

**Satisfaction About Continuous Professional Development (CPD) Teachers Training
Programme: Form Trainees and Facilitators Perspectives**

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Abstract

This study investigated the perceptions of trainee teachers and facilitators regarding the satisfaction about continuous professional development (CPD) teacher training programmes. The study collected data from 248 trainee teachers and facilitators regarding the sixteen indicators of satisfaction felt by them during continuous professional development teachers training programmes. Priority index and rank order methods were used to prioritize the satisfaction felt by trainee teachers and facilitators. The researchers provided a list of satisfiers from which they may enhance their satisfaction level of the participants and they were asked to prioritize these as per their own perspectives. The results revealed that trainee teachers perceived that presentation in CPD was the top prioritized satisfier while facilities for training was the least prioritized satisfier. The study results also found that facilitators of the training programmes perceived that connection of activities with objectives was the top prioritized satisfier while facilities and equipment was the least prioritized satisfier among the fifteen satisfiers. The study recommended that proper facilities may be provided to trainee teachers and facilitators in the training centres. Similarly, a conducive and pleasant environment may be provided to the trainee teachers and students, so that, training may become more effective.

Keywords: Trainee Teachers, Facilitators, Continuous Professional Development, Training

Introduction

The process of training and development for a teacher is dynamic and continued till the teacher works in the institution (T. M. Smith & Desimone, 2003). The PD of a teacher is directly correlated with the achievements of students (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). It is a tool which boosts teaching-learning process (Cheung, 2008). PD builds confidence level in teachers, promote problem-solving skills, promote the feelings of collaboration between a teacher and students, provide insight to move forward, extends the content and pedagogical knowledge, reinforce to be up to date with the new trends in education, helps in career change and draw out the potentialities of a teacher (De Beer, Stoodley, Roe, & Lewandowski, 1994). Concentration on the competency of a teacher is a vital concern of every nation (Birman, Desimone, Porter, & Garet, 2000) but the perception of a teacher about teaching can only be changed by supplementing PD with in his career through effective training programs during their services (Sparks & Richardson,

1997). Kissack, St-Maurice, and Moorcroft (1995) argue that practice is more important than theories as theory is a reflection on practice itself whereas practice signifies the reality of teaching and learning (Kelly, 2009). CPD of a teacher is a long-life process that is appropriately organized in terms of instructions and individualized follow up, coordinative reflection, feedback by the trainee teachers and strong collaboration of trainees among each other as well as communication between trainees and administration. It includes both formal and informal efforts to develop the teaching process, curricula and evaluates both teaching and curriculum process (Campbell, 1997). Although PD plays essential role in the teaching learning process but unplanned teacher training program, workshops and seminar results in negative effect on the classroom environment (Russell, Wexley, & Hunter, 1984). Effective teachers training programs play an important role in imparting quality education. As a matter of fact, a remarkable change has occurred in the last 20 years in adopting emerging technologies in the teaching learning process. To familiarized with the use of tools in teacher trainings programs is crucial to motivate teachers in classroom setting (Clements *et al.*, 2002). The stake holders in educational setting have been spending much on educational instructional technologies, like incorporating computer assisted programs run by computers, using mobile devices, and interactive-writing boards throughout the world. But the trainee teachers are not facilitated towards incorporating these tools in the classrooms (Agyei & Voogt, 2011). However, some of the trainings programs couldn't get targeted objectives because of many aspects including lack of purpose-built training programs and poorly organized inadequate trainings (Fleming & Dowling, 2005). Un-planned training programs results in wastages of time and resources of organization. It decreases both efficiency and productivity. Proper and adequate training will return the venture in profit in cyclic process for the organization in terms of professional knowledge of employees, skills, motivation, satisfaction and profit for organizational development (Foot & Megginson, 1996; Wankhede & Shah, 2014). 'How to convey training input to trainees is also a crucial task because trainees are very concerned about the delivery style. If the trainer or facilitator is not competent being as a trainer, he/she will lose his credibility and will not be able to motivate the trainees (Afaq & Khan, 2005; Armstrong, 2000; Braga, 1995; Griffin & Neal, 2000). Most of the teachers in the developing and under-developing countries in the world are incompetent in their profession. Different governments in developing countries initiated professional development programs to boost their competency but these programs are unsuccessful to achieve their goals as these programs are poorly designed. Therefore, they failed to get quality education in their countries (Popova, Evans, Breeding, & Arancibia, 2022). According to Darling-Hammond (2010), training for the professional development of a teacher is the reinforcement enhanced by external factors to a teacher to improve his knowledge, skills and change his attitude for the effective learning of students. It has the advantages of direct experiences which make him competent in teaching skills as well as personality development. It is the key to success. A competent teacher deeply affects student's performance positively (Bromley, Overbey, Furuta, & Kijima, 2021; Komariah, Hadiyah, Aprianjaya, & Nevriadi, 2018; Villegas-Reimers, 2003). According to Sikalieh and Mkoji (2012) a professional developed teacher is will satisfied during his career. Job satisfaction is a set of feelings which specify the pleasure toward his job (Davis & Wilson, 2000). Job satisfaction also means a general attitude towards one's work that shows the difference between the amount of appreciation received by workers and the amount they should receive and also, job satisfactions is the spirits in responding toward a situation (Locke, Sirota, & Wolfson, 1976; P. C. Smith, 1969). Job satisfaction is seen as the level of employee affective orientation towards the role of work occupied in the organization (Rashid & Amin, 2023). The factors which influence the job satisfaction of a person are, environment in the organization, element which motivate the employee to be active and personal traits of the person (Baron & Greenberg, 1986). High competency in teaching have strong positive correlation with job satisfaction (Iordanoglou, 2007). The correlation between sensation and desires of an individual

at work in an organization is the job satisfaction hence, job satisfaction is deeply affected by teacher performance (Baluyos, Rivera, & Baluyos, 2019; Chan, Ho, Ip, & Wong, 2020). According to Nketsia, Opoku, Saloviita, and Tracey (2020), continuous professional development training program is an effort to improve the teaching learning strategies and to enhance the standards of teacher to perform effectively while in turn the performance of students to be improve. By this, the learning becomes interesting, effective, attentive, focused and full of curiosity. According to Avalos (2011) different studies have been conducted on the satisfaction of trainee's teachers with CPD programs in different countries of the world and concluded the positive correlation like, USA, Canada, England, Netherland, Australia, Hongkong, Tiwan, Spain, Belgium, Irland, Norway, Scotland, Greece, New Zealand, Portugal, Switzerland and Italy on the effectiveness of CPD on the professional development of teacher in the recent past years. During their studies, the authors highlighted different features of CPD programs which relates to job satisfaction and affects the performance of trainee's teachers Bray-Clark and Bates (2003); (Korthagen, 2010; Penlington, 2008; Snow-Gerono, 2009). Different models used for CPD programs. Some studies evaluated the CPD programs reflecting the issues, change in trainee's attitude and the beliefs about these programs in the perceptions of trainees (Breault & Breault, 2011; Day & Leitch, 2007; Doecke, Brown, & Loughran, 2000; Jenlink & Kinnucan-Welsch, 2001). Some authors analysed the use of technology in training programs like Breault and Breault (2011); de la Torre Cruz and Arias (2007); Hou, Chang, and Sung (2009); Koc, Peker, and Osmanoglu (2009); Kucan, Palincsar, Khasnabis, and Chang (2009). A lot of studies have been conducted on induction training programs for newly recruited teachers. Here, the performance of professional and non-professional teachers has been compared, issues, policies for its planning, expenditures and mentoring process has been evaluated (Clarke, Killeavy, & Moloney, 2013; Crasborn & Hennissen, 2021; Harrison, Dymoke, & Pell, 2006; Hobson et al., 2009; Valcke, Rots, Verbeke, & Van Braak, 2007). Collaboration of teacher, facilitators and the administrators and its impact on training and teacher professional development while the impact of other mediating variable like School-university partnerships, teacher co-learning and workplace learning have been analysed in the studies Bartholomew and Sandholtz (2009); Buczynski and Hansen (2010); Butler, Lauscher, Jarvis-Selinger, and Beckingham (2004); Erickson, Brandes, Mitchell, and Mitchell (2005); Fernandez, Cannon, and Chokshi (2003); Hofman and Dijkstra (2010); Hudson-Ross (2001); Kwakman (2003). Others, who contributed to evaluate the satisfaction level regarding variable of teacher training like, government policies about teacher training, organizational environment, reforms and historical background and priorities of the community as conducted by Borko, Jacobs, and Koellner (2010); Cronje (2017); Henning (2000); Park, Oliver, Johnson, Graham, and Oppong (2007). Many authors evaluated the effect of teacher training on the satisfaction of trainee teacher's attitude, beliefs, knowledge and skills as well as on student's achievements (Cherubini, Zambelli, & Boscolo, 2002; Ermeling, 2010; Frey & Fisher, 2009; Levine, 2010; Vogt & Rogalla, 2009; Walsh & Farrell, 2008). Some authors reflected those studies in which the strategies have been developed for satisfaction of trainee teacher how a trainee teacher can learn, how these learning can be brought in actions and how their attitude can be diverted in positive sense (James & McCormick, 2009; Jenlink & Kinnucan-Welsch, 2001; Vescio, Ross, & Adams, 2008).

Statement of the problem

Teacher education in Pakistan has been a point of interest in the education system. It has been emphasised in different policies and education plans since 1947 but could not attained its legitimized position in the education system in the country. However, in the last decade, different initiatives have been taken with the collaboration of international funded agencies, federal government and provincial bodies to enhance education in the country. To develop professional development of teacher CPD programme and IP for newly recruited teacher were initiated in the

education policy 2012. These in-service teacher training programmes are conducted by DPD, Khyber Pakhtunkhwa throughout the province at elementary and secondary level for different cadres of teachers in the province. CPD teacher training program is provided to improve the professional development of all the primary school teacher only in the province while IP teacher training is provided to all the teaching cadres of the elementary and secondary education before joining their service in education department. On grounds, some of the trainees were satisfied with some components compared to others. Such information is necessary for policy makers to strengthen the weak components to make training effective. The order of importance on satisfaction over training components is not considered in addressing such issues by Directorate of Professional Development in Malakand Division. Satisfactions about both these programs were evaluated in the perception of trainees and facilitators.

Objectives of the study

1. To identify the level of satisfaction of trainee teachers with CPD teacher trainings programs in Malakand Division.
2. To identify the level of satisfaction of facilitators with CPD teacher trainings programs in Malakand Division.
3. To rank the level of satisfaction of trainee teachers about CPD teacher trainings programs in Malakand Division.
4. To rank the level of satisfaction of facilitators about CPD teacher trainings programs in Malakand Division.

Research Questions

1. What is the level of satisfaction of trainee teachers with CPD teacher training programs in Malakand Division?
2. What is the level of satisfaction of facilitators with CPD teacher training programs in Malakand Division?
3. What are the ranks of level of satisfaction of trainee teachers about CPD teacher trainings programs in Malakand Division.
4. What are the ranks of level of satisfaction of facilitators about CPD teacher trainings programs in Malakand Division.

Research Methodology

The design of the study was based on quantitative strategy in which the perceptions of trainee teachers and facilitators in CPD were collected in a survey. All the primary schools' teachers (PST), primary school head teacher (PSHT) and all trainers (facilitators) working with DPD for imparting teacher training programs working in public sector primary schools in district Swat, district Dir upper and district Malakand trained by DPD was target population for CPD. The sample size has been calculated through Online Raosoft Sample Size Calculator feeding relevant population. By using random sampling method CPD trainees, IP trainees, facilitators and heads of schools were selected. A sample of 266 for CPD. Similarly, a sample of 248 trainee teachers, facilitators and headmasters/principals is calculated and proportionally allocated to different levels of trainee through induction program in the district. The questionnaire was designed as per the requirements of this study, however, some minor parts were adopted in light of previous studies like, Quaid-e-Azam Academy for Educational Development Punjab (QAED), Ali (2020), Panhwar and Panhwar (2015) and National Professional Standards for Teachers in Pakistan, (2009). Researcher reviewed the literature and developed the research tools according to the geographical condition of the population in consultation with the research supervisor. The perceptions of the trainee teachers attained CPD from 2015 to 2019, head teachers and facilitators for CPD were

explored through questionnaires consisting of responses about their opinions about the prevailing teacher training programs at primary level. The researcher prepared a questionnaire, being a facilitator in these training programs with personal experiences and opinions of trainee teacher, emerging problems were identified. Asking different set of questions in the Likert scale based on 5-points. For the research question 1 the following separate formats were given to the respondents to rank the priority problem prevailing in CPD and IP teacher training program. For the satisfaction of CPD and IP different characteristics about training program were considered covering course, methods, expertise of facilitator, assessments methods, administration, facilities and equipment, expectations of training from department, activities, their expectations, presentations, course practicality, confidence after training, developing attitude, skills, motivation after training, increase retention and improve students' performance. After the development of research instruments, it was sent for validation to four experts. Their recommendations were incorporated in research tools. Factor analysis was applied to ensure the validity of the tool developed. For pilot testing, 30 participants from CPD, 30 from IP, 30 from facilitators and 30 from head of schools were selected. Minor changes were corrected in terms of wording, duplication and meanings. To check the reliability, Cronbach's Alpha coefficient was used. Validity and reliability of the instrument was checked with the help of experts. Content and face validity was also checked. A pilot testing survey was conducted on 30 respondents. Reliability of the instrument was checked through inter items consistency. It fulfilled the criteria Relevancy, Clarity, unambiguity and inconsistency with the scope of the study.

TABLE 1: RELIABILITY OF THE SATISFACTION ABOUT TEACHER TRAINING PROGRAMS

<i>Variables</i>	<i>No. of items</i>	<i>Cronbach's Alpha value</i>
<i>Features of training</i>	16	0.851

Data was collected through questionnaires by visiting all the schools and at training centers personally in the area. Around 90 percent of the response data was collected as the sample was accessible to the researcher. Data was analyzed through statistical tools like descriptive statistics, and statistical indices like priority index, satisfaction index, performance index and t-test were used. SPSS was used to analyse and interpret the data. To check the level of satisfaction of teachers about prevailing teacher training in Khyber Pakhtunkhwa, the following satisfaction index was used.

$$\text{Satisfaction Index (S.I)} = \frac{1.0 \times f_s + 0 \times f_N - 1.0 \times f_d}{\text{Total No. of Observations}} \quad 0 < \text{SI} < 4$$

TABLE 2: SCALES OF THE SATISFACTION LEVEL (SCL_i)

<i>SCALES OF THE SATISFACTION LEVEL (SCL_i)</i>		
<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>
-1.00	0	+1.00

The SI values range from -1 to +1.

SCL_i represents the scale values i.e. -1, 0 and +1

f_s represents the frequency of responses indicating satisfaction

f_d represents the frequency of responses indicating dissatisfaction

f₀ represents the frequency of responses indicating neutral

N is the total number of observations

Results

TABLE 3: SERVICE, AGE, SCALE, ATTEMPTED CPD, TEACHERS AND STUDENTS IN SCHOOL

<i>Service, Age, Scale, Attempted CPD, Teachers and Students in school</i>					
<i>Demographics</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>Total service as PST</i>	266	1	38	9.57	8.018
<i>Age:</i>	266	23	59	35.58	8.155
<i>BPS</i>	266	12	15	12.92	1.085
<i>No. of years, attempted CPD</i>	266	0	8	3.43	1.679
<i>No. of Teachers in school</i>	266	1	22	7.41	3.976
<i>No. of Student in school</i>	266	19	700	273.94	140.520

The above table shows that there was total 266 trainee teachers. Minimum teaching experience was 1 year while maximum service was 38 years with mean of 9.57 and standard deviation was 8.018. Minimum age of these trainees was 23 while maximum age was 59 with mean 35.85 and standard deviation 8.155. Among these trainees, minimum of 12 trainees was working in scale 12 while maximum 15 trainees were working in scale 15 with mean 12.92 and standard deviation 1.085. The number of years attended the CPD program by trainee teachers at minimum 0 while maximum 8 years with mean 3.43 and standards deviation 1.679. Number of teachers in the school where they were working was minimum 1 while maximum 22 with mean 7.41 and standards deviation 3.976. The number of students enrolled in school at minimum was 19 while at maximum 700 with mean 274 and standards deviation 140.52 (Table 3).

TABLE 4: QUALIFICATION OF TRAINEE TEACHERS IN CPD

<i>Qualification of trainee teachers in CPD</i>		
<i>Qualification</i>	<i>Frequency</i>	<i>Percent</i>
<i>BA/BSC</i>	3	1.1
<i>MA/MSc</i>	28	10.5
<i>MPHIL</i>	206	77.4
<i>PHD</i>	25	9.4
<i>Total</i>	266	100.0

Trainee teacher in CPD had qualification of BA/BSC were 3 in numbers, 206 having MA/MSc, 25 having M.Phil. degree and 25 having Ph.D. degree with 1.1 %, 10.5%, 77.4% and 9.4% respectively (Table 4).

TABLE 5: DESCRIPTIVE STATISTICS OF FACILITATORS OF POST HELD

<i>Descriptive Statistics of Facilitators of Post held</i>		
<i>Post/Cadre</i>	<i>Frequency</i>	<i>Percent</i>
<i>PST</i>	6	26.1
<i>CT</i>	8	34.8
<i>SST</i>	9	39.1
<i>Total</i>	23	100.0

Trainer/facilitators working at these taring sessions having post in their service, 6 were PST, 8 were CT and 9 were SST with 26.1%, 34.8% and 39.1% respectively (Table 5).

Table 6: Descriptive Statistics of Facilitators, Length, experience attended CPD and IP

<i>Descriptive Statistics of Facilitators, Length, experience attended CPD and IP</i>					
<i>Length/service/experience</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Total length _service_</i>	23	3	31	10.70	7.963
<i>Training experience in years</i>	23	2	10	3.43	2.537
<i>Number of times of CPD attempted</i>	23	2	7	2.83	1.403

Minimum length of service experience, training experience and number of CPD and IP attended by facilitators/trainers were 3 years, 2 years and 2 years while maximum was 31 years, 10 years and 7 years respectively with mean 10 years, 3 years and 3 years and standard deviation 7.96. 2.53 and 1.40 (Table 6).

Table 7: Satisfaction with CPD in the perception of trainee teachers

<i>Satisfaction about CPD in the perception of trainee teachers</i>		
<i>Variables</i>	<i>Index value</i>	<i>Ranks</i>
1. <i>Presentations in CPD</i>	0.369	1
2. <i>Facilitators output</i>	0.367	2
3. <i>Course arranged for CPD</i>	0.356	3
4. <i>Methods imparted in CPD</i>	0.356	4
5. <i>Confidence after attaining CPD</i>	0.336	5
6. <i>Develop attitude, skill, and behaviors</i>	0.300	6
7. <i>Assessment methods</i>	0.228	7
8. <i>Course applicability</i>	0.216	8
9. <i>Administration of CPD</i>	0.171	9
10. <i>Improve students' performance</i>	0.170	10
11. <i>Meet expectations</i>	0.159	11
12. <i>Increase output</i>	0.133	12
13. <i>Motivate after</i>	0.113	13
14. <i>Linkage between content and activities</i>	-0.285	14
15. <i>Facilities for training</i>	-0.550	15

Most of the CPD, participated trainee teachers were satisfied with Presentations in CPD during training sessions. Trainee teachers work in group discussions, conclude their views about certain topics assign by the facilitator and present these topics in front of all groups in the session. During

the field survey, they reported “Presentations in CPD” as the highest satisfied feature as compared to other features of the training’s parameters conducted by DPD. The responses obtained show that the satisfaction index of “Presentations in CPD” 0.369 has the highest satisfaction index than others (Table 7). Trainee teachers were more likely satisfied in satisfaction ranks with facilitator’s competency, course arranged for CPD, methods imparted in CPD, confidence after attaining CPD, develop attitude, skill, and behaviours, assessment methods, course applicability, administration of CPD, improve students’ performance, meet expectations, increase output, motivate other after training, in decreasing frequencies of satisfaction index given in the table. Trainee teachers showed more dissatisfaction level about the facilities for training along with content and activities of satisfaction index -0.550 and -0.285 respectively (Table 7).

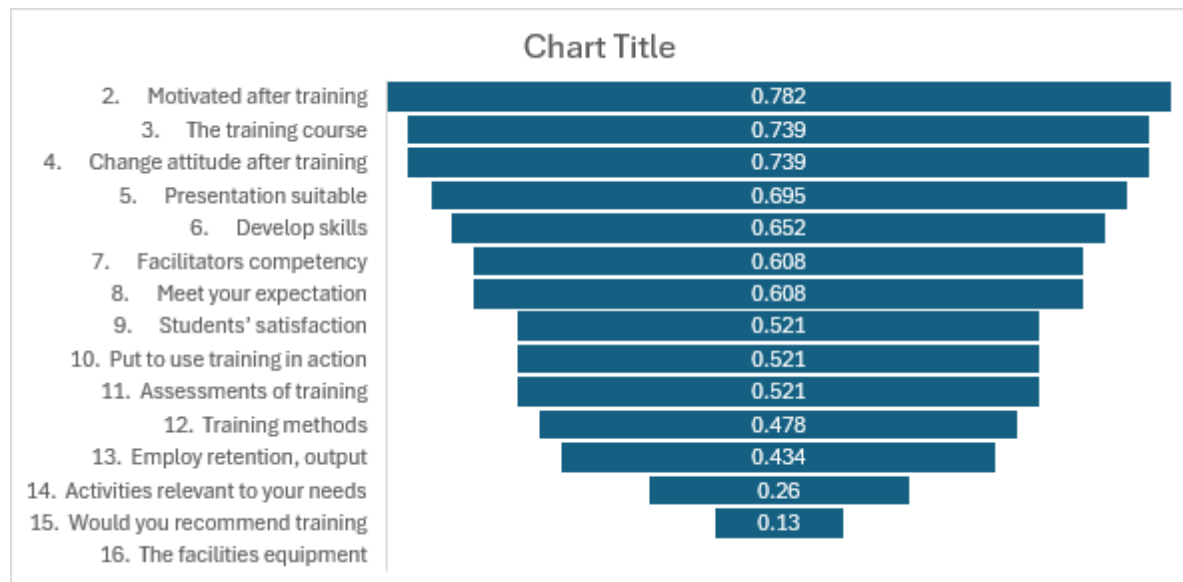


Figure 4.4 Satisfaction with CPD in the perception of trainee teachers

Table 8: Satisfaction with CPD in the perception of Facilitators

<i>Satisfaction about CPD & IP in the perception of Facilitators</i>		
VARIABLES	VALUES	RANKS
1. Connection of activities with objectives	0.782	1
2. Motivated after training	0.782	2
3. The training course	0.739	3
4. Change attitude after training	0.739	4
5. Presentation suitable	0.695	5
6. Develop skills	0.652	6
7. Facilitators competency	0.608	7
8. Meet your expectation	0.608	8
9. Students' satisfaction	0.521	9
10. Put to use training in action	0.521	10
11. Assessments of training	0.521	11
12. Training methods	0.478	12
13. Employ retention, output	0.434	13
14. Activities relevant to your needs	0.260	14
15. Would you recommend training	0.130	15
16. The facilities equipment	-0.217	16

Most of the facilitators were satisfied with the “connection of activities with objectives”. The activities exercised in training sessions are closely related to the objectives of the training to be achieved. During the field survey, they reported “connection of activities with objectives” as the highest satisfied feature as compared to other features of the training’s parameters conducted by DPD. The responses obtained shows that the satisfaction index of “presentations in IP” 0.782 has the highest satisfaction index than others followed by 0.739, 0.739, 0.695, 0.652, 0.608, 0.608, 0.521, 0.521, 0.521, 0.478, 0.434, 0.260, 0.130 and -0.217 respectively (Table 8).

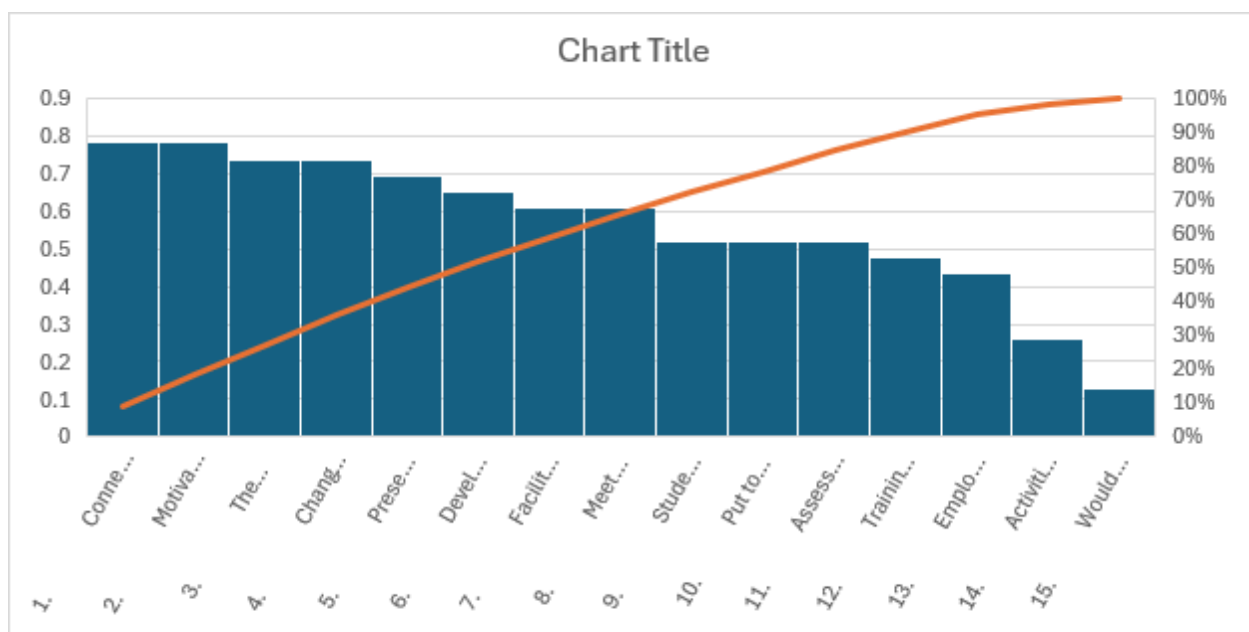


Figure 2 Satisfaction with CPD & IP in the Perception of Facilitators

Discussion

This study concluded the satisfaction level of trainee teacher and facilitator with some of the indicators of a successful teacher training program of both CPD and IP. Satisfaction with these indicators were prioritized in terms of presentations in CPD, facilitators output, course arranged for CPD, methods imparted in CPD, confidence after attaining CPD, develop attitude, skill, and behaviours, assessment methods, course applicability, administration of CPD, improve students’ performance, meet expectations, increase output, motivate after, linkage between content and activities and least satisfied with facilities for training. These findings have been supported by the previous research studies who highlighted the same indicators of satisfaction with training opportunities (Hudson et al. (2013), Whisnant, Elliot, and Pynchon (2005), Goldrick (2016), Moore and Swan (2008), Wong (2005), Kirkpatrick and Kirkpatrick (2006)). Primary school teachers were found to be more satisfied of CPD program with presentations in CPD, facilitators output, course arranged for CPD, methods imparted in CPD, confidence after attaining CPD, develop attitude, skill, and behaviours, assessment methods, course applicability, administration of CPD, improve students’ performance, meet expectations, increase output, motivate after, linkage between content and activities and least satisfied with facilities for training. Facilitators of CPD and IP were most satisfied form the connection of activities with objectives, motivated after training, the training course, change attitude after training, presentation suitable, develop skills, facilitators competency, meet your expectation, students’ satisfaction and least satisfied from put to use training in action. which reject the findings of (Idris *et al.*, 2020; Ullah, Farooq, & Memon, 2008).

Conclusion

CPD trainee teachers were mostly satisfied from presentations, facilitators output, course arranged, methods imparted while less satisfied from meeting their expectations, increase output, motivation after training, linkage between content and activities and facilities for training. While facilitators of both CPD were mostly satisfied from connection of activities with objectives, motivation after training, the training course and less satisfied from assessments of training, employ output, activities relevant to their needs and the facilities and equipment.

Recommendations

Trainee teachers and facilitators of both training programs, CPD and IP are less satisfied with the duration of training, the methods and activities in training sessions as these are not applicable in the perspective of students therefore a dynamic curriculum should be developed according to the geographical condition of teacher and students. Activities should be interesting, applicable, linked with life experience and could be performed on low cost no cost A.V aids. Duration of session should be reduced to 3-4 hours in a day. New trends and instructional technologies should be introduced in these training programs. The evaluation mechanism of training should be strengthened for feedback. The teachers should be encouraged to attend these training programs.

Directions for Future Research

This study was confined to the CPD and IP of the DPD in Khyber Pakhtunkhwa only. For further research coverage to other areas of the country should be extended and other training programs to show their effects on the professional development of teachers. Problems across areas vary, so the problems of other areas of the country should be accommodated. Moreover, satisfaction level across areas varies so it should be evaluated for other areas of the province as well as country level.

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