

**Perception of primary school teachers on continuous
professional development program**



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ABSTRACT

The changing is being happened very fast in this current era of the time and the demands of new knowledge and skills are changed when the situation changes to serve the society. Similarly, the teachers of the present time may not remain effective, if they have not learnt new skills and knowledge. They receive continues professional development training programs at primary level. The main purpose of this research was to measure the perceptions of primary school teachers regarding continuous professional development program. For this purpose the researcher selected 123 primary school teachers in the Sialkot district, 31 teachers from three Tehsil's and 31 teachers from one Tehsil. The convenient sampling technique was applied to collect the data. This research was quantitative in nature, t-test, ANOVA percentages were used to analysis of the data of this study. After the carefully data analysis of this study, it was concluded that the continuous professional development program no statistically significant difference between male and female teachers' perceptions. It was also concluded that continues professional development program content modules are relevant to teachers' current teaching functions; the most of the respondents were strongly agree with this statement. Moreover, continues professional development program must precede instructions to advance topics. Continues professional development program is improving teaching skills of primary school teachers. It is also suggested that continues professional development program should be continued during the whole service of the teacher. The bench marking should be established with programs which are implemented in developed world.

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CHAPTER 1

Introduction

Continuous Professional Development program (CPDP) which is the procedure of following and archiving the abilities, information and experience that you increase both formally and casually as you work. It's a record of what teachers experience, realize and apply. The term is used to mean a physical envelope or portfolio archiving a teacher's advancement as an expert. A few associations use it to mean a preparation or advancement arrangement, which teacher would contend is not entirely exact. CPD is a process of recording and considering learning and improvement. The significant, positive relationships between teacher quality and understudy accomplishment, as most essential inside of school variables clarifying execution, and between in-administration preparing and understudy results, are reliably borne out by examination (Hammerness, 2015).