character formation at secondary level, which is a crucial stage of education.

Thus by a teacher it would be expected to keep a regular check on students' moral conduct and set assignments and activities for positive change in their behaviour. It also indicates that just enabling the learners to read and write properly is not and never has been the end and objectives of education and schooling, but enabling them to differentiate between the right and wrong and then follow the right path is and should be the main target of education and training. And such awareness can be developed by teachers if they care for character building of students. Humanity, world and every nation is seriously in need of the men of character and principles especially in this age and only a teacher can serve this purpose of the humanity.

Mentoring

According to the Microsoft Encarta Dictionary (2005), the term mentor means "experienced adviser and supporter (somebody, usually older and more experienced, who provides advice and support to, and watches over and fosters the progress of, a younger, less experienced person)". Mentoring tasks are performed within the perspective of an in progress, loving relationship between mentor and mentee (Garvey 2008).

Mentoring is about the preparation for future change. Mentoring has association with the older and wiser professional supporting the development of the younger and less experienced. A new role for mentors is introducing new staff more rapidly; recovering the enrolment and preservation of key people, recognizing high-potential administrators more efficiently and identifying their key skills, improving interactions, headship development and progression planning are all elements of mentoring in various contexts. The mentor brings experience, perspective and fosters a long-term relationship and bridges the space among individual learning and corporate learning.

Mentor refers to the pedagogic counsellor in French teachers raining system, while school supervisor, co-operating teacher, role model and coach in USA. So these are the teachers of demonstrated ability and expertise and primary responsibility of a mentor is to guide and assist new teachers (Shaw, 1995). There is none a universally accepted definition of mentoring. However, Donaldson (2008) mentioned the viewpoint of Moir and Gless about mentoring and other similar terms, which are summarized below:

i) Peer Coaching

It refers to the liaison between two or more professional learners, in which they share their apprehensions and know-how and implant new knowledge, skills and ways of doing things in their practice. They have comparable interests and find the relationship to be of joint benefit. Their relationship may take a new form of set experiences in the professional life. Peer coaching may be short or long term and between/among colleagues, who are performing at the same stage, junior or senior in the institution and in the same department. This type of

mentoring and peers grouping appears automatically and specialized training is not usually necessary for it.

ii) Mentoring

It is a more planned, continuous affiliation for supporting professional learners at the initial stage of their career, during a job conversion or when facing a particular dispute. For example, newly qualified teachers, or newly appointed head teachers can get advantage from a mentor. The mentor is usually a more experienced co-worker with knowledge of the needs and specialized perspective of the other person. The process is generally time defined and emphasizes on budding the less experienced colleague's instructional abilities and classroom exercise. Mentoring is most useful when mentors are selected for their knowledge and expertise. They are trained in mentoring skills, adult learning and the ability to make out and correspond with the best rehearsal.

Tomlinson (2004) says that mentoring relates to the guiding, counselling, coaching and sponsorship based on experience and perspective. It is relationship rather than an activity. The advantage of a mentor has been the greater breadth of vision, specific knowledge and wisdom that they can often bring to support teachers at the start of their careers. There has not always been high-quality training in mentoring because there has been the assumption that highly skilled mentors may well have been trained on techniques such as questioning styles, time management and working together on teaching techniques, but may not have had much focus on the emotional side. The enormous loss of teachers from the profession during first three years may be a result of inadequate emotional mentoring support. Where mentors have the dual role of providing professional advice and emotional support, mentoring and coaching may need to be handled by different people. Team leaders may not make the best mentors. Such relationships might be better handled by someone who would not normally directly influence the mentee. If the objective of the mentoring programme in school is about changing the mentee's behaviours as part of culture change programme, this will be different from it.

The focus in mentoring is to improve the performance, develop skills or improve long-term career development. If the focus on developing the skills of existing high performers or technical specialists, external mentors may be more appropriate. The mentor almost by definition has greater knowledge and experience is a better performer within the areas being developed and has the ability to transfer those skills. So the emergent role of mentoring might be for inducting new staff more quickly, improving retention of key people, identifying high-potential managers more effectively, identifying key competencies, encouraging diversity, improving communications, and cost-effective development.

iii) Specialist Coaching

It is a more planned and continuous affiliation to help in developing a particular characteristic of the professional learner's practice. It is needed when a trainee of a profession has slower movement in professional development. It facilitates professional novice to analyse and express breathing tradition, to develop and extend skills and to explore and find alternative approaches. It is of profit to practitioners at any phase of their career. The specialist coach is generally a proficient and expert person who has particular competence as a guide but does not need specific subject knowledge, as the process centres on the plan of the person being coached. Coaches need training in training skills and in many cases may have gotten official recognition.

Teachers need to acquire a multifaceted set of predetermined interconnected pedagogical skills. Once drawn up this list becomes a helpful tool for preparing pre-service

training, for planning and preparation of courses and for gauging the results of training (Council of Ministers of Education, 1996).

Three skill areas and seven categories of professional knowledge mentioned by Yackulic and Noonan (2001) include 1) Discipline skills, 2) Psycho- pedagogical skills, and 3) Complementary skills, which according to them, were seen to cover the fundamental skills for training and schooling. The seven categories of professional knowledge are:

- i) Content knowledge,
- ii) General pedagogical knowledge,
- iii) Curriculum knowledge,
- iv) Pedagogical content knowledge,
- v) Knowledge of learners and their characteristics,
- vi) Knowledge of educational context, and
- vii) Knowledge of educational ends and purposes.

The four sources of that knowledge base are scholarship in disciplines, educational materials and structures, formal educational scholarship and the wisdom of practice.

This discussion is anchored with the components listed by Canadian International Development Agency (CIDA, 2009) which are necessary for a competent professional. The components are punctuality (is punctual, regular and dependable), dress (appropriate dress at all time), deportment (manner, posture, bearing, behaviour), preparation, communication, professional conduct outside teaching, active listening and responding appropriately, showing strong professional work, ethic and initiative, openness and responsive to advice and guidance, taking extra responsibilities as part of regular requirements, handling extra tasks assigned appropriately, becoming a member of the school community and teaching team, seeking out ways to help, going above and beyond the regular call of duty. It means that our secondary school teachers need to possess these characteristics. Professionalism in teachers is reflected from their vision, approach and deeds. Teachers' training programmes and other strategies like supervision and mentoring may be adopted by the authorities and head teachers to enhance their competency level.

Methodology and Design of the Study

It was basically a descriptive study and required a survey to collect the data. The study was delimited to the secondary school teachers (SSTs) and head teachers working in government boys' secondary schools of Punjab.

Population of the Study

According to Punjab Statistics (Census 2016) the population of the study consisted of 73930 male Secondary School Teachers (SSTs) serving in 3682 government boys' secondary schools of Punjab, 3682 head teachers of the same schools.

Sample of the Study

Two thousand (2000) secondary school teachers were selected as sample of the study by using random sampling technique from 400 government boys' secondary schools of 16 selected districts of Punjab. Four hundred head teachers were also selected from the same schools.

Research Instruments

Two (one for the SSTs and the other for head teachers) five point Likert type scales for measuring the professional perception, competence and training need assessment of teachers on selected parameters were developed, discussed with the experts of the field, pilot tested and validated. All twenty items of the instruments were based upon three selected parameters i.e. guidance and counselling, teachers' attitude towards co-curricular activities and character building of students.

Data Collection

The data were collected personally by the researchers (from the approachable sample groups) as well as by email from (distant areas' sample of) 2000 SSTs and 400 head teachers of 400 schools of 16 districts of Punjab.

Data Analysis

The collected data were organized and scored, mean scores were calculated and chi-square was applied for analysis. The minimum performance criterion was premeditated to analyse the performance of teachers. The analysis and interpretation of data is presented in the following tables;

1: Analysis of Data on Interest in Co-curricular activities

The analysis and interpretation of data on SSTs' interest in co-curricular activities are hereby presented in the following tables (1.1-1.6).

Table 1.1. Planning trend of co-curricular activities in the schools

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	125	253	22	0	0	1.743	36.575
	f_e	111.8	276.5	8.2	3.5	0		
SSTs (2000)	f_o	546	1406	27	21	0	1.762	
	f_e	559.2	1382.5	40.8	17.5	0		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ df = 3

Table 1.1 indicates that trend of planning of co-curricular activities in the schools by the secondary school teachers (SSTs) is rare as mean score of principals' and head masters' as well as SSTs' opinion in this regard is 1.743 and 1.762 respectively. The obtained Chi-Square value (χ^2) is 36.575 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 1.2. Attitude towards the supervision of co-curricular activities

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	74	278	48	0	0	1.935	121.8
	f_e	159.3	182.0	54.2	4.5	0		
SSTs (2000)	f_o	882	814	277	27	0	1.725	
	f_e	796.7	910.0	270.8	22.5	0		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ df = 3

Table 1.2 indicates that the attitude of SSTs towards supervision of co-curricular activities in the schools is below the mark as mean score of principals' and head masters' as well as SSTs' opinion in this regard is 1.935 and 1.725 respectively. The obtained Chi-Square value (χ^2) is 121.8 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 1.3. SSTs perception about co-curricular activities

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	0	0	48	213	139	4.228	240.6
	f_e	0	1.3	13.0	316.7	69.0		
SSTs (2000)	f_o	0	8	30	1687	275	4.115	
	f_e	0	6.7	65.0	1583.3	345.0		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ df = 3

Table 1.3 shows that the perception of SSTs about co-curricular activities in the schools is better as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 4.228 and 4.115 respectively. The obtained Chi-Square value (χ^2) is 240.6 against the standard value i.e. 9.448 at .05 level with $df = 3$.

Table 1.4. SSTs' Attitude towards the use of co-curricular activities in schools

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	216	140	22	22	0	1.625	136.6
	f_e	217.7	170.2	8.3	3.8	0		
SSTs (2000)	f_o	1090	881	28	01	0	1.47	
	f_e	1088.3	850.8	41.7	19.2	0		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ $df = 3$

Table 1.4 reveals that the attitude of SSTs towards the use of co-curricular activities in the schools is not up to the mark, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.625 and 1.7 respectively. The obtained Chi-Square value (χ^2) is 136.6 against the standard value i.e. 9.448 at .05 level with $df = 3$.

Table 1.5. Head teachers' attitude towards co-curricular activities

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	0	26	48	223	103	4.008	1932
	f_e	182.0	115.8	47.8	37.2	17.2		
SSTs (2000)	f_o	1092	669	239	0	0	1.575	
	f_e	910.0	579.2	239.2	185.8	85.8		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ $df = 3$

Table 1.5 shows that the attitude of head teachers/principals towards co-curricular activities in the schools is up to the mark, as per mean score (4.008) of the responses of principals/headmasters. Whereas, as per the opinion of SSTs their attitude is not positive and supportive in this regard. The mean score of SSTs is 1.575. The obtained Chi-Square value (χ^2) is 1932 against the tabulated value i.e. 9.448 at .05 level with $df = 3$.

Table 1.6. Mentoring practices in favour of the co-curricular activities

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	125	162	87	26	0	2.035	244.3
	f_e	71.0	285.2	34.2	9.7	0		
SSTs (2000)	f_o	301	1549	118	32	0	1.941	
	f_e	355.0	1425.8	170.8	48.3	0		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ $df = 3$

Table 1.6 indicates that the mentoring practices in favour of co-curricular activities in the schools are not at satisfactory level, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 2.035 and 1.941 respectively. The obtained Chi-Square value (χ^2) is 244.3 against the standard value i.e. 9.448 at .05 level with $df = 3$.

2: Analysis of Data on Guidance and Counselling

The analysis and interpretation of data on guidance and counselling are hereby presented in the following tables (2.1-2.8).

Table 2.1. Provision of academic guidance to the learners by the SSTs

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o f_e	0 0	48 8.0	110 58.2	216 252.0	26 81.8	3.55	347.3
SSTs (2000)	f_o f_e	0 0	0 40.0	239 290.8	1296 1260.0	465 409.2	4.113	

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ df = 3

Table 2.1 reveals that SSTs provide academic guidance to their students in the schools at satisfactory level, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 3.55 and 4.113 respectively. The obtained Chi-Square value (χ^2) is 347.3 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 2.2. Provision of personal guidance to the learners by the SSTs

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o f_e	190 134.3	188 257.5	188 257.5	0 0	0 0	1.58	78.310
SSTs (2000)	f_o f_e	616 671.7	1357 1287.5	1357 1287.5	0 0	0 0	1.706	

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ df = 3

Table 2.2 shows that provision of personal guidance to the students by the SSTs is found rare/lowest level in the schools, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.58 and 1.706 respectively. The obtained Chi-Square value (χ^2) is 78.310 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 2.3. Provision of internal career guidance to the learners by the SSTs

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o f_e	187 178.7	191 159.5	22 57.3	0 4.5	0 0	1.588	39.462
SSTs (2000)	f_o f_e	885 893.3	766 797.5	322 286.7	27 22.5	0 0	1.746	

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ df = 3

Table 2.3 indicates that provision of career guidance to the students by the SSTs in the schools is also found rare/lowest level, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.588 and 1.746 respectively. The obtained Chi-Square value (χ^2) is 78.310 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 2.4. Retaining labour market information for guidance

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	216	162	22	0	0	1.515	100.5
	f_e	130.5	230.5	39.0	0	0		
SSTs (2000)	f_o	567	1221	212	0	0	1.823	
	f_e	652.5	1152.5	195.0	0	0		
Tabulated Value of Chi-Square = 9.448							$\alpha = .05$	df =2

Table 2.4 shows that the culture of retaining labour market information for guidance of the students by the SSTs is found at lowest level in the schools, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.515 and 1.823 respectively. The obtained Chi-Square value (χ^2) is 100.5 against the standard value i.e. 9.448 at .05 level with df = 2.

Table 2.5. SSTs' command on the counselling skills

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	210	190	0	0	0	1.475	58.046
	f_e	182.2	175.0	0	42.8	0		
SSTs (2000)	f_o	883	860	0	257	0	1.816	
	f_e	910.8	875.0	0	214.2	0		
Tabulated Value of Chi-Square = 9.448							$\alpha = .05$	df =2

Table 2.5 reveals that the SSTs have a little command on students' counselling skills, as mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.475 and 1.816 respectively. The obtained Chi-Square value (χ^2) is 100.5 against the standard value i.e. 9.448 at .05 level with df = 2.

Table 2.6. Seniors attitude towards mentoring in guidance and counselling

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	139	239	22	0	0	1.708	52.130
	f_e	112.0	280.8	7.2	0	0		
SSTs (2000)	f_o	533	1446	21	0	0	1.744	
	f_e	560.0	1404.2	35.8	0	0		
Tabulated Value of Chi-Square = 9.448							$\alpha = .05$	df =2

Table 2.6 shows that the attitude of senior teachers/colleagues towards mentoring their juniors in guidance and counselling of students is found at lowest level. The mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.708 and 1.744 respectively. The obtained Chi-Square value (χ^2) is 52.130 against the standard value i.e. 9.448 at .05 level with df = 2.

Table 2.7. Need of permanent counsellor to meet students career needs

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f _o f _e	0 0	26 4.3	22 43.5	165 226.8	187 125.3	4.283	199.4
SSTs (2000)	f _o f _e	0 0	0 21.7	239 217.5	1196 1134.2	565 626.7	4.163	
Tabulated Value of Chi-Square = 9.448 $\alpha = .05$								df = 3

Table 2.7 indicates that there is need of permanent counsellors in the schools to meet students' career counselling need. Mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 4.283 and 4.163 respectively. The obtained Chi-Square value (χ^2) is 199.4 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 2.8. Need of teachers training on guidance and counselling

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f _o f _e	0 0	0 4.5	26 4.3	161 180.2	213 211.0	4.468	137.9
SSTs (2000)	f _o f _e	0 0	27 22.5	0 21.7	920 900.8	1053 1055.0	4.50	
Tabulated Value of Chi-Square = 9.448 $\alpha = .05$								df = 3

Table 2.8 shows that there is a dire need of teachers' training on guidance and counselling skills development at secondary school level. Mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 4.468 and 4.50 respectively. The obtained Chi-Square value (χ^2) is 137.9 against the standard value i.e. 9.448 at .05 level with df = 3.

3: Analysis of Data on Character Building of Students

The analysis and interpretation of data on character building of students are hereby presented in the following tables (3.1-3.6).

Table 3.1. SSTs' perception about character building of the students

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f _o f _e	0 0	22 49.7	113 53.7	217 265.8	48 30.8	3.728	119.4
SSTs (2000)	f _o f _e	0 0	276 248.3	209 268.3	1378 1329.2	137 154.2	3.688	
Tabulated Value of Chi-Square = 9.448 $\alpha = .05$								df = 3

Table 3.1 indicates that SSTs have satisfactory level perception and understanding of character building of students. Mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 3.728 and 3.688 respectively. The obtained Chi-Square value (χ^2) is 119.4 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 3.2. Ethical and moral development of the learner

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	101	186	64	49	0	2.153	17.310
	f_e	107.8	168.0	50.3	73.8	0		
SSTs (2000)	f_o	546	822	238	394	0	2.24	
	f_e	539.2	840.0	251.7	369.2	0		
Tabulated Value of Chi-Square = 9.448 $\alpha = .05$								df =3

Table 3.2 reveals that SSTs perform the responsibilities related to the ethical and moral development of students at low level. The mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 2.153 and 2.24 respectively. The obtained Chi-Square value (χ^2) is 17.310 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 3.3. Keeping regular check on students' moral conduct

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	151	227	0	22	0	1.733	56.074
	f_e	123.3	214.8	39.8	22.0	0		
SSTs (2000)	f_o	589	1062	239	110	0	1.935	
	f_e	616.7	1074.2	199.2	110.0	0		
Tabulated Value of Chi-Square = 9.448 $\alpha = .05$								df =3

Table 3.3 indicates that SSTs keep regular check on moral conduct of students but not up to the mark. The mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.733 and 1.935 respectively. The obtained Chi-Square value (χ^2) is 56.074 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 3.4. Changing students' behaviour through assignments

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	239	135	26	0	0	1.468	203.1
	f_e	173.3	217.8	4.3	4.5	0		
SSTs (2000)	f_o	801	1172	0	27	0	1.627	
	f_e	866.7	1089.2	21.7	22.5	0		
Tabulated Value of Chi-Square = 9.448 $\alpha = .05$								df =3

Table 3.4 shows that SSTs performed not at satisfactory level in giving different assignments to the students for their behaviour modification. The mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 1.468 and 1.627 respectively. The obtained Chi-Square value (χ^2) is 203.1 against the standard value i.e. 9.448 at .05 level with df = 3.

Table 3.5. Mentoring by the senior SSTs on character building of students

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	165	187	48	0	0	1.708	210.63
	f_e	67.2	274.3	54.0	4.5	0		
SSTs (2000)	f_o	238	1459	276	27	0	2.046	
	f_e	335.8	1371.7	270.0	22.5	0		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ $df = 3$

As per data revealed in table 3.5 no custom and regular practice of mentoring by the senior SSTs on character building of students was found in the schools. The mean score of both sample groups i.e. principals/head masters and SSTs (1.733 and 1.935 respectively) portrayed below the average contribution of SSTs in this regard. The obtained Chi-Square value (χ^2) is 56.074 against the standard value i.e. 9.448 at .05 level with $df = 3$.

Table 3.6. Need of teachers training focusing on students' character building

Groups (N)	f	SDA	DA	UD	A	SA	x	χ^2
Principals/ HM (400)	f_o	0	87	0	191	122	3.87	486.0
	f_e	0	14.5	4.5	172.3	208.7		
SSTs (2000)	f_o	0	0	27	843	1130	4.552	
	f_e	0	72.5	22.5	861.7	1043.3		

Tabulated Value of Chi-Square = 9.448 $\alpha = .05$ $df = 3$

Data in table 3.6 indicates that both sample groups agreed with the need of teachers' training focussing upon the character building of students. The mean score of both sample groups i.e. principals/head masters and SSTs in this regard is 3.87 and 4.552 respectively. The obtained Chi-Square value (χ^2) is 486.0 against the standard value i.e. 9.448 at .05 level with $df = 3$.

Conclusions

Following conclusions were drawn:

1. Co-curricular activities are deemed fruitful for the personality building of the learners, as stated by both the SSTs and head teachers, but practically such activities are not planned, supervised and encouraged by them in the schools. Mentoring in this regard was also evaded by the senior teachers (Tables: 1.1 – 1.6).
2. Students' guidance in academic problems is provided by teachers but there is a dearth of personal guidance, career guidance, collecting and providing labour market information for guidance, command on counselling skills and mentoring for promotion of counselling functions in the schools. Need of permanent counsellor and teachers training in this area were strongly favoured by the teachers and head teachers (Tables: 2.1 – 2.8).
3. Secondary school teachers and their heads own the responsibility of character building of students but practical input for students' ethical and moral development, positive change in behaviour and a regular check on students' moral conduct are absent in the performance and practices of secondary school teachers. Mentoring for character building of students is also neglected by the senior teachers. Both SSTs and their head teachers feel need of continuous teachers training in ways for developing sense of good moral character in students (Tables: 3.1 – 3.6).

Recommendations

On the basis of the findings of the study following recommendations are made accordingly:

1. The appointment and promotion procedure of the teacher may be revised and modified and a strategy in the form of internship may be applied for the purpose. First six months to one year of the service of a newly inducted teacher may be reserved for gaining practical teaching experience under the mentoring arrangements.
2. Mentoring system may be initiated in educational institutions because, mentoring is a way only with which the training input can be maximized as well as career's shortfalls

can be minimized to enhance the professional performance of teachers. Mentoring responsibilities may be assigned to the head teachers or senior teachers to polish the professional skills and enhance the capabilities of teachers.

3. Continuous Professional Development (CPD) programme (by the DSD Punjab) as it was practiced at primary level of education in the Punjab may be introduced at secondary level in the Punjab, but after removing the pitfalls in experienced programme and with proper monitoring, supervision, and check and balance.
4. Pre-service, induction and in-service training programmes may be enriched with special input for provision and promotion of guidance and counselling services, co-curricular activities and character building of the students in the shape of theoretical knowledge as well as activities for skill development of prospective and working Secondary School Teachers in Punjab.

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