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**Role of Teachers’ Professional Development in Quality of Education Through Active Learning Strategy at Primary Level**

**Misbah Rasheed1, Dr. Jam Muhammad Zafar2**

**1** M.Phil. Scholar Department of Education, National College of Business Administration and

Economic (NCBAE) Lahore, Sub-campus Rahim Yar Khan Email: [misba.rashid@gmail.com](mailto:misba.rashid@gmail.com)

**2** Assistant Professor Department of Education, Khwaja Fareed University of Engineering and

Information Technology (KFUEIT) Rahim Yar Khan, Pakistan Email: [dr.zafar@kfueit.edu.pk](mailto:dr.zafar@kfueit.edu.pk)

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**Abstract**

The aim of the present study is to examine quality of education of a group of students and teachers’ during practicum in Pakistan. It attempts to understand that in which ways the teachers were supported and evaluated in teaching during the school practicum.This survey-based study utilized quantitative with a sample consisting of 72 PST’s. The researcher followed L.R.GAY's sampling chart when selecting participants. Research tools included questionnaire based on two parts: Part-1 Demographic; Part-2 Closed-ended; from sampled respondents . To ensure validity & reliability all research tools underwent pilot testing as well ensuring their accuracy through expert opinion while also having using Cronbach Alpha calculations to test questionnaire reliability. SPSS-24 statistical software was employed during analysis which involved utilizing relevant formulas such frequency measurement percentage measures standard deviation etc.The study found out that most of the primary school teachers were strongly affirmed the importance of professional development in improving teaching effectiveness and overall educational quality at primary level. Data analysis represents that 34% of PST’s are mostly, 30% of PST’s are always, 20% of PST’s are sometimes, 13% of PST’s are rarely and 3% of PST’s are never agreed with the given statements. As a whole majority PST’s are mostly agreed with given statements. The mean score 4.110 and standard deviation 1.035 supported the statements.

***Keywords:*** Teachers Professional Development (TPD), school practicum, Primary School Teachers (PST’s) , SPSS analysis, quality of education.

**Introduction**

In my own opinion, also with the literature in the field of education of teachers, this practicum was considered as one of the crucial components of pre-service teacher’s education programs ([Zeichner, 2017](#_ENREF_16)). The aim of the study was to examine quality of education of a group of students and teacher’s during practicum in Pakistan. It attempts to understand that in which ways the teachers were supported and evaluated in teaching during the school practicum. Answers to this aims—i.e., quality of education of teachers or whatever they did during the practicum, and how the institutes support them—provide us deep insights of how well all the stakeholders conceptualized teacher’s learning ([Guskey, 2002](#_ENREF_6); Akram et al., 2022; Fatima et al., 2024).Professional development of the school’s staff is described as the step by step efforts to bring change in quality of teaching, change in beliefs and attitudes, and also the quality of learning outcomes of student’s ([Desimone, 2009](#_ENREF_4); Bhutto et al., 2023). After the workforce enters, professional development (PD) relates to acquiring up-to-dated skills through career training and continuous education. Teachers who participate in PD experiences feel more job satisfaction and feel more supported in their roles ([Ingersoll, 2001](#_ENREF_7)). As a result, a strong PD program fosters a culture of ongoing improvement in the quality of education within a school, leading to a more positive and collaborative environment that benefits everyone (Arshad et al., 2024).Professional development give power to teacher’s with innovative strategies of teaching, up-to-date knowledge of related content and refined skills in the management of classrooms ([Ávalos, 2023](#_ENREF_1)). These advancements in teaching directly relate with improved student’s performance, increased engagement, and a positive learning environment ([Yoon, Duncan, Lee, Scarloss, & Shapley, 2007](#_ENREF_15)). Improvement in teachers' knowledge and skills through an ongoing process of reflection, learning, and action is the basic aim of teacher professional development (TPD) ([Bolam, Stoll, & Greenwood, 2007](#_ENREF_2); Lone et al., 2011; Zafar et al., 2023; Mumtaz et al., 2024).Professional development (PD) will be the part of the career of almost every teacher. They will receive trainings provided by districts, participate in the learning groups, or seek seminars and conferences ([Little, 1993](#_ENREF_9); Shakir et al., 2011; Shakir et al., 2012). When professional development carried out well, it provides an opportunity for teacher’s to grow with their knowledge and sharpen their skills, which can lead to better outcomes from students ([Garet, Porter, Desimone, Birman, & Yoon, 2001](#_ENREF_5); Ullah et al., 2020). It provides a better way for teacher’s to collaborate with their colleagues and a new way through which administrators can provide support to their teachers (Zafar&Ullah, 2020; Arshad et al., 2025).Teachers have the power to inspire and motivate their students, also helping students to discover their strengths and overcome challenges ([Terhart, 2011](#_ENREF_13); Shafqat et al., 2024). Teacher’s not just teach the school curriculum but they also often help student’s to navigate difficult situations, also serves as mentors and role models to them, helps to build each student's self-esteem ([Pianta, Belsky, Houts, & Morrison, 2007](#_ENREF_12)). The relationship between a teacher and student is one of the most critical factor in a learning environment, a key factor that affects student progress, school engagement, and motivation ([Wang & Holcombe, 2010](#_ENREF_14); Mohiman et al., 2024; Ahmad et al., 2025).Effectiveness of professional development provides teacher’s not only the new skills and knowledge but also with a lot of ways to apply directly what they have learnt in the classroom ([Penuel, Fishman, Yamaguchi, & Gallagher, 2007](#_ENREF_11); Saleem et al., 2024). When professional development make connection with the materials which teachers use, according to the district and state level academic standards, and also assessing and evaluating their own success, it leads toward enhanced learning of students ([Garet et al., 2001](#_ENREF_5), Naz & Zafar, 2023; Naz et al., 2024).Professional development provides teacher’s a great opportunity to improve overall knowledge of their related subjects while also offers different methods for classroom applications. IMSE does just like that, by providing the teacher’s with the different tools and techniques which they required to make an huge impact in classrooms from day first. The ideal professional development(PD) should be substantial and connects directly with the subject’s being taught, also aligns with the fact that how students learn the classroom curriculum, and also provide mentorship to teacher’s as they implements learning ([Darling-Hammond et al., 2017](#_ENREF_3); Ramzan et al.,. 2023). Professional development affects the student’s achievements through three different steps:

1. Enhances the knowledge and skills of teachers
2. Improved teaching in classrooms
3. Raises the level of student’s achievements

If any step from these three steps is missing or become ineffective, then the overall student learning cannot be improved. For example, if an obtained knowledge is not applied by a teacher than students will not get any benefit.Professional development is an ongoing continuous process built around systems and policies to enable educators, administrators, and supervisors to gain, expand, and enhance their understanding, expertise, and commitment to work effectively and efficiently ([Killion, 2008](#_ENREF_8); Hassan et al., 2024).

### Research Objectives

The objectives of study were:

* To study the Role of Teachers’ Professional Development in Quality of Education through Active Learning Strategy at Primary Level
* To examine Role of Teachers’ Professional Development in Quality of Education through Active Learning Strategy at Primary Level

### Research Questions

1. What is the Role of Teachers’ Professional Development in Quality of Education through Active Learning Strategy at Primary Level?
2. Weather Teachers’ Professional Development in Quality of Education through Active Learning Strategy at Primary Level?

### Research Design

Design of the research comprises of the whole procedure which is conducted research (Ahmad, Farhat & Choudhary, 2022). The research was descriptive and survey-based. The quantitative method was adopted. The explanatory approach was used.

**Population andSampling**

The population is defined as a set of individuals, data, or items from which a statistical sample is taken (Rao et al., 2023; Shaheen et al., 2025). Population of the study was comprised ofall primary school teachers serving and teaching the primary classes in Public or Private school .The cluster random sampling was used. This research was carried out in District RahimYar Khan. The researcher followed the sampling chart of L.R.GAY given in his book Educational Research.

The sample of study were consists of seventy two (72) primary school teachers serving and teaching the primary classes in Public or Private Schools. Total sample of study was seventy two (72).

**Research Tools:**

Instrumentation performs significant part and helps to assemble accurate information from the contributors. Problem was investigated in quantitative manner in this research study (Ahmad et al., 2023; Sadaf et al., 2024; Soomro et al., 2025). Several research instruments were employed to gather data from the chosen sample; the questionnaire was developed for data collection from primary school teachers.

**Data Analysis**

**Table.1.1**Indicator-1: Active Learning

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RPS | Stat. | Responses | | | | | | | | | | | | SD | | Mean | |
| SDA | DA | | UD | | A | | | SA | | Total | |
| Item.1 | F | 2 | | 23 | | 13 | | 22 | | 12 | | 72 | | 1.177 | | 3.276 | |
| % | 3 | | 33 | | 18 | | 30 | | 16 | | 100 | |
| Item.2 | F | 2 | 4 | | 27 | | 20 | | 19 | | 72 | | 1.013 | | 3.726 | |
| % | 3 | 5 | | 38 | | 28 | | 26 | | 100 | |
| Item.3 | F | 4 | 11 | | 12 | | 23 | | 22 | | 72 | | 1.207 | | 3.676 | |
| % | 5 | 15 | | 18 | | 32 | | 30 | | 100 | |
| Item.4 | F | 0 | 7 | | 11 | | 37 | | 17 | | 72 | | 0.883 | | 3.876 | |
| % | 0 | 10 | | 15 | | 52 | | 23 | | 100 | |
| Item.5 | F | 4 | 11 | | 19 | | 30 | | 8 | | 72 | | 1.031 | | 3.376 | |
| % | 5 | 15 | | 27 | | 42 | | 11 | | 100 | |
| Item.6 | F | 2 | 1 | | 20 | | 27 | | 22 | | 72 | | 0.956 | | 3.901 | |
| % | 3 | 2 | | 28 | | 37 | | 30 | | 100 | |
| Item.7 | F | 4 | 7 | | 11 | | 18 | | 32 | | 72 | | 1.219 | | 3.951 | |
| % | 5 | 10 | | 15 | | 25 | | 45 | | 100 | |
| Total | F | 18 | 64 | | 113 | | 177 | | | 132 | | 504 | | 1.069 | | 3.683 | |
| % | 3 | 13 | | 23 | | 35 | | | 26 | | 100 | |

Table..1: presents Indicator-1: Active Learning. Data analysis represents that 35% of PST’s are mostly, 26% PST’s are always, 23% of PST’s are sometimes, 13% PST’s are rarely and 3% PST’s are never agreed with the given statements. As a whole majority of PST’s are mostly agreed with given statements. The mean score 3.683 and standard deviation 1.069 supported the statements.

**Findings**

Findings of the study were;

**Indicator.1:Active Learning:**

* The 33% respondents disagreed and 3% respondents were strongly disagreed while 30% respondents were agreed and 16% respondents were strongly agreed whereas 18% respondents were undecided with the statement. Collectively, 46% (30%+16%) respondents agreed with the statement. SD 1.177 and mean 3.276 supported.
* The 28% respondents agreed and 26% respondents were strongly agreed while 5% respondents were disagreed and 3% respondents were strongly disagreed whereas 38% respondents were undecided with the statement. Collectively, 54% (28%+26%) respondents agreed with the statement. SD 1.013 and mean 3.726 supported.
* According to data analysis 32% respondents agreed and 30% respondents were strongly agreed while 15% respondents were disagreed and 5% respondents were strongly disagreed whereas 18% respondents were undecided with the statement. Collectively, 62% (32%+30%) respondents agreed with the statement. SD 1.207 and mean 3.676 supported.
* According to data analysis 52% respondents agreed and 23% respondents were strongly agreed while 10% respondents were disagreed and 0% respondents were strongly disagreed whereas 15% respondents were undecided with the statement. Collectively, 62% (32%+30%) respondents agreed with the statement. SD 0.883 and mean 3.876 supported.
* According to data analysis 42% respondents agreed and 11% respondents were strongly agreed while 15% respondents were disagreed and 5% respondents were strongly disagreed whereas 27% respondents were undecided with the statement. Collectively, 53% (42%+11%) respondents agreed with the statement. SD 0.883 and mean 3.876 supported.
* According to data analysis 37% respondents agreed and 30% respondents were strongly agreed while 3% respondents were strongly disagreed and 2% respondents were disagreed whereas 28% respondents were undecided with the statement. Collectively, 67% (37%+30%) respondents agreed with the statement. SD 0.956 and mean 3.901 supported.
* According to data analysis 45% respondents strongly agreed and 25% respondents were agreed while 10% respondents were disagreed and 5% respondents were strongly disagreed whereas 15% respondents were undecided with the statement. Collectively, 70% (45%+25%) respondents agreed with the statement. SD 1.219 and mean 3.951 supported.

**Conclusions**

The **Indicator.1** of the study was related to Active learning. The study concluded that majority of the teachers feels confident through professional development and support students to learn actively, majority of the teachers feels motivated through professional development and assist students inclusively , majority of the teachers feels enthusiastic through professional development and create conducive learning environment for students, majority of the teachers become passionate through professional development and help students through effective communication, majority of the teachers become striving through professional development and mentor students through strong relationship, majority of the teachers become inspired through professional development and educate students passionately, majority of the teachers become energetic through professional development and cooperate students in active learning.

**Recommendations**

In light of the findings and conclusions of the study;

* The active learning must be ensured through the professional development because it is very important for primary students.
* The model practices must be ensured through the professional development because it is very important for primary students.
* The reflective practices must be ensured through the professional development because it is very important for primary students.
* The trainings must be ensured through the professional development because it is very important for primary students.
* The engaging must be ensured through the professional development because it is very important for primary students.
* The coaching and support must be ensured through the professional development because it is very important for primary students.
* The teaching methods must be ensured through the professional development because it is very important for primary students.

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