

# The Effectiveness of teachers training in Sindh Province: A study

## Abstract

This research study take a look into a study of the effectiveness of teachers training program for private secondary schools in Sindh. Technology integration is far behind in Pakistani Schools as a consequence of ICT deficiency, absence of in-service teachers training. ICT has tremendous potential to prepare students for the workplaces globally and improve educational systems, if it's integrated wisely into a curriculum. ICT Teacher Training is being sorted out at distinctive levels for the educators to outfit them with essential most recent information and abilities to make them great ICT educators by the Government of Pakistan and Education Department; in this study the relationships between in service ICT teachers training and changes in teaching behavior will be investigated. This research study take a look into a study of the effectiveness of ICT teachers training program for private secondary schools in Sindh to promote Ubiquitous learning among students. The study's main goals were to investigate the impact of in-service teachers' ICT training on subject teachers' teaching methodology based on Ubiquitous Learning. Apricot Education System conducted this study in private schools in Karachi, and 150 teachers were chosen as a target sample using purposive random sampling following three months of teacher training. The investigation was descriptive in nature. A questionnaire with 60 items based on a 5 Likert scale was used to collect data using the survey method. The data was analysed using the correlation, regression, and reliability tests. The results of the regression test revealed that teacher training had a substantial impact on subject teachers' teaching style based on Ubiquitous Learning. The t- value is 5.079. The data was analysed using the correlation, regression, and reliability tests. The results of the regression test revealed that teacher training had a substantial impact on subject teachers' teaching style based on Ubiquitous Learning. The t-value is 5.079, and the p-value is.000 less than 0.05. That equals.000. It indicates that H1 is acceptable. Finding administrators should perform maximal ICT Teachers Training to improve teacher competencies, according to the recommendation.

**Key words:** IT Technology, Competency, Teaching, Pedagogy, Fundamental ICT Skills, 21st century skills.

## Introduction

The teachers training program for school teachers is play a vital role because skillful and capable teachers rise excellence of education through professional development. There are some problems faced by trained teachers when they implement it in schools. Many institute of public sector tried to improve the public sector education through their In-Service teachers training programs.

Hale (2021) found that teachers training always increase the quality teaching and learning process. The trained teachers always ensure and develop 21st century skills among students. Classroom activities of trained teachers enhance the quality education environment. Teachers training promotes innovation, cognition and competency in students. Scott (2015) explored that trained teachers can improve performance as a teacher. Shah (2018) claimed that the classroom teaching experience also polish their skills so the effective teaching method is play a vital role.

Palmer (2018) found that teaching is a scientific thinking in which teachers should have achieved their objectives and goals designed before going in the classroom. Priestley (2020) found that teaching skills are the essential part of teacher training. Schneider (2019) found that the effective teaching warrants excellence in teaching and learning process. Sindh Education Foundation have 659 primary school, 98 middle school, 1094 secondary schools in Sindh. 996,673 students are studying in Sindh Education Foundation and PITE are two well-known departments of government of Sindh, Pakistan that tried to train government teachers continuously. Provincial Institute for Teacher Education (PITE) vision is to convert the existing educational institutions in the province into real seats and abodes of learning by transforming teachers and educational managers into forward looking change agents through consistent, innovative and strategic training interventions. More quality of in-service teachers training in Sindh education institutes are required on regular basis. Shakir (2018) found that the role of research and development institutes of Sindh are very important to ensure quality. The higher education institutes of Sindh offers ADE, B.Ed and M.Ed programs with different credit hours for In-Service teachers to motivate their best brains. Malik (2021) described that feasible policy mechanism helps to conduct meaningful In-Service continuous professional development program. The authorities should have strong policy to bring various programs of teacher education in Sindh higher education institutions. Järveläinen (2020) found that the higher education is facing challenges in Pakistan regarding In-Service teachers training executions. The economical development and reduction of poverty cause major 'issues and challenges in Pakistan. According to Alam (2023) in ubiquitous learning anywhere and anytime teacher can facilitate students. Ubiquitous learning is often simply defined as process to get skills anytime and therefore closely associated with mobile technologies. Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise quality and excellence standards.

Ghunio (2023) offered new pedagogical strategies, resources, and technologies, enabling better academic results. CPD programmes had a significant favourable effect on students' academic achievements. His study underlines the problems that teachers experience in CPD programmes in the Sukkur district of Sindh, Pakistan. Laboriousness (2017) revealed that The teacher education make teachers able to bring a positive change in teaching and learning process across the globe. Hussain (2018) revealed that in 21st century the CPD model was developed to complement the School Assembling Policy. Zubair (2023) revealed a significant association of secondary education in Balochistan. According to Rabia (2023), there is a limited body of study on teacher perspectives, particularly in terms of what teachers think PBL work entails and how they see it carried out. Comprehending these viewpoints will facilitate the stakeholders' ability to modify PBL implementation appropriately.

The social side of the Internet has undergone significant change; in general, social media allows users to participate and interact with one another by sharing thoughts, perspectives, and opinions.

Users have the ability to tag, share, tweet, and like. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise quality and excellence standards in order to meet the challenges of the twenty-first century. One of the primary purposes of school is to foster creativity. According to Alam (2023) in ubiquitous learning anywhere and anytime teacher can facilitate students. Ubiquitous learning is often simply defined as process to get skills anytime and therefore closely associated with mobile technologies. Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise quality and excellence standards. Debriefing innovation is critical for success in global competition. Practicing creativity is possible because to advances in information and communication technology. Creating a learning management system (LMS) is one way to increase the quality of creativity-oriented learning. Even if the course content is boring and mundane, e-learning can stimulate and foster creativity in the same way that any classroom teacher can. Try some of these seven techniques to tap into your learners' creativity if you're creating an e-Learning course. Ali (2023) offered new pedagogical strategies, resources, and technologies, enabling better academic results. CPD programmes had a significant favourable effect on students' academic achievements. His study underlines the problems that teachers experience in CPD programmes in the Sukkur district of Sindh, Pakistan. Lord (2023) revealed that The teacher education make teachers able to bring a positive change in teaching and learning process across the globe. Ali (2019) revealed that in 21st century the CPD model was developed to complement the School Assembling Policy. Zain (2022) revealed a significant association of secondary education in Balochistan. According to Rabin (2022), there is a limited body of study on teacher perspectives, particularly in terms of what teachers think PBL work entails and how they see it carried out. Comprehending these viewpoints will facilitate the stakeholders' ability to modify PBL implementation appropriately.

### **Literature review:**

Archer (2000) introduced the theory named Community of Inquiry (CoI) for online learning environments based on the concept of three distinct “incidences”:

1. Cognitive
2. Social
3. Teaching

According to Alam (2023) in ubiquitous learning anywhere and anytime teacher can facilitate students. Ubiquitous learning is often simply defined as process to get skills anytime and therefore closely associated with mobile technologies. Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a

positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise quality and excellence standards. Anderson (2001) revealed that the community of inquiry tools such as discussion boards, blogs, wikis, and videoconferencing etc. Most of the schools will prepare themselves to start U-Learning by developing ICT infrastructure and teachers training programs, But the heads didn't know how the curriculum entertain multidisciplinary task and achieve the targets of 21st century skills. The most important point is that principals, heads, coordinators and headmistress are the building blocks of teaching and learning environment. On the other hand professors of higher level institutes are the main focal points of U-Learning. The "U learning" refers to the customized learning, that's shaped with the aid of the traits of "net 2. 0" getting to know resources and studying. The net, computer computers, and lecture room multimedia are the customized ecological mastering gear in nowadays ubiquitous computing technology. In ubiquitous learning environment two or greater than college students can collaborate, create, talk and think severely. The wise learning resources can also increase ubiquitous getting to know surroundings for digital natives of college stage. There may be a want of latest teaching strategies, unified curriculum and obligatory lecture room for teaching and learning process. Ubiquitous environment allows students with capabilities and extraordinary IQ levels, everywhere according to their predicted know-how shape needs. Grunion (2023) offered new pedagogical strategies, resources, and technologies, enabling better academic results. CPD programmes had a significant favourable effect on students' academic achievements. His study underlines the problems that teachers experience in CPD programmes in the Sukkur district of Sindh, Pakistan. Mriousness (2016) revealed that The teacher education make teachers able to bring a positive change in teaching and learning process across the globe. Husnain (2019) revealed that in 21st century the CPD model was developed to complement the School Assembling Policy. Baird (2022) revealed a significant association of secondary education in Balochistan. According to Rabid (2021), there is a limited body of study on teacher perspectives, particularly in terms of what teachers think PBL work entails and how they see it carried out. Comprehending these viewpoints will facilitate the stakeholders' ability to modify PBL implementation appropriately. Alam (2023) revealed that there is a lot of talk about ubiquitous learning in educational side, definition and implementation from this management. The first thing that we should know what is "Ubiquitous" and "learning". Word of ubiquitous is anywhere and anytime whereas learning means act or process of acquiring knowledge. So if we make two connections from these words. Ubiquitous learning is often skills anytime and therefore technologies. It is same if we can be accessed in a variety of

simply defined as process to get closely associated with mobile called mobile learning because it contexts and situations.

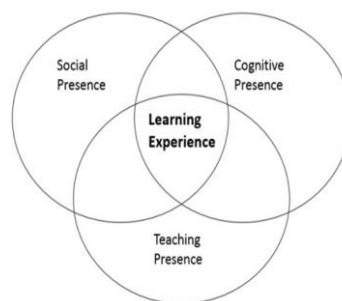


Fig 1. Community of Inquiry (Garrison, Anderson, Garrison and Archer, 2000)

Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Sarab (2018) revealed that type of learning such as; distance learning, virtual learning, electronic learning, mobile learning and ubiquitous learning after COVID-19. Merriam Webster, (2017) revealed the fact of being available anytime and anywhere. Crompton (2017) analysed that mobile devices influence learning. Chee (2017) explored ubiquitous based education, p-learning, and mobile pervasive learning. Konget (2017) found that gamification which are smartphone oriented helps people to train novice users. Chiang (2016) found dimensions of U-Learning such as radio, mobile, permeative, and ubiquitous technologies. Kukulska-Hulme (2010) analysed the student centered classroom based virtual learning such as U-Learning. waris (2023) offered new pedagogical strategies, resources, and technologies, enabling better academic results. CPD programmes had a significant favourable effect on students' academic achievements. His study underlines the problems that teachers experience in CPD programmes in the Sukkur district of Sindh, Pakistan. Laila (2017) revealed that The teacher education make teachers able to bring a positive change in teaching and learning process across the globe. Haris (2018) revealed that in 21st century the CPD model was developed to complement the School Assembling Policy. Zahid (2023) revealed a significant association of secondary education in Balochistan. According to Rohit (2023), there is a limited body of study on teacher perspectives, particularly in terms of what teachers think PBL work entails and how they see it carried out. Comprehending these viewpoints will facilitate the stakeholders' ability to modify PBL implementation appropriately.

Jabeen (2023) discovered a favourable correlation between teacher performance and the training, which also helps teachers advance their abilities and skills to function more effectively in the classroom. According to this study, educational institutions ought to provide their teachers with training that would help them succeed in the classroom and further the growth of the institution. Tanveer (2023) discovered that when it comes to the execution of practicum activities in the classroom, female PTs have a more statistically significant attitude than male PTs. The study advises TTI principals to take the required actions to enhance the delivery of teaching practise courses. Educating cooperative teachers on how to effectively implement the practicum component is important. As a result, PTs will feel more motivated and have a more positive outlook on teaching. According to Alam (2023) in ubiquitous learning anywhere and anytime teacher can facilitate students. Ubiquitous learning is often simply defined as process to get skills anytime and therefore closely associated with mobile technologies. Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise

quality and excellence standards. According to Jamil (2022), the initiative did not have the expected significant impact and yielded no visible results. The goal of this study is to determine that schools offer in-service teachers training, as well as the effects of nationwide efforts to train teachers. Nadeem (2023) conducted the research using a descriptive survey-style methodology. The technique of Random Sampling was employed to choose secondary school teachers and head teachers. Data collection was done using the questionnaire tools. According to the study's findings, teacher preparation programmes should enhance their in-service training so that instructors can learn and apply all facets of teaching techniques. Junejo (2022) demonstrated how in-service training programmes improve teachers' performance. The study also showed that teachers had a positive view of their own professional development. It suggested that rather than being general, the in-service training programmes be introduced in accordance with the subject. According to Sahito (2022), the five factors that UNICEF (2000) identified as being important to the study. The research study's findings would make a significant contribution to the body of knowledge about high-quality education and existing research findings. Brandenburg (2023) offered new pedagogical strategies, resources, and technologies, enabling better academic results. CPD programmes had a significant favourable effect on students' academic achievements. His study underlines the problems that teachers experience in CPD programmes in the Sukkur district of Sindh, Pakistan. Larry (2017) revealed that The teacher education make teachers able to bring a positive change in teaching and learning process across the globe. Hussain (2018) revealed that in 21st century the CPD model was developed to complement the School Assembling Policy. Brain (2023) revealed a significant association of secondary education in Balochistan. According to Neel (2023), there is a limited body of study on teacher perspectives, particularly in terms of what teachers think PBL work entails and how they see it carried out. Comprehending these viewpoints will facilitate the stakeholders' ability to modify PBL implementation appropriately.

### **Theoretical foundation**

Social Learning Theory (SLT). a single component of SLT, self-efficacy, is frequently referred to in teacher education research, Every child has the right to a good education, and the teacher who makes a difference is the key to a successful teaching process. The finest furnishings and books will remain lifeless without a skilled, enthusiastic, and vibrant teacher to bring the walls, furniture, books, and resources to life. A child can develop holistically under the guidance of a professionally trained and groomed teacher. Eighty percent of students attend government schools in Pakistan, where they are not provided with a quality education. As a result, they are unable to compete with students who graduate from private schools because they lack the necessary knowledge and skills. Scott (2015) explored that trained teachers can improve performance as a teacher. Shah (2018) claimed that the classroom teaching experience also polish their skills so the effective teaching method is play a vital role. Palmer (2018) found that teaching is a scientific thinking in which teachers should have achieve their objectives and goals designed before going in the classroom. Priestley (2020) found that teaching skills are the essential part of teacher training. Schneider (2019) found that the effective teaching warranties excellence in teaching and learning process. Sindh Education Foundation and PITE are two well-known departments of government of Sindh, Pakistan that tried to trained government teachers

continuously. But more quality of in-service teachers training in Sindh education institutes are required on regular basis. Shakir (2018) found that the role of research and development institutes of Sindh are very important to ensure quality teaching and learning process. The higher education institutes of Sindh offers ADE, B.Ed and M.Ed programs with different credit hours for In-Service teachers to motivate their best brains. According to Alam (2023) in ubiquitous learning anywhere and anytime teacher can facilitate students. Ubiquitous learning is often simply defined as process to get skills anytime and therefore closely associated with mobile technologies. Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise quality and excellence standards. Ghori (2023) offered new pedagogical strategies, resources, and technologies, enabling better academic results. CPD programmes had a significant favourable effect on students' academic achievements. His study underlines the problems that teachers experience in CPD programmes in the Sukkur district of Sindh, Pakistan. Liness (2017) revealed that The teacher education make teachers able to bring a positive change in teaching and learning process across the globe. Hussar (2018) revealed that in 21st century the CPD model was developed to complement the School Assembling Policy. Zoheb (2023) revealed a significant association of secondary education in Balochistan. According to Arabia (2023), there is a limited body of study on teacher perspectives, particularly in terms of what teachers think PBL work entails and how they see it carried out. Comprehending these viewpoints will facilitate the stakeholders' ability to modify PBL implementation appropriately. Mali (2021) described that feasible policy mechanism helps to conduct meaningful In-Service continuous professional development program. The authorities should have strong policy to bring various programs of teacher education in Sindh higher education institutions. Järveläinen (2020) found that the higher education is facing challenges in Pakistan regarding In-Service teachers training executions. The economical development and reduction of poverty cause major 'issues and challenges in Pakistan.

### **Objectives:**

The main objectives of the study were:

- To examine the effect of In-service Teachers ICT Training on the Teaching pedagogy of subject teachers
- To know the effectiveness of Ubiquitous learning.

### **Research question:**

- What is the effect of In-service Teachers ICT Training on the Teaching pedagogy of subject teachers?
- Is the effectiveness of Ubiquitous learning enhanced students' learning?

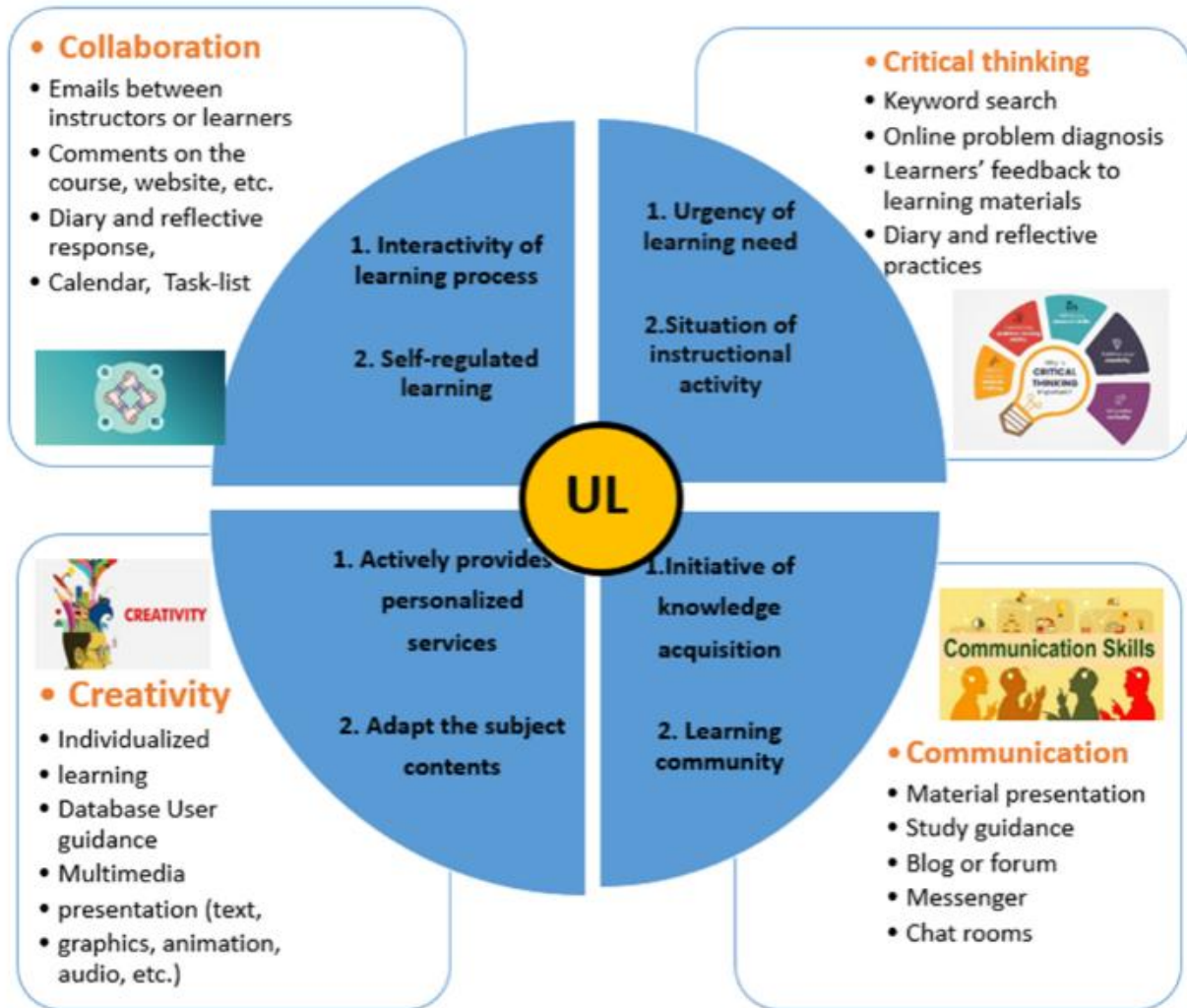
## **Conceptual framework of Ubiquitous learning**

Ubiquitous Learning enhances interactivity of learning process and self-regulated learning. Through these approach students send emails and collaborated with teacher and other students. Write comments on course websites, write diaries and reflective responses, maintain calendar and Task lists. These activities develop collaboration skills among students.

Ubiquitous Learning enhances fulfil the urgency of learning needs and situation of instructional activities. Students can search keywords, and diagnose online problems. They give feedbacks on learning materials, they engage themselves in reflective practices to develop critical thinking.

Ubiquitous Learning enhances personalized services and adaptation of subject contents. Students can make presentation, spread sheet, working on online tools to promote individualized learning. They develop creativity skills.

Ubiquitous Learning enhances initiative of knowledge acquisition and learning communities. Students can prepare material presentation, blogs or forum. They take study guidance from social media, use messenger and chat rooms for collaboration. They develop communication skills through these activities.



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Fig 2. Conceptual framework

Research Model

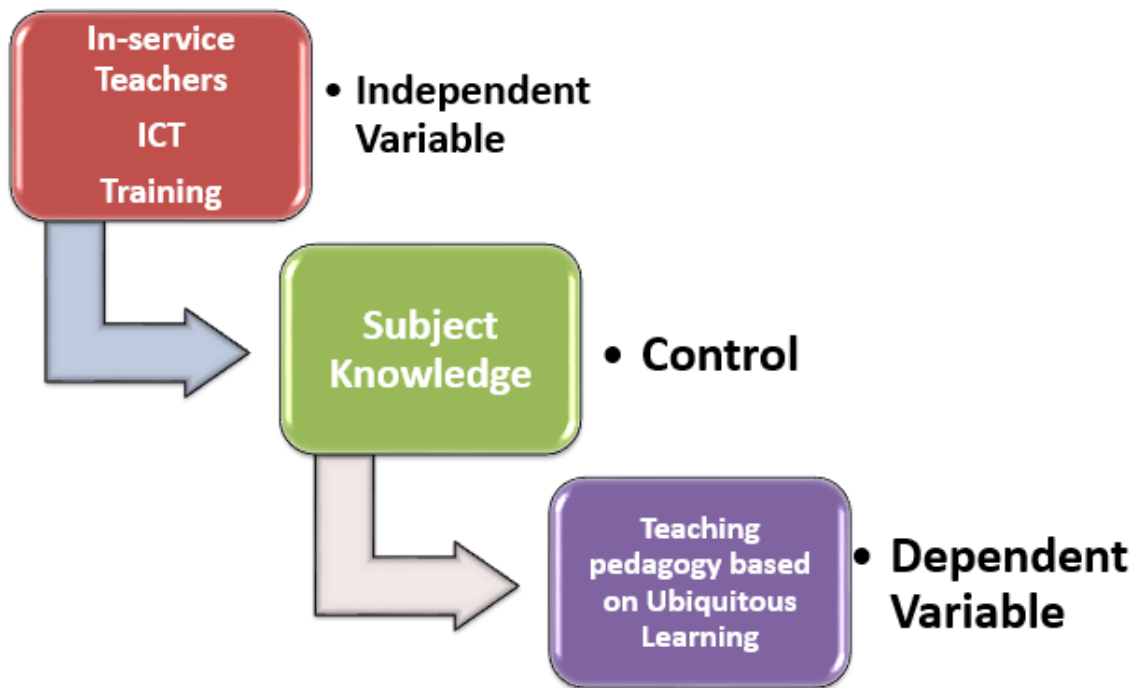
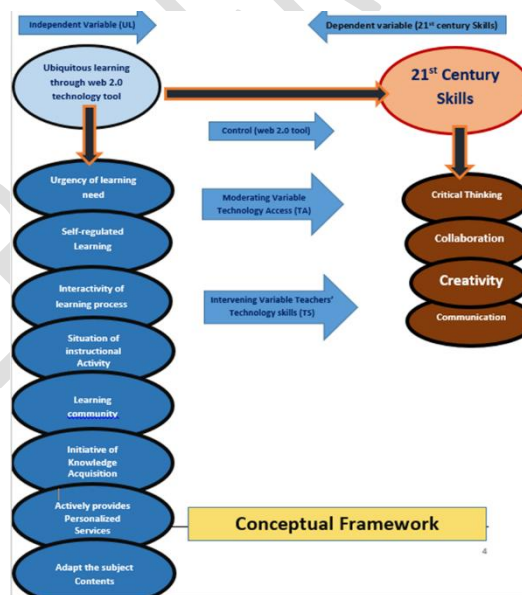


Fig 3. Research Model



## Methods

The nature of this investigation was quantitative. The method of purposeful sampling was chosen. 150 teachers were chosen as a target sample using purposive random sampling after three months of teacher training. The investigation was descriptive in nature. A questionnaire

with 60 items based on a 5 Likert scale was used to collect data using the survey method. Correlation and Regression test was used to analyze the data.

## Data analysis

### Normality Test

For both male and female data, the normal curve is not visible in the histogram.

		Tests of Normality <sup>b,c</sup>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	gender	Statistic	df	Sig.	Statistic	df	Sig.
UL	female	.556	85	.000	.432	195	.000
	male	.387	65	.000	.658	125	.000
CR	female	.439	195	.000	.432	195	.000
	male	.357	125	.000	.658	125	.000
CL	female	.636	195	.000	.432	195	.000
	male	.767	125	.000	.658	125	.000
CM	female	.546	195	.000	.432	195	.000
	male	.658	125	.000	.658	125	.000
CRT	female	.282	195	.000	.860	155	.000
	male	.187	155	.000	.906	125	.000

a. Lilliefors Significance Correction

b. TR is constant when gender = female. It has been omitted.

c. TR is constant when gender = male. It has been omitted.

## Histograms

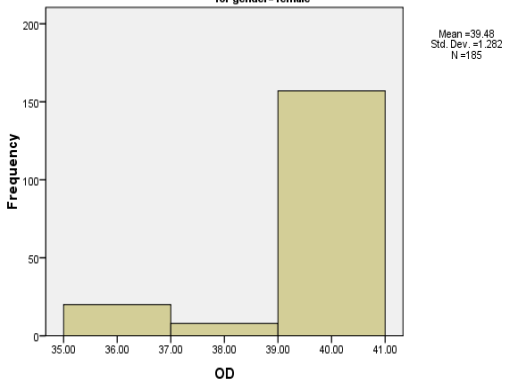
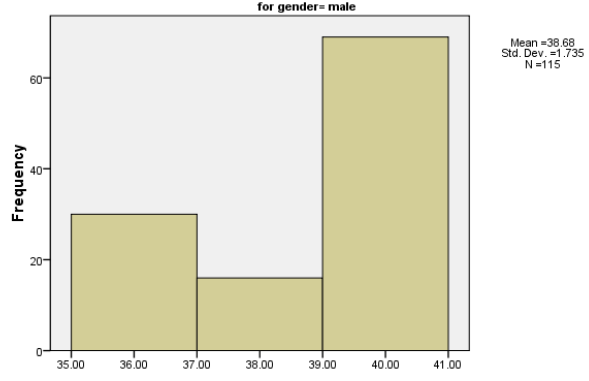
### Findings:

Regarding skewness and kurtosis the given data is positively skewed and kurtosis for both male and female. The histogram does not show the normal curve.

### Reliability Test

Scale: Ubiquitous Learning

### Reliability Statistics

Cronbach's Alpha	N of Items
<p style="text-align: center;">Histogram</p> <p style="text-align: center;">for gender= female</p>  <p style="text-align: center;">.859</p>	<p style="text-align: center;">Histogram</p> <p style="text-align: center;">for gender= male</p>  <p style="text-align: center;">10</p>

**Table 4.8.1**

**Findings:** The table 4.8.1 showed the value of Cronbach's Alpha which is ( $\alpha = .859$ ) this value is acceptable for items reliability which shows that all the items of questionnaire are 86 percent reliable.

**Scale: Impact of ubiquitous learning on creativity**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.925	10

Table 4.8.2

**Findings:**

The table 4.8 showed the value of Cronbach's Alpha which is ( $\alpha = .925$ ) this value is acceptable for items reliability which shows that all the items of questionnaire are 92 percent reliable.

**Scale: Impact of ubiquitous learning on critical thinking**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.796	10

Table 4.8.3

**Findings:**

The table 4.8 showed the value of Cronbach's Alpha which is ( $\alpha = .796$ ) this value is acceptable for items reliability which shows that all the items of questionnaire are 80 percent reliable.

**Scale: Impact of ubiquitous learning on communication**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.896	10

Table 4.8.3

**Findings:**

The table 4.8 showed the value of Cronbach's Alpha which is ( $\alpha = .795$ ) this value is acceptable for items reliability which shows that all the items of questionnaire are 80 percent reliable.

**Scale : Impact of ubiquitous learning on collaboration**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.876	10

Table 4.8.3

**Findings:**

The table 4.8 showed the value of Cronbach’s Alpha which is ( $\alpha = .796$ ) this value is acceptable for items reliability which shows that all the items of questionnaire are 80 percent reliable.

**4.9 Correlation**

		Correlations			
		UL	CR	CT	CM
UL	R				
	r2				
	P				
	N	500			
CR	R		1		
	r2		.733**		
	P		.000		
	N		500		
CT	R			1	
	r2			.825	
	P			.000	
	N			500	
CM	R				1
	r2				.925
	P				.000
	N				500

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.9

**Findings:**

Table 4.9 showed an extreme value of -1 and 1 which indicated a perfectly linear relationship. The dependent and independent variables have perfect positive linear relationship.

**Table 1. Regression**

Model Summary <sup>b</sup>				
Model	R	r <sup>2</sup>	S. E	D-Watson
1	.989 <sup>a</sup>	.885	1.46649	1.769

a. Predictors: (Constant), ICTT

b. Dependent Variable: TP|

The value of  $r^2$  in the given table is 885. So the model is explained 88%. The value of R square showed that model is fit. The F value is 74.510 at .000 significant level which is less than 1%. So the fitness of model is ok.

**Table 2. Hypothesis testing**

H	V	C	t	p	Decision
Con					
H1: ICTT has a significant relation with TP	TP	.342	6.435	.001	Accepted

H1: There is a significance relationship between the effect of In-service Teachers' ICT Training on the Teaching pedagogy of subject teachers based on Ubiquitous Learning. t-value is 6.435 and p value is .001 less than 0.05. That is .000. It means that H1 is accepted.

### Discussion and Conclusion

This study explored that continuous professional growth helps teachers to develop their teaching pedagogy regarding ubiquitous learning. Ubiquitous learning enhances teacher's 4Cs (collaboration, critical thinking, creativity and communication) during teaching and learning process. According to Alam (2023) in ubiquitous learning anywhere and anytime teacher can facilitate students. Ubiquitous learning is often simply defined as process to get skills anytime and therefore closely associated with mobile technologies. Harmann (2023) found that U-Learning supports language learning. Abdullah (2022) revealed that U-Learning based education has a positive effect on student satisfaction. Kumar (2019) found that mobile promotes distance education. Quality and excellence in education are continual efforts to build the new millennium generation, the generation that will control the future state. As a result, the country's education system requires deliberate initiatives to strengthen the capacity and ability to practise quality and excellence standards. One of the primary purposes of school is to foster creativity. Debriefing innovation is critical for success in global competition. Practicing creativity is possible because to advances in information and communication technology. Creating a learning management system (LMS) is one way to increase the quality of creativity-oriented learning. Even if the course content is boring and mundane, e-learning can stimulate and foster creativity in the same way that any classroom teacher can. Try some of these seven techniques to tap into your learners' creativity if you're creating an e-Learning course. Webster, (2017) revealed the fact of being available anytime and anywhere. Chee (2017) explored that the Department of Education and Literacy has been working for a while to revitalize the Teacher Training institutions. This was organised in response to an evaluation that found the teachers had little comprehension of the material they were teaching and were unable to effectively manage the classroom resources in the institutions.

### Recommendations

1. The teachers training program for school teachers should be conducted regarding ubiquitous learning because ubiquitous learning play a vital role because techno-savy

skillful and capable teachers rise excellence of education through professional development.

2. There are some problems faced by trained teachers when they implement it in schools. Institute of public sector should try to improve the public sector education through their In-Service teachers training programs.
3. Administration of Sindh should monitor the effects of Professional development of teachers.
4. A complete report regarding objective achievements should be shared with heads of schools.
5. Compliance report of training should be shared with Education officers town wise.
6. Follow-up and monitoring session should be very strong at headship level.
7. Awards and appreciations should be given to heads and teachers quarterly session.

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