



Evaluating the Efficacy of Continuing Professional Development (CPD) Programs in Mardan: Teacher Perspectives on Professional Growth and School Improvement

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Abstract: This study examines teachers' views on CPD initiatives and their effects on professional growth and school improvement. To be more specific, this research examined the quality and usefulness of CPD programmes by analysing instructors' viewpoints and beliefs. Structured questionnaires were employed to collect data from 80 teachers for the research project. This study found that teachers liked and valued professional development activities to further their careers. Teachers thought trainers should listen, guide, and coach them instead of educating them. Instructors appreciated the idea of collaboration among instructors as a new powerful and effective tool to improve their educational environment. This research also revealed the qualities and factors that can help CPD initiatives succeed.

Keywords: Continuing Professional Development, Teacher's Perceptions, Professional Growth, School Improvement.

1. Introduction

The field of education is always evolving, and one of the most significant challenges that teachers face is professional development (PD), which can have an impact on the performance of students, teachers, and schools. Because of this, continuing professional development (CPD) is absolutely necessary for the purpose of preserving and improving the quality of education that is provided in public schools (Kennedy, 2021). A further objective of CPD is to identify and implement the most effective instructional strategies that can assist students in acquiring knowledge in a more efficient manner and achieving outstanding academic outcomes. Timsal et al. (2016), a teacher who is not growing professionally is unable to maintain the success of his or her career. Osamwonyi (2016) that the lack of continual professional training will hinder the progress of teachers' professional careers or careers. mainly due to the fact that CPD provides teachers with opportunities to acquire new information and skills, as well as to perform more effectively in their current jobs.

CPD courses have been shown to increase teachers' trust in teaching their subjects, encourage teachers, increase teachers' confidence, promote a positive behavior and attitude towards teaching, and enhance teachers' content

knowledge of their respective area or field (Radford, 2022; Stein, 2019; Supovitz, 2020). These findings have been supported by a number of studies. The PD of teachers has been given a high priority in every region of the continent. Lee (2021), Sparks (2002), and Sywelem and Witte (2013), it has been proven that in-service professional development (IPD) is required for every teacher in order for them to be able to operate professionally in the classroom pertaining to teaching and learning. Learning can be improved by placing a greater emphasis on teachers and the promotion of their professional development, as well as the enhancement of schools through the implementation of CPD.

Bashir and Long (2015), to determine the extent to which the Integrated Professional Development (IPD) programme has impacted the teaching activities of teachers, it is necessary to conduct evaluations after they have participated in a variety of professional development opportunities. However, it is regrettable that teachers in Khyber Pakhtunkhwa, particularly those in the Mardan region, do not have the option to further their professional development after they have been accepted into the teaching profession. However, non-governmental organizations (NGOs) only occasionally or infrequently organize teacher training programmes. These programmes offer some exposure to teachers working in private schools; however, the workshops are of little value because they do not include follow-up and feedback, and the activities have little connection with school practices. Furthermore, there have never been any serious efforts made to make teacher professional development (TPD) a regular feature in public schools. In a nutshell, CPD for teachers working at the school level is roughly equivalent to a drop in an event. Therefore, by researching CPD and the effects that it has on the professional growth of teachers, this research makes a contribution to the reduction of the knowledge gap that exists in the existing body of literature. Kazmi et al. (2011), continuing teacher professional development courses assist teachers in improving their ability to implement strategies that are not just practical and rational but also moral, structured, and systematic in the classroom. This research aims to investigate the teacher's perceptions about CPD, and impact of these programs on their professional growth and school improvement. This research more specifically sought to determine the quality and effectiveness of CPD programs by gauging teacher's views and beliefs.

1.1 Research Objectives

The following were objectives of this research:

- To investigate the teacher's perceptions about CPD, and impact of these programs on their professional growth and school improvement.
- To determine the quality and effectiveness of CPD programs by gauging teacher's views and beliefs.
- To analyse teacher's views about professional improvement gained by teacher as a result of CPD.

1.2 Significance of Study

It is possible that this research will be of assistance to policymakers, administrators, and teachers in the process of developing instructor training frameworks that are more appropriate and efficient. It is possible that this research will be of assistance to educational researchers, teachers, and educationists in their efforts to improve the quality of learning that students experience, which is primarily dependent on the quality of professional development that primary teachers receive. It is also possible that it will be helpful for both aspiring teachers and teachers who are already in the field in terms of cultivating a good attitude towards the teaching profession. The findings of this research may be helpful in the future in terms of adopting corrective methods to lessen the inequalities in teacher performance that exist between urban and rural locations.

2. Literature Review

The physical, mental, ethical, emotional, social, spiritual, and economic growth of every individual is influenced by education, which is a dynamic force. The rise and fall of any civilization and its standards of living are closely related to the educational attainment of its people (Anees, 2021). Islam emphasises the value of education greatly and instructs all Muslims to pray for it, saying (Akhtar, 2020),

"O Allah, grant me more knowledge".

As Muhammad (PBHU) once said Mayriam (2023),

"Seeking knowledge from cradle to grave".

Two significant forms of education around the world are formal and non-formal. In a formal system, in-person instruction takes place in classrooms, educational institutions are organised, and a set curriculum is followed within the parameters of the academic calendar and timetable. Outside of the confines of official institutions like schools, colleges, and universities, non-formal systems are implemented. Undoubtedly, there are benefits and drawbacks to both systems (Anees, 2021). The formal education system denies the majority of the population the opportunity to enrol in educational institutions for a variety of reasons, including cramped classrooms, a high rate of population growth, a lack of basic physical and educational facilities, a high dropout rate, and poor educational quality. Most people who want to continue their education while working at the same time can't be accommodated by it alone (Siddiqui, 2023). Conversely, non-formal education is spreading throughout society and exhibiting mature trends (Allana, 2020).

Rogan and Grayson (2022), the process of professional development for teachers is a set of actions that include all activities that contribute to the progress of their professional careers. Activities and learning experiences that are aimed to promote the skills and knowledge of teachers, either directly or indirectly, with the purpose of improving the quality of education in the classroom are included under the umbrella of professional development. These activities and experiences must be prepared with awareness and adequate planning. Throughout their careers as teachers, teachers engage in a collaborative process in which they work either independently or in conjunction with their colleagues as agents of change. They engage in critical planning and conduct productive experiments in the classroom in order to gain the key knowledge and skills that are necessary for professionalism. Day (2019), emphasizes that teaching takes place in a world that is dominated by change, uncertainty, and increasing complexity, which leads to the demand that teachers adopt a serious approach to regularly update their subject knowledge, revisit their teaching methods and skills, and review the ways in which they are integrating new technology. Day (2020) emphasizes the significance of teachers' professional development in the 21st century. Caffarella and Zinn (2019), the PD of teachers can be promoted through the participation in three different types of activities:

1. Experiences in education that are self-directed.
2. Structured trainings that are organized by the organization.
3. Organizational development strategies.

A more thorough comprehension of professional growth cannot be attained without first gaining a grasp of the many stages of professional development that Borko (2022) has established. Borko (2022) discovered that in order for teachers to get the most out of their students, they needed to excel in three important areas. To get things started, in order for teachers to effectively assist students in building their own conceptual understanding, they need to have a subject-matter competence that is both significant and adaptable. Second, in order for teachers to effectively mold the perspectives of their students, they must first know how students come to their own conclusions (Borko, 2022). This is due to the fact that the research utilises the individual teacher as the unit of analysis, it is worth noting that practice is essential to the process of integrating new information and abilities. Figure 1 illustrates the primary components that make up the Teachers' Professional Development programme, as presented by Borko (2022).

The training assessment model developed by Roland L. Kirkpatrick serves as the foundation for the theoretical framework surrounding this research. There are four steps that make up Kirkpatrick's training evaluation model. Reactions, learning, the transmission of knowledge, and results or outcomes are the stages that make up this process. The purpose of the model is to be able to accommodate a wide variety of outputs that are generated by the training (Noe, 2013). Using a quality or standard procedure, the evaluation strategy for level one comprises finding the instant responses of trainees. This is done in order to assess these replies. While the second level analyses the participants' knowledge, abilities, and attitudes through post-workshop feedback after the programme has been completed, the first level evaluates the participants' experiences.

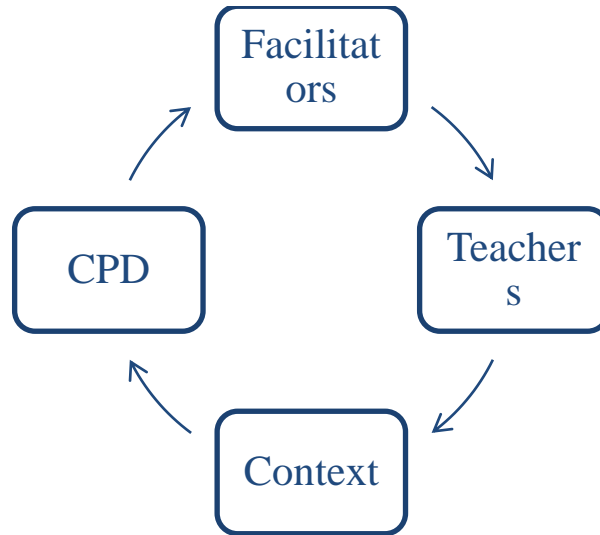


Figure 1: Elements of PD

Kirkpatrick and Kirkpatrick (2008), assessment of the trainees' motor abilities is included in the level three evaluation, which is a reflection of the level of attainment that the on-the-job participants have reached after some of the training sessions. The level three evaluation does not include this measurement. The fourth level assesses the changes that take place in the outcomes of the organisation as a direct result of the training sessions, particularly with regard to the improved performance of the trainees. As an additional step, the fourth stage comprises doing an evaluation of the results both prior to and following the training sessions (Kirkpatrick & Kirkpatrick, 2021). This method, on the other hand, is employed virtually exclusively for the goal of determining how effective training is (Bates, 2022). As a result, the steps that were suggested by the Kirkpatrick training evaluation model were employed in this research in order to ascertain the effects that continuing professional development (CPD) has on the PD of teachers. These processes included the preparation of lessons, the management of classrooms, the improvement of classrooms and schools, the creation of teaching methods, and the establishment of tests.

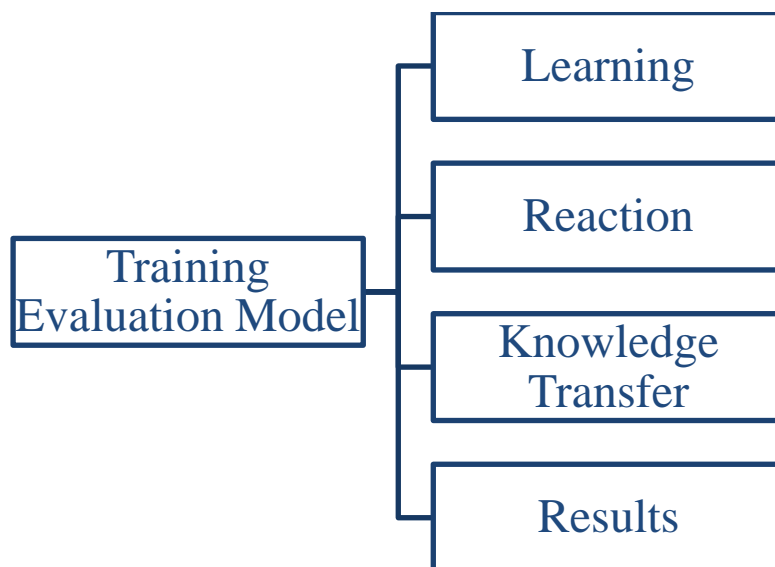


Figure 2: The Training Evaluation Model of Kirkpatrick

Teachers are able to expand their understanding of the knowledge of learners, the curriculum, and the context of

teaching through the process of lesson preparation, which is an artistic method. According to Spratt et al. (2021), lesson planning is a methodical design of the course that gives the teacher direction regarding how the subject matter of this research is to be delivered. More than that, the planning of the lesson is a vital step since it enables the teachers to concentrate on what should be taught, how it should be taught, and how to evaluate the students in an efficient manner (Yildirim, 2003). According to Cicek and Tok (2017), a considerable proportion of instructors recognize the need of planning; nevertheless, their approaches to lesson preparation differ. In a comparative study including fifty-five Japanese teachers and thirty-six American teachers of fifth to eighth grade, it was found that the Japanese teachers perceived the task of lesson preparation to be more intricate than their American counterparts. The Japanese educators prioritized the learning experience for pupils, whereas the American educators prioritized delivering the content in the most efficient manner. Fernandez (2010) found that the classes that focused on the process and needs of the learners were more successful. Conversely, the classes that lacked flexibility, had unclear procedures, and were focused on the instructor seemed to be less successful (Cicek & Toc, 2017; Wilkerson & Scheffler, 1992). Even after completing lesson preparation, the focus is mostly on presenting the material rather than on designing instruction to meet the learners' requirements. The neglect of lesson preparation is a common occurrence (Ferguson and Sutphin, 2021).

Dorovolomo et al. (2010), it is essential to have a lesson that is both effective and well-planned since it maximises the outcomes of the teaching and learning process. The process of organising and managing the physical, social, and learning environment of the classroom is referred to as classroom management. This process comprises the establishment of norms and routines, as well as the arrangement of seating, the control of time, and the participation of students. Additionally, classroom management is a significant aspect of the teacher's professional development, and it is an important characteristic. On the other hand, a significant number of teachers do not receive adequate training in classroom management either before they begin their jobs or while they are holding them (Popescu, 2014). Because of this, they experience a sense of being unprepared and struggle to effectively control and manage the behaviour of students inside the classroom setting (Macías, 2018 & Akar, 2007). According to Mitchell et al. (2017), a limited proportion of instructors nationwide get training in classroom management that is based on theories or includes theoretical perspectives. Hence, it is imperative for teacher education courses to prioritize equipping teacher candidates with practical strategies to effectively handle classroom management. This can be achieved through a combination of coursework, supervised practice, and constructive feedback. Additionally, these courses should also address the specific challenges that novice teachers encounter when striving to create a positive learning environment in the classroom (Stough, 2006). Consequently, educational institutions should implement in-service professional development programs to provide instructors with a framework for efficiently managing classrooms. The enhancement of classrooms and schools is an ongoing endeavor that entails the accumulation of data on students' performance to assess their academic aptitudes and deficiencies.

Tekyiwa and Sekyi (2016) define classroom activities as the actions and tasks that instructors do to gather information that may be used to enhance the process of teaching and learning. According to Andrade and Brookhart (2020), there is a lack of research on professional development programs that focus on improving classrooms and schools. Andersson and Palm (2018) presented evidence from a study in which twenty-two Swedish mathematics instructors participated in a formative assessment program on Professional Development. Data were gathered both before to and after to the implementation of the course. In light of this, the teachers highlighted the requirement for further assistance and information regarding formative assessment. In light of the fact that the issues that teachers are confronting involve the transformation of theoretical knowledge into classroom practice, it is unquestionably necessary to do additional empirical research.

Black and Wiliam (2022) conducted a comprehensive analysis of 250 studies conducted worldwide from 2013 to 2022, focusing on classroom and school improvement and learning. Their findings demonstrated that implementing a range of classroom evaluation procedures had the capacity to enhance students' performance and academic success. Incorporating the concept of formative assessment into a broader theoretical framework, such as the theory of professional advancement, is proposed by Black and William (2018). As a means of encouraging and motivating teachers and students, as well as providing them with constructive feedback regarding the strengths and weaknesses of the teaching and learning process, classroom and school improvement aims to improve conditions (Tosuncuoğlu, 2018).

Mehmood and Rehman (2011), education is a process that involves turning, and as a result, techniques and methods of instruction that are effective should be implemented in accordance with the needs of students in order to provide the proper direction. Ayua (2017), successful and innovative teaching tactics enable students to actively participate in the teaching-learning process, which in turn allows them to learn new things and improve their existing skills. As per the findings of researchers, the outcomes of learners are contingent upon the instructional design of the teacher, the selection of teaching methods, and the variety of learning activities (Lund & Stains 2015; Pelch & McConnell, 2016). Carpenter (2011), an investigation of successful instructional strategies for elementary school students was carried out. The overall findings of this research suggest that teachers who instruct students at the elementary level should incorporate proactive teaching approaches into their lessons. This is because methods of instruction that emphasise active and collaborative learning are appealing to a large number of students.

The American Society of Engineering Education (2012) and the National Research Council (2012) both agree that this is a slow process. Tharayil (2018), there are a number of reasons why teachers are resistant and unwilling to accept change. Despite this, there are a range of causes. The adaptation of operative teaching methodologies results in a large amount of modification or change taking place, according to the findings of Lund and Stains (2015) and Pelch and McConnell (2016). Felder and Brent (2010), teachers in the 21st century need to modify their teaching techniques by shifting the emphasis away from the antiquated method of learning centred on textbooks and towards the innovative method of learning through exploration. Therefore, it is of the utmost necessity to give instructors with in-service training in order for them to use different teaching styles that are acceptable. A test is a piece of equipment that is utilised for the purpose of systematically evaluating the individuals who are participating in the examination in terms of their knowledge, abilities, attitude, speed, accuracy, proficiency, intelligence, and overall performance. In addition, it is the most essential component of the educational system since it not only determines the degree to which the teacher is successful in the process of teaching and learning, but it also analyses the learning outcomes of the students to determine how well they have learned.

Sharma and Sansanwal (2018), an instrument that is considered to be objective, dependable, and valid is required in order to accurately measure the attainment of the learners. As a result, it is expected of every classroom teacher that they possess and demonstrate the requisite skills for the construction of good items for achievement tests (Gullickson, 2017). When it comes to schools, one of the most significant causes of carelessness is, unfortunately, a lack of test construction skills. Osadebe (2015), one of the most significant issues that requires special attention has to do with the poor construction of tests in educational institutions. On the other hand, the development of tests that are both valid and dependable does not receive adequate attention. Sharma and Gupta (2017) that the majority of teachers in their respective fields are not proficient in the creation of efficient examinations. It is therefore the responsibility of the administration and management of the school to provide trainings to the teachers regarding the construction of the exam items. Jayanthi (2014), instructional training has the potential to enhance the test-taking abilities of teachers. Consequently, training on the development of tests will be provided to teachers. Therefore, individuals with expertise in this field should provide instructional sessions to educators, since the caliber of assessments is contingent upon the proficiency of the instructor, which in turn impacts the degree of competence among pupils (Sharma & Sansanwal, 2018).

3. Research Methodology

This research used a descriptive research approach to analyse primary school teachers' contexts, characteristics, and professional development needs. Teachers' opinions on CPD and its implications for their own professional development as well as school improvement were investigated through quantitative research methods, such as questionnaires. Quantitative methods were used in the research process. By using a self-administrated questionnaire, quantitative data were gathered. With a focus on primary school teachers, the population comprised all public primary school teachers in Tehsil Mardan, KPK, Pakistan. There were 80 primary school teachers in this research, 22 of whom were female and 58 of whom were male. A questionnaire with 35 items grouped around six major themes pertaining to CPD served as the main research tool. Teachers in primary school were given a questionnaire to complete in order to gather data. Likert scale ratings and other statistical techniques were used to analyse the quantitative data that were obtained from the questionnaire. A validity assessment was performed on the questionnaire, covering construct, face, and content validity. Cronbach's alpha (0.83) suggested a fair level of

consistency within the measuring scale, indicating the questionnaire's reliability.

4. Results

4.1 Teachers' General Perceptions of CPD

Teachers' opinions on CPD were collected using a 4-point rating system, ranging from strongly agree to strongly disagree.

Table 1: Teachers' General Perceptions of CPD

	Mean	SD
CPD activities usually start with requirements assessments.	3.15	.485
CPD serves teachers' professional needs.	3.30	.520
Your professional needs are satisfied by CPD.	3.12	.598
CPD was held frequently throughout the past four years.	2.95	.627
CPD was developed to adapt to science and technology.	2.40	.847
Gained new skills and information through CPD.	3.38	.578

Teachers' perceptions of CPD activities begin with requirements assessments, which had a mean = 3.15 and a reasonably low SD = 0.485, indicating a moderate degree of agreement on this point. Teachers also experience a high degree of satisfaction with CPD programmes, believing that CPD fulfils their professional demands (mean = 3.12, SD = 0.598) and serves their needs (mean = 3.30, SD = 0.520). There are, nonetheless, some contexts in which opinions might differ significantly. For instance, the frequency of CPD sessions during the last four years obtained a mean = 2.95 with a SD = 0.627, indicating a somewhat lower degree of agreement among teachers on this matter. Furthermore, teachers' perceptions of the adaptation of CPD to science and technology varied more widely, as seen by the lower mean = 2.40 and greater SD = 0.847 for this element. But overall, the trend indicates that teachers have a good perception of CPD, as evidenced by the higher mean = 3.38 and the comparatively low SD = 0.578. Most teachers report learning new material and skills through CPD.

4.2 Significance of CPD for Teachers' Professional Growth

Using a 4-point grading system ranging from highly significant to negligible, teachers' opinions were gathered regarding the significance of CPD for teachers' professional growth.

Table 2: Significance of CPD for Teachers' Professional Growth

	Mean	SD
Planning and assessing curriculum	3.15	.704
Experience innovative teaching and learning methods	3.25	.561
Improve content knowledge	3.31	.587
Improve it skills	3.20	.699
Get learners interested	2.95	.701
Allow teacher collaboration	3.11	.728
Effective lesson planning	3.17	.794

With a mean = 3.15 and a SD = 0.704, teachers have a moderate degree of agreement that professional development is useful for developing and evaluating curriculum. Comparably, it is thought that CPD makes it easier to experience cutting-edge teaching and learning strategies (mean = 3.25, SD = 0.561), enhance IT skills (mean = 3.20, SD = 0.699), and improve content knowledge (mean = 3.31, SD = 0.587). All of these outcomes had mean scores that were relatively high with moderate to low standard deviations. There are other situations, though, where opinions might differ more greatly. For instance, the mean score for piquing learners' interest was 2.95, with a SD = 0.701, indicating a wider diversity of teacher perspectives on the efficacy of CPD in this area. Additionally, teachers' opinions of the efficacy of CPD in this area varied, as evidenced by the mean = 3.17 for effective lesson

preparation and a somewhat high SD = 0.794 for this category. However, the general trend indicates that teachers view CPD as important for their professional development, with most recognising its contribution to the enhancement of pedagogical knowledge and practice.

4.3 Relevance of CPD

A 4-point rating system, ranging from highly relevant to not relevant, was used to collect teachers' opinions regarding the relevance of CPD.

Table 3: Relevance of CPD

	Mean	SD
Training materials were relevant to my field.	3.01	.561
The trainers' expertise matched the training content.	3.05	.611
Training topics were relevant to my field.	3.11	.603
Training activities.	3.06	.608
CPD trainers' delivery methodologies.	3.21	.680

With a mean = 3.01 and a SD = 0.561, training materials are thought to be pertinent to teachers' professions; this indicates a moderate degree of agreement among teachers on this point. Comparably, the training subjects' relevance to teachers' fields (mean = 3.11, SD = 0.603) and the CPD trainers' expertise matching the training content (mean = 3.05, SD = 0.611) both obtained relatively high mean scores with moderate standard deviations. Furthermore, teachers believe that CPD activities are relevant to their professional development needs, as evidenced by the mean = 3.06 for training activities with a SD = 0.608. There are other situations, though, where opinions might differ more greatly. The methodology used by CPD trainers, for instance, had a higher mean = 3.21 but a somewhat greater SD = 0.680, indicating that teachers' opinions on the efficacy of these methods varied.

4.4 Satisfaction with the CPD Programs

Teachers' opinions of the CPD programmes were collected using a 5-point rating system, ranging from very often to never.

Table 4: Satisfaction with the CPD Programs

	Mean	SD
Discussing current educational ambitions	3.27	.674
Improved knowledge and skills	3.20	.710
CPD goals and outcomes	3.34	.667
Organised formal trainings to solve classroom issues.	3.47	.671
Explored ways to train teachers.	2.61	.771
Regularly convened trainers and teachers to enhance schools.	3.08	.601
Teacher collaboration was emphasised in activities.	2.47	1.002

Teachers' agreement on discussing current educational goals was moderate, as evidenced by the mean = 3.27 and SD = 0.674 for this topic. Comparably, higher mean scores with moderate standard deviations were obtained by enhanced knowledge and skills (mean = 3.20, SD = 0.710) and CPD aims and results (mean = 3.34, SD = 0.667), indicating satisfaction with the perceived advantages of CPD. Furthermore, structured, formal trainings aimed at resolving classroom problems received a high mean = 3.47 with a comparatively low SD = 0.671, suggesting that participants were highly satisfied with this feature of CPD programmes. There are other situations, though, where opinions might differ more greatly. For instance, investigating methods for training teachers had a mean = 2.61 and a greater SD = 0.771, indicating that teachers' satisfaction with this component varied. Similarly, the emphasis on teacher collaboration in the activities obtained a mean = 2.47 with a greater SD = 1.002, suggesting that teachers' judgements of the importance of collaboration in CPD activities are more varied.

4.5 Significance of CPD for School Improvement

The significance of CPD for school improvement was assessed by teachers using a 4-point grading system, ranging from strongly agree to strongly disagree.

Table 5: Significance of CPD for School Improvement

	Mean	SD
CPD improves teachers' teaching methods and student learning.	3.11	.590
CPD keeps teachers abreast of educational trends and methods, encouraging school creativity.	2.95	.660
CPD allows teachers to collaborate and share best practices, creating a supportive and dynamic school environment.	3.61	.505
CPD helps teachers meet various student needs by providing new information and skills and improve school environment.	3.50	.607
CPD improves school performance and reputation by encouraging teachers to grow and improve.	3.47	.613

With a mean = 3.11 and a SD = 0.590, teachers have a considerable degree of agreement that CPD is beneficial for enhancing their teaching strategies and students' learning. In a similar vein, CPD is said to keep teachers abreast of developments in the field of education, so promoting school innovation (mean = 2.95, SD = 0.660), as well as facilitate teacher collaboration and the sharing of best practices, which fosters a dynamic and supportive learning environment (mean = 3.61, SD = 0.505). A relatively high mean score with moderate standard deviations was received by both CPD and improving school performance and reputation by encouraging teachers to grow and improve (mean = 3.47, SD = 0.613). CPD is perceived as helpful in enabling teachers to meet various student needs by providing new information and skills and improving the school environment (mean = 3.50, SD = 0.607).

4.6 Impact of CPD for Professional Growth and School Improvement

A four-point rating system, ranging from strongly agree to strongly disagree, was used to collect teachers' opinions regarding the impact of CPD for professional growth and school improvement.

Table 6: Impact of CPD for Professional Growth and School Improvement

	Mean	SD
My teaching abilities and techniques have improved thanks to CPD.	3.36	.770
Participating in CPD events has helped my career.	3.07	.741
CPD has helped me meet my students' different needs.	2.41	1.121
My school has a culture of collaboration and progress because to CPD.	3.12	.598
CPD has greatly improved my professional growth and my school.	2.95	.627

The perception of CPD as having a beneficial effect on teachers' teaching styles and abilities is moderately agreed upon by teachers, with a mean = 3.36 and a SD = 0.770. Similarly, with a mean = 3.07 and a SD = 0.741, showing a slightly lower degree of agreement but still positive impact, attending CPD activities is considered as helpful for teachers' careers. In certain places, opinions might differ more greatly. For instance, the usefulness of CPD in assisting teachers in meeting the various needs of their students obtained a mean = 2.41 with a greater SD = 1.121, suggesting that teachers' assessments of this component are more varied. Similarly, there appears to be some variation in teachers' opinions of the influence of CPD on promoting a culture of collaboration and progress in public schools, as indicated by the mean = 3.12 with a SD = 0.598. There is a moderate degree of agreement among teachers regarding the usefulness of CPD, as seen by the mean = 2.95 with a SD = 0.627 for the overall influence on professional growth and school improvement.

4.7 Discussion

The field of education is constantly evolving, and it is essential for teachers to engage in CPD. This is due to the fact that the learning that takes place in the classroom is strongly connected to the teachers and their own professional development. The idea that the quality of education may be improved by putting more of an emphasis on the PD of teachers is commonly held to be true. The purpose of this paper was to investigate the effects that CPD has on the PD of teachers. The purpose of this research was to investigate the teachers' perceptions of their professional growth prior to the training and to investigate the teachers' opinions of the impacts of CPD training on teachers' professional growth after the training.

As the objectives of the study were

- To investigate the teacher's perceptions about CPD, and impact of these programs on their professional growth and school improvement.
- To determine the quality and effectiveness of CPD programs by gauging teacher's views and beliefs.
- To analyse teacher's views about professional improvement gained by teacher as a result of CPD.

So according to first objective, different teachers have different opinions about CPD and it affects their professional growth and the success of their schools. While some may see it favourably, others may have doubts. Rahim and Weisi (2018) concurred with the notion that the value of research involvement for the instructional efficacy of teachers should be acknowledged. In point of fact, teachers can become aware of the most recent theoretical breakthroughs in their profession by conducting research, and as a result, they can put such theories into practice in their classrooms (Elliot, 2013). There is a correlation between teachers having a more educated awareness of the theoretical underpinnings of teaching and learning and their ability to make more informed instructional judgements in the classroom (Good & Weaver, 2003). Based on these findings, it can be inferred that instructors who have good attitudes towards engaging in research have the ability to close the gap that exists between educational theories and teachers' actual practice. Consequently, this may facilitate the growth of instructors who are empowered and capable of independently resolving their own everyday teaching challenges. The basic idea for doing action research is that it encourages teachers to take responsibility for finding solutions to problems that are specific to their classrooms. According to Johnson (2019), one of the primary qualities of excellent teachers is their ability to solve problems on their own.

According to second objective, diverse thoughts and attitudes regarding the effectiveness of CPD programmes in improving teaching practices and school outcomes are reflected in the varying perspectives held by teachers regarding their quality and efficacy. Effective teachers are those who are able to become agents of change in their classrooms. This puts them in the perfect position to become effective teachers. It is possible to provide support for this assertion by referring to the fact that Coombe (2014) identifies with-it-ness as a key trait of successful teachers. According to her, one of the prerequisites for being a highly successful practitioner is that instructors must demonstrate either a high level of organization and competence in many aspects of classroom life and their profession. Additional correlation analysis demonstrated that there are strong and statistically significant connections between the variable of teacher success and the overall requirements of teachers for continuous professional development (CPD), as well as its five specific components: classroom-related knowledge and skills, pedagogical knowledge, individual professional development activities, and interactive professional development activities.

According to third objective, teachers' opinions on the professional growth they receive from CPD efforts differ; some emphasise how important it is to develop teaching-related skills and knowledge, while others may be more pessimistic about it. Soodmand et al. (2017) found that Iranian EFL teachers believe that critical pedagogy, reflective teaching, individual differences, learner-centered classrooms, interpersonal relationships with students, assessment, classroom management, lesson planning, teaching different skills and sub-skills, integrating skills, designing activities, monitoring, feedback, individual differences, qualities as a successful teacher, creating a stress-free and pleasant learning environment, improving students' thinking skills, and critical pedagogy are important for professional development. Teachers' perceptions of their own success as teachers were influenced by a variety of factors, including the amount of time they spent engaging in professional development activities such as online teacher learning, self-monitoring, action research, journal writing, support groups, team teaching, supervised practice, and interactive workshops. We expected these results from our study since previous research and theories

of effective teaching provide a solid basis for continuing professional development (CPD) for teachers.

Regarding this matter, and in line with the fact that instructors are expected to possess pedagogical knowledge in the present study, Coombe (2020) listed current professional knowledge as a crucial requirement for excellent teachers. She claims that instructors can build such a foundation of knowledge by taking use of continuing professional development (CPD) and other chances for lifelong learning. Day (2019) was among those who previously advocated for this idea. According to him, continuing professional development (CPD) for teachers is the single most crucial component of high-quality classroom instruction and career advancement. Continuing professional development (CPD) equips teachers to face new challenges by making them more resilient (Farrell, 2015). Additionally, it equips individuals to handle novel circumstances and unexpected challenges, fostering resilience (Evers et al., 2016).

Richards (2015), effective continuing professional development increases instructors' passion for teaching and revitalises them in their work, leading to better practice in the end. Teachers' continuing professional development requirements for interpersonal and personal qualities further support the significance of these traits. The teachers' fluency in the language, their ability to connect with their pupils on a personal level, their ability to make the classroom a welcoming and supportive place for learning, and their own character traits are all important components of a good classroom. All of these are elements that Borg (2018) says help teachers succeed in the classroom. The importance of human factors in shaping teaching practice was also highlighted by Dodge (2013), who cited teachers' sociability, responsibility, and compassion as personality attributes that contribute to their efficacy in the classroom.

Crandall and Finn (2014) also suggested other useful activities. According to their findings, instructors can enhance the quality of their education by participating in continuing professional development (CPD), spending time developing their abilities and sub-skills, receiving administrative support, and participating in chances for idea exchange. Addressing teachers' professional development needs in training and development programmes and workshops has the potential to increase teachers' satisfaction (Borg, 2018) and, consequently, their performance. To boost teachers' self-efficacy, it's important to attend to their continuing professional development needs, which can improve their knowledge of teaching (Demmon, 2017).

5. Conclusion

The significance of CPD for school teachers, the level of satisfaction with CPD options, the impact of CPD, the future professional needs of teachers, the components of a successful CPD program, and the role of teacher teachers in teachers' professional learning are some of the key results that are investigated in this research. How has CPD been able to assist in preparing teachers to effectively deal with the changes in the educational system? These discoveries have implications for research, theory, and policy. This research contributes to the understanding of the continuing professional growth of teachers working in Pakistani universities and colleges. According to the findings of this research, every university should use a paradigm for contextualised CPD. Teachers should work together to learn from one another and to encourage one another. It is imperative that the new method places an emphasis on the content and pedagogical learning of teachers. The findings of this research tend to imply that the expertise of teacher teachers in the design and delivery of trainings is a significant factor in determining the quality of CPD programmes.

CPD programmes that are both sustained and continuous require teachers who are highly knowledgeable and professionals, as well as a sufficient amount of time, energy, and resources on the part of both teachers and administration. Additionally, the findings indicate the necessity for college administration to maintain a workload that is adequate for teachers to maintain a balance between their personal and professional lives, and CPD should be linked with the career advancement and promotion of teachers. In addition, the findings suggest that future CPD programmes should focus on increasing knowledge and skills in areas in which they are experiencing difficulties. These areas include subject core understanding of science, computer, and mathematics, integration of information and communication technology (ICT), handling students with special needs, assessment, and other areas.

5.1 Recommendations

For future research, in order to draw a conclusion from this research, the researchers would like to confirm that

CPD is a successful strategy for empowering teachers by providing them with the essential confidence, knowledge, and skills to keep them up to date with current approaches and trends in education. Such CPD should conform to particular ideas and on the notion of life-long learning, and it should also meet specified requirements in order to be more effective. The current research highlights the fact that only meaningful, well-planned, relevant and applicable, and well-executed CPD courses would be positively regarded by participating teachers due to their personal happiness, various personal circumstances, and investment(s) in the process. The likelihood that the outcomes will be relevant for the teachers who participated in the CPD intervention and that the intervention will continue to be effective increases in proportion to the degree to which the teachers' own satisfaction and motivations are aligned with the intervention.

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