

## Identity and Professional learning practices

The study was conducted to compare public and private sector college practitioners' professional identity and professional learning practices. The objectives of the study were: to compare college practitioners' professional identity in public and private sector, to compare their professional learning practices, to examine practitioners' views about the value of professional learning practices, to compare discrepancies in practitioners' professional identity and professional learning practices, to compare discrepancies in practitioners' learning practices and the level of values they give to these practices, to investigate practitioners' views about effect of professional identity with the reference of professional learning practices on institutional environment, to compare college practitioners' views about continuous professional development activities for professional growth. The population of the study comprised male and female college practitioners serving in public and private colleges located in District Jehlum. The whole population was taken as sample of the study. Data were collected from 633 public and private sector college practitioners through disproportionate stratified sampling technique by using self-developed questionnaire. Data were analyzed through Statistical Package of Social Sciences (SPSS) by applying independent sample t-test, paired sample t-test and One way ANOVA. Major findings of study were that there was no significant difference in professional identity of public and private sector practitioners; however, private sector college practitioners were found more concerned about in improving themselves; they were more interested in professional learning practices and gave more value to professional learning practices than public sector practitioners. Male practitioners' professional identity level was found higher than females. No gender differences were found in professional leaning practices. It was concluded due to job security, public sector practitioners were no more interested in improving their practices. However, as the survival of private sector practitioners in organization depend upon their performance, so they were more interested in improving performance through professional learning practices. It was suggested that college practitioners, especially of public sector, may be provided training for enhancing professional identity and professional learning practices through collaboration with universities and Higher Education Commission, Pakistan. At the same time professional development training can be made mandatory for college Practitioners' promotion to next grades.