



Vol. 3 No. 3 (March) (2025)

Factors Effecting Continuing Professional Development Program: An Analysis on Uptake of Primary Schools of District Mardan

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Abstract

This study explores the continuous professional development and teacher's professional grooming survey of primary school of district Mardan. The research quantitative approach and a survey design. The objective of the study were explore ; to assess the current status of continuing professional development (CPD) participation among primary Scholl teachers in district Mardan, Pakistan, to identify the types of CPD activities available to primary school teachers in Mardan district and their frequency of participation, to evaluate the perceived effectiveness of CPD programs in enhancing teaching practices and improving students learning outcomes, to explore the factors influencing the accessibility and update of CPD opportunities among primary school teachers in Mardan district. The population of the study was consisting of all government primaries Scholl in district Mardan. By using simple convenience was analyzed be using inferential statistic through mean, STD and t- test.

Key words: Continuing professional development, Training professional, Primary Schoolo, District Mardan

Introduction

In this era of technology, when we take a look at different field, the expert design the system in such way that it has the best positive and effective output, similarity, educationalists are adopting modern techniques of pedagogy. The reason is to make the teaching and learning process more effective.

Educationist agrees with the point that when teachers are hired at any level, whether it's a school or college, it should not be further advanced in their filed by learners. A professional teacher with necessary knowledge is able to adapt to the new situation.

In the case study of Mardan District, Pakistan, Continuing Professional Development (CPD) emerges as a pivotal aspect for primary school teachers, aligning with global perspectives on its significance (Johnson et al., 2011). Despite its recognized importance, the implementation of CPD in Mardan District faces unique challenges and opportunities reflective of its specific educational landscape. Limited resources, bureaucratic hurdles, and cultural norms may shape the accessibility and effectiveness of CPD initiatives within the



Vol. 3 No. 3 (March) (2025)

district (Ashraf, 2017; Siddiqi et al., 2016). Against this backdrop, CPD serves as a vital mechanism for primary school teachers in Mardan District to refine their pedagogical skills, update their knowledge base, and adapt to evolving educational practices (Creswell, 2014).

Moreover, in Mardan District, CPD assumes added significance as a means of addressing the diverse learning needs of students in classrooms characterized by socioeconomic disparities and cultural diversity. By engaging in CPD activities, teachers gain insights into strategies for differentiation, inclusion, and personalized instruction, thus ensuring equitable opportunities for all learners (Farooq et al., 2011). Additionally, CPD fosters a culture of lifelong learning among primary school teachers in Mardan District, emphasizing the importance of continuous self-improvement and growth in the face of evolving educational challenges (Teddlie & Tashakkori, 2009).

Literature Review

The increasing consideration in the educational field of the diversified continuing professional development CPD program, necessary for the successful implementation of the teacher's professional profession, has been noted. A system of continuing education is anticipated to take place in a teacher's experience after initial training to respond to new challenges in education as well as improve the teacher's performance. If the subject of concern relates to the basic education on which a large part of a person's education is built, these aspects are an important role in the professional development of educators as competent subjects. This literature review seeks to identify the pattern and effectiveness of the current and actual CPD programs carried out in the development process of teachers in primary schools with specific reference to quality improvement of the teaching-learning process and achievement. In this particular review, we want to develop a concept of how the discursive logic of CPD initiatives works with the professional, aesthetic education of teachers and how the possibilities of ongoing learning and upgrading of skills may play in the construction and alteration of practice of teaching and the professional become of teachers in primary schools. Several areas need to be explored and identified for the efficiency of the CPD on the overall development of teachers. For this purpose, the review of the literature already available on the subject is collected and examined to correlate the study with the research done in the same area.

Some of the educational reforms across the world that have underlined the significance of CPD include; The ability of teachers to continuously engage in professional development has been called upon by new educational policies, accreditations, curriculums and technologies. In this regard, it is noteworthy that, with the help of CPD, educational research is transmitted between educational practice and educational research, providing teachers with practical tools to implement new knowledge necessary to improve the effectiveness of education and to address learners' needs and learning contexts (OECD, 2019; King, 2014). One of the largest strengths of CPD is that it is now structured continuously, which helps educators progress and develop their knowledge even in the later years of employment.

Further, the research done by Darling-Hammond et al. (2017) also became a piece of evidence that validates the significance of ongoing and reflective CPD. On this basis, their research infers that it is CPD programmes, which are



Vol. 3 No. 3 (March) (2025)

uninterrupted or which encompass structured conditions that facilitate reflection and collaborated learning that revs up teachers' professional grooming most. These types of programs can resource teachers to equip them with practical tools and pedagogical knowledge that is needed for practice improvement and at the same time foster critical partner discussion. This makes it possible for teachers to evaluate their teaching process and as well come up with new teaching methods since they can be corrected and observed during their practice.

Objective

To explore the factors influencing the accessibility and uptake of CPD opportunities among primary school teachers in District mardan.

Research Question

What are the key factors that influence the accessibility and uptake of CPD opportunities among primary school teachers in Mardan District, including institutional support, resource availability, and personal motivation?

Problem Statement

In the context of a case study focused on continuing professional development CPD among primary school teachers in mardan district, Pakistan, the specific research problem revolves around understanding the current status of CPD practices, their effectiveness, and the challenges faced by teacher within this particular educational setting. Despite the recognized importance of CPD in enhancing teaching quality and student's outcomes, there is a lack of comprehensive insight into how CPD is implemented and experienced in mardan District. This knowledge gap inhibits targeted intervention and initiatives aimed at improving CPD provision and maximizing its benefits for educators and students.

Significance of the study

As a case study focusing on CPD among primary school teachers in mardan district, Pakistan, this research holds significant implications for both theory and practice. By delving deeply into the unique context of mardan District, the study will generate context –specific insights into CPD practice, challenge, and effectiveness, enriching the existing literature on CPD in diverse educational settings. Moreover, the findings of this study will provide actionable recommendation for policymakers, educational administrators, and other stakeholders to improve CPD provision and support teacher professional growth and development in Mardan District.

Methodology

The study used a quantitative method of research. Bandore (2022) asserts that the quantitative research approach is the process of gathering and analyzing numerical data. It can be used to identify patterns and average, make predictions, examine causality, and extrapolate findings to a larger group. The study's goals were to determine whether continuous professional development was beneficial and teachers professional grooming.

Population



Vol. 3 No. 3 (March) (2025)

The population of the study will consist of all government primary school in district mardan. This includes the total number of schools within the district that are officially recognized and fall under government administration. The study aims to gather data representative of this population to ensure the findings can be generalized to government primary schools in the district.

Research design

Research collects data in the form of interviews and questionnaires using the survey method. School teachers were involved in this study. Questionnaires were developed for teacher was used to obtain data for the purpose of research work.

Research sample

For the convenience of the researcher, all girls' primary school in district Mardan were selected as the sample for this study .A total of 65 female teachers will be selected using a convenience sampling technique as the study's sample.

Data collection Tool

The methods of data collection the researcher is used structured questionnaire. According to McLeod (2018) a questionnaire is a research instrument consisting of a series of question for question for the purpose is a of gathering information from respondents .For the purpose of data collection questionnaires were of previous literature. Before data collection process, a pilot study is conducted to check the validation of the questionnaire.

The data collection procedure

The researcher personally went to all primary school in district mardan to get data from the necessary instructors

Data analysis

Collected data through questionnaire was analyzed by using inferential statistics through mean, STD and t-test and graphical presentation of the data were given and interpreted accordingly.

Research Findings

Factors influencing teacher's professional Grooming:

In district mardan, a number of factors were found to have an impact on teacher's professional development:

Time and mentorship

There was no imprudent difference in the protection of principal assistance in terms of mentorship and CPD time allocation ($p = 0.262$), indicating that indicating that male and female teachers have comparable difficulties in this area.

Training opportunities

Although CPD activities are offered, not all teachers gain equally from them; some have voiced concerns about selective participation and bias.

Conclusion



Vol. 3 No. 3 (March) (2025)

Difficulties in Implementing CPD: Inadequate funding, a lack of mentorship, and unequal access to CPD programs impede the best possible participation and efficacy.

Need for Fair Distribution: To guarantee that all teachers, particularly those who have never attended before, receive training, more equal CPD opportunities are required.

Results and Discussion

According to the research, both male and female teachers in District Mardan consistently participate in CPD events. The statistical analysis showed a significant participation in CPD programs ($p < 0.05$), suggesting that educators have access to professional development options. These results are consistent with Guskey's (2002) work, which highlighted the importance of ongoing professional development in raising student outcomes and teaching effectiveness. Variations in participation rates, however, imply that accessibility might still be a problem, necessitating more research.

Teachers cited a number of obstacles to effective participation in CPD programs, notwithstanding their regularity. The most commonly mentioned difficulties were a lack of mentorship support, scheduling constraints, and insufficient cash resources. These results are in line with those of Avalos (2011), who pointed out that time and money constraints frequently prevent teachers from participating in professional development. Furthermore, allegations of partiality in the CPD opportunity selection process underscore the necessity of increased openness in CPD distribution. Opfer & Pedder (2011) expressed similar worries, contending that effective professional development requires fair access to CPD.

Recommendations

Improving CPD Accessibility

Through the implementation of a transparent selection procedure and the resolution of favoritism, guarantee equal opportunities for all teachers to engage in CPD activities.

Summary

The study underlines that both male and female teachers in district mardan benefit from the frequent implementation of CPD programs. However, major obstacles like lack of funds, time, and irregular mentorship support prevent them from fully participating. Although educators agree that continuing professional development (CPD) is important for professional development, questions remain regarding the quality of training métiers and the availability of resource people. Disparities in support and resources distribution affect CPD facilitation, notwithstanding the crucial role played by school and district administration. The total impact of professional development programs can be increased by addressing these issues with better training materials, regular administrative support, and an equal distribution of CPD opportunities.

Descriptive Analysis of CPD training opportunities

	Gender	N	Mean	Std. Deviation	Std. Error
CPD training	Male	62	1.87	.839	.107



opportunities provided to teachers.	are to all	Female	18	2.11	1.410	.332
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T-Test results of both male and females teachers of CPD training opportunities

			T	Df	Sig.
CPD opportunities provided to all teachers.	training are assumed	Equal variances	-.904	78	.007

Table 4.3 and 4.4, T test analysis highlights the detail of respondents, in terms of gender as 62 male and 18 female teachers along with the Mean and SD scores of their views on the regularity of CPD activities is described in the following statistical data,

Male (Mean = 1.87, SD = .839), Female (Mean = 2.11, SD = 1.410)

Conditions; (t= -.904, df = 78, p=0.007). P < .05)

As P < .05 which highlights the result are significant, means that the CPD activities are held regularly for both male and female teachers

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Vol. 3 No. 3 (March) (2025)

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