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TEACHERS' PERCEPTIONS ABOUT THE IMPACT OF PROFESSIONAL DEVELOPMENT ON TEACHING PRACTICES

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Abstract

Professional Development (PD) is a combination of formal and informal activities which improve teacher's knowledge, skills, and proficiency in teaching profession. As the world is going under swift changing mode, the traditional teaching methods are not sufficient to meet the demands of modern time. This study deals with the question whether teachers' professional development has impact on their teaching practices. In colleges of Pakistan, professional development of teachers has received less attention. This study aims at examining the perceptions of teachers about the impact of professional development on their teaching practices. Mixed Method research design was used for this study. Research instruments such as questionnaires and unstructured interviews were used. Population was teachers from 2 private colleges of Lahore. Fifty English language teachers teaching at intermediate level were selected randomly. Interviews were conducted with 7 random teachers. Descriptive statistics were used to analyze the survey data and text obtained through the interview was analyzed for themes. The findings suggest that professional development of teachers has great impact on their teaching practices. The results of this study have broad based implications for all educators. Recommendations for policy and practice suggest that there is dire need to introduce the teachers with the term of Professional Development. More the culture of discussion and sharing of ideas among teachers should be promoted.

Keywords

Professional Development, Teaching Practices, Students



1. Introduction

Teachers are a central part of educational development. A qualified teacher is the source of quality knowledge which plays instrumental role in students' learning. Due to rapid changes in the modern world, highly trained and professional teachers have become the dire need of time for the attainment of high quality teaching. Such teachers are efficient in meeting the demands and achieving the outcomes of students (V. Zuljan & Vogrinc, 2011). According to Lange (1990) professional development is "a process of continual, intellectual, experiential and attitudinal growth of teachers" which is important for sustained teaching and improving the quality of teachers and learning experiences. Jackson and Davis (2000) were of the view that term professional development is used for teacher training, staff development, in-service education and continuing education. Professional Development (PD) is a combination of formal and informal activities which improve teacher's knowledge, skills, and proficiency in teaching profession (National Middle School Association, 2004). Özbilgin, Erkmén and Karaman (2016) stated that teachers' professional development has gained great attention in the last few decades. Efforts are being made on enhancing the in-service professional development along with pre-service programs. They discussed the EFL teachers' beliefs and experiences about professional development. The findings showed that there is lack of institutional support and teachers are dependent on their resources. Activities of professional development should be designed to meet the interest and needs of teachers. Bicaĵ and Treska (2014) stated that the importance of life-long learning for teachers' professional development and in

promoting the school image cannot be denied. Doherty (2011) asserted that "continuing professional development for teaching is important for institutional renewal, teacher development and student learning improvement". He examined in his longitudinal research teachers are not able to do practice those things which they have learned during their professional development workshops. Aminudin (2012) studied the teachers' perceptions about professional development and its impact on their practices. The teachers of primary school were surveyed and findings showed that teachers' effective professional development must focus on collegial learning strategies and students learning. A review by Darling-Hammond, Hyler, Gardner (2017) defined:

Effective professional development as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. We conceptualize professional learning as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal PD represents a subset of the range of experiences that may result in professional learning. Research on teacher professional development and its theoretical aspect is rich in literature but less research has been done in the context of EFL teacher professional development (Özdemir, 2013; Turhan and Arıkan, 2009). Borg (2015) also highlighted dearth of research in of EFL context. He described the challenges and hinderances for EFL teachers' professional development. Professional development of teachers is critical for the success of institutional goals.

Significant performance of teachers can be achieved through the introduction of innovations in teaching field. Unfortunately, not much attention is paid on teachers' professional development at college level. World is going under rapid change so conventional teaching methods are not sufficient to cope with the challenges in modern time. Keeping in view this scenario, attention should be directed towards career-long professional development of teachers

1.1. Statement of the Problem

Levin and Lockheed (1993) highlighted the situation of developing countries such as Pakistan where young generation faces the problems in receiving quality education and qualified teachers. Studies on teacher education in Pakistan have shown that education level of teachers is poor. "Pakistan is the only country in South Asia where public expenditure on education as a proportion of GNP has gone down since 1990" (Rehmani, 2006). There is little systematic inquiry into process of PD and its effects on teaching practices on a broad level (Lowden, 2003). Despite an increased interest in Professional development, there has been less research in the field of professional development and its impact on English teachers' instruction (Hussain, n.d). This study was an attempt to fill this gap in research by analyzing the impact of professional development on English language teachers of intermediate level of private colleges of Lahore.

1.2. Objectives of the Study

- to examine the impact of professional development on English language teachers' teaching practices
- to find out the changes that professional development brings in English language teachers' perceptions.
- to examine the impact of professional

development on English language teachers' knowledge and skill.

1.3. Research Questions

- What are teachers' perceptions of English language teachers about the impact of professional development on teaching practices?
- How far does the professional development of English language teachers improve their knowledge and skill?

1.4. Limitations of the Study

- There was potential risk of a non-response error due to which problems could be caused by differences between those who respond and those who do not in the event of a low response rate.
- Qualitative research might introduce the researcher's bias.
- Qualitative data might be subjected to different interpretations by different readers.
- Researcher was able to interview only 7 participants due to the time constraint.

1.5. Delimitations

Study was delimited:

- to private colleges of Lahore.
- to English language teachers teaching at intermediate level.

1.6. Significance of the Study

- This study would be a substantial support to the field of existing knowledge on teacher development by identifying contextual realities.
- This study would be helpful for the teachers of Pakistan in improving their practices and students' learning.
- This study would be a source of inculcating motivation in teachers' regarding professional development that how it can bring tremendous change in their teaching practices, knowledge,

and skill and how their outstanding performance can affect their students' outcomes.

- In future this research can also be part of education policy reform for enhancing teachers and students' performance.

2. Literature Review

Little (2002) described professional development as "any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school district". Postholm (2012) put forward that teacher professional development (TPD) means "teachers' learning, how they learn to learn and how they apply their knowledge in practice to support pupils' learning". Teaching and Learning International Survey (TALIS) defined, "professional development (PD) as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009, p.19). Bolam (2000) stated that during 80s and 90s, professional development activities were only of workshops or short term in nature. It caused unproductivity and stagnation among teachers. Garet, Porter, Desimone, Birman and Yoon (2001) stated that professional development activities can be categorized in traditional activities and reform activities. Traditional activities are called structural and conducted usually on weekend or are managed in summer vacation. These activities are led by an expert in the field. This form includes courses, workshops and conferences. This type of professional development is criticized due to its difficulty in implementation in classrooms. The second category of reform activities takes place during academic hours in schools which include peer observation, coaching, ongoing seminars, collaborative research

among different institutions, mentoring and local study groups (Garet *et al*, 2001).

Effective PD has seven characteristics:

1. "Content focused
2. Incorporates active learning
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective Practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and Reflection
7. Is of sustained duration" (Darling-Hammond, Hyler, Gardner, 2017).

According to many researchers, workplace has strong effect on professional development of teachers (Clement and Vandenberghe, 2000; Kang and Cheng, 2014). Activities like collegiality and collaboration, action research and peer observation can be managed as workplace professional development (Glatthorn 1987; Rodriguez and McKay 2010). Yılmaz (2015) in his study explored the causes for the teachers' resistance regarding participation in professional development. She stated that these activities were not practical for teachers. Guskey (2000) was of the view that professional development brings about positive change and improves students' outcome by altering instructional strategies. Hawley and Valli (1999) discussed the principles for the effective PD which focus on what students have to learn and how they have to address the different problems the students face. It should be school based and collaborative in nature. According to Aslam (2011) professional development gives access to teachers to the most novel and best teaching tools. It supports teachers to grow professionally. Hussain (n.d.) stated that teachers' professional development is one of the most

powerful platform to bring about the massive change and to meet challenges confronting the public education. A report by National Academy of Higher Education (2007) entitled as “Professional Development of teachers in Higher Education in Pakistan” described that in today’s world, teaching profession has become more standard based and challenging. So teacher transformation is required through professional development programs which are linked to the increased professional learning and professional knowledge and students’ learning outcomes.

Teaching and Learning International Survey (TALIS) reports that teachers’ participation in various professional activities and time spent has great effects on their work. Key findings of TALIS show that students should be taught with special learning needs including ICT teaching skill. Lack of proper PD and conflict with the work schedule were the main hinderances in the participation of professional development activities (OECD, 2010).

Australian Association for the Teaching of English (AATE) has described the importance of provision of continuing opportunities of professional development for quality teaching and to have access to new research and knowledge (policy paper, 2005). Since independence six education policies have been developed. All policies have given importance to teacher education but teacher education programs are not very effective to fulfil the fast growing requirements of teachers (Hussain, n.d). With the help and coordination of the Asian Development Bank, United Nations Educational Social and Cultural Organization (UNESCO) and other funding agencies, Agha Khan Foundation , the Ministry of Education has set up training projects like Quality Assurance Resource Centre (QARC) in Sindh and Baluchistan, Support for Private

Education Institution Project (SPEIP) . A great number of Pakistan’s public and private institutes have that in-service training system / program and it is one step to fill the gap. The institute of education development Agha Khan University (AKU) , Ali Institute of Education (1992) Field Based Teacher Training Program in Northern areas (1984) of Pakistan are working in this regard and variety of courses and programs are offered to improve the quality of teaching. There is dire need of high quality PD programs in order to enhance professional learning, knowledge and professional status and student learning out comes. Even in Pakistani HE context, policy does not exist to promote culture of professionalism (NAHE, 2007).

Vazir and Wheeler (2004) have revealed the Pakistani situation regarding professional development. In Pakistan two main kinds of teacher training programs are practiced which include pre-service training in colleges or universities and in-service courses. Pre-service training includes diplomas such as the Primary Teaching Certificate (PTC), Certificate of Teaching (CT) and the Bachelor of Education (B.Ed.). They argued that in Pakistan in-service teacher education is rigorously limited. There is no “comprehensible relationship between the in-service education and the resulting quality of classroom teaching and student learning”. Resultantly, teacher education has made little or no impact on the quality of classroom teaching and student achievement. Bashirrudin (n.d.) asserted that the situation of PD in Pakistan is grim. In Pakistan PD practice is limited, fragmented, one short or short term and prepackaged. The teacher training institutions are ill equipped in staff, resources and curriculum.

Thiessen (1992) stated that classroom based teacher development (CBTD) is an approach in which

professional growth of teachers occurs with the daily routine of classroom life. Their development is related with the experiences of classroom they have with their students. Postholm (2012) described that reflection is the key to teacher's learning and improvement of their teaching practice. Darling-Hammond and Richard (2009) emphasized that Professional development which is focused on students' learning helps teachers to develop the pedagogical skills and practices. Lee (2011) described that EFL teachers can play an active role of presenters at CPD seminars. Research has described that the value of CPD actively involves practicing teachers in the process of learning. But few studies in EFL context have focused on how teachers' role can be more fruitfully utilized in CPD activities to promote teacher learning. CPD takes many forms as short courses, CPD seminars, workshops, conference and classroom based research and partnership with universities.

3. Methodology

This study used a mixed method design which includes both qualitative and quantitative data within a single study in order to have in-depth understanding of a research problem. During the first phase, numeric data was collected through survey questionnaire. Qualitative data was collected through unstructured interviews with English language teachers in the second phase to have complete insight of teachers' perceptions about impact of PD on their teaching practices.

3.1 Variables in Quantitative Analysis

In this study professional development was independent variable and teaching practices was dependent variable. These two main variables became the source of generating variables which formed questions of the questionnaire. A continuous

5 point Likert scale was used in the questionnaire to measure the variables. Demographics characteristics such as gender, education, experience were also included.

3.2 Population

Population was teachers (male and female) of English language from private colleges of Lahore.

3.3 Sample

Random sampling was done to select 50 English language teachers teaching at intermediate level as respondents of questionnaire. Randomly 7 teachers (1 male and 6 female) were selected for in depth interviews.

3.4 Instrument

In order to ensure data validity researchers have used methodological triangulation. Questionnaire and unstructured interviews were used as research instruments in this study.

3.5 Data Collection

A self- developed questionnaire was distributed to know the perceptions about the impact of Professional Development on English language teachers' practices. The items of the questionnaire were based on research questions. This instrument was developed keeping in view the availability and behavior of respondents.

3.6 Data Analysis in Quantitative Phase

Data collected through survey questionnaire from teachers was analyzed statistically through SPSS and was shown in percentages, mean and modes in tables. Each Likert scale was numbered as Strongly Agree 5, Agree 4, Undecided 3, Disagree 2 and Strongly Disagree 1.

3.7 Interviews

English language teachers, 7 in number, were chosen randomly teaching at intermediate level in private colleges. These interviews were open ended in

which researcher remained impartial and objective. The questions asked in interviews were based on research questions of this study. Informed consent was gained from the participants by telling them the information gathered from them would be kept confidential and anonymous. For the convenience of participants, time for interview was decided before the conduction of interview. This process of

interviewing was completed in 8 days. Researcher found difficulty regarding managing the time with the participants

3.8 Data Analysis in Qualitative Phase

The text obtained through the interview from teachers was analyzed for themes in qualitative phase.

3.9 Findings of Teachers' Questionnaire

Demographic Data

Table 1: Teachers' Gender

Gender	No. of Teacher	Percentage
Male	26	52%
Female	24	48%

Table 2: Academic Qualification

Degree	No. of Teacher	Percentage
M.A English	50	100%
M. Phil	7	14%
Other courses (TEFL+ELT+DELT+B.ED)	14	28%

Table 3: Teaching Experience

Teaching Experience	No. of Teacher	Percentage
Less than 5 year	6	12%
5 – 10 year	31	62%
11 – 20 year	12	24%
More than 20 year	1	2%
Total	50	100%

Table 4: Type of Professional Development Teachers Participated

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	15	30.0	30.0	30.0
2	23	46.0	46.0	76.0
3	7	14.0	14.0	90.0
4	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Table 5: Time Spent in a Professional Development Activity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.0	2.0	2.0
2	4	8.0	8.0	10.0
3	6	12.0	12.0	22.0
4	6	12.0	12.0	34.0
5	15	30.0	30.0	64.0
6	2	4.0	4.0	68.0
7	3	6.0	6.0	74.0
8	8	16.0	16.0	90.0
9	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Table 6: Professional Development brought about a change in Teaching Style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.0	2.0	2.0
4	28	56.0	56.0	58.0
5	21	42.0	42.0	100.0
Total	50	100.0	100.0	

Table 7: Professional Development Prepared to Meet the Modern Challenges in Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6.0	6.0	6.0
3	4	8.0	8.0	14.0
4	23	46.0	46.0	60.0
5	20	40.0	40.0	100.0
Total	50	100.0	100.	

Table 8: Professional Development Increased knowledge of Content / Subject matter

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	4.0	4.0	4.0
2	2	4.0	4.0	8.0
3	3	6.0	6.0	14.0
4	25	50.0	50.0	64.0
5	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 9: Professional Development Increased Pedagogic Knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6.0	6.0	6.0
3	1	2.0	2.0	8.0
4	28	56.0	56.0	64.0
5	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 10: Professional Development Encouraged to Share Knowledge with Colleagues

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4.0	4.0	4.0
3	5	10.0	10.0	14.0
4	26	52.0	52.0	66.0
5	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table 11: Professional Development Motivated to become a Reflective Teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4.0	4.0	4.0
3	3	6.0	6.0	10.0
4	25	50.0	50.0	60.0
5	20	40.0	40.0	100.0
Total	50	100.0	100.0	

Table 12: Professional Development motivated to apply New Knowledge and Practices

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.0	2.0	2.0
3	1	2.0	2.0	4.0
4	30	60.0	60.0	64.0
5	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 13: Professional Development Enabled to use an Interactive Mode of Instruction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	4.0	4.0	4.0
3	1	2.0	2.0	6.0
4	32	64.0	64.0	70.0
5	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Table 14: Professional Development Enabled to use Technology in Classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	2.0	2.0	2.0
2	9	18.0	18.0	20.0
3	3	6.0	6.0	26.0
4	22	44.0	44.0	70.0
5	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Table 15: Professional Development Enhanced Interest in the Teaching Profession

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
4	31	62.0	62.0	62.0
5	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Table 16: Professional Development Motivated to Create Active Learning Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.0	2.0	2.0
3	2	4.0	4.0	6.0
4	29	58.0	58.0	64.0
5	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table 17: Professional Development brought about a Change in Attitudes and beliefs About Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	6.0	6.0	6.0
3	2	4.0	4.0	10.0
4	28	56.0	56.0	66.0
5	17	34.0	34.0	100.0
Total	50	100.0	100.0	

Table 18: Professional Development Enabled to Meet the Learning Needs of Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2.0	2.0	2.0
3	3	6.0	6.0	8.0
4	32	64.0	64.0	72.0
5	14	28.0	28.0	100.0
Total	50	100.0	100.0	

Table 17: Statistics: Mean, Median and Mode

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
N Valid	50s	50	50	50	50	50	50
missing	0	0	0	0	0	0	0
Mean	2.04	5.36	4.38	4.20	4.10	4.22	4.16
Median	2.00	5.00	4.00	4.00	4.00	4.00	4.00
Mode	2	5	4	4	5	4	4

Table 18: Statistics: Mean, Median and Mode

	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
N Valid	50	50	50	50	50	50	50	50
missing	0	0	0	0	0	0	0	0
Mean	4.26	4.30	4.20	4.82	4.38	4.28	4.18	4.18
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode	4	4	4	4	4	4	4	4

4. Discussion of findings

Findings from the questionnaire of teachers suggest that the participants believe that their professional development experience has positive impact on their teaching practices. These findings are in accord with the findings of the literature reviewed including Aminudin (2012). Demographic findings from teachers' questionnaire show that both male and female teachers were the participants of this study. Academically all were holding Master's Degree in English literature. Some have M. Phil degree and many of them had done different professional courses. All teachers had attended workshops of different duration as an activity of professional development. Few of them had gone under formal training of professional development. A small number of participants had attended conferences and

seminars. Workshop is the most common type of professional development activity among teachers of colleges. All these were experienced teachers. Professional development has immense effects on teachers' practices, knowledge and skill. They came to know about new methodologies and practices of teaching. Professional development makes teachers to update their knowledge and skills continuously to make their instruction pertinent to their students' needs. Teacher participants believe that PD brings amazing change in their teaching style which enables them to meet the modern challenges. Findings show that professional development has made them to have current knowledge and apply new methods of teaching. In fact they agreed strongly that it is participation in professional development that has motivated them to update their knowledge of teaching. The participants' responses

showed that the opportunities to share ideas with their colleagues were often limited. Teachers responses show that they have PD has developed their practice of reflection which is key of success in the classroom. Teachers were very motivated to improve their instruction. It motivates them to learn new skills and practices for students and keep on changing their strategies. English language teachers create interactive environment in class and students are not hesitant to remove their confusion. PD has enabled them to encourage the students for active participation. Teachers believe that it is due to PD that they came to know how to use other resources in teaching besides text book. The use of technology was less in the class. Teachers agreed that technology is important but it is not used frequently to improve students' learning. They can deal students in a better way and encourage them for learning instead of leaving them at their own. They feel positive change in their personality as a teacher. Professional development enables the teachers to deal the students according to their background as they come from diverse background of education and culture. PD enhances teachers' interest in teaching profession and they find themselves more enthusiastic for their development .Teachers is motivated to create active learning environment in class to improve learners' achievement. PD brings change in the attitude and beliefs of teachers towards teaching. Duration of PD has significant effects on teachers learning. This result indicated that time is an important determinant for successful professional development. Results showed that PD has enabled

them to learn the needs of students and deal them accordingly.

4.1 Interview Findings

Seven English teachers were interviewed for this study. 5 participants out of 7 had experience between 6 to10 years. Only two participants were having experience of 20 years. Two participants were not familiar with the term of PD while 5 participants knew about this term very well. All had participated in workshops. Few of them also had attended seminars and some professional courses. Teacher participants told about the duration of PD activity. It was in some cases, 2-3 hours, sometimes one day and 2-3 days, and 1 week and courses they attended were of one year duration. For some teachers, workshop was the first experience of any PD activity. One participant commented about the duration of PD:

“Professional development is not solely associated with learning of teachers for specific timing for specific schedule. It is beyond it”

The participants believe that their professional development experience has strong impact on their teaching practice, instruction, knowledge and skill. All teacher participants reported that after participation in professional development they feel great change in them as a teacher. One teacher commented:

“It was my first experience, in fact adventure. I became interested in this profession. I thought it is for me and I should work for it. Teaching life was entirely changed”.

They became more interested in this profession. PD has brought marvelous change in their teaching practice. It has developed their professional performance and they feel more confident and more efficient teachers than before. PD has helped them to improve classroom practice, class management, planning of the lessons and assessing the students by using different methods. Teachers' professional development has effects on students' learning as it enables the teacher to solve learning problems, suggesting new ways for students' attention to make learning interesting, motivating and rational process. Professional development has improved teaching methodologies as participants are able to use projectors, role play, pair work, and group work in class teaching. They developed the practice of self-reflection on daily basis after participation in professional development.

One teacher commented that:

“After participation in many PD activities including workshops, conferences and courses, I have developed a practice of self-reflection in my classes. I reflect on daily basis that which strategy worked better in which class and I get great results by changing the methodology accordingly. This has become my habit and my students are really satisfied and motivated for learning in my classes.”

Professional development enables the teacher to share their ideas with their colleagues. When they attended workshops they came across different experienced people who helped them a lot in clearing the ideas. There was great change in their

teaching after sharing the ideas regarding problems in subjects. But there are certain constraints like many teachers avoid sharing their experience and ideas as it is common culture in Pakistani colleges. And secondly syllabus pressure restricts them to have time for discussion in college hours. They opined that students are not from the same background and classroom is culturally rich environment. It was due to the PD that enabled them how to meet the basic needs of instruction for such students' as perceptions of students change accordingly. One participant said that “experience matters a lot but if it is coupled with PD, it takes teacher at higher pedestal”. . All teachers said that a teacher should be updated with current knowledge. Some teachers gave suggestions that besides workshops, training, cross- conversational activities should be organized.

5. Conclusion

Overall, the findings of this research study gathered through triangulation method including questionnaires and interviews suggest that teachers' professional development has great and significant impact on their teaching instruction and practices. The results showed that professional development developed teaching strategies and practices and teachers became more knowledgeable of the content of subject which has brought significant change in students' learning. This study revealed that there is a strong connection between teachers' professional development and their teaching practices.

5.1 Suggestions

- Professional Development was a new term for many participants. There is need to create

awareness among teachers regarding professional development.

- Majority of the participants attended workshops and conferences as professional development activities but other activities such as observation of colleagues and practice of self -reflection should be encouraged to improve teaching practices.
- Teachers should be given opportunity to share the ideas. Colleges should provide teachers the platform for continuous learning opportunities where they can learn from each other.
- Teachers should use technology in their classes to make lesson understandable and interesting. Student will feel motivated for learning.

Institution should provide opportunities of sustained professional development to teachers on regular basis to improve the performance of students and institution.

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