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## **Perceived Impacts of Continuous Professional Development (CPD) of Teachers: A Case Study in Public Schools of District Faisalabad**

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### **Abstract**

This investigation aims to determine how continuing professional development CPD programs affect teacher professional advancement in public primary schools operating within District Faisalabad. The researcher selected 31 public primary schools through convenient sampling from the total 179 schools. An attained sample proportion of one hundred and four teachers was chosen from a target population of one hundred and twenty-three teachers through an online tool designed to determine samples with 5% methodological error at 95% confidence level. SPSS was used to analyze the survey results collected through standardized questionnaire assessments. The study creates a distinct understanding of how classroom learning activities build up teaching methods. Such activities lead to enhanced teaching performance which produces better results in student attitudes along with SLOs and academic performance. New training modules under training/orientation combined with training/mentoring provided effective sources which enhanced both teacher performance and student educational achievements. The researchers used standard deviation and average with percentage to evaluate data statistics. The findings were presented through both percentages and means and standard deviations. Some essential factors influencing primary school teacher CPD emerged from the research study. The set of quantitative results gave recommendations for additional training requirements for level teachers. The collected data shows primary teachers believe maintaining their development requires participating in ongoing professional activities that benefit their learning students.

Keywords: Continuous Professional Development (CPD), Student learning outcomes (SLO's), Quality of Teaching

### **Introduction**

Educational performance improved because trained teachers developed their professional expertise which enhanced their instructional competencies. The teaching workshop allowed educators to evolve their teaching strategies and students managed to develop multiple ways of instruction along with enhanced



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knowledge in audio-visual equipment and ICT resources as well as improved abilities to lead their classrooms and provide effective counseling for students (Ahmed, 2015).

The ability for teachers to employ fresh behaviors and knowledge and skills and abilities was defined as teacher competence. This study included personality characteristics that teachers need to demonstrate for successful completion of their assignment. The implementation required specific attention to the Psycho motor, Emotional, Social, Cognitive and Intellectual parts of trainer functionality (Ahuja, 2015).

Various implementation obstacles prevented CPD from being fully deployed because they stemmed from teacher constraints with time and skill deficiencies as well as insufficient institutional backing and physical infrastructure. Results from the studied case showed that continuous professional development existed in limited practice while the educator maintained small efforts toward skill enhancement. The integration of professional development with motivational impediments limited the teacher's capabilities to advance their qualification level. The primary focus of teacher training included methods for teaching combined with essential education skills and practical teaching operations. The assessment procedure for in-service training programs relies primarily on teaching and learning strategies. Student academic achievement would gain substantial benefits through development opportunities that match teaching levels at any experience (Capello, 2020).

Teachers served an important role to support the national achievement of educational targets. Teachers must receive complete training which builds their classroom instruction competence to reach the primary education goal. The lack of contemporary educational trends training produces ineffective teaching which finally results in adverse learning impacts for students (Bhut, 2020).

The research examined all barriers that stand in the way of academic staff participation in ongoing professional development activities in Ghanaian educational schools. The research examined only tertiary institutions because primary schools were excluded from the study. The researchers may have reduced the ability to generalize the findings because obstacles to CPD participation can differ significantly between various education levels according to Yaqub (2020).

Education served as a highly influential profession which societies throughout different religions and cultural groups valued. Different philosophies together with Islam demonstrated a strong commitment to education and teaching as essential matters. All teaching methods receive absolute blessings from the Prophet Muhammad for their role in molding both individuals and societal growth. Your explanation of teaching effectiveness levels between telling and demonstrating demonstrates the wide-ranging educator abilities. Quality educators show excellence by giving information and inspiring students while using demonstration methods to construct deep understanding in addition to enabling learners to employ their gained knowledge. Teachers create responsible adults so they can add positive value to their communities as well as to the broader world. The foundation for societal advancement and change is established through their strong dedication and educational dedication towards future learners (Akhtar, 2020).

The government established an experienced professional development program



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because the UKG identified teacher incompetence which needed urgent improvement. Per policy guidelines activities need organization to help teachers achieve professional competency levels or extend beyond such benchmarks. The designated PKB program implementation ideas served as the basis for this development (Nugraheni, 2020).

In order to meet the challenges of the 21st century, educational institutions should consider continuing professional development as a the sole option for maintaining, growing and strengthening knowledge and skills as well as developing the personal attributes that were necessary for educational administrators' and teachers' performance of professional, management, and technical duties throughout the course of their educational and professional lives (Goa, 2021). The teacher indeed plays a pivotal role in orchestrating the learning journey within the classroom. Nurturing the future generation rested on teachers who delivered tasks that both pursued educational targets and national development goals. Teachers needed to teach knowledge with the added responsibility of developing student critical thinking and creativity skills and social abilities which work towards complete student development and community betterment (Safrizal, 2021).

### **Background of the study**

The educational profession helps both fundamental teaching responsibilities as well as helping students who will become national historians. Teachers needed to acquire two essential types of knowledge which included pedagogical knowledge as well as content knowledge. He searched for personnel attributes along with vocational attributes. A teacher can reach teaching objectives and be recognized as an effective teacher during education delivery when they possess qualities from both content and functional areas.

### **Objectives**

1. To identify the demographic characteristics of the respondents.
2. To find out the professional development activities in which teachers are involved.
3. To find out importance of different professional development activities as perceived by teachers.
4. To analyze the teacher's opinion regarding skills oriented trainings.
5. To explore the factors that affecting professional development training programs at Primary school level.
6. To compile suggestions for further recommendation.

### **Literature Review**

A continuous development assessment demonstrates that Pakistan has struggled with multiple conflicting policy decisions regarding educational institution development at all educational levels including the primary segment. Future implementation of any CPD system in Pakistan faces significant hurdles because the country lacks sufficient qualified resource persons as well as subject experts. Multiple essential elements work as fundamental causes behind the failure of existing CPD paradigms because they include an absence of qualified jobs and inadequate staff members who have limited resources available. In Pakistan teacher professional development stands as a minimized yet rigid practice which



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does not serve teachers' requirements properly.

According to Shami (2014) both a community environment and coaching and mentoring support are essential for maintaining and developing teacher effectiveness. This teaching approach focuses on developing teachers' capabilities in content delivery as well as methodology and assessment and classroom management skills. The new approach delivers better quality education access together with improved equity at the same time. The educational goal aims to elevate both pedagogical understanding and teaching proficiency of educators to boost student achievement levels.

The authors Rahman et al. (2015) examined the effectiveness evaluation of professional development that focused on content understanding. The research team conducted their analysis with 147 selected Indonesian teachers through three distinct experimental groups receiving development models prevalent in developing countries. Research data showed the three models improved teaching content knowledge but the implementation of teacher-based scaffolding taught the strongest lessons to teachers.

Social media serves as an essential connection tool between teachers who work globally for professional reflection while sharing approaches to gain peer support according to Robson (2016). Social media requires classification as non-impersonal spatial environments according to the author. People refrain from openly critiquing content through their real identity due to the fear that their careers would experience negative consequences. The accessible 'like' function on both Facebook and Twitter forces users to display favorable emotions thus blocking genuine criticism. Users gain free expression through anonymity yet they end up launching offensive statements along with increased arguments. Social media platforms support official viewpoints because they restrict multiple viewpoints from appearing. Current hierarchical structures may become more powerful when educators and students engage because of their power relationships thus blocking educational discussions from developing analytical viewpoints.

Kennedy (2016) explored that professional development facilitation follows a range that includes tightly controlled programs alongside programs which provide educators with knowledge they can use as they please. PD programs with excessive prescriptions eliminate the freedom of teachers to establish curriculum content selection and instructional delivery choices. The organizational benefits of this approach do not necessarily match teachers' inner drive for professional development. A decrease in teacher motivation toward the material tends to happen when their professional independence gets restricted. Certain PD programs deliver knowledge resources without particular course actions so that teachers retain freedom to adapt the content for their specific classroom needs. Teachers who benefit from this approach need to demonstrate self-direction together with active engagement with the material they learn. The level of PD program success depended exclusively on instructors' dedication to learning and their readiness to alter educational practices. Forcing teachers to participate in PD programs without knowing their motivational levels could produce either meaningless learning or unchanging behavior patterns. The development of internal motivation through customized learning experiences coupled with teacher practice independence will create better results in teacher development.

Jan (2016) concluded that In-service training proved essential to professional





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development for teachers across both male and female faculty members. The respondents validated the established belief regarding how training programs consistently improve teaching capabilities and educational expertise. Pakistan requires substantial investment into wide-ranging in-service training due to teacher education being fundamental for educational system growth. Teachers receiving these types of programs obtain necessary skills while gaining access to needed resources during their professional field work and learn how to adapt when educational instruction methods change. Through in-service training teachers become able to demonstrate proficient abilities for addressing different student requirements and programmatic complexities of education. The outcome of these efforts creates better learning achievements combined with an active educational setting that benefits everyone directly concerned.

Saeed (2017) highlighted this concept, educational leaders value the role of professional development for maximizing its impact in learning institutions. Research studies in education extensively recognize CPD as teachers' superior form of personal development. The recognition placed value on dedicated funds to develop teachers professionally as this ensures they maintain teaching effectiveness throughout role changes and educational requirements transformations. This program has a structured continuous format which operates through scheduled occasions to enhance individual and group professional capabilities in educational practices.

### **Material and Methods**

#### **Nature of the research**

The current study employs the descriptive study design which is a common methodology in research investigations. The researchers identified descriptive research studies through their objective to describe particular elements of a phenomenon. The defined study methodology analyzed the features and social patterns among the study subjects. The researchers obtained data through quantitative measurements answered by respondents using questionnaires. The selected research method proved appropriate because it assessed the current assessment practices in Faisalabad District public schools.

#### **Study Area**

Punjab's second-biggest district by population count in Faisalabad currently holds 3.55 million inhabitants. The textile exports in Faisalabad Pakistan drive its entire economic activity because they generate annual revenues of \$5 billion. New developments have been on the rise significantly in Faisalabad throughout recent years throughout all six administrative divisions of the city. The insufficient public amenities within the city cannot meet the population needs of Pakistan's third-largest metropolitan area. There exists no exceptional condition regarding school infrastructure in Faisalabad. Public education in the district encounters major setbacks because metrics show literacy rates remain at 60%. The transition from urban to rural areas within the district leads to a steep decline in literacy rates. Rural population displays 16% less literacy compared to the urban population. The researchers sampled 31 primary public schools out of 179 institutions which were located in District Faisalabad.

### **Research Design**



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The researchers utilized a descriptive survey as their chosen methodology. The choice of this approach stemmed from the data collection process which benefits from structured procedures. This methodology enables researchers to establish detailed documentation of their data collection techniques that includes defined population characteristics. The sample selection method within this design enables researchers to establish population descriptions from respondents' points of view.

### **Sampling techniques**

The standardized survey method collected information which the analyst processed using Statistical Package for Social Science (SPSS).

### **Sample-Size**

The studied population contained a limited number of members who functioned to represent the broader demographic. A total of 31 public schools were chosen conveniently from the 179 primary schools located in District Faisalabad. Among these educational institutions there were 123 teaching professionals in total. [www.surveysystem.com](http://www.surveysystem.com) helped determine 104 teachers as the sample size using a confidence interval of 5% and 99% confidence level from the target population.

### **Data Analysis and Results**

An input process occurred for this data into the statistical package software for the social sciences (SPSS) for subsequent analysis. SPSS served as the means of conducting data assessment followed by interpretation. The research findings were organized into tables to help decision-making for researchers. The data analysis employed frequencies and percentages and means for computing weighted scores and ranking orders together with standard deviations using SPSS software for evaluation of results and analysis.

### **Results and Discussion:**

Every study heavily relied on the results and discussion segment for its successful completion. This part of the study revealed its key results through data description combined with analysis methods and final outcomes. The section displays unaltered data records together with documented observations which exist independently from analysis work. Strategic illustration tools including visual elements such as tables and graphs and figures are regular components used for presentation. A key objective of the results section exists to provide an organized summary of empirical research data. Scientific studies use the discussion section to analyze results through detailed interpretations that merge them with available research literature as well as relevant theories and identify all potential consequences. The section provides limited information about study restrictions and alternative result explanations together with recommendations for future research. The Discussion section established its purpose to offer deeper examination of results alongside their importance alongside scholarship-based discussions about the topic (Caldas and Bankston, 2004).

### **Demographic characteristics of respondents**

Knowledge levels of students vary according to socioeconomic variables that include age together with school years completed and income origin and familial



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educational background along with parent's education level. The students' abilities to meet academic targets together with their approaches toward credentials and relationship dynamics with teachers stem from these demographic factors (Kean and Tsai, 2005).

Evaluation of participants' demographic data allowed assessment of their representation status as a suitable sample of the target population for wider application.

### Gender

The combination of male and female characteristics defines gender standards that disclose sexual orientation among physically dominant people. Young men form the largest group among those whose traditional classification ends with male or female status (World Health Organization, 2002).

Gender	Frequency	Percent
Male	72	69.2
Female	32	30.8
Total	104	100.0

Table 1.6.2 presents the survey results about respondent gender. Male respondents made up 69.2 percent of the total participants and female respondents formed 30.8 percent of the study group.

The findings from this study matched Chappuis and Stiggins (2002) as they demonstrated male respondents outnumbered female respondents and females made up less than half of the participants.

### In-service training

The section addresses how in-service training stands as a critical factor for sustaining professional development. The survey data showed that training participation patterns directly affected engagement and satisfaction levels of respondents. Lack of in-service training will create barriers to both professional growth and adaptability measures. Professional development thrives through in-service training per the study which recommends handling the existing barriers that affect participation levels. The development of accessible professional training programs along with better awareness initiatives and training support systems should focus on closing gaps to boost satisfaction in professional learning efforts.

Statement	Mean	W.S	S.D	Rank
Overall satisfaction	3.90	492	1.16	1
Training organization	3.88	489	1.14	2
Training Delivery	4.11	452	0.94	3



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Training contents	4.25	450	0.89	4
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Scale:1= Not interested, 2=Slightly interested, 3=Neutral, 4=Interested ,5=Very interested

The offered in-service trainings performed by study area teachers emerge from the data in Table 1.6.3. The respondents placed overall satisfaction in the top category with 3.90 on the mean scale and 492 standard deviation points between neutral and interested scale points.

Observation training organization maintained its position as the second most favored category after overall satisfaction among participants whose average score was 3.88 and standard deviation of 489 scored at an interested level.

Observation training delivery received a mean score of 4.11 at the third position along with a standard deviation of 452 which sat between "interested" and "very interested." The results indicated a favorable interest toward this category.

Observation training contents received a fourth-place rank from participants who reported a mean score of 4.25 with standard deviation at 450. These scores suggested participants were interested but not extremely interested.

The selected study found that participants chose overall satisfaction as their priority attribute among other aspects which received diminished implementation.

### Professional associations

The breakdown of respondents according to their occupational organizations supplied critical information about their career networking activities and skills improvement strategies. Most majority of participants relied on professional associations to advance their careers yet numerous professionals remained unaffiliated with any organization. Non-members would benefit better from associations when the benefits become more known and membership becomes easier to access and participation demonstrates measurable progress. The implemented strategies will likely grow membership numbers thus increasing the overall connectivity and informed level of professionals in the community.

**Table 1.6.4: Distribution of the respondents according to professional associations**

Statement	Mean	W.S	S.D	Rank
Active participation in professional organization	4.25	442	1.21	1
Membership in Professional organization	4.13	429	1.19	2

Scale: 1= Not interested, 2=slightly interested,3=Neutral,4=Interested , 5=Very interested

Table 1.6.4 showed the extent of teacher professional association involvement in the research area. The data shows teachers have the highest interest in participating actively within professional organizations based on the collected mean score of 4.25 and standard deviation of 442 Results indicate teachers assert high interest in professional organizations after active participation by giving them a mean score of 4.13 with a standard deviation of 429.

Findings suggest teachers in the studied area show a preference for joining





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professional organizations following the scores and ranking evaluation.

Table 1.6.5: Favorite professional duration for a professional development activity by the teacher:

The respondent data distribution regarding teacher-led professional development activity length points to important facts about their learning patterns and time limitations. The data showed the wide range of duration preferences which demonstrated teachers' different learning styles as well as time availability needs. The range of professional development programs from one-day workshops to multi-day workshops helped the professional development programs accommodate different needs and preferences of teachers.

**Table.1.6.5 :Distribution of the respondents according to favorite professional duration for a professional development activity by the teacher**

	Mea n	W.S	S.D	Ran k
One-day workshop	4.17	434	0.69	1
Ongoing through the school year	3.72	387	0.99	2
Multi-day-workshop	3.69	384	1.09	3
Weekly session over a few months.	3.38	352	0.91	4

Scale:1= Not interested, 2=slightly interested, 3=Neutral, 4=Interested ,5=Very interested

Table 1.6.5 revealed teachers' selected choice when it comes to professional development duration.

The one-day workshop received the highest preference rating with 4.17 mean score and 434 weighted score according to survey results. The score demonstrates students are greatly interested in this scenario.

The ongoing workshops which run throughout the school year ranked as the second most preferred category based on mean scores at 3.72 and weighted scores at 387 which indicate a slight inclination toward being interested. A multi-day workshop achieved rankings in third place as teachers scored it at 3.69 to reach weighted score 384 while showing interest but remaining in a neutral to interested zone.

The fourth category group comprised weekly sessions delivered throughout several months resulting in a mean rating of 3.38 and weighted score of 352 and a balanced position between the neutral and interested side.

Teachers in the examined area used one-day workshops as their preferred professional development approach according to research findings.

**Perceived importance of different professional activities as perceived by teachers**

Teacher evaluations regarding professional activity importance provided essential knowledge regarding teacher preferences and value distributions within their professional development pursuits. The chosen activities gained popularity because they enabled teachers to gain practical skills and meet colleagues while participating in firsthand learning experiences. When teachers participated in these activities they succeeded in combining their professional development



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needs with their other priorities through which learning became controllable within their schedules. The chart reflected mixed opinion about professional activities demonstrating that schools need various activities to support professional development effectively. Educational institutions should provide diverse activities including interactive workshops and flexible online courses and research opportunities and networking events to fulfill teachers' individual needs and preferences thus generating thorough professional development opportunities.

**Table 1.6.7. : Distribution of the respondents according to perceived importance of different professional activities as perceived by teachers.**

Statement	Mean	W.S	S.D	Rank
Leadership and Administration Training	4.46	464	0.77	1
Special training for new technology and tools	4.36	454	0.94	2
Workshops or seminars	4.33	450	0.58	3
Mentoring and coaching	4.27	444	0.91	4
Lesson planning	4.20	437	1.20	5
Reading educational curriculum	4.18	435	0.92	6
Action research projects	4.14	431	0.64	7
Attending professional conferences	4.02	430	0.76	8
Peer observation and feedback	4.06	422	0.98	9
Sharing best practices	3.96	412	0.81	10
Online courses	3.86	401	0.92	11

Scale: 1=Not important,2=somewhat important,3=Neutral,4=Important,5=Very important

The teachers' evaluation of multiple professional development activities is presented in Table 1.6.7. Leadership and administration training with a mean score of 4.46 and W.S of 464 ranked highest among the six categories alongside specialized training for new technology and tools (Mean= 4.36 and W.S= 454). Workshops or seminars (Mean= 4.33 and W.S= 450), mentoring and coaching (Mean= 4.27 and W.S= 444), lesson planning (Mean= 4.20 and W.S= 437) and



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reading educational curriculum (Mean= 4.18 and W.S= 435) followed respectively. These categories were evaluated between "important" and "very important" levels of significance by respondents with important being the common choice. Primary teachers considered best practice sharing and online courses as the tenth and eleventh important professional development categories with Mean scores of 3.96 and 3.86 and W.S of 412 and 401 respectively. Significance of the categories fell between "important" to "very important" categories which leaned towards the important end of the spectrum. Primary school teachers received specific attention in this research for continuous betterment under the category of professional development (CPD).

### **Conclusions**

Teachers reached enhanced teaching methods due to CPD programs which strengthened their knowledge base and skills and built their confidence. Through its CPD program teachers received innovative educational tools and strategies that supported pedagogical growth alongside developing the practice of collaboration and profession among staff for continuous enhancement. Teacher participation in CPD activities like professional conferences and online courses combined with workshops, seminar attendance, lesson planning, mentoring, and coach programs along with curriculum reading and peer observation sessions and the incorporation of new technology tools through spe Leadership and administrative training developed enhanced attributes for leadership and administrative tasks.

### **Recommendations**

- Findings from the data supply recommendations for sustained education development of level teacher professionals. Student benefits emerge from professional teacher development activities according to the majority (86.54%) of participants yet some respondents (13.46%) held opposing views. The research respondents substantially backed the recommendations that were presented in the study.
- The research findings imply that all teachers should join ongoing professional development initiatives made for primary education professionals.
- The integration of digital technology into education practice requires primary-school teachers to use it for professional advancement.
- Teachers must engage with a wide range of professional training which combines mentoring structures with coaching support and online learning and web content distribution and peer exchange networks and comparable educational activities.
- A system must provide teachers better tools together with resources that also includes adequate support for their ongoing professional growth.
- Master trainers together with mentors will deliver full mentoring and coaching to professionals who should get solutions to resolve their development problems during active professional development opportunities.
- Professional development initiatives run continuously because they boost student learning outcomes thus becoming essential responsibilities for teaching professionals.



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- The effectiveness of primary school professional development programs increases when teachers use both creative teaching approaches together with technological advancements.

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