Teachers’ Learning Circle in Afghanistan

- A new experience of Professional Development of Male and Female School Teachers in Mazar-e-Sharif, Afghanistan

Zabihullah Qarizada

Faculty of Art and Social Science
Subject Education
Points 15 ECTS
Supervisor Mr Ulrik Holmberg
Examiner Mr Adrian Velicu
Date 10.02.2015
ABSTRACT

Professional development (PD) of teachers is very important and plays a significant role in teachers’ development both in terms of his/her knowledge, skills, and motivation in today’s emerging world. In Afghanistan, the term Teacher Learning Circle (TLC) is used to refer to PD of teachers. TLC focuses on improving teachers’ pedagogical content knowledge and subject knowledge as well as creating a culture of sharing ideas, experiences and having collaboration among them. I present here the findings of my research in Mazar-e-Sharif City. The aim of this study was to find out if the TLCs function as they are proposed by the Ministry of Education in Afghanistan, how the teachers perceive it and which topics are discussed. Furthermore, are there any differences between views of male and female teachers regarding TLCs?

Quantitative data for this study was collected with the help of questionnaire especially designed for this purpose. The research took place with 174 respondents (both male and female) out of 869 teachers in 15 schools (20% of all schools in Mazar) with in Mazar-e-Sharif City and there were found some interesting differences between male and female respondents in their perception of TLC as well as discussion of topics and issues in the meetings. To name a few, male teachers perceived TLCs as the group working on a common problem while female teachers viewed TLCs as a group of teachers of the same subject, from the same school working on a common problem. Topics of discussion of teachers differed from subject matter related topics like math, language, physics and pedagogical content related topics like lesson planning, making questions, class room management and so on.
ACKNOWLEDGMENT

I would like to express my heartfelt thanks to both Dr. Amir Mohammad Mansory and Dr. Pia Karlsson for the excellent coordination of the TEMP as well as providing endless guidance, encouragement and support throughout my study in the TEMP. Dr. Mansory’s presence and availability even in the non-working days in the TEMP Office in Kabul proved to be a great asset and huge support for us all especially during the thesis writing process, so thank you very much in deed.

My deepest gratitude and appreciation also goes to my supervisor, Mr Ulrik Holmberg who – despite having a very busy schedule – put aside some time to guide and support me in writing this thesis.

Last but obviously not least, I am thankful to my family, friends, colleagues in BEPA, and my classmates for their endless support and encouragement. Without whose kindness and inspiration, this paper would not have been produced.
# TABLE OF CONTENTS

ABSTRACT .................................................................................................................. I
ACKNOWLEDGMENT .................................................................................................. II
LIST OF TABLES .......................................................................................................... IV
ABBREVIATIONS ......................................................................................................... IV
INTRODUCTION ............................................................................................................. 1
  Background ............................................................................................................... 1
  Problem Area ......................................................................................................... 2
  Aim .......................................................................................................................... 2
  Research Questions ............................................................................................... 2
LITERATURE REVIEW .................................................................................................. 3
  Background of TLC ................................................................................................. 3
  Definition ............................................................................................................... 3
  Characteristics of TLCs .......................................................................................... 5
  Effectiveness .......................................................................................................... 6
METHOD ....................................................................................................................... 8
  Limitation .............................................................................................................. 9
FINDINGS ..................................................................................................................... 10
  The definition, aim and benefit of TLCs according to the teachers ..................... 10
  Uses of TLCs according to teachers ..................................................................... 13
  Issues selection and discussion in TLCs reported by respondents ...................... 15
  Organization of TLC, participation in the TLC and comparison of participation of
different level teachers responded by teachers ....................................................... 18
DISCUSSION .................................................................................................................. 21
  Teachers’ understanding of definition and aim of TLCs ...................................... 21
  Functionality of TLCs and discussion of issues in TLCs ........................................ 22
  Role and effectiveness of TLCs ............................................................................. 23
CONCLUSION ............................................................................................................... 24
REFERENCES .............................................................................................................. 25
ANNEXES .................................................................................................................... 26
  Annex 1: Questionnaire .......................................................................................... 26
LIST OF TABLES
Table 1: The definition of TLCs according to the teachers ................................................. 10
Table 2: Views of teachers of different levels regarding the definition of TLC ......................... 11
Table 3: The aim of TLCs according to teachers .............................................................. 12
Table 4: Benefit of participating in the TLC according to teachers ....................................... 13
Table 5: TLCs’ role in improving teachers’ subject knowledge according to respondents .......... 14
Table 6: TLCs’ role in improving teachers PCK according to teachers ............................... 14
Table 7: Selection of topics for discussion reported by respondents .................................... 15
Table 8: Bringing up topics for discussion according to teachers ......................................... 16
Table 9: Discussion of subjects in the TLC according to teachers ....................................... 16
Table 10: Pedagogy related topics discussion in the TLCs according to teachers ................ 17
Table 11: Organization of TLCs in the schools according to the teachers ......................... 18
Table 12: Number of meetings attended according to the teachers ................................... 19
Table 13: comparison of participation of teachers in the meeting with their teaching level ... 20

ABBREVIATIONS
BA Bachelor of Arts
BSc Bachelor of Science
CoPs communities of practice
INSET In-service Education and Training
MDG Millennium Development Goal
MoE Ministry of Education
NPITT National Program of In-service Teacher Training
PCK Pedagogical Content Knowledge
PD Professional Development
PDN Professional Development Net
PED Provincial Education Directorate
PLC Professional Learning Communities
QLC Quality Learning Circles
TD Teacher Development
TLC Teacher Learning Circle
INTRODUCTION

Background

Improving professional learning for teachers is a very important step in transforming and positively changing schools and educational institutes. In order to achieve this goal, schools’ staff need to plan and hold regular professional learning meetings. There is the need for continued professional development worldwide and Ministry of Education in Afghanistan also recognizes this need and thus introduced the Teacher Learning Circles (TLCs) concept in schools in order to facilitate continued professional development for all in-service teachers in the country. The Ministry of Education of Afghanistan expresses that schools can decide how to organize and manage TLCs and encourage teachers to participate in the TLCs. The number of participants in the meetings can vary from “4 to 12” members and if there are more members in the school then the school may think about establishing another TLC. Teachers from another school(s) can also come and join the circles (MoE, 2011, p. 5). Furthermore, the Ministry of Education suggests different organizational versions of TLCs: “grade level or by subject” (ibid, p. 5). TLCs should be led by a leader. TLCs are advised to plan ahead and “determine the topics to be discussed”. They are also encouraged to meet every two weeks during academic year and if they are interested to meet during summer and winter vocations, there is no limit from the ministry side. (ibid, p. 6). Topics of discussion can vary from methodology related topics to content related topics. Whatever the topic, the focus should be on “improving teaching and learning” and after each meeting, the minutes of the meeting is written and recorded. (ibid, p. 7).

Since 2001 – after the fall of Taliban – and the establishment of the new government, Afghanistan education sector is reviving. In terms of facilities, it is now constructing new buildings or repairing the old facilities; in terms of quantity, it has made a great achievement. For instance, the number of students have drastically increased from one millions before 2001 to over nine million now in the whole system (NESP III, 2015). It now has National Education Strategic Plan, a new curriculum and the government is committed to achieve the Millennium Development Goal (MDG) in education by 2020 (ibid.). In terms of quality, it still has a long way to go. Ministry of Education among varied measures of improving quality of education in the country, initiated In-service Teacher Training Programs called INSET and follow-up activities in schools by trained educators. According to the In-School Support Activities manual by Ministry of Education, many teachers in Afghanistan have not had the “opportunity to attend to professional development courses at universities and teacher training colleges” (MoE, 2011, p. 1). One way to address this issue here is to provide some tools to work together in teams. As such TLCs as professional development net were introduced as one components of the INSET program in the country. INSET is one of the program of National Program of In-service Teacher Training (NPITT) (ibid.).

This paper attempts to present the Teacher Learning Circles’ findings in Mazar-e-Sharif. It begins with some background information about the TLCs in Afghanistan and then tries to describe the circles as they function and are being used by male and female teachers. I argue that TLCs provide on the job, on-going professional learning opportunities for all teachers who actively participate in them regularly.
Problem Area

Afghanistan’s teachers have been working in isolation and have not been sharing much of their experiences and findings with one another but it is changing now with the introduction of Teachers Learning Circles (also called as Teachers Professional Net). The goal of this program is to “enhance the capacities [of teachers] through introducing and developing a culture of self-reading and solving issues through ‘peer to peer sharing’ in a common venue for sharing and addressing issues” (MoE, 2011, p. 7). MoE would like teachers to form groups (minimum 4 or 5 teachers and maximum 12 teachers) in an informal setting – outside official teaching hours – or occasionally during official working time during academic year, at schools and meet regularly every week or every second week or at least once a month to share and address issues that they face at school. In summer and winter breaks, if the members are willing to organize TLC meetings, they may do it so (MoE, 2011). Teachers from neighbouring schools (either private or government run schools) can also join the circle if there is space available. These circles’ meetings can be organized and led by one of the teachers. S/he can also take notes of the meetings and share them later with the participants.

Proposed subjects of discussion in these meeting vary from teaching problems in overcrowded classes, teaching in case of unavailability of textbooks, issues related to textbooks, general knowledge of teaching and learning, improving subject knowledge in certain subjects, use of laboratory materials, sharing of experiences and good practices, preparation of exam questions and evaluation of them and many more. TLCs provide the “tool for the teachers” and the mechanism in which they can “collaborate and learn independent of external directions” and find a “local solution to the problems facing teachers” (MoE, 2011, p. 3.).

TLCs are one of the five follow-up activities of District Teachers Training Team (DT3) program that has been running since 2006. As such, TLCs are new initiative and there was no tradition of such forums in schools. How effective are they? How do teachers perceive and think of TLCs? How are they organized? Additionally, very little is known about the function and role of the TLCs. Furthermore, there is not enough information and data about the issues addressed by the TLCs not to mention which school related topics are discussed in the TLCs and how teachers view and define TLCs.

Aim

The aim of this study is to find out how these circles function in relation to what is in their Terms of Reference and what their modality of work is. Additionally its aim is to seek teachers’ views of the TLCs.

Research Questions

- How do these circles work in reality and what kind of issues do teachers discuss in it?
- How do teachers think about the role and effectiveness of TLCs themselves and whether are there any differences between male and female teachers?

---

1. Monitoring and Evaluation from Trainings
2. Monitoring and Observation from Classes
3. Monitoring and Observation from Schools
4. High School Assistance
5. Creation of TLCs and Principles Learning Circles
LITERATURE REVIEW

Before starting the literature review, some consideration that were relevant were taken into account. First, the most recent publications (not earlier than 1990s) were selected for the literature review in order to stay up to date about the topic. Then efforts were made and priority given to the neighbouring countries literature and research papers in this field but it turned out that there were not many relevant resources available by the time that I started the research. Anyhow, this literature review is structured around four broad questions:

1. What is Teacher Learning Circle?
2. What does existing research show about the professional development of teachers?
3. What are the Characteristics of TLCs?
4. What makes Teacher Learning Circles effective?

Background of TLC

The concept of professional development (PD) of teachers is not very old rather it is a new concept that has emerged in the past century but different terms have been used for it. For instance, study circle, professional learning communities (PLC), Teacher Learning Circle (TLC), communities of practice (CoPs), teacher research group, learning circles, inquiry communities, teacher networks, quality learning circles (QLC), professional development net (PDN) or teacher development (TD) have been used to refer to PD of teachers. Some of these professional development concepts had been used for quite some time in the other fields, like educating about democracy and liberal adult education, and then have found their way into the field of education while others have been born in this field. For instance, according to Bjerkaker (2006), the study circle has been used for over a hundred years in the US to educate young people. “[As] a Nordic traditional method for liberal adult education, the study circle has been active for more than a hundred years” (Bjerkaker, 2006, p. 50). The origin of study circles can be traced back to New York. Bjerkaker (2006) cites that the study circles “were born in New York in the 1870s” (ibid. p. 50). Then the concept was taken to Sweden and Scandinavia. These circles have proven very helpful in giving solutions to some “major issues facing their local areas and towns” (ibid., p. 50). Around one hundred years later after the birth of study circle method, the idea of continuing professional development had been born. To be precise, it was in the “mid 70s” when the head of professional development at York University “coined the idea of continuing professional development” (Gray, 2005 cited by Aslam, 2011 p. 98). PLC is another term which had been there for many years, according to Bolam et al. (2005). He adds that the concept of PLC has “emerged from a variety of sources” (Bolam et al. 2005, p. 6). He refers to the work of educational writers who had the idea of reflecting and inquiring – two characteristics of a PLC. As an example he cites Dewey, “…educational practices provide the data, the subject matter, which forms the problems of inquiry” (ibid.).

Definition

In order to have a shared understanding of the concept, we need to have a clear definition for it. However, in this case, as expressed earlier in the above text, there had been different terminologies used for the professional development of teachers and there is no one single definition for the term TLC – as it is called in Afghanistan – rather different ones, so I had to check and find what other terminologies were used in the literature that shared the same goals and similar purposes as TLCs. For example, MoE in Afghanistan defines TLC as “small group
of teachers meeting together to reflect on and share their ideas, experiences and skills” (MoE, 2011, p. 4). While Suda (2007) defines TLCs in the following way:

The Teacher Learning Circles are a simple concept based on significant research on similar approaches in other countries. Learning Circles provide an informal approach to learning where groups of people get together on a regular basis (usually 2 hours weekly) and explore an issue or areas of interest with the assistance of a trained facilitator (p.4).

She goes on further and points out that learning circles have been the most important part of “adult education program in Sweden for over 100 years” (ibid, p. 4). In addition to this she adds that the method that is used in the TLC is made up from two different methods: “Swedish Learning Circles and the Dialogic Literacy Circles in Spain”. (ibid, p. 5). Irrespective of the term used, there is a common and general agreement that the “aim of such groups is to provide an enabling context for teachers’ professional growth, where the professional learning of teachers is shared and problematized” (Le Cornu, ?, p. 1). According to Lava and Wenger (1991) cited by Vinogradov (2012), “CoPs are groups of people who share a passion for an activity and who interact regularly to improve their performance” (Vinogradov, 2012, p. 32). There are three components associated with the CoPs: “defined area of shared enquiry’, ‘relationships among the members’ and ‘practice, body of knowledge, methods, cases, stories, tools, and documents used in the communities” (Vinogradov, 2012). For instance, according to Mitchell and Sachney (2000) and Tode and Louise (2002), cited by Stool et.al (2005), PLCs are suggested to be “a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way” (Stoll, et al. 2006, p. 223). Similarly, Wells and Feun (2013) have cited Fullan (2001) and Hord and Sommers (2008) that PLCs provide the opportunity for reflection and trying out new things in teaching and learning (Wells and Feun, 2013). Lovett (2003), cited Nathan (1990) to have described the QLC model as having the following features “forming, storming, norming and performing”. To elaborate more on QLC each term can be replaced by a ‘working term’ for example, instead of ‘forming’, I use the phrase ‘setting the structure for QLC’, for ‘storming’, the term ‘starting the regular meetings’ in the circle can be used, for ‘norming’, the phrase ‘setting the rules about topic discussion or class room visit’ can be used and instead of the term ‘performing’, I use the term ‘applying the knowledge or skill’.

Evans defines teacher development “as a process which may be on-going or which may have occurred and is completed” (Evans, 2002, p. 130). She further goes on and talks about application of teacher development to:

variously formed professional groups or units, such as: individual teachers; the staff of an institutions, or a department in an institution; teachers who hold a common role (e.g. primary head teachers, mathematics teachers, further education (FE) teachers) and the profession as a whole” (ibid., p. 131)

Furthermore, she adds that there are two “constituent” elements of teacher development which are “attitudinal development” and “functional development” (ibid.). When the teacher’s attitude toward the work that s/he does changes, it is called attitudinal development and when the teacher’s performance in his/her work improves, it is called functional development.

There are some similarities and difference between each model of the circles. To start with similarities for example, the TLCs encourage group meetings to ‘reflect on and share’ ideas, experiences and skills among each other. Similarly, the PLCs encourage participants to ‘collaborate, reflect’ and ‘try-out’ new ideas in teaching and learning. All of these structures expect participants of the circles/meetings to collaborate, critically reflect on their knowledge and experiences.
There seem to be some differences between the circles too. For example, QLCs seem to be too abstract and a bit difficult to apply while TLC, PLC or Teacher Development Net are easier to apply because these concepts seem to be better defined in an ‘easy to understand’ way. Furthermore, there seems to be a difference between traditional professional development and professional learning. According to Webster-Wright (2009) cited by Vinogradov (2012), “professional development includes activities such as workshops and conference sessions” while “professional learning includes learning from experience, learning from reflection action, and learning mediated by context” (Vinogradov, 2012, p. 32).

There had been some studies conducted in Pakistan and Iran which show that in the past few years major attention had been paid to professional development of teachers and emphasizes focus “on building the capabilities of teachers-particularly their knowledge, intellectual development and their expertise…” (Aslam, 2011, p. 98).

The literature review showed that there is no general or universal definition for TLCs, PLCs, QLCs, or Professional Development and in every situation and context it may have a different one. Whatever, the structures and wordings used to describe the features and characteristics of PLCs, the majority of authors cited here indicated that main and primary objective of the PLCs are improving teaching and thus improving students’ learning through sharing new knowledge and learning and experiences through participation and collaboration in the meetings, so I suggest the following definition for the TLC in Afghanistan. A structured and regular meeting between the teachers in school of which the purpose is to enhance and improve skills, knowledge and understating between the teachers as well as creating an open and creative environment in the school through dialogue.

**Characteristics of TLCs**

Things can be identified if their feature or quality is known. Oxford Dictionary defines characteristics as “[a] feature or quality belonging typically to a person, place, or thing and serving to identify them” (Oxford Dictionaries, 2015).

There have been different characteristics affiliated with the PLCs. Wells and Feun (2013) cited Louis and Kruse that the main characteristics of the PLC is “undeviating focus on student learning”. However, other researchers and educationalists such as Bolam and Stoll go into more details and categorized the characteristics. Bolam (2005) has categorized them into eight:

- shared value and vision; collective responsibility for pupils’ learning;
- collaboration focused on learning; individual and collective professional learning; reflective professional enquiry; openness, networks and partnerships;
- inclusive membership; mutual trust, respect and support” (Bolam et al., 2005, p.i).

However, Stoll (2013) categorizes them into five main categories such as, “shared values and vision, collective responsibility, reflective professional inquiry, collaboration [and promotion of] group, as well as individual [learning]” (Stoll, et al., 2013, p. 227). In addition to the above mentioned researchers, Kaminski (2011) cited Kruse et al., (1995) stating that five critical components of professional learning communities, are: “1) reflective dialogue, 2) focus on student learning, 3) interaction among teachers & colleagues, 4) collaboration, and 5) shared values and norms” (Kaminski, 2011, p. 26). However, in Afghanistan, the characteristics associated with the TLCs are as follows according to (MoE, 2011).

1. Focus on improving teaching and learning; 2. Teachers engage in dialogue; 3. Open sharing of ideas and solutions; 4. Supportive environment where all feel safe to contribute and are professionally stimulated; 5. Committed to try new ideas in one’s classroom. (MoE, 2011, p. 3)
Effectiveness

Mycue (2001) believes that in order to have an effective teacher development to happen the teachers “must meet for dialogue and conversation about their beliefs, practices, goals, concerns and success” (Mycue, 2001, p. 28,). In order to increase the effectiveness of PLCs, seeking knowledge and sharing learning and knowledge is important. There are some researchers who are not very optimistic about the effectiveness and outcome of the ‘professional learning and development’ and say that the result of such meetings and communities remain “unsatisfactory and disappointing” (Levite (2003) cited in Lovett and Gilmore, 2003, p.190). There had been other studies conducted and the result totally contradicts what Lovett and Gilmore had to say about effectiveness and result of the PLCs. Furthermore, Bolam et al., (2005), suggests that a PLC is effective if it shows three criteria:

- Its ultimate impact on pupil learning and social development;
- Its intermediate impact on professional learning, performance and morale;
- Its operational performance as a PLC. (ibid., p. 10)

According to the study conducted by Darling-Hammond (2009), in the PLCs in which the members talk about their planning and teaching the outcome tends to result in students better learning. “Intensive professional development, especially when it includes application of knowledge to teachers’ planning and instruction, has a greater chance of influencing teaching practices and, in turn, leading to gains in students learning” (Hammond, et al, 2009, p. 9). Besides, as suggested by Aslam (2011),

“when teachers are involved in appropriate decision-making processes, are able to reflect on and change their circumstances, enjoy being around children, have the skills needed to impart appropriate knowledge and manage their classrooms, and understand their role in the broader community, they are
usually highly motivated and student achievement tends to rise. These elements are usually developed over time and with practice” (Aslam, 2011, p. 97).

It can be concluded that the literature on PLCs continue to point out, as suggested by Wells and Feun (2013) that learning communities or as it is called TLCs in Afghanistan are worth considering the effort in establishing, continuing and taking active part in them on regular basis and offer hope for ‘improving schools’ through improvement of teachers and head teachers. Moreover, it was made explicit that making PLCs and maintaining them are not an easy task on the part of the school administrators and leaders. Given the fact that TLCs are a new phenomenon in Afghanistan, its success and sustainability is still a big question.
METHOD
In this study, quantitative research approach was used because quantitative research gathers facts and “study the relationship of one set of facts to another” (Bell, 2010, p. 5). Besides, quantitative research collects and analysis data as expressed by Bryman (2012). In this research, structured data collection tool, i.e. questionnaire, was used to achieve the goal of the research. The questionnaire was designed and created for the teachers in the target schools. According to Denscombe (2013), questionnaires are used to gather a lot of information for later analysis and it is also used to ask people questions about their point of view and their attitudes. In the questionnaire, different types of questions were used to collect correct and accurate information about the TLCs, its understanding among teachers, its objectives and its use. There were multiple choice questions that had several options from which participants had the freedom to choose one or several options, and a few dichotomous questions with only two options. Similarly, to collect quantitative data – Likert scale – was used in order to know the level of agreement or disagreement of the respondents with the statements mainly about the use of TLCs and its objectives. Respondents indicated the extent to which the statement item applied to them on a five-point rating scale (1 = strongly agree, 2 = agree, 3 = I don’t know, 4 = disagree, 5 = strongly disagree). In general, most of the questions had a free option – where respondents could add/write their own answer or point of view there. Several minutes of the meetings of the TLCs were also collected and reviewed for their relevant data. The analysis of data from the minutes of meetings also confirmed what the participants had reported. From the minutes it could be seen that the topics like making yearly plan, giving marks in the exam and reporting it in the result sheet and discussing several different teaching methods were discussed in the TLCs.

The present research was conducted among teachers working in fifteen schools in Mazar-e-Sharif of which 8 were affiliated with the Teacher Training College in Balkh. These fifteen schools form 20% of all schools in the city and 174 respondents (141 female teachers and 33 male teachers) out of 869 teachers from these schools voluntarily participated in the study which started in end of November 2014 and continued until mid-December with the help of 4 assistants who were oriented how to distribute the questionnaire and collect data. These schools were proposed by the City Education Department of PED for the study because they said that the TLCs “had been established” in these schools. These 15 schools are from different zones / regions of Mazar-e-Sharif. Among fifteen schools, 9 of them is Upper Secondary and 6 is Lower Secondary. It is worth mentioning that schools in Mazar-e-Sharif run two or three shifts and levels and every Upper or Lower Secondary School has Primary Level as well. From each school’s list of teachers, every 1 in 5 teachers were selected for the survey. That is, every teacher in the list which had a number 5 or multiplication of 5 were selected (For instance, teacher number 5, 10, 15, 20, 25... were selected for the study). In this study there were 6 female schools, 5 male schools and 4 mixed schools (schools where both boys and girls study but in different shifts: for instance, girls in the morning and boys in the afternoon). Based on the statistics received from Balkh PED, in Mazar-e-Sharif the majority of teachers are females and the ration is (4 to 1). Even in the male only schools, there are many female teachers that is why, here in this study the majority is also female and the distribution of male and female participants is (19%, 81% respectively). The average teaching experience of the teachers were 7 years for male teachers and 6 years for female teachers. It is worth mentioning that in order to complete a minimum of 24 teaching hours per week, a teacher majoring in one subject/field may have to teach several subjects: math teacher may teach physics, a chemistry teacher may teach biology and a history teacher may teach geography, to name a few. Furthermore, teacher of one level may also teach in another level. For instance, a grade 8 teachers also teaches grades 9, 10 and 11.
The objective of this research and what happens to the data after being collected was shared with the study participants and then the process started. The school teachers and head teachers were happy and motivated to participate in the study so were the heads of schools in which the study took place. As an ethical rule, it is important to inform the head or director of the organizations about the purpose of a study and ask if they allow the researcher to conduct his/her research there (Bell, 2010; Bryman, 2012; Cohen et al. 2010). Therefore, before conducting the research, the acting head of Provincial Education Directorate (PED) in Balkh was contacted and the objective of the research shared. Only then - after the permission to collect the data - the questionnaires were given to the schools and the data collection process began.

A field test/piloting of the project had been carried out before the start of the project. The questionnaire was originally tested with over 20 TTC lecturers and education experts and reviewed for the words and expression choices and as a result some minor changes were brought to the translation and the use of words in Dari language. Then the survey was carried out.

Furthermore, the participants had the choice to take the questionnaire home and respond to it – if they still wanted to – and then return the questionnaire. This helped confidentiality of the data and the response they gave. This point is also indicated to be taken into account also by researchers. For example, the presence of the researcher might pose threat or cause pressure on the participants (Cohen et al. 2010, p. 404). All the participants responded to almost all the question items. After receiving the questionnaires, the data was entered into excel sheet to be analysed and ready to be used in different tables for this study.

**Limitation**

The data collectors had to go to each school several times over the period of data collection to get the data. In order to reduce the amount of time spent on commuting to schools every now and then to collect the questionnaires, we discussed the issue with the head teachers and some of the heads of schools. We (data collectors and head teachers/school principle) came to a conclusion that the schools will provide us with the schedule of teachers and based on that we go to the schools on that particular time when the teachers were there. Besides, the head teachers informed the teachers (respondents of this survey) about the time of data collectors’ visit to the schools.

Although I had access to some of minutes/reports of the TLC meetings conducted in the target schools, I still think that if a close observation of the TLCs were done, it would have yielded a better result because it could have given the chance to check what the teachers are saying and what really is happening. However, in order for me to overcome the limitation of not having the chance to observe the circle, I could manage to get some 15 copies of minutes of the meetings and those minutes do confirm what the respondents had said in the questionnaire.

There are several factors that limit the generalization of the study results to all provinces. The fifteen schools in this study were not selected randomly rather they were intentionally chosen for the survey because they were said to be as the schools involved with the TLCs implementation and follow-up. Besides, there were no reliable data and hard evidence that the TLCs were running and functioning in the schools in the districts to also include them in the study. Furthermore, the survey only covered 1/5th of the schools in the city but not all of them so I am not going to generalize the findings of this study to the whole province but only to Mazar -e- Sharif City.
FINDINGS

This chapter shows findings of the research which was conducted with 141 female and 33 male teachers teaching in fifteen high schools. The majority of these teachers (62%) were teaching in grades 1 – 6 (primary), about one fourth of them (26%) teaching in grades 7 – 9 (secondary) and the rest (12 %) were teaching – at the time of the survey – in grades 10 – 12 (high school or upper secondary). Twenty eight of them were grade 12 graduates (high school graduates) without any formal trainings to become teachers, eighty four were trained to become teachers (TTC graduates) and sixty two were BA or BSc (university graduates). The type of class – in terms of students’ sex – that they were teaching was almost the same for both male and female (45 % male classes, 46 female classes) and only 9 % of the classes were mixed (co-education classes) and the average number of students in each class that these teachers were teaching was 43.5 students. The majority of teachers in this study (75 %) had a teaching experience of 1 – 9 years, and 21 % of them had been in the business for 10 – 19 years and only around 5 % (8 teachers’) experience in teaching was over twenty.

The definition, aim and benefit of TLCs according to the teachers

Questions were included in the questionnaire to collect data about the definition, aim and benefit of participating in the TLCs from teachers’ perspectives. Below table summarizes their response regarding definition of TLCs.

Table 1: The definition of TLCs according to the teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>What do you think a TLC is?</td>
<td>A TLC is a group of teachers working on a common problem.</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>A TLC is a group of teachers teaching the same subject in the same school.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A TLC is a group of teachers teaching the same subject in the same school &amp; working on a common problem.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>26</td>
</tr>
</tbody>
</table>

As illustrated in table 1 above, the majority of the respondents (49%) defined TLC as a group of teachers teaching the same subject in the same school & working on a common problem. When the data was further analysed and separated into male and female teachers, it was noted that the majority of female teachers (54%) defined TLCs as a group of teachers teaching the same subject in the same school & working on common problem, while only a very small portion of male teachers (15 %) reported the same response. Furthermore, it is interesting to see that the majority of male respondents (70%) think that TLC is a group of teachers working on a common problem while only (29%) of females support this.
Below table summarizes response of teachers according to their teaching level.

### Table 2: Views of teachers of different levels regarding the definition of TLC

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Primary level (grades 1-6)</th>
<th>Lower Secondary level (7-9)</th>
<th>Upper Secondary level (10-12)</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>What do you think a TLC is?</td>
<td>A TLC is a group of teachers working on a common problem.</td>
<td>50</td>
<td>51</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>A TLC is a group of teachers teaching the same subject in the same school.</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>A TLC is a group of teachers teaching the same subject in the same school &amp; working on a common problem.</td>
<td>34</td>
<td>34</td>
<td>27</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>99</td>
<td>100</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

As illustrated in table 2 above, the majority of teachers in primary level (51 %) believe that TLC is a group of teachers working on a common problem while the majority of teachers in lower secondary and upper secondary (61%, 86% respectively) state that TLC is a group of teachers teaching the same subject in the same school & working on a common problem. It is interesting to know that there is not a single teacher in the upper secondary level who thinks that TLC is only group of teachers working on a common problem. For them and for lower secondary level, TLC is more than that. It is interesting and worth mentioning that the majority of respondents (48%) stated the TLC is a group of teachers teaching the same subject in the same school and working on a common problem.
Teachers were requested to define the aim of TLCs. Below table summarizes their response.

**Table 3: The aim of TLCs according to teachers**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers' Response</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>What do you think the aims of TLCs are?</td>
<td>To help teachers have some free time from teaching</td>
<td>6</td>
<td>21</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>To help teachers become more self-sufficient at professional development</td>
<td>10</td>
<td>25</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>To help teachers share their new knowledge</td>
<td>10</td>
<td>29</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>To have experienced teachers share their best practices</td>
<td>2</td>
<td>7</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>28</td>
<td>100</td>
<td>146</td>
<td>100</td>
</tr>
</tbody>
</table>

As observed in the above table, most of the respondents (22%) indicated that the aim of the TLCs are to have experienced teachers share their best practices. The second most important thing that was revealed is having some free time from teaching and helping teachers become more self-sufficient at professional development (17% each). When the data was further analysed and separated by gender, there was a big difference between male and female teachers’ responses. For instance, the majority of male (29%) indicated that the aim of the TLCs are sharing new knowledge while the majority of females (25%) indicated that the aim of the TLCs are sharing experiences and best practices by experienced teachers. It is interesting to note that for females having some from time from teaching and becoming self-sufficient at professional development is of equal importance (16% each).
Teachers were also requested to report the benefit of participating in the TLCs, table 4 below is the summary of their responses.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers’ response</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>What is the benefit of participating in the TLC?</td>
<td>TLC creates a good learning environment among teachers</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>TLC creates condition for professional development</td>
<td>7</td>
<td>15</td>
<td>37</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>TLC helps new teachers understand their roles and responsibilities and learn new skills</td>
<td>16</td>
<td>35</td>
<td>48</td>
<td>40</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>TLCs promote cooperation among teachers</td>
<td>23</td>
<td>50</td>
<td>15</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>46</td>
<td>100</td>
<td>117</td>
<td>100</td>
<td>163</td>
</tr>
</tbody>
</table>

As seen in table 4, the majority of the participants (39%) reporting the benefit of participating in the TLC for new teachers to understand the roles and responsibilities and learn new skills. When the data was separated into male and female teachers, it was very interesting to know that only few female teachers (15%) reported that TLC creates a good learning environment among teachers, while male teachers did not report this at all. Furthermore, there is also a big difference between male and female teachers in their responses to TLC promoting cooperation among teachers. Half of the male participants (50%) reported that TLCs promote cooperation among teachers while only very few females (13%) reported this.

**Uses of TLCs according to teachers**

There were questions included in the questionnaire to collect data about the uses from teachers’ perspectives. Below table summarizes their response regarding TLCs’ role in improving their subject knowledge.
Table 5: TLCs’ role in improving teachers’ subject knowledge according to respondents

<table>
<thead>
<tr>
<th>Statement</th>
<th>Options</th>
<th>Teachers’ Response</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCs help teachers improve their subject knowledge</td>
<td>Strongly agree</td>
<td>Male</td>
<td>4</td>
<td>33</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>Female</td>
<td>2</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>I don’t know</td>
<td>Both</td>
<td>6</td>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>#</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>#</td>
<td>174</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As illustrated in the table 5 above, the majority of the respondents (60%) strongly supported that TLCs help teachers improve their subject knowledge. It is quite surprising that there was no disagreement at all among the teachers about TLCs’ role in improving subject knowledge. When the data was further separated into male and female, it shows that there is a great difference between male and female teachers. For instance, more than half of the females (61%) strongly support TLCs help in improving subject knowledge while only one third of male teachers (33%) reported this. However, half of male teachers (50%) do not have any information if the TLC helps them to improve their subject knowledge or not.

Teachers were asked about to report their opinion about TLCs’ role in improving their subject knowledge. Below table summarizes their response.

Table 6: TLCs’ role in improve teachers’ pedagogical content knowledge according to teachers

<table>
<thead>
<tr>
<th>Statement</th>
<th>Options</th>
<th>Teachers’ Response</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TLCs help teachers improve their Pedagogical Content Knowledge.</td>
<td>Strongly agree</td>
<td>Male</td>
<td>18</td>
<td>55</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>Female</td>
<td>2</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>I don’t know</td>
<td>Both</td>
<td>13</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>#</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>#</td>
<td>174</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As it can be seen in the above table 6, the majority of respondents (56%) showed intensive support and believe that TLCs help improve their pedagogical content knowledge. When the data was segregated into male and female teachers it was found out that only a few number of female participants (5%) disagree about the role of TLCs in improving PCK, while there is no disagreement between male teachers. Remarkably, there is no big difference between male and female teachers’ responses when it comes to their agreement in the other remaining options.
Issues selection and discussion in TLCs reported by respondents

Three questions were included in the questionnaire to collect data about issues that are discussed in the TLCs. In one of the questions respondents were asked to report about the selection of topics for discussion in their TLCs. The responses are summarized in the below table 7.

Table 7: Selection of topics for discussion reported by respondents

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers' response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>How do you choose topic(s) for discussion in</td>
<td>Agenda is prepared at the meeting and then one of the teachers</td>
<td>8</td>
</tr>
<tr>
<td>the upcoming TLC?</td>
<td>volunteer to present one of the topics at the meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discus the topic(s) of the upcoming meeting, and then select them</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Randomly choose the topics of next meeting in the earlier meeting</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Collect the topics from all teachers and then choose the one that most</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>of the teachers have requested help with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

As illustrated in the above table number 7, the majority of the respondents (49%) responded that they collected the topics from all teachers and then select one that most of them had requested help with. When the data was further analysed and separated into male and female respondents, there was a notable difference between male and females. For instance, 13% of females reported that they randomly chose the topic of next meeting in the earlier meeting while males do not do this at all. Remarkably, the same numbers of male and female teachers (22% each) responded that they discuss the topic(s) of the upcoming meeting and then select them in the agenda for the next meeting.

Respondents were also asked to report if they had brought up any topic for discussion in the TLC in the past month. Below table 8 summarizes their response.
Table 8: Bringing up topics for discussion according to teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers' response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you brought up any topic in the TLC recently in the past month?</td>
<td>Yes, (different topics)</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

As shown above the majority of the participants (62%) in the study stated that they brought up topics for discussion in the TLCs and if the participants are divided into male and female teachers, there is not much of a difference between them in having to share a topic for discussion in the meeting (69%, 61% each respectively). Furthermore, there is not a big gap between the male and female respondents (31% male, 39% female) who had not brought up any topics for discussion in the TLC.

Respondents were also requested to report which subjects they discussed in the TLCs, if at all. Below is the summary of their responses shown in table number 9.

Table 9: Discussion of subjects in the TLC according to teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers' response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which subject is discussed in the TLC?</td>
<td>Math</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Languages</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Other subjects (school environment,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>class based teaching, history,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>geography, etc.)</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

As seen in the above table 9, the majority of the respondents (47%) indicated that they discussed other subjects in their TLCs. For example school environment, class based teaching, history, geography, etc. When the respondent were separated by male and female, it was found that there is big difference between male and female participants of TLCs about the issues that they discussed in TLCs. As seen above, most of female teachers (54%) discussed other subjects, while only 1 in 5 male teachers (18%) of them did it. Moreover it was observed that female teachers discussed languages as the second biggest topic (16%) in their TCL discussions, while male teacher do not do it at all. Similarly and interestingly male teachers do not discuss Physics. Interestingly female teachers discuss almost all subjects.

Teachers were asked to report about the pedagogical issue that they discussed in their meeting in TLCs. The following table summarizes their responses.
Table 10: Pedagogy related topics discussion in TLCs according to teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers' Response</th>
<th>Male</th>
<th>Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which pedagogy related topic is discussed in the TLC?</td>
<td>Teaching method</td>
<td></td>
<td>11</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Lesson plan</td>
<td></td>
<td>13</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Class management</td>
<td></td>
<td>7</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Making questions</td>
<td></td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Teaching methods, lesson plans, class management, making questions</td>
<td></td>
<td>2</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Other: (Making yearly plan, writing teaching report, giving marks in exam and preparing result sheets)</td>
<td></td>
<td>5</td>
<td>46</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>38</td>
<td>136</td>
<td>174</td>
</tr>
</tbody>
</table>

As seen in the above table 10, most of the respondents (29%) indicated that they discussed these pedagogical issues in their TLCs, for example making yearly plan, writing teaching report, giving marks in the exam and preparing result sheets. When the respondents were separated by male and female, it was found that there is a big difference between male and female participants of TLCs about the topics that they discuss in the TLCs. As seen above, male mostly (34%) discuss lesson plan, while only half this number of female participants (17%) discussed this topic. Furthermore, it was interesting to note that only few females (7%) of them discuss making questions, while male teachers do not do it at all. Other topics are more or less discussed the same between male and female respondents.
Organization of TLC, participation in the TLC and comparison of participation of different level teachers responded by teachers

There were three question included in the questionnaire to request information about the organization of TLCs, the number of meetings attended by each teacher and about TLC leader/meeting holder. Below table number 10 gives a summary of their responses to the organization of TLCs in their schools.

Table 11: Organization of TLCs in the schools according to the teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers' response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>How is the TLC organized in your school?</td>
<td>It is organized by subjects</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>It is organized by grade level</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>It is organized with equal numbers of male and female teachers</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>It is organized by subjects and with equal numbers of male and female teachers</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>It is organized by grade level and with equal numbers of male and female teachers</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>40</td>
</tr>
</tbody>
</table>

As illustrated in the above table 11, the majority of the respondents (42 %) reported that TLC is organized by subjects in their schools. When this finding was further analyzed into male and female respondents, it was reported by only few females (only 5%) that TLCs are organized with equal number of male and female teachers while male respondents didn’t report this at all. Moreover, it was found out that only very few (12%) of female participated in the TLCs that are organized by subjects and in which there are equal number of male and female participants while for male this is more than twice the number of female participants (30%). There was a question in the questionnaire that asked teachers about the number(s) of TLC meeting that they had participated if any. Below table number 12 summarizes their responses:
Table 12: Number of meetings attended according to the teachers

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Teachers’ response</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
<td>Male</td>
</tr>
<tr>
<td>In how many TLC meetings have you participated so far this year?</td>
<td>No Participation</td>
<td>8</td>
<td>24</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>1 – 5 meetings</td>
<td>18</td>
<td>55</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>6 – 10 meetings</td>
<td>2</td>
<td>6</td>
<td>46</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>11 – 15 meetings</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>16 – 20 meetings</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>21 – 30 meetings</td>
<td>5</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>33</td>
<td>100</td>
<td>141</td>
<td>100</td>
</tr>
</tbody>
</table>

As seen in the above table 12, a high number of participants (33%) attended 1 – 5 TLC meetings in the past academic year. Another significant finding is that (28%) of the participants attended 6 – 10 meetings in the past academic year. It is worth noting that (18%) of all participants did not attend any meeting at all. When the data was further segregated between male and female participants it was found out that the majority of male respondents (55%) attended between 1 – 5 meetings while from female respondents about half this figure (28%) participated. Interestingly, when it comes to the 6 – 10 meetings in the past academic year, only a small portion of male (6%) participated in 6 – 10 meetings while for female teachers, it is almost one third (33%) of the whole female respondents. Furthermore, male participants had never participated in less than 20 and over 11 meeting in the past academic year while female teachers participation is quite high: (5%) of them had participated in 11 – 15 meeting and (11%) of them in 16 – 20 meetings. Interestingly, it is reported that 15 percent of male teachers attended 21 – 30 meetings per year. It could be the case that these male respondents are the head teachers of the schools who are always at school and participate in all the meetings.

The table below is a comparison of participation of teachers in the TLC meetings with their teaching level.
Table 13: Comparison of participation of teachers in the meeting with their teaching level

<table>
<thead>
<tr>
<th>Meeting per year</th>
<th>Frequency of participation in the TLCs’ meetings of teachers teaching at:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary level (grades 1-6)</td>
</tr>
<tr>
<td></td>
<td>#</td>
</tr>
<tr>
<td>No Participation</td>
<td>12</td>
</tr>
<tr>
<td>1 - 5 meetings</td>
<td>40</td>
</tr>
<tr>
<td>6 – 10 meetings</td>
<td>26</td>
</tr>
<tr>
<td>11 – 15 meetings</td>
<td>6</td>
</tr>
<tr>
<td>16 – 20 meetings</td>
<td>10</td>
</tr>
<tr>
<td>21 – 30 meetings</td>
<td>14</td>
</tr>
<tr>
<td>Total:</td>
<td>108</td>
</tr>
</tbody>
</table>

As illustrated in the above table number 13, the majority of participants (80%) who were teaching in both lower and upper secondary level did not take part while from the primary level, only a few number of participants (11%) didn’t take part in the meetings. A great number of participants (33%), attended 1-5 meetings and if the data is analysed by teaching level, the majority of participants in these meeting (45%) are upper secondary level teachers. It is worth commenting that not a single teacher teaching both lower and upper secondary levels and teacher teaching only upper secondary level took part in the meeting 6-10 times while the participation of lower secondary teacher is the most notable one (49%). Similarly, teachers teaching both lower secondary and upper secondary levels and teachers of upper secondary did not take part in the meetings over 11 times per year. Participation of lower secondary teachers in the meeting between 16-20 time per year and the lower level teachers in the meetings between 21-30 times seem comparatively highest among other levels.
DISCUSSION

Obviously, Teacher Learning Circle provides the opportunity – time and space – for teachers to think about and reflect upon their problems and challenges that they face every day in teaching and also mirror their successes, achievements and lessons learned in their own teaching and learning. Furthermore, some of the teachers in the system even have not had any official teacher training so TLCs are the best place for them to start to learn about the profession and exchange information, knowledge and learn from one another. This study investigated respondents’ views on functionality, role and effectiveness of Teacher Learning Circles in 15 schools in Mazar-e-Sharif.

Teachers’ understanding of definition and aim of TLCs

According to the findings of this study, around half of the participants thought of TLC as a group of teachers of the same field working on the same problem. One could reason that these teachers of the same field might be able to help each other than the teachers of different fields. For instance, language teachers could help and support language teachers while math teachers could support math. There might be another reason that one method which works in one field of study may or may not work in another field of study. As mentioned in the literature review, TLC is defined as a group of collaborative teachers who come together to find solution to problems by reflecting, sharing ideas, experience and skills. (MoE, 2011). Here by, it is revealed that the understandings of teachers are similar to that of the definition provided by the Ministry of Education of Afghanistan and some other researchers like Louise (2002) and Well and Feun (2013), as pointed out in the literature review. Besides, it is very interesting to see that there is a big difference between male and female teachers in their perception and view about the TLC. The majority of males perceive TLCs as a group of teachers working on a common problem while the majority of females perceive TLCs as a group of teachers of the same field, from the same school working on a common problem. This implies that female teachers see TLCs as a meeting of same subject teachers from the same school while for male it doesn’t matter as long as the meetings try to find a solution to the school related problems that they have. What I assume here is that male participants of TLCs participate in the meetings because they see them as common place for sharing problem and finding a solution for it while female participants, view it as a chance for the same subject teachers from the same school to discuss the problems that they have and find a solution for it. It was quite surprising to see that there is not only the difference in view and perception of TLCs between male and female teachers but also among teachers of different levels. For example, teachers of upper secondary defined TLCs very close to the characteristics and definition laid by Ministry of Education of Afghanistan – a group of teachers teaching the same subject in the same school & working on a common problem. Teachers of lower secondary also used the same definition as that of upper secondary level while the teachers of primary level defined TLCs as a group of teachers working on a common problem. The difference between the views of teachers of each level is a lot. I can assume that teachers of primary level – as I myself have observed, read the reports and heard – are usually the novice teachers and lack much information about the school, its administrative procedures and so on that is why, they are thinking about sharing problems in the TLCs.

One of the aim of the TLC is to create a sense of collaboration and cooperation among the teachers in order to overcome day to day problems in teaching and learning in collaboration with each other (Lovett, 2003). Similarly in the study it was revealed that aim of TLC is sharing experiences and pedagogical knowledge with the new comers in the teaching business. By sharing topics in the meetings and openly discussing it, cooperation among the teachers can be increased and teachers’ confidence can also increase.
Functionality of TLCs and discussion of issues in TLCs

Through this study it was found out that TLC in schools are organized by subjects and also by grade levels which are also suggested by Ministry of Education of Afghanistan (MoE, 2011). So this study confirms the suggestion of ministry in terms of TLC organization at school level that teachers of grade six, for example, teaching science subject should come together and meet regularly every two weeks (ibid.). Although different variety of TLC organization were also revealed by the study. For instance, few of the TLC were organized by equal number of male and female teachers. This is very interesting because some female teachers reported this while no male participant reported it. I assume that in one or two of the male schools – where female teachers also teach – the meeting is organized with equal number of male and female teachers so that there is equal opportunity for professional learning of both males and females. Furthermore, most of the teachers stated that they participated in the TLC meetings 1 – 5 times a year. Participating in 1/6th of all meetings will not yield a good results because these members will miss some very important and interesting discussions. I can tell this based on my experience. I can assume the reason that most of the teachers could not participate in the more than 20 times per year is that they had been too busy outside school hours and also had a tight teaching schedule so obviously they could not attend the other meetings. Surprisingly, there is the finding that 1 in 7 male participants always participated in all 20 – 30 TLC meetings in a year. As written in the literature review, Ministry of Education of Afghanistan encourages participation of teachers in the meetings 1 or 2 meetings per month. The schools that had over twenty meetings per year, I assume, that they have had meeting every second week for the whole year – not the academic year because in an academic year, in Afghanistan, there are 8 months so the maximum number of meetings would have been less than twenty meetings but 8 percent of the whole participants reported participation in over twenty meetings. Another worth noting fact concerning the participation of this 8 percent male teachers in over twenty meetings is that they are all primary level teachers. I suppose, these participants are either the head teachers of school who are always there or they are the facilitator of the TLCs or they could be the teachers who are very much motivated to learn something new. Speaking of facilitating the TLC, rotating the role of TLC facilitator/leader is very important and it provides the opportunity for every teacher to practice taking more responsibilities gradually and be prepared for a more challenging tasks in the future.

In addition to this, it was revealed through the study that teachers discussed different subjects and pedagogical issues in the TLCs. As stated in the literature review one of the key characteristics of TLC is improving their both subject knowledge, pedagogical content knowledge and teaching skills (MoE, 2011; Hammond et al., 2009). This research also strongly supports this because teachers continually discuss and try to learn new things by discussing them in the TLCs. To name a few, for example, one of the important findings is that there is a significant difference in sharing physics and language related topics in the TLCs between male and female teachers. One of the hypothesis could be that male teachers are good at physics and language related topics while female teachers are not as good as male teachers. This is most probably because male teachers get the chance to enrol in the courses and participate in the trainings and workshops and thus their subject knowledge is improved and they do not have difficulty teaching them. Similarly, teachers try to improve their pedagogical content knowledge through participation and sharing their concerns or newly practiced skills in the TLCs and reach the common goal – that is – students better performance and learnings. However, in sharing pedagogical issues there seems to be a great difference between male and female teachers. It implies that male teachers are good at performing a number of activities, while females are good at some others. For instance, making good questions is one of the important skills that a good teacher needs. Based on my experience working in the education
sector for over 6 years, I can tell that male teachers possess this skill while female teachers are still trying to learn how to make good questions. The reasons that female teachers have not obtained yet this skill is that due to various reasons they had not been able to participate in many professional development opportunities like trainings and workshops. Now TLC is a good start for them to start because it provides a learning opportunity for teachers and teachers take every opportunity to learn.

Moreover, male teachers reported that they discussed lesson planning and teaching methods as the two most important topics in the TLCs while for females they are not that important. I assume that either male teachers are not good at lesson planning and teaching methodologies or they are constantly trying to improve while females are OK their state now.

Role and effectiveness of TLCs and respondents’ views

One of the main role of the TLC is providing space for collaboration, team building, giving support to the new teachers and seeking content related support from them. This can only happen if TLCs are organized, meet regularly and teachers bring topics for discussion in the meetings. This study shows that the majority of teachers brought topics and had them placed in the agenda for discussion in the meeting. Furthermore, this study exhibits that teachers meet to discuss a topic of their concern/choice and seek knowledge and/or share it. As also expressed in the literature review, when these characteristics are present in a TLC, there is no doubt in the TLCs effectiveness (Mycue, 2001). Thus, it can be inferred that the TLCs that were running (at the time of the study), were effective because teachers in those schools felt responsibility toward their own learning as well as students learning and improving.

As described in the literature review one of the characteristics of any professional development activity is improving subject knowledge as well as pedagogical content knowledge and the majority of respondents also strongly agree and support it. However, in this study half of the male teachers and nearly one third of (29 %) of female teachers did not know if the TLCs improved their subject knowledge. Similarly over one third of male teachers (39 %) and almost one third of female teachers (29%) reported that they do not know if TLCs were there to help them improve their pedagogical content knowledge. The question is now why were they participating in the meetings? What I assume is that these are the participants who participated only in few meetings and yet do not know if the TLC is a mechanism to help them improve their teaching as well as their learning. I can also suppose that the communication within the school is weak and not all the teachers know why they do a certain activity that they do.

Another interesting findings is that there is almost always a big difference between male and female teachers in almost all the areas of discussion here. The major differences can be seen in the definition of TLCs, benefits of TLCs, TLCs’ role in improving subject knowledge, discussion of subjects, some of the pedagogy related topics (teaching method, lesson planning, making questions, making yearly plan, writing teaching reports and preparing result sheets), organization of TLCs in the school and number of participations in the meetings. In the areas where there are not big and very noticeable difference are included but not limited to aim of TLCs, role of pedagogical content knowledge in improving teaching, selection of topics in the TLCs and sharing topics for discussion in the TLCs. These findings show that due to the facts e.g. education, experience and type of schools, there is a different in peoples’ understanding and perception of the same concept.
CONCLUSION

To conclude, it can be said that this study contributes to the fact that TLC – although a new phenomenon in Afghanistan – seems to be effective and worth following-up in the schools in Afghanistan. Participants of the study had different understanding of the TLC but almost all agreed that TLC helps them thrive in their teaching and learning activities that is why they eagerly participate and share their knowledge, skills and understanding of a concept and topics. Besides, TLC provides them with the ground to get to know each other and then openly share any concern or serious problem that they have in their teaching, planning or other school related issues. As the aim of the study was to see how the circles function in relation to the guideline of the TLC provided by the Ministry of Education in Afghanistan and seek views of teachers regarding TLCs. The findings of this study strongly support and confirm that this professional learning approach functions in Mazar -e- Sharif and teachers do take part in them hoping that it will improve their subject knowledge and pedagogical content knowledge thus improve students learning achievements. Furthermore, evidence indicate that teachers discuss various issues in the TLCs. Discussion of participants, sharing ideas and suggesting topics for discussion in the meetings is the sign for the effectiveness of the TLCs.

Almost all the teachers actively share and discuss topics ranging from lesson planning, making questions, new teaching methods to subject matter related topics. This is line with the purpose of establishing TLCs in Afghanistan as well as the purpose of having a professional learning circles or TLC meetings. Obviously, there are some differences between male and female respondents and teachers of each level in each areas of discussion.

My suggestion to the Ministry of Education is that these circles can be most effective if ‘all’ teachers could participate in them. To get all teachers to participate, ministry could either increase the teacher’s salary – which seems to be too difficult for the time being – or reduce the teachers teaching hours per week so that they can be better prepared to think about the topics and reflect upon it. The ministry could also give some incentives for teachers who actively participate and help others learn and unlearn the old and outdated concepts.
REFERENCES


Le Cornu, R. (?). Learning Circles: Providing spaces for renewal of both teachers and teacher education. ? School of Education University of South Australia.


ANNEXES

Annex 1: Questionnaire

Dear participant: Thank you for taking part in this survey. All data from this survey is used for research purposes only and shall not be shared with any third party except the university.

Please do not write your name.

<table>
<thead>
<tr>
<th>Age:</th>
<th>____________ years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex:</td>
<td>□ Male</td>
</tr>
<tr>
<td></td>
<td>□ Female</td>
</tr>
<tr>
<td>Highest level of education:</td>
<td>□ High School Graduate</td>
</tr>
<tr>
<td></td>
<td>□ University</td>
</tr>
<tr>
<td></td>
<td>□ Other Institutions (Madrasa)</td>
</tr>
<tr>
<td>Teaching experience:</td>
<td>___________ Years</td>
</tr>
<tr>
<td>Teaching in:</td>
<td>□ Grades 1 – 3</td>
</tr>
<tr>
<td></td>
<td>□ Grades 7 – 9</td>
</tr>
<tr>
<td>Teaching in:</td>
<td>□ Male</td>
</tr>
<tr>
<td>Number of students in your average class:</td>
<td>□ Less than 20</td>
</tr>
<tr>
<td></td>
<td>□ 40 – 49</td>
</tr>
</tbody>
</table>

Which subject(s) are you teaching? Please write it/them below.
__________________________________________________________________________________
____________________________________________________________________

Part I.
1. What do you think a TLC is? You may choose more than one option.
   a. A TLC is a group of teachers working on a common problem.
   b. A TLC is a group of teachers teaching the same subject in the same school.
   c. Both A and B.
   d. Other, please write:
      ____________________________________________________________

2. What do you think the aim of TLCs are? (You may choose more than one option.)
   a. To help teachers have some free time from teaching.
   b. To help teachers become more self-sufficient at professional development.
   c. To help teachers share their new knowledge.
   d. To have experienced teachers share their best practices.
   e. Other, please specify:
      ____________________________________________________________

3. What is the benefit of participating in the TLC? You may choose more than one option:
   a. TLC creates a good learning environment among teachers.
   b. TLC creates condition for professional development.
   c. TLC helps new teachers understand their roles and responsibilities and learn new skills.
   d. TLCs promote cooperation among teachers.
   e. Other, please specify:
4. **How do you choose topic(s) for discussion in the upcoming TLC?** You may choose more than one options.
   a. Agenda is prepared at the meeting and then one of the teacher volunteers to present one of the topics at the meeting.
   b. Discuss the topic(s) of the upcoming meeting, then select them.
   c. Randomly choose the topics of next meeting in the earlier meeting.
   d. List the topics from all teachers and then choose the one that most of the teachers have requested help with.
   e. Other, please specify:

5. **In how many TLC meetings have you participated so far this year?** Please only write the number of meetings only. (_________ meetings).

6. **How is the TLC organized in your school?** Choose one of the below options:
   a. It is organized by subjects.
   b. It is organized by grade level.
   c. It is organized with equal numbers of male and female teachers.
   d. Both A & C.
   e. Both B & C.
   f. Other, please specify:

**Part II.**

**To What extent do you agree or disagree with the following statements.** Please put the mark (x) in the appropriate box.

<table>
<thead>
<tr>
<th>No</th>
<th>Sentences</th>
<th>SA</th>
<th>Agree</th>
<th>I don’t know</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>TLCs help teachers improve their subject knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>TLCs help teachers share their teaching experiences with the group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>TLCs give teachers – who participate in the circle – the chance to share their common problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>TLCs provide the opportunity for the teachers to find solution for a common problem that they have.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>TLCs help teachers improve their Pedagogical Content Knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART III.**

12. **Which topics are discussed in the TLCs?**

   - [ ] Math
   - [ ] Biology
   - [ ] Chemistry
   - [ ] Physics
   - [ ] Languages (which one, please specify: __________________________)
   - [ ] History and Geography
   - [ ] Other Subjects: ________________

13. **Which pedagogical topics are discussed in the TLCs?**

   - [ ] Teaching methods
   - [ ] Lesson plans
   - [ ] Classroom management
   - [ ] Preparing questions
14. **Does your TLC have a leader** (someone who facilitates the meeting)?

☐ No  ☐ Yes

*If you choose “Yes”, can you please define him/her by choosing from the below options:*
  a. It is led by the school’s head teacher
  b. It is led by one of the experienced teachers in the school.
  c. It is led by a new teacher.
  d. The leader rotates (each member of the circle gets a chance to lead the circle).
  e. Other, please specify:

__________________________________________________________________________
__________________________________________________________________________

*If choose “No”, can you please write how the meeting is facilitated:*

__________________________________________________________________________
__________________________________________________________________________

*If you choose “No” in the question 14, please skip this question (question 15)*

15. **Have you have led the circle?**

a. yes  b. no

16. Have you brought up any topic in the TLC recently in the past month?

a. yes  b. no

*If your answer is yes, what was the topic (…………………………………………………)?
And did the circle prove helpful? Please write*

__________________________________________________________________________
__________________________________________________________________________

*If your answer is no, why not any, please specify (…………………………………………………………………………………...……)*

17. **Is there anything else you want to add?**

    **Note:**
تشکر از شما برای پاسخگویی نوروزگرانه

Questionnaire in Dari

اشتراک گذاری در این سرویس (Survey) می‌تواند مفهوم‌گذاری کند. مصاحبه‌ها و مقالات جمع‌آوری شده در این سرویس به هیچ وجه با افراد یا اشخاص دیگر شریک ساخته نمی‌شود.

لطفاً نام خویشرا ننویسید!

سن: □ مرد □ زن

فراغ دار المعلمان □ فارغ صنف □ لسن □ ماستر □ سایر موسسات تحصیلی (مدرسه)

درجه تحصیل: □ تجربه تدریس: □ تدریس در:

جنسیت: □ مرد □ زن

صنف که تدریس می‌کنید:

تعداد شاگردان در صنف:

تجربه تدریس:

تراکم و تداوم تمرینات تدریس:

تجربه تدریس:

نام خویشرا: _______________

سوژه اول:

1. به نظر شما "حلقات یادگیری استادان" چیست؟ (شما می‌توانید یک گزینه‌ای یا چند گزینه‌ای انتخاب کنید).

أ. حلقات یادگیری استادان، گروهی از استادان است که به‌طور مشترک مشکل مشترک کار می‌کنند.

ب. حلقات یادگیری استادان، گروهی از استادان یک مکتوب است که عین مضمن را در استادان.

ث. حلقات یادگیری استادان، گروهی از استادان به‌طور مشترک کار می‌کنند.

ج. حلقات یادگیری استادان، گروهی از استادان به‌طور مشترک کار می‌کنند.

نام خویشرا: _______________

سوژه دوم:

2. به نظر شما هدف "حلقات یادگیری استادان" چیست؟ (شما می‌توانید یک گزینه‌ای یا چند گزینه‌ای انتخاب کنید).

أ. جهان کمک به استادان تا کمی وقت اضافه داشته باشند.

ب. جهان کمک به استادان تا در عرصه انکشاف نهایتاً کار کنند.

ث. جهان سازنده تمایل به شرکت و تجربه استادان با تجربه مشترک.

ج. جواب با اینکه که گزینه فوق: لطفاً شرح دهید:

نام خویشرا: _______________

سوژه سوم:

3. فواید اشتراک نمودن در "حلقات یادگیری استادان" چهار گزینه‌ای انتخاب کنید.

أ. حلقات یادگیری استادان محیط آموزشی خوب را می‌توانند باعث شوند.

ب. حلقات یادگیری استادان شرایط انگشداری مشکل‌های مربوط به تفریغ مسیر را فراهم می‌کنند.

ث. حلقات یادگیری استادان به استادان جدید هنوز کمک می‌کنند تا مسولیت‌های خویشرا بدانند و مهارت های جدید را را تلاش می‌کنند.

ج. جواب با اینکه که گزینه فوق: لطفاً مشخص سازید:

نام خویشرا: _______________

سوژه چهارم:

4. موضوع/موضوع قابل بحث در جلسه بعدی حلقات یادگیری استادان را چه گزینه‌ای انتخاب کنید.

أ. موضوع بیشتر از یک گزینه را انتخاب کنید.

ب. موضوع بیشتر از یک گزینه را انتخاب کنید.

ث. موضوع بیشتر از یک گزینه را انتخاب کنید.

ج. موضوع بیشتر از یک گزینه را انتخاب کنید.

نام خویشرا: _______________

تمام مطالب و اطلاعات یک موضوع را به‌طور پیوسته و به‌طور پیوسته در جلسه به‌طور پیوسته و به‌طور پیوسته در جلسه به‌طور پیوسته.

نام خویشرا: _______________
ثبت لست تمام موضوعات از استادان جمع آوری می‌گردد و بعداً یک موضوع که اکثر استادان راجع به آن کمک خواسته‌اند، انتخاب می‌شود.

جواب بیگزه از چهار گزینه فوق، لطفاً مشخص سازید:

5. در "حلقه پایداری" چه شما اشتراک می‌کنید چند نفر شامل است؟ صرف تعداد اشتراک کننده گان حلقه را ذکر کنید.

جواب (تعداد اشتراک کننده گان)

6. در مکتب شما "حلقات پایداری" چگونه تنظیم شده است؟ لطفاً یکی از گزینه های دیل را انتخاب کنید:

أ. بر اساس مضمون تنظیم شده است.
ب. بر اساس صنف تنظیم شده است.
ت. بر اساس صنف اشتراک کننده گان، نکته و نکته تشکیل شده است.
ث. تمام گزینه های فوق.
ج. جواب بیگزه از چهار گزینه فوق، لطفاً مشخص سازید:

بخش دوم: با جملات زیرین تا چه اندازه موافق یا مخالف استید. لطفاً کلمه یا عبارت مناسب را با علامه (x) نشانی.

<table>
<thead>
<tr>
<th>شماره</th>
<th>جملات</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>حلقات پایداری به استادان کمک می‌نماید تا دانش مضمون خوش‌نماید بخشند.</td>
</tr>
<tr>
<td>8</td>
<td>حلقات پایداری به استادان کمک می‌نماید تا تجربیات خود را در اینجا خوش‌نماید بخشند.</td>
</tr>
<tr>
<td>9</td>
<td>حلقه پایداری به استادانی که در حلقات اشتراک می‌نمایند فرصت شریک سازی مشکلات مشترک همراه می‌نماید.</td>
</tr>
<tr>
<td>10</td>
<td>حلقه پایداری به استادان فرصت بیدار نتایج حل برای مشکل مشترک ارائه می‌نماید.</td>
</tr>
<tr>
<td>11</td>
<td>حلقه پایداری به استادان کمک می‌نماید تا دانش صالحی خوش‌نماید بخشند.</td>
</tr>
</tbody>
</table>

بخش سوم:

12. کدام مضامین در حلقات بیشتر بحث می‌شود؟

- ریاضی
- فیزیک
- زبان‌های
- کیمیا
- بیوتیک
- علوم اجتماعی

13. آیا حلقه پایداری شما رهبر (کسی که جلسه را تشکیل می‌کند) دارد؟

آ. "یلی" را انتخاب کردیم، لطفاً یکی از گزینه‌های ذیل مشخص کنید:
ب. رهبری جلسه را، یکی از استادان مشترک زبان بود.
ت. رهبری جلسه را، یکی از استادان جدید انتخاب بود.
ث. رهبری جلسه، دوستی می‌بایشید (هر یک از اعضای جلسه به نوبت رهبری جلسه را به عهده می‌گیرند.)
ج. جواب بغير از چهار گزینه فوق، لطفاً مشخص سازيد:

اگر شما در بالا گزینه "نخیر" را انتخاب کرده اید، لطفاً شرح دهید که جلسه چگونه رهبری می‌شود.

اگر در سوال سیزدهم گزینه "نخیر" را انتخاب نموده‌اید، لطفاً از سوال چهاردهم صرف نظر کنید.

14. آیا شما گاهی جلسه حلقات یادگیری را رهبری کرده‌اید؟

[ ] نخیر  [ ] بله

اگر شما در بالا گزینه "نخیر" را انتخاب کرده‌ید، لطفاً شرح دهید که جلسه چگونه رهبری می‌شود.

15. آیا در ماه‌گذشته کدام موضوع را در جلسه حلقات یادگیری شریک ساخته‌اید؟

[ ] نخیر  [ ] بله

اگر جواب شما نخیر است، چرا تا هنوز موضوع را شریک نساخته‌اید؟

اگر جواب شما بله است، موضوع چی بود؟

[ ] نخیر  [ ] بله

و اگر جواب نخیر است، دلیل آن چی بوده؟

16. نیصره/نظر: