An Observation of Teaching Excellence and Achievement (TEA Program) Classroom Practice of a Pakistani Secondary School Teacher- A Case Study

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ABSTRACT

The Teaching Excellence and Achievement (TEA) program, initiated by the U.S. Department of State and administered by IREX, aims to enhance the pedagogical skills of secondary school teachers worldwide. This study examines the impact of TEA on a Pakistani secondary school teacher's classroom practices in a rural setting. Through qualitative case study research, data was collected via interviews and classroom observations to assess the teacher's application of new teaching strategies acquired during the program. The findings reveal that the TEA program significantly improved the teacher's instructional methodology, lesson planning, and classroom engagement. However, several challenges, including limited resources, large class sizes, and inadequate technological support, hinder the full implementation of TEA-learned strategies. The study highlights the necessity for professional development programs to align with the realities of local education systems, ensuring sustainable integration of modern pedagogical practices. The results emphasize the importance of continued professional development, international exposure, and institutional support for teachers in developing countries. The study concludes that while TEA enhances teaching effectiveness, structural reforms and resource allocation are essential for maximizing its impact.

Keywords: Teaching Excellence and Achievement (TEA), professional development, secondary school teachers, pedagogical skills, instructional methodology.

INTRODUCTION

      Teaching Excellence and Achievement (TEA) is a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs. It is administered by IREX (International Research and Exchange Board 2011 to date). The purpose of the TEA program is to bring outstanding secondary school teachers from around the globe to the United States. The program serves three-fold purpose; provide them exposure to develop expertise in their subject areas, improve their teaching skills, and increase their knowledge about the United States. The TEA program serves the purpose to prepare teachers to meet demands of internationalization and global competence.

      In the era of internationalization, exposure to develop expertise in their subject areas is supplemented with imperative for change and modification in teachers' pedagogical skills according to the global need. Longview Foundation for Education in World Affairs and International Understanding developed a framework for Internationalizing Teacher Preparation. Though, it a framework for, "Educating Tomorrow's Teachers for an Interconnected World", however, it reflects need to equip in-service teachers with equally competitive approach for global competence. Longview Foundation for Education framed following key principles to prepare teachers for interconnected world.

      i)   Revision of teacher preparation program to enable teachers meet the demands of global dimensions of their subject matter.

      ii)   Provision of at least one cross-cultural experience for every pre-service teacher.

      iii)   Expansion of Language Education Pedagogy based on current research studies and best teaching practice.

      iv)   Evaluation of effectiveness of new strategies whether they meet global competence of prospective teachers.

      However, the potential purpose of the current study is to assess the impact of six weeks' program on teachers' professional development. Because "Some studies have concluded that teachers may need as many as 50 hours of instruction, practice and coaching before a new strategy is mastered and implemented in class (French, 1997 cited in CPE, 2013). Therefore, The Center for Public Education (2013) identified following five principles for professional development programs to be effective:

      i)   The duration of professional development must be significant and ongoing to address problem of practice and adopt new strategy.

      ii)   Teachers should be actively engaged in the new strategy.

      iii)   A constant support for the teacher to address challenges in changing classroom practice.

      iv)   Modeling should be incorporated as an effective technique for new teaching strategy for the teachers.

      v)   The content presented to the teachers during professional development should be discipline, and grade specific.

Improve their teaching skills

TEA program also provides opportunities to teachers around the world to improve their teaching skills, hence provides them opportunity for life-long learning. However, nature of teacher learning can be more complex for these teachers. The increasing demand of students' achievement, the role of PISA among OECD countries is a call for more professional development of teachers in developed countries that emphasizes teachers to be more culturally responsive and flexible to adopt new teaching strategies for their classroom (Akram, Fatima, & Ahmad, 2024). On contrary, developing countries are more influenced by Millennium Development Goals, intervention of youth exchange program, USAID Programs, and foreign funded Teacher training programs. Thus, foreign-funded professional development programs for teachers of developing countries are influential in terms of gain in content knowledge, skills, and globally compatible (Kolachi et al., 2024). Moreover, professional development programs for teachers address many challenges such as; teacher training for enhancing professional capacity (content knowledge, skills, and expertise) of teachers, meeting higher education needs of developing countries in the field of education, utilization of more need-based, and research based strategies, as well as making them culturally responsive and globally competitive teachers. Thus, their learning of teaching is much influenced by world dilemmas such as; poverty, immigration, technology, and cross border experiences (Roberts, 2007).

Increase their knowledge about the United States.

Another purpose of TEA program is to widen the culture horizon of international teacher students, and increase their knowledge and understanding of the U.S Culture. Exchange programs are defined as turning point, experience of a life-time, eye-opening, horizon –broadening, life changing (Ileleji,2009; Tekin & Gencer, 2013; Teichler, 2004a). Hannigan (2007) also supports international youth exchange program as a source of providing opportunities to young people both culturally, and linguistically, as well as to become a part of racially diverse community. Guilherme (2002) views these students as "border crossers" who have the potential to be socially and economically more successful.

TEA program also invites secondary school teachers from Pakistan through a competitive selection process who visit and work with U.S teachers in their classroom and go back with enriched educational, linguistic, and socio-cultural experiences.

Hence, TEA program provides opportunities to the international teachers at the United States to improve their pedagogical skills, enhance their own learning as a lifelong process, to be globally competitive, equip with the usage of technology, and be enable to use research-based techniques, and strategies.

Purpose of the Study

Being a TEA participant, professional development and improvement in my classroom practices urged me to study the impact of TEA program on class practice of other TEA fellows. Therefore, the purpose of the current study is to investigate the impact of TEA program on classroom practice of a secondary school teacher in a rural public school in Pakistan.

Research Questions

The study focuses on the following research questions.

RQ 1: What were the new teaching strategies teachers learnt from their experience in the United States?

RQ 2: How did those new teaching strategies and methodologies affect their classroom practices in Pakistan?

RQ 3: What kinds of problem Pakistani teachers face to implement the US-based learning at their home-schools?

LITERATURE REVIEW

To support teaching professional practice, training courses have always play vital role in terms of professional learning. These can be in the form of university courses engaged in professional development activities as well as opportunities at the schools, school boards, provincial levels, presented workshops, on national and international levels to assess teachers' own learning needs.

Guskey (2000, p.16) describes professional development in the following lines as, "Those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. In some cases, it also involves learning how to redesign educational structures and cultures. It is an extremely important endeavor and central to education's advancement as a profession".

Guskey (2000) further elaborates about professional development in following words. Our knowledge in nearly every subject area and academic discipline is expanding. So, too, is our understanding of how individuals learn of the structures and procedures that contribute to effective learning environments. To keep abreast of this new knowledge and understanding, educators of all levels must be continuous learners throughout the entire span of their professional careers (Murphy- Latta, 2008; Nawaz, et al., 2024; Azhar, 2024). Throughout the history of American education, numerous theories and issues have been emphasized as important factors in teaching and learning. The need for professional development for school staff came to the forefront in the 1960's.

Roberts (2007) demonstrates that with the notion of homogeneity of world nations, the areas of international education and multicultural education became the focus of attention (Raja, Raju, & Raja, 2021). In fact, manifestation of global dilemmas is focusing on internationalizing teacher education because teachers, who are exposed to international content, would reconstruct the power systems on a global scale. In this line of reasoning, teacher education programs should play their roles in integrating international education issues, practices, and concerns in K-16 curriculum. So that teachers may prepared in terms of classroom conditions that embody international conditions. These teachers then would be competent in holding the responsibilities of preparing globally literate students, who are enriched with the concepts of interdependence and consciousness. Based on their exposure to such concepts, these students would develop the skills to examine the plethora of transnational dilemmas (Khan & Hassan, 2020). Although teacher education

programs face difficulties to internationalize education due to lack of resources, experience, and planning flaws, administrative offices can overcome these difficulties, using purposeful directions and sound decision-making skills. One of such decisions can be the idea of using technology for networking.

To carry out the demands of education reform, teachers must be immersed in the subjects they teach, and have the ability both to communicate basic knowledge and to develop advanced thinking and problem-solving skills among their students (Loucks-Horsley, Hewson, Love, & Stiles, 1998; National Commission on Teaching and America's Future, 1996).

James Hiebert (1999, p. 15)says, "Research on teacher learning shows that fruitful opportunities to learn new teaching methods share several core features: (a) ongoing (measured in years) collaboration of teachers for purposes of planning with (b) the explicit goal of improving students' achievement of clear learning goals, (c) anchored by attention to students' thinking, the curriculum, and pedagogy, with (d) access to alternative ideas and methods and opportunities to observe these in action and to reflect on the reasons for their effectiveness."

So, the need and importance of systematic research on the effectiveness of new methodologies and strategies for professional development cannot be denied. There is a dire need of research to review the actual outcomes of professional development activities and courses (Naeem, Ali, & Ahmed, 2022). Such studies and evaluations can help to conclude the real effectiveness and outcomes of the training structures. The conclusions can consequently lead to the improvement of the same. Finally, the deficiencies and weaknesses can be highlighted and controlled.

On the other-hand, professional development also contributes to the development of shared professional culture through which teachers can comprehend and practice instructional goals, methods, problems, and solutions efficiently.

Rogers (2002) elaborated that teacher training helps the teachers to develop their professional approach. He further stated that the teacher training programs create competency amongst trainees to teach courses in a well-organized manner in the context of the implemented school curriculum. It develops the understanding, interest, and attitude that would enable the teachers to promote their pedagogical skills. It also develops the perception of psychological principles of development, cognitive, affective, psychomotor and attitudinal learning.

Globalization and Professional Development of Pakistani Secondary School Teachers

It has been seen that globally there is a move towards partnerships between institutions undertaking research and practice, where one reinforces the other. Pakistan is experimenting with some of the following approaches, but these efforts are still at nascent stages requiring strategies for scaling up with proper financial/resource support. For instance, the public sector is still new at initiating such innovative alternatives. It is clear however that the challenge to raise quality in teacher education requires new learning communities as well as collective action to achieve improved student learning. (Jamil, 2004; Pirzada, Tabassum, & Ahmad, 2024; Imran & Akhtar, 2023). As Iqbal (1996) has stressed that the graduate of teacher education program in Pakistan should be possessor of intellectual competence,

maker of effective and efficient decisions, builder of a warm classroom environment, seeker of alternative strategies, possessor of professional pride and consumer of research. As Jamil (2004) further says that, In-service training reveals varied patterns of what is possible in Pakistan. It represents a continuum of standards, from poorly executed cascade models to innovative practices such as 4 tier district based cascade training (Education Sector Development Program –ESDP), mobile teachers training –MTT (Baluchistan), cohort models (PMSP/ESDP), Directorate of Staff Development-DSD (Punjab), district based and cluster-based mentoring, and Professional Development Centers (AKES). There are 380 Teachers/Tehsil Resource Centers (TRCs) in Pakistan with many more being planned to make in-service training accessible at the local level. Several initiatives on TRCs have preceded the current one such as the School Development Centers (under SPEDP) and TARCs (Teachers and Resource Centers) which continue to be undertaken through public private partnership by the Ali Institute of Education, a non-state provider working with public and private sector institutions and teachers.

National Education Policy (2009) depicted the picture that the quality of teachers at public sector schools was below the satisfactory level. It was due to the outdated pre-service and in-service teacher training patterns. The government should take the initiative for solid reforms in this respect. Diverse areas such as pedagogical skills, assessment, evaluation, and monitoring should be covered under the umbrella of in-service training sessions to enable the teachers to tackle the issues related to education and training (Govt. of Pakistan, 2009 p-34).

Similarly, according to international standards, placements in institutions abroad, focuses on subject based exposure training as well as training for administrators and other specialized courses. This trend of placements abroad is expected to increase in Pakistan and is an opportunity to enhance the performance of teachers', extend professional knowledge, initiatives to the specific requirements of pedagogy, leadership, assessment systems, leadership and management and to eliminate deficiencies at the elementary and secondary levels in Pakistan. Aslam (2004, p.311) mentioned about Pakistani Teachers Training Summer Institute was launched in 2004 as the opening program includes a suggestion to "make stronger and effective long-term U.S. and international commitments to the future of Pakistan". From 2004 to onward each year the of U.S. Department State, Bureau of Educational & Cultural Affairs, has awarded US $250,000 to the Plymouth State University New Hampshire USA to bring 20-25 Pakistani teachers to site for a four to five-week innovative program and cross-cultural swap. The target was to achieve to help the educators to get better their subject knowledge, and academic skills. Summer Training Institute is teamwork between Plymouth State University, USA, Idara-e-Taleem-o-Aagahi and School Improvement Network Pakistan (SINP) since 2004 to onwards. Plymouth State University Teachers Training Program is a great attempt of Idara-e-Taleem-o-Aagahi's. The purpose of training program is to intend the academic skills and knowledge amongst the teachers belonging mainly from the Public sector, racially and geographically have varied backgrounds. Teachers have been serious for such training opportunities. This training program is likely to

accomplish their demands and to sustain quality education in Pakistan.

METHODS
Research Design
This study employed qualitative research methodology to explore strategies used by TEA trained secondary school teachers in classroom. Teachers' strategies and methodologies were the key areas that were assessed. To develop deeper understanding, the study used a single case study method. Mertens (1998) asserts that to get detailed and in depth information about certain clients or programs, a qualitative paradigm is most suitable. Additionally, Merriam (1998) suggests that a qualitative case study is a rigorous and holistic description of a phenomenon in a setting.

Selection of Research Participants and Research Site
The study was conducted in a rural high school in the Northern area of Pakistan. Since, I am a serving teacher and teacher trainer in a rural higher secondary school situated in the northern area of Punjab, Pakistan, therefore being a TEA trainer my interest of research provoked me to assess strategies and methodologies used by English teachers in neighboring rural area of KPK. The USEFP latest TEA participants' list was utilized for the selection of a participant. One such participant in the said list was found in the geographical area of my interest.

Participant demographic Information:

Name; Ahmad Khan

Qualification: Master in Education,

Professional Training: Training Excellence and Achievement Program 2016

Experience: Six Years

Procedures
The participant was contacted via mobile number provided in the list of USEFP latest TEA participants. His consent was sought in three consecutive telephonic conversations to be a part of the study. The approval of the school was obtained for the purpose. The participant was given a briefing in a face to face meeting about the entire study. After receiving approval of this proposal, the participant was interviewed and observed for the findings of the study. After the approval/amendment of the instruments the participant was observed for four consecutive days. The participant was interviewed before and after classroom observations.

Data Collection
The data was collected through one-to-one semi-structured pre-and post-observation interviews with the participant and classroom observations. Fraenkel and Wallen (2006) suggest that use of a variety of instruments in data collection enhances the validity of the study. Explaining this, Bogdan and Biklen (2007) share that multiple sources of data collection lead to a fuller understanding of the phenomenon one is studying.

The entire research was conducted at the school and participant was informed. The duration of the participant's pre-observation interview was 60 to 90

minutes approximately, while post –observation interview was 35 to 40 minutes. Each classroom observation was of 35 to 40 minutes. The interview discussions were audio taped. The observations were made through checklist.

The interviews were transcribed and sent to the supervisor for her review and feedback. The feedback provided a learning opportunity about including more follow up questions and identifying gaps in the collected data.

In the bigger picture, interview questionnaire and observation checklist (attached in appendix A, B & C) covered the main areas related to classroom management, implementation of teaching skills, strategies, and methodologies.

Instruments

Pre-and Post-observation interviews focused on his professional grooming. Detailed interview questionnaire along with Three Likert type five-point rating scales for the participant are attached at appendix A and appendix C respectively. Furthermore, classroom observations schedule was developed to collect the data.

Data sources – Pre-observation Interview, Post-observation Interview, classroom observations.

Data Analysis

An inductive approach was used to analyze the data. This approach aims to generate meaning from the data set to identify patterns and relationships to build a theory based on the learning from participants' experiences (Bogdan and Biklen, 2007; Creswell, 2015) wrote that "by data analysis we mean the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to enable you to come up with findings" (p. 159). The audio taped interviews were transcribed, and for the systematic arrangement of data for this study, I created separate files in my password secured laptop for each part of research.

Hence, parallel to Creswell (2015) suggestions, the researcher conducted hand analysis of the data by using color coding to mark parts of the data, by manually sorting, organizing and locating words in the database on MS word document files of interview transcripts and classroom observation notes. One of the core aims of hand analysis is to get a hands-on feel for it (Creswell, 2015; Seidman, 2013).

Researcher started the analysis process by first exploring the data to develop codes. I read and re-read the interview transcripts, and observation list notes to get a general sense of the data. During reading, I mark passages of interest and label those passages (Seidman, 2013). Subsequently, by adopting open coding strategy, I code the data by doing text segment coding, identifying text segments, highlighting by different color codes and assigning a code word or phrase that represent the specific segment of the text. After coding interview transcript, I made a list of all code words to identify the similar and redundant codes. A topic wise arrangement was given to codes, such as context or setting, situation, perspectives of participant, processes, activities, events, strategies, relation, social structure and narrative code categories (Bogdan & Biklen, 2007). Then, with the final list of codes, I again looked deep into data to see whether new codes emerge. Concurrently, I highlighted the specific

excerpts from the transcripts, which support the codes. The purpose was to use them during the thematic way of sharing material by using the words of the participants in the first person (Seidman, 2013). The predominant coding categories included approach towards professional development, techniques and methodologies, student learning, organizational support, resources and so on.

Researcher's Role

My professional experience as a teacher and teacher trainer at my home country (Pakistan) has developed my theoretical and practical understanding about professional development, specifically at elementary and high school level. When I introduced myself to research participant, I referred to this experience, this helped in building rapport with the research participant and he displayed a sense of confidence and trust.

To take this study as a new episode of professional learning I made every effort to set aside my own theoretical and practical knowledge and experiences about the central phenomenon of the study to understand and learn from the perspectives of the research participant.

RESULTS

In this research project a single case-study was used to observe the implications of Teaching Excellence and Achievement Program on classroom practice of a Pakistani secondary school teacher. For data collection, pre-observation interview, classroom observations and post observation interview were conducted from a former TEA fellow. The manual coding was used to analyze the data obtained through the following research questions:

RQ 1: What were the new teaching strategies teachers learnt from their experience in the United States?

RQ 2: How did those new teaching strategies and methodologies affect their classroom practices in Pakistan?

RQ 3: What kinds of problem Pakistani teachers face to implement the US-based learning at their home-schools?

The interviewee is a Secondary School Teacher in a far-flung northern rural area of Pakistan. He was a participant of TEA Program in 2016.

Triangulation of Data

Themes (categories)	Sub-Themes(codes)	Pre-Observation Interview	Observation	Post-Observation

New Teaching Strategies learnt	Concept of PD	Based on Self-actualization and curiosity to improve professionally through local and international PD opportunities	The teacher understood socio-cultural and linguistic background of the students and the lesson was planned according to the instructional needs of the students	
	Lessons Learnt during TEA Program	Professionally- became friendly and effective teacher Socially- improved in civic responsibility	Encouraging teacher Friendly and respectful attitude towards students Responsive to the needs and questions of the students	"I feel that I am trying to put as much as possible to make my lessons more effective and comprehendible."
	Understanding of fellow colleagues regarding PD	No clear concept and opportunity for Professional Development	No observation made	

Impact on Classroom Practices	Teaching methodology of	Student centered classroom Effective use of small group activities Use of low cost resources Lesson planning	Involvement of students through discussion Relating to prior knowledge and real life examples Focused Lesson planning	"In the light of my past experience, I experienced that the students feel it difficult to differentiate between common and proper noun .Therefore, I introduced activity based learning which I myself learnt from TEA Program."
	No. Stakeholders benefitting	Direct- students, colleagues, institution Indirect-Educational standard of the school	Only observation of students was made in this case study	
	Improvement in Classroom management	Group tasking activities Supervision Student centered	Small group activities Peer- support Overall effective learning environment	I choose this activity keeping in view the class size and space available. The other reason was low cost and limited resources. This is the best applicable activity I can manage to conduct in my class for student active participation

	Learning Outcomes	Responsive students Development of creative skills Improved annual learning outcomes	Students participated actively No written assessment was taken after the lesson; however, homework was assigned	"I assess them using multiple ways. I assess them by their participation in the activity, by their responses to the oral questions and discussions and written home work."
Problems / Hurdles & Addressing Professional Problems	Organizational support	Motivation Collegiality No negative critique on TEA strategies	Principal vigilance and support observed at the reception Headmaster showed enthusiasm about the new techniques used by the teacher	
	Barriers in implementing TEA Skills	Lack of resources Over-crowded classrooms Non-spacious classrooms	Small classroom No interactive board and concept of digital literacy No internet facility in school	Although the available resources are very limited as well as the class room sizes are very large. Moreover, as compare to the urban schools it is very challenging to teach to students who came from under privileged backgrounds and there is no parental involvement.

		Use of research in emerging trends in teaching	Methodologies were inferred from TEA program	
	PD at National level			
	PD at International level	Participation in internationally sponsored PD Programs No connection of teaching methodologies, techniques, socio-economic, cultural aspects of program donor and recipient countries		

Concept of Professional Development

According to the interviewee, "Professional Development is a very detailed phrase and you can elaborate it in many aspects like when you are teaching your students and you critically think about yourself where you are standing in classroom and you try to understand what are the problems you are facing and personally try to solve those problems that is also professional development by yourself. Here we attend some seminars, some conferences, meetings regarding our curriculum, our students, and profession. That is also professional development. There some people talk about profession and discuss about how to improve your skills is called professional development. So according to me everything which develops your profession is called professional development." On the other hand, his colleagues lack a clear understanding of PD due to rare opportunities for in-service teachers at the research site. However, the young teachers do understand the importance of PD as compared to senior teachers in the school. Therefore, according to the participant, senior teachers have comparatively a rigid approach towards PD as the interviewee did not get a positive response from his senior colleagues whenever he tries to discuss about the conduction of training workshops.

In response to his personal professional development in the TEA Program, the participant termed it as, "a life changing experience". He categorized his learnings in two major portions that is professionally and socially. As he thinks, social development a part of professional development. Therefore, the benefits of TEA Program served him not only professionally but socially as well. He believes that by learning the professional and social skills while in the US, he has become an effective teacher by transferring good values in his students.

Availability of Resources

Due to the lack of resources and large class size, the participant shared that he is unable to utilize all the techniques and skills he learnt in the TEA Program. The

same was observed during classroom observations that it was difficult to conduct the activities in the groups, as there was very limited space.

Implementation of Teaching Strategies/Methodologies' Inferred from TEA Program

The participant mentioned several improvements in his students because of his skills learnt in the TEA program. The improvements in the skills cater instructional methodology, lesson planning, relevance, time management, behavioral, and psychological aspects of dealing students. The visible improvements in his instructional skills included; group tasks, discussion, use of AV Aids, appreciation of students' involvement, encouraging students to raise questions, developing analytical skills. As an English Language Teacher and experienced professional, the participant made effective use of Blooms' Taxonomy during his lesson. For instance, for group task, he assigned different categories of noun to develop their understanding of the concept based on Understanding stage of Blooms' Taxonomy. Further, to develop in his students the analytical skills, he elaborated his lesson with real life examples, Such as; for proper noun he gave the example of Abbottabad and Quaid-e-Azam. Furthermore, to enhance the creative skills of the student, the participant teacher provided a printed text to his students in his next lesson. The students were supposed to read the text and infer the main theme of the lesson and had to write in their own words.

Moreover, as concerned to lesson planning, the participant teacher could break the monotony of his lessons by using new methodologies and student centered classrooms in the form of classroom discussions and group activities. However, in a post interview question he expressed the challenges he encounters in the form of large classes, less resources and underprivileged background of students. Therefore, he is right in his opinion that, he is unable to apply all the techniques and skills as a TEA participant.

As concerned to behavioral and psychological understanding of students, he mentioned many outcomes of these skills and techniques observed in students' behavior and responses. For instance, the students were confident enough to respond despite having a little exposure to English language and unprivileged socio-cultural background. The students were observed enthusiastic in their learning during small group and discussion activities.

Learning Outcomes

Despite shared difficulties, the students had keen interest in classroom lesson and activities as compared to traditional lecture method. Moreover, the prompt response and involvement of the students was observed during the lesson.

Organizational Support

In response to the question about organizational support in brining TEA learnt skills into practice, the participant-expressed disappointment in provision of physical resources inside the class room for instance computers, multimedia projectors, interactive boards etc. However, there is no hurdle from administration and colleagues if tries to implement any thing on personal level. He considers that the overall school environment as well as parents low level of education is a key hurdle to implement many of the skills learned at TEA Program. In view of the

participant, colleagues, students and department are the main beneficiaries of TEA Program. While community benefit is of low level due to lack of parental involvement. In the post interview, the participant expressed the same point of view.

The interviewee suggests many measures to improve professional development at national level. Educational Conferences and seminars can play important role in this regard, it is very important to design PD Programs keeping in view the needs of teachers and ground realities in our country. This will generate teachers' interest towards PD.

At international level, the participant feels that PD programs for teachers must be designed keeping in view the available facilities and the classroom situations of the participant's country. Based on the participant teacher's TEA experience, TEA is a highly-organized PD Program for native teachers of the US. However, it has lack of connection between resources of the training site and participant teacher's ground realities. That is, there is need of situational analysis to design PD programs for foreign country teachers' professional training outcomes.

On the other hand, the participant feels that learning in an international and multicultural environment of the United States, "broadened my vision" as a teacher. Unfortunately, few people come to Pakistan on cultural exchange programs due to global reasons therefore; Pakistanis have a very limited exposure to such programs domestically. Due to lack of opportunities specifically in the rural areas of Pakistan, he does never have any chance to attend any PD Program at national level.

DISCUSSION AND CONCLUSIONS

There is positive impact of TEA Program on the instructional strategies employed by the participant. As the participant not only tried to understand the instructional needs of the students, he also tried to bridge the gap between the resources and teaching techniques of the TEA Program and the meager resources of the participant school. Furthermore, the participant is aware of emerging teaching trends in terms of lesson planning, instructional activities, relevance, and time management. His lesson was student centered with active participation of students and their responsiveness during the discussions (Imran, Sultana, & Ahmed, 2023). The participant also tried to manage the lesson in limited classroom space and over-crowded classrooms. Literature also affirmed that teacher training programs enhance their professional learning approach, create competency among trainees to deliver in well-organized manner, help them understand socio-cultural and pedagogical needs of their students. Moreover, teacher training programs also provide them awareness of psychological development, cognitive, affective and psychomotor skills of students (Rogers, 2002).

Although, the participant lack ideal classroom environment for effective lesson however, he managed to deliver the lesson effectively.

• The major concerns of the participant included; lack of appropriate PD programs, adequate facilities in the school, and rural background of the students. According to the national education policy 2009, quality of teachers was found below satisfactory level due to outdated pre-service and in-service teacher training

programs in Pakistan. Therefore, National Education Policy 2009 emphasized the initiatives for reforms in many areas such as pedagogical skills, assessment, evaluation and monitoring. (Govt of Pakistan ,2009 p-34). Similarly, Iqbal 1996 also suggested for teacher training programs that are blended with intellectual competence and ability to take effective decisions along with classroom management techniques coupled with recent research studies.

RECOMMENDATIONS

- There should be a connection of teaching methodologies, techniques, socio-economic, cultural aspects of program donor and recipient countries.
- To meet the global competence of professional development programs the local policies should address the emerging trends in pedagogy, assessment, evaluation and monitoring.
- According to the recent research studies, involving teachers in reflective process help them to plan, assess and monitor their progress during and after professional development programs. Parson and Stephenson (2005), "An exploration of the nature of reflective practice shows that a common element is the need for individuals to be aware of, and able to monitor, their own thinking, understanding and knowledge about teaching and to be aware of the different kinds of knowledge upon which they can draw to help develop their practice".
- Harris and SAAS (2008), content-focused professional development is positively related to student achievement in middle and high school math. Keeping in view, international professional development programs for teachers must have a follow-up stage to know the effectiveness of the content of training program and should provide remedial suggestion for improvement.
- To keep the international PD program participants up-dated, there should be a professional blog post to share their success stories, concerns and peer reviews.

CONCLUSIONS

By keeping in view, the evidence of the current study, TEA Program has a great impact on the effectiveness of teacher's PD at secondary school level. It has positive effects on the productivity of teachers. Training affects the ability of teachers to promote student learning and learn new teaching methodologies and strategies.

Teachers are willing to utilize and implement all learned skills and pedagogies but are unable to do so, due to limited resources and large size classroom. An overview of the research points that, there is a need for overseas providers and donors to work together with the participants to ensure that the training fulfills their actual professional needs and challenges faced by the participants based on their ground realities.

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