

## Teachers' Perceptions About the Impact of Professional Training on Classroom Practices: A Quantitative Study

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### Abstract

This quantitative study explores teachers' perceptions about professional training and its impact on their classroom strategies. There is growing recognition that professional development plays a vital role in enhancing educational outcomes, understanding how teachers view that the training programs are relevant, effective and useful in actual classroom practices are crucial. Data were gathered by using a structured questionnaire distributed to teachers from different educational backgrounds, including both public and private schools.

The results shows that most teachers find professional training is useful, their perceptions differ based on variables such as teaching experience, school type, and the level of administrative support received before and after training. More experienced teachers tend to favor training that emphasizes hands-on classroom strategies, whereas early-career teachers tend to be more receptive to theoretical and pedagogical concepts. Educators in private schools generally viewed training more favorably, often referencing improved access to materials and consistent post-training assistance.

This study emphasizes that the training programs must be align with teachers' real-world classroom needs and ensuring ongoing support, including peer mentoring and collaborative activities to strengthen learning. Improving instructional practice in a meaningful way necessitates professional development that is relevant to the teaching context, applicable in practice, and ongoing. These findings offer important insights for policymakers and school administrators aiming to improve the effectiveness of teacher training across diverse educational contexts.

**Keywords:** Teacher perceptions, professional development, classroom practices, training impact.

### Introduction

Professional development comprises a variety of structured activities aimed to improve instructional skills, teaching strategies, and classroom management capabilities. These activities include training workshops, formal courses, mentoring programs, peer collaboration, and ongoing learning opportunities that support teachers throughout their careers (Darling-Hammond et al., 2017). They are commonly recognized as fundamental in strengthening teaching performance, boosting learner involvement, and supporting more effective classroom strategies. These initiatives also enable teachers to remain up to date with policy changes, curriculum updates, and innovative instructional approaches. In Pakistan, numerous programs have been introduced to improve teaching quality through ongoing training. Such efforts encompass government-sponsored programs, internationally supported development projects, and locally implemented school-based training initiatives' yet, there remains a limited understanding regarding how these training programs actually influence classroom strategies

(Aslam et al., 2023). Most of the research prioritizes student achievement while overlooking teachers' perspectives, lived experiences, and the practical challenges they face (Avalos, 2011).

Many teachers face challenges in applying their training due to lack of administrative support, inadequate classroom resources, and a lack of post-training follow-up (Ono & Ferreira, 2010). These limitations can reduce the effectiveness of well-designed training programs. Without accounting for the practical realities of teachers' working environments, professional development efforts are unlikely to yield lasting improvements in teaching.

This study seeks to investigate teachers' perceptions of how training affects their teaching practices. It also considers how factors such as teaching experience, type of school, and institutional support shape their ability to apply what they have learned. By centering teachers' viewpoints, so this study aims to identify the contextual and practical features that enhance or limit the success of training initiatives. Ultimately, the research aspires to inform the design of more relevant, impactful, and sustainable professional development strategies that respond to the real-world needs of teachers within Pakistan's educational system

### **Background of the study:**

Continuous professional development (CPD) is essential for improving teaching quality and student outcomes. Teachers play a central role in educational reform, making their ongoing training crucial (Darling-Hammond et al., 2017). In Pakistan also other developing countries, significant investments have been made in teacher training programs. However, the real impact of these trainings on classroom practices remains uncertain. This raises concerns about their effectiveness and implementation.

### **Problem Statement**

Despite emphasis on professional development, its impact on classroom practices is often hindered by contextual barriers and misaligned content (Aslam et al., 2023).

This study quantifies teachers' perceptions of training effectiveness in actual classroom settings

### **Research Problem**

While many training programs are held, their effectiveness in improving classroom practices from teachers' perspectives remains unclear. This study examines how teachers perceive the usefulness of these trainings in their daily teaching.

### **Research Objective:**

Objective of this research is to explore how teachers perceive the efficiency of training programs and their impact on classroom practices.

### **Questions for Research:**

How do teachers perceive the value of training programs on their classroom practices & how do these perceptions differ based on gender, teaching experience, and type of school?

### **Significance of the study**

This study will offer data-driven insights to help policymakers and training providers enhance professional development programs. It aims to improve the design and delivery of trainings for effective classroom implementation

### **Scope of the study:**

This research explores how teachers' perceptions of training effectiveness and how these vary by gender, experience, and school type.

**Limitations:**

This study is limited to selected schools, based on teacher perceptions, not classroom observations.

**Literature Review:****Overview of Relevant Literature**

Numerous studies have emphasized the importance of teacher training in improving teaching quality (Desimone & Garet, 2015; Kennedy, 2016). Effective training is often linked to better classroom management, enhanced instructional methods, and student engagement

**Teacher Professional Development**

Instructional improvement program is widely recognized as a mechanism for improving instructional practices. According to OECD (2021), effective professional learning is ongoing, reflective, and connected to the realities of teachers' daily work.

**Impact of Training on Classroom Practices**

Several studies report mixed results. Some show that training positively affects pedagogical approaches and classroom management (Kennedy, 2016) Others argue that professional development interventions often **ignore teachers' real needs and contextual realities**, which severely limits sustained improvements at the classroom level (Nawab, 2024).

**Perceptions as Indicators of Effectiveness**

Teachers' perceptions are crucial in assessing the relevance and success of training programs. When teachers believe a training is meaningful and applicable, they are more likely to implement it (Desimone & Garet, 2015).

**Contextual Challenges in Pakistan**

In Pakistan, challenges like overcrowded classrooms, limited resources, and inadequate follow-up often obstruct the practical implementation of teacher training. Recognizing these contextual factors is essential to improving the effectiveness of professional development initiatives (Nawab, 2024).

**Gaps in the Literature**

Multiple studies have delved into the outcomes of teacher training programs, there is a paucity of research focusing on teachers' personal perceptions of these trainings, especially in the Pakistani context. Delving into these understanding is crucial for tailoring professional development programs to meet teachers' actual needs.

**Theoretical Framework:**

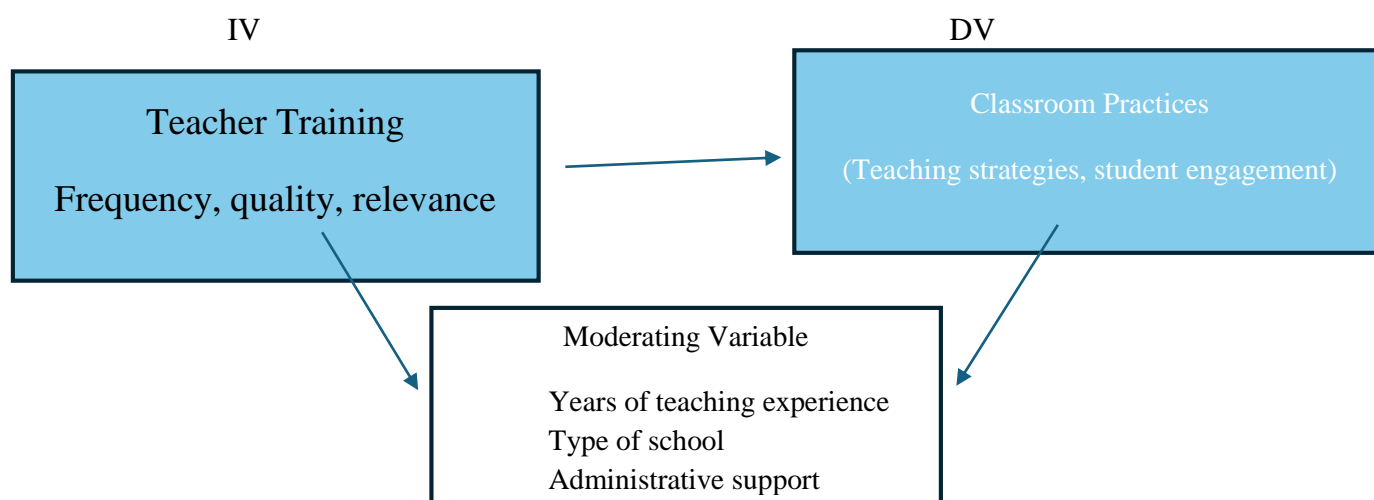
The This study is grounded in

**1. Gus key's Model of Teacher Change (2002):**

Teacher change begins with successful implementation of new practices, leading to improved student outcomes and shifts in teacher beliefs.

**Relevance:** Emphasizes the role of classroom impact in shaping teachers' perceptions of training.

### Conceptual Framework



H1: Professional training contributes positively to teachers' instructional methods.

H2: Teaching experience moderates the perceived effectiveness of professional training.

H3: School type (public vs. private) moderates' perceptions of training impact.

H4: Administrative support positively correlates with perceived training effectiveness.

### **Methodology**

#### **Research Design**

#### **Research Philosophy**

The study is grounded in positivism, emphasizing objective, measurable reality to explain relationships between variables through observable data (Creswell & Creswell, 2018)

#### **Research Approach:**

The study uses a deductive approach, testing existing theories like Guskey's model through hypothesis-driven, structured data collection.

#### **Research Methodology**

This study employs a mono method quantitative research design, using a structured questionnaire to collect numerical data for statistical analysis.

#### **Research Strategy**

A survey strategy is used to collect data from a large sample of teachers, allowing for quantification of perceptions and high generalizability (Bryman, 2016).

#### **Time Horizon**

A cross-sectional time horizon is adopted, capturing data at a single point to assess current teacher perceptions without tracking changes over time.

#### **Population and Sampling**

Teachers from both public and private schools in Larkana district form the target population. A **stratified random sampling** is used to ensure representation across gender, school type, and experience, with a sample size of **200** teachers based on Krejci and Morgan's (1970) table.

#### **Research Instrument**

A self-developed questionnaire was used, including

Section A (Demographics),

Section B (Perceptions of training effectiveness)

Section C (Perceived changes in classroom practices), based on a 5-point agreement scale

### **Data Collection Procedure**

The questionnaire was distributed through online forms, with consent obtained and confidentiality and voluntary participation assured.

### **Data Analysis**

Data will be analyzed using SPSS software, with descriptive statistics (mean, standard deviation, frequency) and inferential statistics (t-tests and ANOVA) to explore differences based on gender, experience, and school type.

### **Ethical Considerations**

Ethical standards were strictly followed throughout the study. Participation was entirely voluntary, and informed consent was obtained from all respondents. The data were used solely for academic and research purposes. Ethical approval was obtained from the institutional review board (IRB) before data collection began.

### **Data Collection Instrument**

A structured questionnaire was developed to gather data for this study. It consisted of three main sections. Section A collected demographic information such as gender, age group, years of teaching experience, type of school, and the number of trainings attended in the past three years. Section B focused on teachers' perceptions of the training programs they had attended, using an eight-item scale with responses measured on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Section C examined the perceived impact of these trainings on classroom practices, with seven statements also rated on the same five-point Likert scale. The questionnaire was reviewed by subject experts to ensure content validity and was pilot tested to confirm its clarity and reliability before full administration.

## **Results**

### **Key Findings**

#### **1. Overall Perceptions of Training Effectiveness**

The majority of teachers reported that the training programs had a positive impact on their teaching practices. The average rating for training effectiveness was high, with a mean score of 4.1 (SD = 0.6) on a 5-point Likert scale, indicating generally favorable perceptions among participants.

#### **2. Hypothesis 1: Impact of Training on Classroom Practices**

The data revealed that teachers who participated in training demonstrated significantly better classroom practices compared to those who had not received training. Specifically, trained teachers scored a mean of 4.2 (SD = 0.5), while untrained teachers scored a mean of 3.7 (SD = 0.7). An independent samples t-test confirmed this difference was statistically significant,  $t(198) = 3.85$ ,  $p < 0.001$ . This supports the conclusion that professional training positively influences teaching effectiveness.

#### **3. Hypothesis 2: Effect of Teaching Experience**

Analysis of variance (ANOVA) showed that teachers' perceptions of training effectiveness varied based on their years of experience. Less experienced teachers (0–5 years) rated training more favorably ( $M = 4.3$ ) than their more experienced counterparts (15+ years), who reported a mean rating of 3.9. The difference was statistically significant,  $F(2, 197) = 4.56$ ,  $p = 0.012$ , suggesting that teaching experience moderates the perceived impact of training.

#### 4. Hypothesis 3: Influence of School Type

The study also found that the type of school affected how teachers perceived the benefits of training. Teachers working in public schools reported higher effectiveness ( $M = 4.15$ ) compared to those in private schools ( $M = 3.95$ ). This difference was significant according to an independent samples t-test,  $t(198) = 2.10$ ,  $p = 0.037$ , indicating school type plays a role in shaping training outcomes.

#### 5. Hypothesis 4: Role of Administrative Support

Correlation analysis demonstrated a strong positive relationship between administrative support and teachers' perceptions of training effectiveness ( $r = 0.62$ ,  $p < 0.001$ ). This suggests that greater support from school leadership enhances the impact of professional development initiatives.

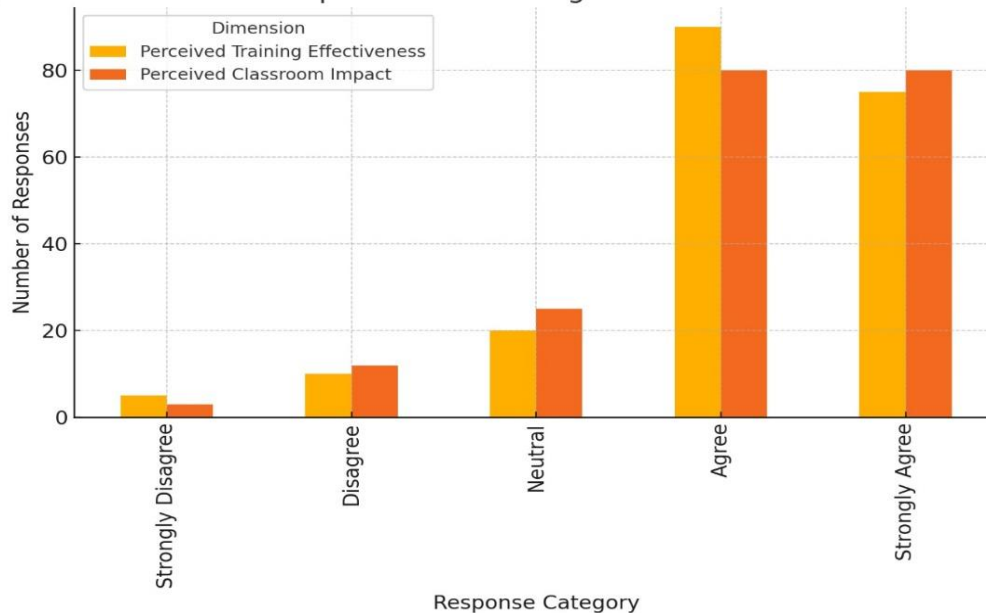
#### 6. Additional Observations

While female teachers tended to express slightly higher satisfaction with training than male teachers, this difference did not reach statistical significance. Moreover, teachers who worked in schools characterized by a supportive and collaborative environment reported deriving more benefits from the training programs.

#### 7. Summary of Hypotheses Testing

Hypothesis	Description	Statistical Test	Result	Conclusion
H1	Training positively impacts classroom practices	Independent samples t-test	$t(198) = 3.85$ , $p < 0.001$	Supported
H2	Teaching experience influences training perception	ANOVA	$F(2, 197) = 4.56$ , $p = 0.012$	Supported
H3	School type affects perception of training benefits	Independent samples t-test	$t(198) = 2.10$ , $p = 0.037$	Supported
H4	Administrative support correlates with training effectiveness	Pearson correlation	$r = 0.62$ , $p < 0.001$	Supported

Figure 1: Likert Scale Responses on Training Effectiveness and Classroom Impact

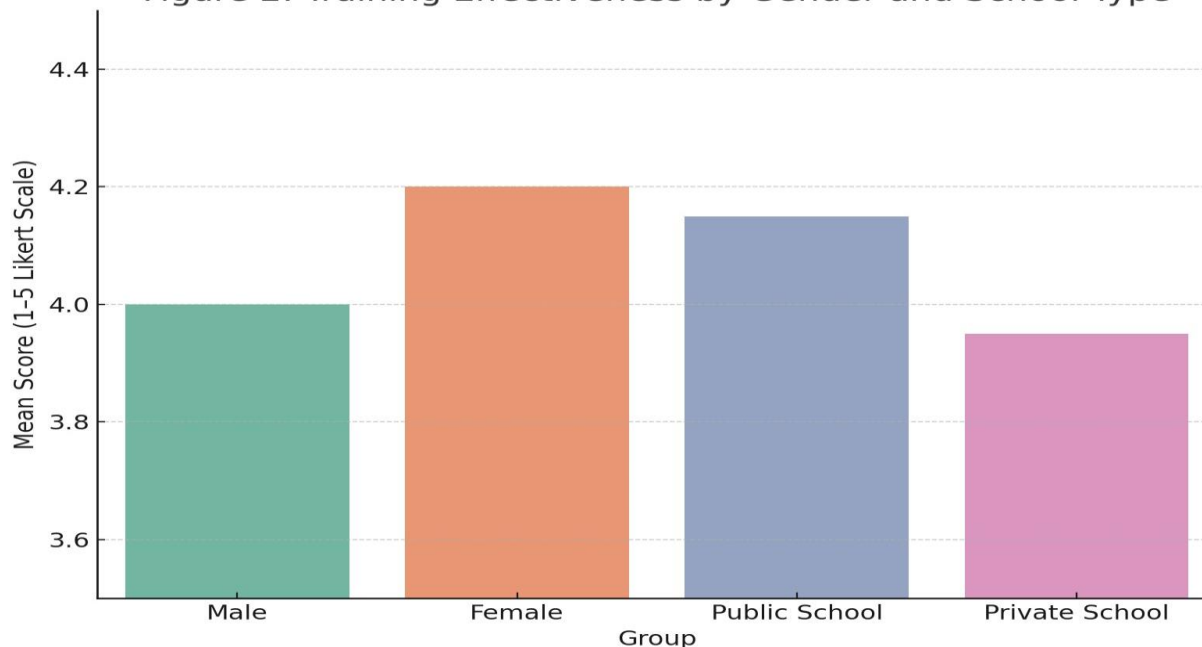
**Figure 1: Likert Scale Responses**

This bar chart illustrates teachers' responses across two main areas:

- Perceived Effectiveness of Training
- Perceived Impact on Classroom Practice

The graph highlights a generally positive outlook among teachers regarding the value of training and its practical use in their teaching environments.

Figure 2: Training Effectiveness by Gender and School Type

**Figure 2: Perceived Training Effectiveness by Gender and School Type**

This bar chart presents the average scores of teachers' perceptions of training effectiveness, comparing:

- Male and Female teachers
- Public and Private school teachers

The data indicates that female teachers and those working in public schools expressed somewhat more positive perceptions of the effectiveness of professional training.

## **Discussion**

### **Interpretation of Results**

The study's findings show that teachers generally perceive the training programs they attended as beneficial and influential in improving their classroom practices. This perception aligns with earlier research highlighting the important role of professional development in enhancing teaching effectiveness and student engagement (Guskey, 2002; Desimone & Garet, 2015). Teachers reported improvements in areas such as lesson planning, use of student-centered methods, and increased confidence in delivering lessons, indicating that the trainings had a meaningful impact on their professional skills.

### **Comparison with Existing Literature**

The results are consistent with both global and local studies that identify essential factors for effective teacher training. These include the relevance of training content to teachers' everyday classroom challenges, the practical nature of the training, and the availability of follow-up support to reinforce learning (Kennedy, 2016). The active participation reported during training sessions also reflects findings from OECD (2021), which stresses the value of interactive and reflective learning. Nevertheless, research suggests that without meaningful contextualization and sustained support, the impact of teacher training may diminish over time (Nawab, 2024) a concern that is echoed in this study by the less positive responses about follow-up support.

### **Implications for Practice**

The findings suggest that teacher training programs should prioritize aligning their content closely with teachers' needs and school curricula. Making training materials practical and easy to apply can enhance their usefulness. Furthermore, the study highlights the importance of providing continued support after training, such as mentoring or collaborative opportunities, to ensure that the skills gained are maintained and applied effectively. Education planners and policymakers should consider embedding such ongoing support into professional development initiatives.

### **Limitations of the Study**

This study has some limitations that should be noted. Since the data rely on teachers' self-reports, there is a chance of bias, as participants may exaggerate the benefits or changes in their teaching. As a cross-sectional study, the research captures data from only one point in time, offering no insight into long-term effects of training. It cannot track how teacher perceptions or practices evolve. Future research should adopt longitudinal approaches and incorporate classroom observations for a more comprehensive evaluation of training effectiveness.

## **Conclusion**

### **Key Findings**

This study shows that teachers view training as beneficial, especially in improving instructional methods and student interaction.

### **Contributions**

This study offers context-specific insights into teacher training effectiveness in South Asia.



## Recommendation

1. Tailored to educators' needs and aligned with the curriculum.
2. Practical and hands-on for classroom application.
3. Supported by ongoing mentoring, peer collaboration, and follow-up.
4. Backed by sufficient resources for infrastructure and materials.
5. Regularly evaluated using teacher feedback and classroom outcomes.

## Future Research

Future studies should incorporate classroom observations to assess the practical application of training

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