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EFL School Teachers Perceptions about In-Service Trainings: A Cross-Sectional Study

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Abstract: *This study explores the perceptions of EFL school teachers about their in-service trainings in Balochistan, Pakistan. In addition to self-reflection and experiences, teacher trainings contribute to enhancing teachers' skilling, reskilling and upskilling with best classroom practices. However, not all teachers may have an opportunity to quality teacher trainings. Those who do, also carry varied views about in-service teacher training. This study attempted to unveil general perceptions of EFL teachers and the differences in perceptions of primary, middle, or high school EFL teachers in terms of motivation, attitude, ongoing learning, and factors affecting CPD in Balochistan. The findings show that there were no meaningful differences in perceptions of teachers in terms of factors affecting professional development, motivation, ongoing learning, and attitudes. As professional development is a life-long process, the study suggests that at least one CPD activity should be fixed for every EFL teacher each year to develop them professionally.*

Key Words: Professional Development, In-service Teacher Trainings, EFL Teachers, CPD

Introduction

English as a subject is included in schools' timetables all over the world (Seidlhofer & Widdowson 2019). It is added to the syllabus as a compulsory subject in Pakistan up to graduation (Fareed & Jawed, 2020) as it is a subject in schools. Therefore, a bond between subject and pedagogic construct is automatically formed. This pedagogic construct facilitates the learning process. Career development of teachers is vital for improving teaching and learning, and programs or activities for teacher development should be conducted and planned based on the teacher's requirements and disposition at any stage, and these activities should be germane to the teaching context to enable active involvement in content and pedagogy (Topkaya & Çelik, 2016). Teachers must select effective, customized, and relevant to classroom professional development activities to meet their demands at the learning stages (Turner, 2020). Teacher quality is important when it comes to determining student outcomes and achievement (Pang & Wray, 2017). Teachers' attitudes toward learning and teaching are linked to their engagement in Continuous Professional Development (CPD) - a teacher with more student-centred and subject-matter oriented is likely to participate more often in CPD programs, and CPD assist teachers in overcoming all the problems they face in their

classrooms (Vries, Grift & Jansen, 2014). Teachers must ameliorate their views and teaching practices and keep themselves up-to-date to fulfilment of the needs of learners (Hos & Topal, 2013). CPD trainings are mandatory for teachers teaching English as a foreign language (EFL) (Hos & Topal, 2013). Various professional development strategies are offered to language instructors around the world, but they are still deemed inefficient in meeting the demands of teachers in their classrooms (Utuk & Çomolu, 2019).

CPD is the skills, information, and chances for continuous learning that are used to improve a teacher's ability to accomplish their work and grow as a professional. Professional growth is essential for career longevity in today's fast-paced workplace. Professional development is all about keeping the skills career relevant. Teachers obtain pedagogical knowledge to improve their personal development through CPD. PD also involves things like college degrees and coursework, as well as attending conferences and training sessions.

Teacher Training in Pakistan

Teachers' quality of education has always been a policy of concern, even if it was predominantly focused on the British model of post-academic training programmes in the early decades (Shaukat & Chowdhury, 2020). Asian Development Bank launched Provincial Institutes for Teachers Education (PITEs) in the middle of the 1990s as a part of the Training Project (1992 to 2000). PITEs assisted provincial departments of education with training and executing programs as apex teacher trainings institutions in provinces and proposed to replace the Bureaus of Curriculum and Education (BoC&E). PITEs were planned to replace BoC&Es but lack of limpidity in policy caused these institutions to compete for set resources (Singh, Rind & Sabur, 2020). Later, around 380 Teacher Resource Centres (TRCs) were built in high schools in Tehsils and districts, although they were not fully operational due to a lack of resources and trained teachers. The majority of these TRCs took place in Punjab and Sindh provinces, with a couple in Baluchistan and Khyber Pakhtunkhwa (KPK) thrown in for good measure (Singh, Rind & Sabur, 2020). According to Singh, Rind and Sabur (2020) there was a significant deal of misunderstanding in TRC management because these institutions were supervised by district departments of education and did not fall under the authority of BoC&E or PITE. TRCs were totally shut down in Sindh and Balochistan, however in Punjab, they were renamed in 2006 Cluster Training and Support Centers (CTSC) and District Training and Support Centers (DTSC). Since 1996, PITE Balochistan, working as an apex institute in the area of education has provided PD training in Balochistan. PITE Balochistan was a member of the Balochistan Bureau of Curriculum until 2007. In 2008, it was placed under the direct administration of the Balochistan Education Department Secretary (PITE Balochistan, 2021). This institution provides teacher professional development services through interactive activities in order to promote participative, active, cooperative, and long-term learning practises in the province's educational institutions. Its methods are consistent with the department's mandate as well as the pedagogical and material requirements of instructors in the classroom.

Problem Statement

Teachers are one of the most important components of education (Hartono, 2016). There is a strong link between the quality of learning and the quality of teaching. Because Teachers are the single most important factor in ensuring quality (Collins, & Gün, 2019). Every EFL teacher should concentrate on their professional development to improve as teachers and help students achieve their goals (Vadivel, Namaziandost & Saeedian, 2021). According to statistics from sources, neither their proficiency nor their professional expertise in teaching English is adequate for them to successfully help students learn English or make students competent to learn through English in Pakistan (Mahboob, 2020). Despite spending more than 14 years learning English,

the majority of pupils from non-elite schools in Pakistan lack the essential command of the English language to pursue higher education and jobs (Fareed & Jawed, 2020). According to National Accreditation Council Teacher Education [NACTE] (2018) teachers spend at least 50 hours or more per year on professional development activities. Whereas Pakistani teachers spend almost no time on CPD on a regular basis (NACTE, 2018). Therefore, the current study aspires to investigate the perspectives of Balochistan's primary, middle, and secondary school EFL instructors on in-service teacher trainings.

Significance of Study

There is a scarcity of competent teachers to meet the demand, particularly at the primary and secondary levels, and teachers throughout Pakistan are not completely qualified to utilise English as a medium of teaching at these levels (Dearden, 2014). Similarly, students and teachers expressed dissatisfaction in all visited districts of Balochistan about the availability of English subject teachers, besides teachers (Policy Planning and Implementation Unit [PPIU], 2020). Therefore, the findings of this particular study are highly expected to be highly valuable for the apprehension of EFL teachers' perspectives on CPD in Balochistan, which is being conducted by the Provincial Institute of Teacher Education (PITE) with the help of national and international organisations. This research could help PITE, National Accreditation Council Teacher Education (NACTE), administrators, and master trainers better comprehend EFL Teachers' perspectives on CPD. It may show strategies to better adapt these programmes by providing information on the challenges that participants faced throughout trainings. As a result, PITE, administrators, and master trainers will be able to furnish EFL teachers with more targeted assistance and opportunities to progress. This may lead to more reflective practices, improved educational quality for students and teachers, and institutional progress.

Research Questions

- How do the EFL teachers perceive CPD in Balochistan in general?
- Are there differences among the perceptions of primary, middle and high school EFL teachers in terms of motivation, attitude, ongoing learning, and factors affecting CPD in Balochistan?

Review of Literature

Teaching is a physically and mentally demanding profession. This presents difficulties in terms of content understanding, methods, and so on. The teachers must be prepared to face these obstacles. PD effectively prepares teachers to meet challenges. Furthermore, it gives teachers with mastery experiences in areas such as content understanding, teaching tactics, and so on. If these exercises are correctly arranged, they can meet the demands of teachers. There are two education programs for teachers in Pakistan. These are pre-service and in-service teacher education. The former includes diploma and degree programmes. According to the guidelines of Pakistan's Higher Education Commission (HEC), diploma courses may be offered by colleges. After twelve years of study, a student teacher obtains a Primary Teachers Certificate (PTC) and a Certificate of Teaching (CT), and a student teacher begins his professional degree of Associate Degree in Education (ADE) or Bachelor of Science in Education (BS Education). Bachelor of Schooling (B.Ed.) is a one-year and 1.5-year degree programme for middle school and secondary school teachers (SST) in general and science following fourteen and sixteen years of education, respectively. Following the B.Ed. degree, a Master of Education (M.Ed.) degree is provided for headteachers or subject specialists. After completing the pre-service trainings or the above-mentioned degrees or courses, in-service trainings or PD begins. Student teachers' teaching beliefs and philosophies are formed during the pre-service education stage. During this stage, aspiring teachers are taught the skills, theories, and

practises required to work as a teacher. This also plays an important part in preparing good instructors to enter the field of teaching after graduation. Furthermore, pre-service teacher trainings establish a solid foundation for those teachers who wish to engage in a career in education.

Teacher Development

According to Jiang (2017), there are two perspectives on teacher in-service development. They are the processes of teacher professional growth, a multifaceted and multilevel process, and the process of encouraging teachers' professional growth. Furthermore, he argues that this concept of teacher professional development highlights that teachers are those individuals who have long-term development and tremendous potential; it necessitates instructors being researchers, learners, and collaborators. Furthermore, he adds that "it prompts teachers to reflect their teaching practices more rationally, plan their career life more scientifically, improve professional standards, manifest professional quality, and realize professional ideal" (p. 17). According to Wermke (2013), teaching field is known by several names that have essentially identical meanings. i.e. teacher development, staff development, human resource development, PD, life-long learning, and another term utilised in most research studies is CPD. CPD has always been referred to as in-service training. PD is sometimes misunderstood to mean merely mastery of content knowledge. Indeed, it effectively covers a large area of education. These names always have identical and overlapping meanings.

Students Achievements

PD is the cornerstone of teaching success and a significant factor in raising student accomplishment (Bayar, 2014; Darling-Hammond, 2012). The availability of high-quality education is determined by the availability of professionally qualified and competent teachers. Students benefit from teacher development initiatives because they

improve their learning outcomes. Teachers must participate in training programmes to improve their knowledge and skills. Furthermore, teacher development programmes will not be successful unless teachers participate in all stages of in-service activities (Girma, Wubshet & Menuta, 2019). Continuing professional development is critical because every language teacher has the potential to influence the lives of hundreds, even thousands of students. Every child's guidance is his or her teacher. When children are bound at a young age, they grow into a large trees later. Similarly, if a teacher encourages a child, he will grow up to be the same kind of learner. The purpose of formal or informal professional learning is to attain and improve student learning (California Department of Education [CDE], 2015). The school and actual teaching activities lead to increasing pedagogic function and the development of students' knowledge, skills, and talents. He also adds that the quality of teachers has a substantial impact on pupils' performance, although there are substantial variances in teacher qualities (Széll, 2013). Ridley (2019) says in-service training trains teachers to effectively engage English language learners in the classroom. His study's findings also brought out that English language teachers understand the importance of ongoing professional development, increased preparation and informed instruction by colleagues, and team support. Jones, Kortes, Gille and Ashton (2012) are of the view that the most important concern is not a larger budget, smaller classes, or changing the curriculum but rather acquiring and developing the finest teachers. They stated that all stakeholders, instructors, and students agreed. So, it should be assured that all in-service teachers participate in CPD because it has been highlighted as a vital aspect in ensuring the quality of school education.

Keeping Teachers up to Date

Skills development, ongoing learning, professional revitalization, staying current, and learning for interest are all aspects of in-service

training (Alibakhshi & Dehvari, 2015). In-service trainings serve as a catalyst for teachers' effectiveness by leading to improved work performance and updating EFL teachers' skills and knowledge. In-service training is a key instrument in schools for improving students' knowledge and the quality of their learning and teaching. According to Omar (2014), instructors are always confronted with new changes and challenges in the field of education. As a result, to play an effective role as a teacher, they need to update their skills and knowledge by participating in in-service trainings.

Financial Assistance

The government should provide fully subsidised CPD programmes for teachers. He goes on to say that instructors must have access to CPD programmes in order to improve their current skills and acquire new ones (Stromquist, 2018). Trainees and trainers should be rewarded handsomely for a good training programme and the attainment of desired goals (Nadeem, Chairman, Lone & Maqbool, 2013). Moreover, quality in the teaching profession is neither cheap nor evaluable in a single snapshot, but what is at risk in education is priceless (Monteiro, 2015).

Teacher's Needs and Career Stages

A doctor or lawyer who graduated 30 years ago would be unable to work in a modern hospital or law office unless their knowledge and abilities were updated. Similarly, a teacher will be unable to educate the next generation of students unless topic knowledge and classroom pedagogy are updated (MacBeath, 2012). Thus, In-service training activities might be designed to meet the needs of instructors at various stages of their careers. Furthermore, teachers are aware of the importance of staying current with significant advancements in education and changes in teaching (Topkaya & Çelik, 2016).

Profile of Language Teacher

The profiles of English language teachers vary greatly around the world. This is due to a global shortage of qualified English language teachers (Kiczkowiak, 2014). This global shortage of teachers are partial as a result of fewer possibilities for teacher trainings and partly due to persons who are skilled enough in English focusing on fields other than education because more profitable professions in the private sector are often more appealing (Kiczkowiak, 2014). According to Richardson (2016), non-professionalism is a threat to the entire English teaching community. Further, she added non-professionals are those who teach English as a second language and earn money while not having a suitable or acceptable education or training. She divides non-professional teachers into two groups. Type-I are native English speakers, whereas Type-II is users of EFL who are employed to teach this language. They are only qualified for the (Common European Framework of Reference (CEFR) B1, B2, or C, an international standard for testing language aptitude, where C1 and C2 are skilled users while B1 and B2 use English independently) levels of English proficiency. Kiczkowiak, 2014 says 70 percent of English language teaching jobs offered on the largest search website are for native English speakers. Non-native English speaker teaching staff applications are denied in various nations. He also urged that assuming native speakers are better language teachers need to be challenged. Bashiruddin and Qayyum (2014) are of the view that in the context of Pakistan, people assumed that individuals who are fluent in English could teach English. They also mention three instances of incompetent teachers in Pakistan. (a) In most situations, teachers lack the necessary subject knowledge to be considered good English language teachers. (b) In other circumstances, the majority of teachers choose to become English teachers since it positions them better to teach English. (c) The administration pushed a considerable proportion of English professors to teach English. Further, English language teachers who work in government schools use Urdu as a medium of instruction. Most English language teachers in Pakistan either do not have the necessary degrees in applied linguistics or do not use modern methods and tools of language

education (Sajid & Siddiqui, 2015). Now the initiative of a sustainable teachers' educational program is one of the most effective approaches for enhancing the ability of Pakistani English language learners because teachers who are teaching English must never stop learning (Noor & Shahbaz, 2015). Teachers' professional development has been highly emphasized by decision makers in Pakistan, particularly since the establishment of the Higher Education Commotion (HEC) in 2002 at the higher education level (Hassan, 2016). The Balochistan Education Sector Plan (BESP) 2013-18 is evolving toward a CPD strategy with built-in feedback systems for evaluation. During their discussion and interviews, they also mentioned that the province is working on a CPD plan that will require emphasise on both pre-service and in-service trainings (Aurat Foundation, 2017). CPD based on teacher competencies evaluation is one of the methodologies used in teacher in-service programmes. This programme entails building the capacity of the Provisional Institute for Teacher Education (PITE) to carry out and implement a comprehensive CPD program (Government of Balochistan, 2013). In a nutshell, PITE has been in charge of providing in-service teacher training programmes in recent years. It primarily targeted primary-level teachers, while the Bureau of Curriculum and Extension Services (BOC & ES) took over training for middle- and upper-level instructors (Development Resource Solutions [DRS], 2015).

Forms of Continuous Professional Development

CPD comes in a variety of formats. Conferences, workshops, lesson study, coaching, co-teaching, action research, collaborative planning, assessing student work, book study, institutes, college courses, interactions with colleagues, classroom observations and shadowing, online learning, and much more are examples of CPD (California Department of Education [CDE], 2015). In-service teacher training includes all strategies that satisfy the institutional and individual demands of the entire school (David & Bwisa, 2013). In-service training takes place online through forums, distance learning, and webinars (Roschelle, Martin, Ahn, & Schank, 2017). Workshops or short courses on subject contents and methods and educational topics, seminars or conferences visiting other schools, qualification programmes such as degree or courses, individual or collaborative studies on topics of career aspirations, PD training courses organised by public or non-government organisations, and mentoring or peer observation coaching are all examples of professional development (Organization for Economic Co-operation and Development [OECD], 2014). While Vernez, Culbertson, Constant and Karam (2016) identified different forms of in-service training programmes. These include: i) annual capacity development training for teachers on new topics such as student-centered education and technology, as well as particular initiatives to address teacher performance gaps. ii) specialised (curriculum) training. iii) Leadership and management training for teachers, supervisors, and school administrators. iv) Contractor-specific education and training. v) other trainings. However, Çelik, Bayraktar-Çepni and Ilyas (2013) differentiate between formal and informal PD activities. A seminar, conference, or workshop; collaborative learning among members of the working team; or courses at universities or colleges are examples of the former type of PD, whereas the latter occurs in situations such as independent reading and research, other learning from a peer, discussions among co-workers or observations of a colleague's work are examples of the latter type of PD. Likewise, OECD (2019) professional learning activities were divided into more formal and less formal activities, and they were classified as private, school-based, and off-set. To begin, more formal private activities include online courses/seminars and self-study with monitored outcomes, while less formal programmes include online exchange and self-study with no results monitoring. Workshops and on the job training, systematic coaching and mentoring, structured orientation programmes, and observation as a component

of formative assessment are among the more formal forms of school-based activities. Peer sharing and collaboration, professional learning communities, peer and self-observation, and ad-hoc coaching and mentoring are examples of less formal school-based activities. Finally, teacher conferences, qualification programmes, external courses and seminars are more formal kinds of professional learning activities, whilst teacher networks and inter-school interchange are less formal forms.

Almost every teacher participates in PD training programs during his/her tenure of teaching (McElearney, Murphy & Radcliffe, 2019). Priajana (2017) said that self-directed, institutional, and non-institutional PD activities were undertaken by EFL teachers. These can occur in either formal or casual settings.

i) Teachers' internal motivation and dedication lead to self-directed learning. Individual reading, writing articles, joining online teacher forums, and other reflective activities such as self-monitoring and reflective writing journals are examples of these activities. In a nutshell, this includes personal construction through the use of personal experience as a learning stimulus, as well as the exploration of teaching experiences to address associated issues.

ii) Collaborative, institutional PD activities are more successful and advantageous for developing teacher quality than self-directed PD activities. Institutionally, EFL teachers engage in professional development activities such as communicating in English with colleagues and students, informal dialogue, Classroom Action Research (CAR), and peer coaching. These programs have yielded significant results in the educational and professional development of teachers.

iii) Non-institutional PD activities include workshops, seminars, and other teacher trainings, as well as teaching an English course, coaching an English debate, implementing lesson research, pursuing further research, taking a language

competence test, and conducting comparative research. Priajana (2017) claims more difficult tasks can provide more benefits for teacher development.

According to Mahmoudia and Özkan (2015), educational seminars, mentoring, coaching, reading professional literature, peer observation, observation, and visiting other schools appeared to be the most competitive activities for building up the teaching skills of experienced teachers. Novice teachers, on the other hand, are more likely to participate in courses, workshops, teacher communities, and informal discussions with colleagues about how to enhance their teaching skills. They also stated that the most common actions used by both experienced and beginner teachers were exchanging teaching materials with colleagues, and discussing and deciding on instructional material selection. In addition, inexperienced teachers were responsible for ensuring uniform standards in student evaluations, whereas experienced teachers commonly used discussion and coordination of homework practice activities. Kyndt, Gijbels, Grosemans and Donche (2016) examined 74 studies to determine informal teacher learning, learning outcomes, and antecedents for informal learning, such as motivation, self-efficacy, organizational support, and employee learning autonomy. They discovered the fundamental distinction between new and veteran teachers was not even in the kind of mentoring activities they used but in their behavior toward learning and their learning results.

Methodology

The present research employed a cross-sectional research design to figure out the studys proposed research question. Cross sectional survey is the most common type of survey in education research (Creswell, 2012).

Instruments

The questionnaire was partially adapted from Alfaki (2014) and from the OECD's Teaching and Learning Survey (Rutkowski, et al., 2013). The questionnaire consisted of two parts. The first part asks about participants' demographic

information such as age, experience, and school type from a teacher working in the government schools of Balochistan, while the second part comprises 16 Likert scale items. Korb (2012) states that even if questionnaires are adopted, there might be some necessary modifications required. Therefore, the researchers made the necessary modifications. Age in item No. (i) is modified because of the retirement age in Pakistan. Item no. (iii) is changed according to the degrees offered in colleges or universities of Pakistan and item No. (iv) professional education of teachers is also added in the formal education. Teachers level

in schools, item No. (v) choices are made according to the designation of the government of Balochistan. The Cronbach's alpha was .86 (Shuttleworth, 2021). The population in this study was around 4000 in-service government teachers who participated at least in one training program between 2016 and 2019. The calculated sample size was 351, with a 95% confidence level and a margin of error of 5% (Creative research systems, 2021). The researcher selected 500 teachers using a convenience sample method from two districts, Pishin and Quetta of Balochistan, for the survey.

Table 1. Demographic Distribution of Respondents

Participants		Frequency	Percent
Age	21-30 Years	52	14.0
	31-40 Years	161	43.4
	41-50 Years	102	27.5
	51-60 Years	56	15.1
Experience	0-05 Years	69	18.6
	6-10 Years	102	27.5
	11-15 Years	69	18.6
	16 + Years	131	35.3
School Type or Teaching Level	Primary school Teacher (JVT)	115	31.0
	Middle School Teacher (JET)	99	26.7
	Secondary School Teacher (SST)	157	42.3
	Total	371	100.0

Data Analysis Tools

The very first step of the researcher for this quantitative paradigm was to report the aggregate responses of each item of the questionnaire because it is essential in quantitative research to collect data correctly and securely on Statistical Package for social Sciences (SPSS) V26, as well as to analyse

quantitative data using appropriate statistical procedures (Watson, 2015). Both descriptive and inferential statistical approaches were used for addressing the research questions of the study. The data was then examined using Multivariate Analysis of Variance (MANOVA) for one independent categorical variable for four levels to see whether there are any differences among EFL government teachers.

Results

Table 2. Descriptive Statistics

	Mean	Std. Deviation
FAPD	18.23	1.469
Attitude	17.63	1.610

Ongoing Learning	17.62	1.692
Motivation	16.73	2.669
Valid N (listwise)		

As indicated in the above Table 1.2, nearly all the participants indicated that FAPD, Attitude, Ongoing Learning, and Motivation seem to be important for EFL teachers.

Assumptions of MANOVA

For performing multivariate analysis of variance (MANOVA) preliminary assumption test was conducted to check for sample size, normality, outliers, linearity, homogeneity of regression, multicollinearity and singularity, and homogeneity of variance-covariance matrices, univariate and multivariate outliers, with no serious violations found in the data.

Multivariate Tests

Table 3. Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.
Pillai's trace	.027	1.139	8.000	672.000	.334
Wilks' lambda	.973	1.141[a]	8.000	670.000	.333
Hotelling's trace	.027	1.143	8.000	668.000	.332
Roy's largest root	.025	2.079[b]	4.000	336.000	.083

A one-way between primary, middle, and high school EFL teachers groups multivariate analysis of variance was performed to investigate differences in teachers perceptions. Four dependent variables were used: FAPD, Ongoing Learning, Attitude, and motivation. There was no no statistically significant difference in the combined dependent variables across Primary School (JVT), Middle School (JET), and High School (SST), F (8, 670) = 1.141, p = .333; Wilks Lambda (λ) = .973. Table 8 shows the univariate test results for the group by School Type for the dependent variables are F (2, 338) = 1.507, p = .223; F (2, 338) = .266, p = .766; F (2, 338) = .210, p = .811; F (2, 338) = 1.255, p = .286 respectively, indicating that there is no variation in the perceptions of the three groups of teachers.

Limitations of the Study

There are a number of limitations to studies. The major limitation is that the data was collected only from two districts of Balochistan. The researchers did not examine the participants' CPD in depth. The data was collected from the participants who have at least once attended PD activities since they became government teachers. Another limitation of the study is that data was collected from only male EFL teachers. They may not be representative of female teachers working in government schools. The data was collected mostly from high school with primary and middle sections. This may not represent the community or primary school with the multigrade teachers. Finally, the study is limited to those teachers who are teaching English as a subject.

Conclusion

This research explored participants' opinions about CPD in general, regardless of whether they were primary, middle, or high school teachers. The findings suggest that CPD is a continuous process that begins on the first day of a teacher's employment and ends with the end of a teaching career. This is vital, and EFL teachers must always study and be lifelong learners. These findings are consistent with Yüceda and Karaka (2019) that CPD is a lifelong and continual process. Similarly, teachers' responsibility for PD, time and chance for development, products of new technology in teaching, and attending in-service trainings are the chief factors for CPD. Teachers agreed

on self-reflection, sharing ideas and experiences with colleagues, and a positive attitude towards PD promotes the behaviour of learning in teachers. They also agreed self-confidence, new ideas and techniques, promotions and economic assistance motivates the teachers for CPD. The study also found that there are no differences in perceptions among EFL teachers working in government schools. Respondents have a consistent mean score in terms of motivation, ongoing learning, attitude, and elements influencing continual professional development.

Suggestions

The recommendations presented here are based on current research in the Balochistan setting, but they may also be useful in other contexts, particularly to the rest of Pakistan's provinces, because PITE provides training throughout the country. The government must fix some activities every year for each teacher. During the data collection process, this research found that there are teachers who have been serving for years but have yet to attend a single workshop or other activity provided by the government. There are a lot of experienced teachers, but they do not get promoted. It is suggested to develop a promotion policy, particularly for primary and middle teachers. The schools are equipped with emerging technology goods. Teachers must take responsibility for their own professional growth, but administrators must also recognise and reward their contributions.

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