



“A Study of School Leaders’ Perceptions about the Effectiveness of Continuing Professional Development Program in Private Schools of Karachi”

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Received: May 26, 2023

Accepted: June 25, 2023

Published: June 30, 2023

KEY WORDS

**School Leaders,
Continuing
Professional
Development
Program**

ABSTRACT

This research study aimed at exploring the perceptions of school leaders (principals) regarding the effectiveness of continuous professional development programs in private schools in Karachi. The main purpose of the study was to recognize and make a comparison between the perceptions of school leaders (principals) regarding the effectiveness of the CPD program in perceptiveness of four major variables i.e. teachers’ methods of teaching, classroom management skills, methods of assessments, and performance of the students. The population of the study comprised of 12000 registered private secondary school principals in Karachi (Board of secondary Education, Karachi). The sample of this research study was comprised of 110 principals. A questionnaire was used to gather the relevant information from the participants. It consisted of 22 items and drawn from literature and based on the expertise of the researcher. The researcher administered the questionnaire and explained each item to the respondents. Data was analyzed through SPSS (19) software. Major hypotheses were tested through t-test & ANOVA. On the basis of findings, it was concluded that respondents had shown no discernible difference in behavior even both males and females regarding all variables. Therefore, it was concluded that the school leaders had positive perceptions about the effectiveness of the CPD program from the perspective of methods of teaching, classroom management, and methods of assessment and outcome of students.

INTRODUCTION

Generally, school- leaders are considered owners of private educational institutes but in this study school leaders are the principals of the institutions. Principals are considered the backbone of any organization. They play an important role in developing a productive institutional environment. Schools need more than strategies in this competitive era for the students’ better learning. School leaders transform the strength of efficiency, responsibility, and feelings of accountability in teachers which motivate them to work creatively. To support them, they can create multiple platforms for their professional training to make them more skillful. In this study, teacher professional development is referred to as CPD. It is a lifelong learning process that begins with basic preparation and continues throughout one's life. The instructor must direct the students in a new direction and urge them to continue learning throughout their lives. Therefore, teachers must be passionate about their learning and professional development. The researcher believes that the quality of the CPD initiative, implementation, monitoring, and assessment of teachers is directly influenced by the SL's practices, attitudes, ideas, and insights.

As a result, the focus of this study is to conduct a detailed and in-depth analysis of the perception of School Leaders at the time of facilitating teachers’ CPD by keeping in mind its effectiveness. Teachers' roles are multifaceted in today's world. Moreover, Teachers must be well-trained and prepared to guide and assist students in their learning as they prepare for the future to increase their performance.

Therefore, school leaders’ role cannot be ignored in addressing the needs and expectations of their school communities for pedagogical and technological changes by giving learning platforms. Over the twentieth century, these environments remained largely consistent, with a traditional focus on printed materials, the "private" classroom walls, as well as face-to-face learning. On the contrary, school leaders of the twenty-first century must perform in quite different ways. Continuous professional development (CPD) refers to an educator's agency in their professional development, as well as the need for change-responsive learning, which is becoming increasingly important in contemporary times. The objective of school improvement depends on teachers' professional growth and systemic educational reform in private schools to get better learning outcomes for all students.

It's important to learn more about how school leaders select the most appropriate CPD models for their students. It's also crucial to look into how school leaders view, promote, and enable CPD in today's schools, taking into account the many push-pull dynamics at play.

In addition, this research will look into the changed responsibilities and their highly demanded practices in the twenty-first century as well as how they are supported during a variety of practice options to communities that are possible in the digital age, reflecting local, national, and global contexts. School leaders must critically consider how they promote and facilitate CPD, which is measured, evaluated, and recorded in a variety of ways, including attitudes, and beliefs, and how it is measured, evaluated, and monitored.

This research will also look into how school leaders are implementing these to effect change and professional learning must take on new forms by keeping in mind the intensive future educational requirements.

LITERATURE REVIEW SCHOOL LEADERS

In the current era, the role of a school leader has become more complicated and demanding because of the growing contemporary trends and competition in private institutions. Leaders' styles, roles, and perspectives directly affect the performance of the institution. Therefore, school leaders are considered the most significant element of the learning environment through teachers and students (Lee & Ko., 2014; DiPaola & Hoy, 2014). Researchers referred to school leaders in two words "Leadership matters". According to the cited researchers, school leaders matter in creating a favorable learning environment for the teachers and students.

Continuing development in education is reflected in the role of school leaders which is changing day by day. Thus, they can recognize the most important changes to create a difference in the outcome for the teachers (Day, 2009). However, a vital aspect in most school leaders' definitions is the practice of control towards school leaders' individual and specialized ideas (Moos, Johansson, & Day, 2012). These exceptional leaders with their strong vision recognize the future needs and required efforts. However, it has been inconsistent and often isolated in its efforts to bring about substantial structural change (Blankstein, 2004). As a result, it appears that this is mostly true in the area of professional growth from

the perspective of the leaders because of many hurdles (Day, 2009; Leithwood, Patten, & Jantzi, 2010). Although the value of high-quality professional development is spontaneously obvious to those who are concerned persons in this profession. Apart from highlighted challenges, professional development is acknowledged by school administrators as a strong instrument for assisting educators in meeting the high expectations of their students according to their goals. For this purpose, school leaders are more focused on the ground realities of teachers' professional development to eradicate the mentioned hurdles because this is one of the keys to improving quality and educational standards at schools. Their leadership styles influence their perceptions about the effectiveness of continuing professional development programs (Thoonen, Slegers, Aorta, & Peetsma, 2012).

CONTINUOUS PROFESSIONAL DEVELOPMENT

The phrases professional development, continuous professional development, continuous professional learning, staff growth, and teacher progress are sometimes used interchangeably (Gravani, 2007). Definitions of these terms are often very diverse and there is no generally accepted definition (Glover & Law, 1996). Continuous professional development can be described in various ways. "The process through which teachers attain new information, skills, and values that benefit their students." is defined by (Holey & John, 1995, p.17).

Five listed interconnected components highlighted in previous research are perceived to have a deep effect on professional development.

1) The way educators personify themselves as educators is referred to as self-image.

2) Self-Esteem: This refers to how educators view themselves.

3) Cognitive: This category includes the personal motivations of the educator for choosing their job.

4) Task awareness: This refers to educators' responses to the question, "What do I need to accomplish to be an efficient instructor?" What are the most important duties I need to complete to achieve success? What kinds of responsibilities must I accept or reject?

5) Future Perspective: The educators expressed their expectations for the job's future growth as well as their feelings about it.

According to Kennedy (2005), there are nine models of continued professional development (CPD):

2.4.1 The training Model: The model is a skill-based, technocratic perspective of teaching that is universally recognizable and supportive, in which continuing professional development allows teachers to refresh their aptitudes to reveal their capability. An "expert" usually "gives" it to the teacher, with the presenter setting the agenda and most of the participants being passive.

2.4.2 The award-bearing model: This model is based on completing award-winning study programs that have been validated by institutions or universities in most cases, but not always. Outer justification can be viewed as an indication of merit declaration, but it can also be examined as a power mechanism by the validation and/or financing bodies.

2.4.3 The cascade model: according to this paradigm, before cascading, or distributing, the information to colleagues, individual teachers attend "training events. “It’s generally engaged when there aren’t enough resources.

2.4.4 The deficit model: Under this model, it is possible to develop one's professional skills exclusively to address an apparent performance gap among teachers.

2.4.5 The mentoring/ coaching model: This model emphasizes the importance of the relationship that is usually between two educators that are one-on-one and is meant to facilitate continuous professional development.

Table 1: Formal and Informal Activity for Continuing Professional Development

FORMAL			
Technical		Contextual	
Updating professional knowledge and skills		Enhancing Professional capabilities or relate to then solving of particular problems, leading to specialization	
INFORMAL			
Resource Based	Practice-Based	Practice related	Interpersonal
Mainly magazines, journals, and Publications to stay informed about new advancements in the field	Learning on the job is related to learning by observation and learning by action	It is based on real-world experience and includes behaviors such as giving lectures, teaching, writing articles, etc.	Involves networking, sharing of knowledge among practitioners

2.4.6 The community of practice model: This model relies on the existence of a clear link between practice communities. The most significant distinction between this paradigm and the mentoring/coaching concept is that it would not necessarily rely on confidentiality and in most cases; a community of practice consists of more than two persons.

2.4.7 The action research model: This strategy supports teachers in this way that they can effectively evaluate their practices by engaging in continuing professional development.

2.4.8 The transformative model: A transformational agenda is supported by a combination of activities and conditions and this is the central characteristic of this model. That's why it is feasible to claim that the transformative model is indefinable in itself. It is more focused on a variety of conditions for transformational practice.

2.4.9 The standard-based model: This model disparages rather than represents a goal to develop a teaching and teacher education system capable of establishing practically legitimate linkages between a student's learning and a teacher's efficacy. It shows a desire to construct a context-specific, political, complex, and moral effort.

The nine models were divided into three broad groups by Kennedy (2005): traditional, transitional, and transformative (see Table 2).As one progresses through the stages of transmission, transition, and transformation, this grouping, and categorization of CPD models suggests increasing the potential for teacher self-sufficiency. Moreover, it will be helpful

for the school leaders to recognize their teachers' potential and needs.

Table 2: Various Continuing Professional Development Models

Models of CPD	Purpose of Models
The Training Model The award-bearing model The deficit model The cascade model	Increasing capacity for professional autonomy Transmission
The standard-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

A leading path emerges from this continuum of professional development for school leaders to reflect their perspective by checking their teachers' further professional development needs which can be addressed to expand the effectiveness of the CPD program.

Advantages of continuous professional development

A considerable body of literature has examined the subject of efficacy in professional development activities and initiatives during the last 10-15 years. However, determining what constitutes effective professional growth is, at best, a subjective exercise.

Over the last 15 years, our understanding of effective professional development has grown to include the necessity to address several dimensions of professional development as well as a clear link to a relevant and linked rationale and it has an impact on student's achievement and learning.

People's attitudes about learning are changing, as are subject matter teaching and assessment reforms, the completion of standards papers, growing demands for accountability and results, and a shift in thinking about change as a systematic and universal process are all influencing how professional development and effectiveness are defined (Lee, 2011).

Likewise, other various studies have revealed that the improvement approach revolves around professional development. It is the process by which we organize the creation and use of new information to improve ourselves (ibid, p.32). Surprisingly, the impact and improvement on instructors' knowledge have the strongest proof. Several studies have found that participating in CPD enhances teachers' knowledge (Wilde, McLinden, et al. (2006); McNicholl and Noone 2007). According to other studies, instructors' opinions have shifted beliefs and improvements after participation in a continuous professional development program (Cordingley, 2005; Pedder 2006; Wilde 2005).

Long-term CPD is generally followed by the identification of mediators of impact and improvement, which leads to changes in teaching practice. Boyle, (2004), for example, identifies changes in "preparation," "teaching style," and "assessment practice."

Furthermore, Improvement in school performance is identified through the effectiveness of continuous professional development. culture in the successful implementation of professional learning (Keay 2006 & Pedder 2014).

Student effects, such as learning motivation, improved participation in classroom activities, and students'

confidence and self-esteem, have similar evidence (Cordingley et al. 2007).

Thus, a quick review of the state's empirical literature and the effectiveness of CPD reveals that there is still much to learn about teachers' professional learning activities. On the main point, we wanted to see how school leaders feel about the CPD program's efficacy. Although, there is substantial evidence in the literature that collaborative and research-based approaches are effective. Moreover, it is examined how school leaders identify teachers' professional development needs, the type of continuing professional development programs they employ, and their effectiveness in the classrooms through instructional practices with assessments and results.

1.2 The Rationale for the Research

The role of school teachers has evolved into a multi-layered duty in recent years, and this research may supply insight into the dynamics of teachers' continual professional development at a moment of instructive transition and modification. This research can also provide the most up-to-date facts to the school leadership, allowing them to comprehend and analyze the current situation while making future decisions about CPD programs. It will also assist in understanding the efficacy and existing system of continued professional development in schools.

1.3.1 General Objective: To Analyze the School Leaders’ Perception of the Effectiveness of the CPD Program in Private Schools of Karachi

1.3.2 Specific Objectives: Specific objectives of the study were to:

1. Assess the school leaders’ perception of the effectiveness of the CPD program in their schools

for methods of teaching.

2. Analyze the school leaders’ perception of the effectiveness of the CPD program in their schools concerning assessment methods.
3. Analyze the school leaders’ perception of the effectiveness of the CPD program in their schools for classroom management.
4. Analyze the school leaders’ perception of the effectiveness of the CPD program in their schools for the output of students.

1.4 RESEARCH QUESTION

How do school – leaders perceive the usefulness of CPD programs in their schools?

1.5 HYPOTHESES

1. There will be no significant difference in the perception regarding the effectiveness of continuous professional development (CPD) among the principals of private schools in Karachi.
2. There will be no significant difference in the perception of elite and non-elite private schools’ principals regarding the effectiveness of continuous professional development (CPD) programs.
3. There will be no significant difference in the perception of male and Female principals regarding the effectiveness of continuous professional development (CPD) programs.

1.6 SIGNIFICANCE OF THE STUDY

The potential significance of this research is to increase the contextualization of the CPD program by presenting an accurate picture of the perceptions of private school leaders in Karachi. It will contribute to increased efficacy and a higher index of beneficial effects on teachers’ professional development. It will assist policymakers and stakeholders in comprehending the relevance of the CPD program, developing appropriate policies, and making actual decisions.

1.7 SCOPE OF THE STUDY

1. Policymakers, administrators, and master trainers may find this study useful in developing more appropriate and successful teacher education programs.

2. This research may aid educational scientists, instructors, and educators in increasing the effectiveness of children’s education, which is mostly dependent on the professional development of school teachers.

1.8 RESEARCH METHODOLOGY

This research was designed to recognize the perceptions of principals of secondary schools about the effectiveness of continuous professional development (CPD) programs. The sampling strategy of the study, population, sample, and sampling and research instrument for data gathering, pilot testing, and data analysis are discussed.

1.9 RESEARCH STRATEGY

The study was chosen to use a quantitative research design, and for this type of design, a survey is the best

method (Walter, 2010) because it can cover a wide range of topics at once and can be distributed to a sizable sample size quickly while upholding research ethics standards like confidentiality. It was a descriptive study. For this, It tries to capture a phenomenon exactly. So the research only made decisions that examined the opinions expressed by respondents on a Likert-type scale in line with the effectiveness of CPD programs. The subsequent questions were exclusively addressed during the process of data collection and data analysis. What is the effect of CPD programs on the method of teaching, classroom management, methods of assessment, and the performance of students?

RESEARCH DESIGN

The quantitative research design was used by the researchers because the quantitative research design was appropriate for the large size sample. This research followed a survey (descriptive) research design. To gather accurate data from the school leaders (Principals), a sketch of the population, sample, tool used to collect data (its development, refining), and techniques of data collection and analysis were produced.

POPULATION

The population of the current study was comprised of all registered 12000 private school principals of Karachi (Board of Secondary Education, Karachi). Four districts of Karachi were targeted i.e. East, West, South, and North. The population was comprised of the principals of all private elite and non-elite, Community, Missionary and Islamic schools of Karachi.

SAMPLING DESIGN

School leaders were randomly selected from the list of schools taken from taken from the site of Board of Secondary education, Karachi, (2022). The list was arranged according to the districts. It was observed that the number of private schools varied in multiple strata. So, stratified proportional random sampling was considered suitable. The sample was composed of four major groups based on the location of the school. Here, 42 of respondents were from the east schools, 30 respondents were from west schools, 14 respondents were from the north and 24 respondents were from south schools.

RESEARCH INSTRUMENT

The present research was based on a quantitative research design; a questionnaire was designed and considered the best technique to collect the data quickly and realistically. The questionnaire used in the study was based on two sections; Section-I comprised of demographic information including; gender, age, experience, academic and professional qualification, etc. Section-II consisted of 22 items. Items were drawn through the literature and based on expectations of the researcher under the factors method of teaching; Methods of assessment, classroom management, and performance of students.

Pilot Testing

A pilot test of the tool was conducted before starting the actual procedure for gathering data. The 22 items of the questionnaire were pre-tested by 15 Principals of different private secondary schools who were not part of the actual study. They were refined based on their opinions. For the reliability of the questionnaire, Cronbach’s Alpha

Reliability Test was applied to the responses of the school principals. The reliability of the tool was 0.947 at Cronbach’s Alpha.

Table 3
Reliability Statistics

Cronbach's Alpha	N of Items	N
.947	22	15

Reliability and Validity of the Tool

The questionnaire was comprised on 29 items. 22 items were divided into different subscales; five questions on Methods of teaching, seven questions on classroom management, and four were given on methods of assessment, six were allocated to the academic performance of students. Finally, this tool has been applied on 110 principals.

DATA COLLECTION

For the data collection process, compatibility was developed with the respondents through the permission letter given by the research supervisor. The researcher personally visited schools by taking prior permission, sending those Emails, and on phone calls. The questionnaire was delivered and explained to the respondents. This move also established a good understanding with them. The researcher faced no long problem to develop an understanding with the school leaders (Principals) who were respondents in the present study. There was also no difficulty found with the majority in delivering and the discussion with respondents. They were informed of the study's importance and the value of its findings for making policy decisions, and they were given the assurance that their comments would be kept confidential and used exclusively for research. Additionally, the covering letter made it abundantly clear how important this research was to

everyone. Therefore, responders willingly supported the study after receiving these assurances. This data collection process was completed in three months.

DATA ANALYSIS

The data was collected through the research instrument about principals’ perceptions. Then it was entered into Microsoft Excel for tabulation and analyzed with the help of Statistical Package for Social Sciences (SPSS) 19 to determine the respondents ‘frequencies. Moreover, it was explained by keeping in mind the study’s objectives. The data was largely analyzed by using Chi-Square and percentages to locate different patterns in the principals’ perception of the effectiveness of CPD programs. Moreover, independent samples t-test and one-way ANOVA were used to show the difference between the principals’ perceptions gender-wise, experience wise, age wise, academic qualification wise and overall regarding the effectiveness of CPD programs. Tables with the data were augmented with discussion subsections that highlighted key data points, and the data analysis and its interpretations were presented. The results are presented in 46 tables in chapter 4. Based on the statistical study, conclusions were reached and suggestions were given.

DELIMITATION OF THE STUDY

This study was bordered on the Principals of private (elite & non-elite), missionary, public, community, and Islamic schools in Karachi.

DATA ANALYSIS

The specific objective of this research was to know the perception of

school leaders about the effectiveness of continuing professional development programs in private schools in Karachi in terms of methods of teaching, classroom management, methods of assessment, and academic performance of students. The analysis of data collected through research instruments is presented in this chapter.

The sample was composed of 110 principals belonging to private, community, Islamic, Missionary, and Public secondary schools in Karachi.

Table 4
Composition of the sample by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	53	48.2	48.2	48.2
Female	57	51.8	51.8	100.0
Total	110	100.0	100.0	

By inspection of Table 4, it is clear that 48.2% of respondents were male and 51.8% were females.

Table 5
Composition of the Sample by Academic Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
B.A/ B.Sc	46	41.1	41.8	41.8
M.A/M.Sc	64	57.1	58.2	100.0
Other	2	1.8	100.0	
Total	112	100.0		

By inspection of Table 5, it is clear that the sample was composed of two major groups based on their academic qualification. 41.1% respondents were B.A/B.Sc. and 58.2% respondents were M.A/ M.Sc.

Hypothesis#1

H₀: There is no significant difference between the perception of male and female principals about "the impact of CPD programs on methods of teaching".

H₁: There is a significant difference between the perception of male and

female principals about "the impact of CPD programs on methods of teaching".

Table 6
Independent samples t-test showing the difference between the perception of Male and Female principals about the impact of CPD programs on methods of teaching.

Gender	N	Mean	SD
Male	53	3.781	.86670
Female	57	3.817	1.0297
		t-value	df
			Sig
			.208
			.345

Conclusion: Table 6 depicts that independent samples t-test was applied to identify the difference between the perception of Male and Female principals about the impact of CPD programs on methods of teaching. Here we found that the p-value is greater than 0.05. Therefore, we failed to reject the null hypothesis. Hence it is concluded that there is not a significant difference in the perception of male and female principals regarding the impact of CPD programs on methods of teaching.

Hypothesis# 2

H₀: There is no significant difference between the perception of male and female principals about "the impact of CPD programs on methods of assessment".

H₁: There is a significant difference between the perception of male and female principals about "the impact of CPD programs on methods of assessment".

Table 7
Independent samples t-test showing the difference between Male and Female perceptions about the effectiveness of

CPD programs on methods of assessment.

		SS	df	MS	F	Sig.
Methods of Teaching	Between Groups	5.777	5	1.155	1.296	.271
	Within Groups	92.703	104	.891		
	Total	98.480	109			
Classroom Management	Between Groups	1.594	5	.319	1.270	.282
	Within Groups	26.093	104	.251		
	Total	27.689	109			
Methods of Assessment	Between Groups	3.245	5	.649	.867	.506
	Within Groups	77.846	104	.749		
	Total	81.091	109			
Academic Performance of Students	Between Groups	1.465	5	.293	1.067	.383
	Within Groups	28.523	104	.274		
	Total	29.986	109			

	Gender	N	Mean	SD	t-value	df	Sig.
Methods of Assessment	Male	53	3.8726	.80656	-.426	108	.413
	Female	57	3.9430	.91736			

Conclusion: Table 7 depicts that independent samples t-test was applied to identify the difference between the perception of Male and Female principals about the impact of CPD programs on methods of assessment. Here we found that the p-value is greater than 0.05. Therefore Ho is accepted. Hence it is concluded that there is not a significant difference in the perception of male and female principals regarding the impact of CPD programs on methods of assessment.

Hypothesis#3

Ho: There is no significant difference between the perceptions of principals about "the impact of CPD programs on all major factors according to multiple types of schools".

H1: There is a significant difference between the perceptions of principals about "the impact of CPD programs on all major factors according to multiple types of schools".

Table 8

One-way ANOVA was showing the difference in the perceptions of principals about the impact of CPD programs on all major factors according to multiple types of schools.

Conclusion: Table 8 shows that one-way ANOVA was applied to identify the difference in the opinions of principals about the impact of CPD programs on all major factors in different types of schools at the secondary level. There was no significant difference in methods of teaching $F = 1.296$, $p=.271$, in classroom management $F=1.270$, $p=.282$, in methods of assessments $F=.867$, $p=.506$ and in academic performance of students $F=1.067$, $p=.383$ in the perception of principals based on different types of schools. It is concluded that there was no significant difference in the perception of principals about the impact of the CPD program regarding all major variables of different types of schools.

Hypothesis# 4

Ho: There is no significant difference between the perception of male and female principals about "the effectiveness of CPD programs".

H1: There is a significant difference between the perception of male and female principals about the "Effectiveness of CPD programs".

Table 9

Independent samples t-test showing the difference in the perceptions of principals with different academic qualifications about the overall effectiveness of CPD programs based on their academic qualification.

Overall Factors	Gender	N	Mean	S.D	t-Value	df	Sig
CPD Effectiveness	Male	53	3.6558	.53589	-.933	108	.573
	Female	57	3.7569	.59573			

Conclusion: Table 9 describes that independent samples t-test was applied to identify the difference between the perception of Male and Female principals about the effectiveness of the

CPD program. Here we found that the p-value is greater than 0.05. Therefore H_0 is accepted. Hence it is concluded that there is not a significant difference in the perception of male and female principals regarding the overall effectiveness of CPD programs in their schools.

DISCUSSION

The study's primary objective was to explore the perception of school leaders about the effectiveness of continuous professional development programs in private schools in Karachi. There was a significant pattern found in the perception of principals about methods of teaching, classroom management, classroom assessment, and academic performance of students through CPD programs. Moreover, the outcome factors revealed that there was not a significant difference in the perception of male and female principals regarding the impact of CPD programs on methods of teaching, classroom management, classroom assessment, and academic performance of students. It means both male and female school leaders have the same perception that continuous professional development creates positive impacts on the multiple skills of teachers which will help them to improve their teaching abilities. These findings are the same as the research findings by Alberta Teachers' Association (2011), professional development is the extensive collection of activities teachers do separately or jointly to enhance their specialized practice and improve student understanding which is further elaborated by DiPaola, M., & Wagner, C. A. (2013).

The demographic variables age, education, experience, and types of schools were found significantly and

positively correlated with the perception of school leaders about the effectiveness of the CPD programs. Medway & Brown (2007) described that training programs improve classroom activities and develop effectiveness in teaching. This research also proved that there is not a significant difference in the perception of principals about the impact of CPD programs on methods of teaching, methods of assessment, classroom management, and the academic performance of students based on their academic qualifications. In the same way, further results show that there is no significant difference in the perception of principals about the effectiveness of CPD programs for teachers and students by having different experiences. Their different work experience does not create any significant difference in their perception of major recognized factors as Harlech-Jones and Fakir (2008) described that any professional development program cannot be effective without good execution. Hansen-Thomas, Casey, & Grosso (2012) expressed that; student performance can be increased by increasing the competencies of teachers through continuous professional development programs. It will enhance the teaching and technological skills of the teachers which creates a positive impact on students.

Descriptive research was found highly useful for exploring various educational problems and deals with the gathering of data to respond to research questions and analyze opinions, attitudes, views, and demographic data (Ghaffar, 2005). After applying independent samples t-test to identify the difference in the perception of Male and Female principals about the impact of CPD programs on classroom management. Here we found that the p-

value is greater than 0.05. There was an insignificant relationship between the perception of male and female principals regarding the positive impact of CPD programs on classroom management. Piwovar, Thiel, & Ophardt (2013) assessed the utility of continuous professional development for professional teachers to enhance classroom management strategies. The present study showed the same results. They claimed that after receiving training in classroom management, there were unidentified positive effects on teachers' abilities and increased student commitment in the classroom. Jarvis and Pell (2007) examined that professional development programs expand the understanding, attitude, and confidence level of the teachers.

The results of the current study are also associated with the previous research because of their positive effects on instructors' professional performance. Harris and sass (2011) also favored that training programs develop the efficiency of the teachers which creates a difference in the achievement of students.

In this way, school leaders elevated the commitment and effectiveness of their teachers through the CPD program which ultimately affects students' achievement (Rautiola, 2009).

The result of the study showed that there was an insignificantly optimistic result between the perception of the principals (School leaders) and the effectiveness of CPD programs in the private schools of Karachi. The conclusion was also consistent with the studies carried out by Alan 2012 at Walden University. The school leaders indirectly impact on students' achievement (Natasha, (2012); Leithwood et al, (2006); Russ, (2004);

Schooley (2005) by encouraging, empowering, and satisfying the professional needs of the teachers (Gray, 2006).

CONCLUSION

The findings of this study pointed out that the perceptions of male and female school leaders (principals), as well as those with more and less experience, were comparable in terms of the effectiveness of CPD programs. The study answered how school leaders perceive the usefulness of CPD programs in their schools. When deciding, whether or not to continue with present professional development that is focused on improving teacher training, the result reached from this study offers areas for discussion in the schools. Understanding school leaders' perceptions and opinions about CPD may be supportive to facilitate the students and improve the processes of CPD for teachers in private schools in Karachi and elsewhere. Continuous professional development programs fulfill the academic needs of teachers and help them in gaining new information and skills and to conduct a formative evaluation plan in their classroom. Furthermore, Dalgarno and Colgan (2007) discovered that when teachers were permitted to experiment with concepts and take risks during CPD, their practice improved. Moreover, these programs develop better cooperation among school teachers. These programs enable teachers to improve their overall performance in their classrooms. Assessment skills and interaction skills improve due to continuous professional development. The study reveals that all Principals have a positive perception of

continuous assessment which assists teachers during their learning process and helps teachers to identify the strengths and weaknesses of learners and also determines the learners’ progress. Continuous assessment improves the student's overall performance as well as their learning skills of students. All male and female principals were showing a positive attitude towards CPD programs and they considered that CPD-trained teachers are more reliable for the assessment of their students. It improves the overall quality of the education system.

The study proved that CPD-trained teachers are better in pedagogical skills and an expert in their field of knowledge with their professional growth and help students to identify their classroom problems. Respondents showed that continuous professional development programs are helpful for the teachers and students in their teaching-learning process. Several studies have found that participating in CPD enhances teachers' knowledge (Wilde, McLinden, et al. (2006); McNicholl and Noone 2007). The present study proved that school leaders have a positive opinion about the usefulness of CPD programs in schools through different factors i.e. methods of teaching, methods of assessment, classroom management, and performance of the students. Future researchers can explore other factors as well through which effectiveness can be enhanced for the standardized teaching-learning process and CPD program.

On precise details that most effectively portray an ongoing or previous event without determining the primary connections related to that event (Given, 2007). Therefore, there are no

forecasts or theories, and in the research investigation, there were explanations for causal linkages that were included.

5.6 RECOMMENDATIONS

In the context of our research study,

- Firstly, it is recommended to the school leaders that Continuous, contextualized, and ongoing CPD programs are required for the teachers. Moreover, there must meticulous methods of quality by targeting the needs of teachers whether in methods of teaching, maybe in classroom management, or sometimes in methods of assessments. In this regard, reflective, internal observations and assessments of teachers should be done.
- Secondly, it is recommended to the policymakers that they have to be focused on the development of the teachers and students by keeping in mind ground realities and the needs of the era which are bringing change in the educational standards. For this purpose, school leaders who are true implementers should be part of the policy-making process. The present study proved their positive opinion about the usefulness of CPD programs in schools through different factors.

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