

UNIVERSITY OF EDUCATION, WINNEBA

THE ATTITUDE OF TEACHERS TOWARDS CONTINUOUS PROFESSIONAL
DEVELOPMENT: THE CASE OF SOME SELECTED TEACHERS AT YENDI
MUNICIPALITY

APAMBILLA VIDA ABUGULU

**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2015

DECLARATION

STUDENT'S DECLARATION

I APAMBILLA VIDA ABUGULU, declare that, this project report with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for any other degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with guidelines and supervision of project report as laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: MR. GILBERT OSEI AGYEDU

SIGNATURE:.....

DATE:.....

ACKNOWLEDGEMENTS

The successful completion of this dissertation would not have been possible without the assistance and guidance of my supervisor, Mr. Gilbert Osei Agyedu, for his corrections, suggestions and remarkable virtue is well noted and appreciated. I want to acknowledge most high God for his provision of resources that enabled me this far. My thanks goes to my family for supporting me financially during and through the course. Again, to my husband, Akurugu Michael and children Akurugu Gabriel and Akurugu Jemimah for their support and encouragements given me throughout the course.



DEDICATION

To my husband, Akurugu Michael and children Akurugu Gabriel and Akurugu Jemimah.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	4
Objectives of the Study	5
Research Questions	5
Organisation of the Study	7
CHAPTER TWO: LITERATURE REVIEW	
Theoretical Framework of CPD	8
Empirical and Theoretical Research on CPD	11
Definition of Professional Development (PD)	12
The Concept of Continuous Professional Development	14
Principles underlying CPD	18
Characteristics of Effective CPD	22

Factors influencing Teacher professional development	25
Effective Professional Development	29
The Major Activities in CPD	35
Classroom Practices of CPD	42
Teacher as Professional and Teacher Professionalism	43
Competence and professionalism	45
Functions and Responsibilities of Teachers	46
Teacher Perception	48
The Benefits of CPD	50
Indicators/Measurement in Attitude of CPD	52
Cognitive and Affective Impact of Professional Development	53
Immediate and long-term impact of professional development	54
CHAPTER THREE: METHODOLOGY	58
Research Design	58
Population	59
Sample Size and Sampling Techniques	59
Data Collection Instruments	60
Data Analysis	63
Ethical Considerations	63
CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF RESULTS	64
Biographic Details of Respondents	64
Perception of teachers towards CPD in schools	67
Impact of CPD to individual teachers in schools	70

Problems associated with continuous professional development	73
Analysis of Interview with Headteachers	77
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	79
Summary	79
Conclusion	80
Recommendation	81
REFERENCES	83
APPENDIX I	96
QUESTIONNAIRE FOR TEACHERS	96



LIST OF TABLES

TABLE		PAGE
4.1	Perception of teachers	70
4.1	Impact of CPD to individual teachers in schools	67
4.3	Problems associated with continuous professional development	76



LIST OF FIGURES

TABLE	PAGE
4.1 Gender Classification of Respondents	65
4.1 Age Categories of Respondents	61
4.3 Education Qualifications of Respondents	67



ABSTRACT

In Ghana and globally, continuous professional development (CPD) is most essential for promoting teacher learning and improving school effectiveness, but it is a field of progressive opportunities and research. This study therefore seeks to investigate the development and impact of the attitudes of CPD programmes to teachers and also sought to gather the impact of CPD on both their classroom practices and wider professional life in schools. A qualitative approach was adopted and the study was undertaken using questionnaires. Through purposive sampling, the study was able to sample out 50 respondents. It can be read from the study that the teachers strongly disagree that CPD is a waste of time to teachers. Again, the study came out that the impact of CPD changes teachers' knowledge and practice, provides opportunities for teachers to explore new roles. Also, CPD helps to refine teaching practice and broaden teachers' experience and enhances teachers' effectiveness with students. It was reviewed that male teachers are likely to benefit more from taken CPD than female teachers. The analyses also reviewed that the youthful people are the majority of teachers in the Yendi community, therefore CPD will equip more teachers if much attention and opportunity is given to them to develop themselves professionally. It was recommended that teachers' negative attitudes towards CPD needed to be changed. It was also recommended that there is a need to invest more time and resources into the implementation and development of CPD.

CHAPTER ONE

INTRODUCTION

Background to the Study

Professional Development refers to recruitment, selection, appointment and pre-service training of qualified staff for a job. Continuous professional Development (CPD) is therefore continual courses undertaking to upgrade skills and knowledge in the working environment to avoid been incompetent and also forms an important component of professional development. Terms such as CPD, Training, in-service training and staff development are commonly used. All these terms refer to both formal and informal activities planned and implemented to equip and improve the knowledge, skills, competences and attitudes of professional after taking up their job positions. Bolam (2000) suggests that professional development is the process by which teachers learn, enhance and use appropriate skills, knowledge and constructively critical approach to practice within a public framework of professional values and accountability.

Erasmus and Westhuizen (1994) defined CPD as an on-going training and education which are aimed at updating and enhancing knowledge, skills and competences of professionals to enable them to carry out their duties effectively. CPD can be categorized into two kinds; those for practicing staff and those for newly-appointed. This classification supports the argument of Stroud (2005) that the professional developments needs of experienced staff are different from those at the beginning of their career. Induction programmes are usually organized to assist new teachers to make smooth and effective transition into the teaching profession. Mullen and Dalton(1996) describe induction programme such as in- service training and mentoring as the tool to support

new teachers to overcome the many challenges they face and to help them to cope with ‘‘dance with the sharks. Teachers are categorized as professional and non-professional depending on the kind of school they attended and the certificate that was awarded. In Ghana Education Service the minimum qualification for a professional teacher is Diploma in Basic Education (DBE). On the part of long serving teachers in education, CPD Programmes such as further studies, distance learning courses, sandwich programmes and partime courses help professional teachers and other workers to enrich their knowledge and skills in their work.

Generally, professional development is recognized as essential for promoting teacher learning new skills and improving school effectiveness (Powell et al., 2003). Well-qualified professional teachers have been recognized as the single biggest influencing factor within the education system, this helps to raise the standards of education and promote students learning. CPD Programmes are organized for education professionals for the following reasons which are beneficial to themselves and to their work. Madden and Mitchell (1993) state that CPD Fulfils three functions; to ensure continuing competence in their current job, training for new responsibilities and for changing roles, developing personal and professional effectiveness for the increasing job satisfaction—increasing competence in a wider context with benefits to both professional and personal roles Madden & Mitchell, (1993)

Notwithstanding these benefits however, there are factors that impede effective CPD programmes in Ghana. These include; access to the programmes, inadequate funds to enroll for further studies, the timing of the programmes, the availability of study centers and the inability to get study leave with pay. The 2008 Education Act calls for the

establishment of National Teaching Council (NTC). The NTC shall be responsible for providing details of a competency based teacher standards. It shall also provide a set of standards for regulating the provision of In-Service training (INSET), and other forms of teacher development programmes such as sandwich courses and distance learning programmes for upgrading qualification. However, the National Accreditation Board (NAB) shall be responsible for the accreditation for teacher education programmes in collaboration with the National Council for Tertiary Education (NCTE)

In operationalising the policy, the National Teaching Council (NTC) shall work with the Division and Directorate of the GES, Colleges of Education, and accredited Universities offering education, to implement the teacher professional development. Welsh (2001) endorses this framework of collaborative professional development which could bridge the gap between non professional and professional teacher, at the same time recognizing the potential for elements of restructuring teacher and school development. He suggests that the linking of Universities and Colleges of Education to teachers and schools could integrate both individuals professional and school development providing a strategy that enables teachers to initiate and sustain change by becoming active change agents rather than objects of change.

Barber (1996) argues that professional development should not be founded on 'narrowly conceived ideas about INSET but the idea of the teacher as a lifelong learner who is a member of the profession'. It has been suggested that 'continual development' is a relatively concept many find difficult to accept. In the current climate of professional issues in teachers lives relating to teacher workload, shortage and retention, it has been increasingly argued that the focus for CPD should both be more structured and more

teacher-led , offering opportunities not just to minorities, but to all, irrespective of factors such as geographical constraints and the size of the school. Globally, continuous professional development is recognized as essential for promoting teacher learning and improving school effectiveness (Cordingley et al., 2004).

Statement of the Problem

CPD has become a very important part of the human resource development of the Ghana Education Service and other organizations and its benefits to these organizations around the globe and in Ghanaian institutions are enormous. Despite its significance in the development of the individual and work places, CPD programmes still encounters a lot of challenges. Therefore, teachers' perception towards CPD and its relevance to work area seems to be very expensive on their part to accept to enroll in learning new skills to upgrade their competence in the work place.

Besides, lack of study leave with pay discourages most teachers from enrolling into a course that is more expensive than their already merger salary, because they may loose their salary or will not be able to foot the bills of school fees depending on their income level if they attempt to violate the work ethics.

Again, lack of sponsorship for financially handicap teachers; such as those in long service or the qualified but incapable teachers to motivate them to also upgrade their competence is the major hindrances to some new and long serving teachers to enroll for the university programmes such as the diploma, degree or the masters courses. Continuous Professional Development at the Ghana Education Service are mostly organized at the school level to enrich both new and long serving teachers classroom

competence or organized by most Universities for interested teachers upgrade their level of knowledge necessary for the demands of changing educational needs in the country. Therefore, the main problem of the study was to evaluate whether the perception of long serving/new teachers towards Continuous Professional Development system of the Ghana Education Service (GES) specifically some selected schools and teachers in the Yendi Municipality was positive or negative

Purpose of the Study

The objectives of this study are broken into two parts, which are, the main and specific objectives. The main objective of the study evaluated the attitude of teachers towards continuous professional development systems. The following are the specific objectives of the study

1. To examine the perception of teachers towards CPD in schools.
2. To determine the impact of CPD to individual teachers in schools
3. To identify the problems associated continuous professional development

Research Questions

The following are the questions that guided the study

1. What are the main reasons for conducting continuous professional development?
2. What are the main problems associated with CPD among teachers?
3. How do teachers perceive the impact of continuous professional development on themselves and the school?

4. What are the main factors that hinder teachers from participating in CPD activities?

Scope of the Study

The research seeks to shed more light on the perception of new/long serving teachers towards continuous professional development in the Ghana Education Service and its impact on teacher development. The research therefore covers all teachers in Yendi municipality.

Significance of the Study

Continuous Professional Development forms part of the human resource development, due to its enormous contribution to the development of the individual, schools and organizations today. There is therefore the need to study and identify the system that works best on continuous professional development in schools. As a result of this, the research will help the Board of Governors of the schools, the Directors of Education, Headmasters, Teachers, parents and students to see the need for the teachers to develop their profession continually in schools. Again, the findings of the research will assist authorities of the schools to identify the specific training and professional development needs of their staff as well as the essence for them to participate in CPD courses internally and externally. Besides, the findings is expected to help the Ghana Education Service directors and headmasters to identify the strengths and weaknesses associated with the conduct of CPD and how to improve upon them. Eventually, the

research is designed to help become scholarly document for further studies by students who would do further research on CPD.

Limitations of the Study

The study was limited mainly by time, cost and accessibility. Data collected in this research would have been enriched by observing the actual professional development programmes. However, because this research is undertaken within a limited time, it made it difficult both in terms of accessibility and the costs incurred. The research is further constrained in terms of the scope. The study is limited to two secondary schools in the Yendi district in Northern Region. As such, the findings may not necessarily represent the rest of the schools across the country. The findings however provide some insights into how headmasters contribute to teacher professional development and how this contribution can manifest itself into student outcomes.

Organisation of the Study

This work is organized into five main chapters. The Chapter One consists of the introduction which deals with the background to the study, statement of the problem, research objectives, and research questions, significance of the study, and organization of the study. Chapter Two considers the review of literature of the study on which the study is based. Chapter Three consist of the research design, population under study, sampling techniques, sources of data, research instruments and method of data analysis. Chapter Four emphasizes on presentation of the results and discussion. Chapter five is concerned with summary of the findings, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

This chapter considers literature on teacher's attitude toward continuous professional development and the meaning of teachers' professional development as discussed by scholars. It reviews the study as follows. Theoretical Framework of CPD which discusses the definition of Professional Development (PD) and the Concept of Continuous Professional Development will first be reviewed. Principles underlying CPD as well as Characteristics of Effective CPD will also be reviewed. Relevant discussion that encompasses the Factors influencing Teacher professional development through Content focus, Active Learning and Collective participation, leading to effective Professional Development will be made. The impact of Professional Development taking into consideration, the cognitive and affective impact of professional development and the immediate and long-term impact of professional development will be brought to light. The study will then end by reviewing relevance literature on the Benefits of CPD and Challenges of CPD Implementation.

Theoretical Framework of CPD

Researchers have paid attention in the last decade to teacher professional learning. In most cases, only one theoretical perspective (psychological or organisational) is taken into account. In research, the role of psychological factors in explaining teachers' learning is examined. This line of research includes studies that attempt to elucidate the influence of teachers' cognition and motivation on teacher learning. A second line of research comprises studies about organisational learning and professional learning

communities, in which organisational conditions, including leadership, are considered the main levers of a school's capacity to change and a prerequisite for linking teachers' professional development to school development (Leithwood & Louis, 2008; Toole and Louis, 2002). These studies often use system theory on change that links structural, cultural and political dimensions of school workplace environments to professional learning.

There is evidence that the two separate lines of research point to important preconditions affecting teacher learning. For the individual, the capacity to learn and actively (re)construct and apply knowledge is stressed. This seems to be influenced by psychological factors such as career motivation, self-concept, self-efficacy, teacher autonomy and perceived control, and teachers' sense making (Coburn, 2001). The characteristics of the task to be carried out may also play a role in how motivated staff is to learn, e.g. the degree of task control and the extent of task variation (Kwakman, 2003). Among the organisational conditions that influence learning among staff, the role of school leaders is a key factor, especially when it is inspired by the concept of transformational leadership.

Research findings on transformational leadership in educational settings identified three core dimensions: vision building, providing individual support and providing intellectual stimulation (Geijsel et al., 2003; Leithwood, Jantzi and Steinbach, 1999; Nguni, Slegers and Denessen, 2006). Among organisational conditions, teacher collaboration aimed at improving instruction and education is also quite relevant (Zwart, 2007). Co-operative and friendly collegial relationships, open communication, and the free exchange of ideas may be sources of emotional and psychological support for

teachers' work and promote their professional development (Geijsel et al., 2001). The intensity of co-operation and learning among staff, as well as the development of the school as a whole, depend on the degree to which schools create opportunities for teachers' professional learning (Geijsel and van den Berg, 2001).

Moreover, findings show that task and outcome interdependence may affect group effectiveness and create opportunities for professional development (van der Vegt, Emans and van de Vliert, 1998; Runhaar, 2008). As Wageman (1995) mentioned, task and outcome interdependence may enhance the development of group norms and influence team and individual learning within organisations. Furthermore, research has shown that teachers' participation in decision making, which supports an "organic" form of school organisation, has positive effects on teachers' motivation and commitment to change (Geijsel et al., 2001, 2009). Moreover, professional learning also depends on the availability of relevant data and agreed standards for interpreting the data. Learning is only possible if school staff are provided with information on important school issues (e.g. developments in student performance or the extent of parental participation) (Leithwood, Aitken and Jantzi, 2008).

Although scholars have stressed the need for research that focuses on the interplay of psychological factors, leadership and organisational conditions uses different perspectives and multi-level models (Richardson & Placier, 2001), systematic research is scarce. The results of the few available studies show that psychological factors have relatively large effects on teacher learning. The influence of different dimensions of leadership and organisational conditions on professional learning appears to be mediated

by these factors (Kwakman, 2003; Smylie, 1995; Smylie, Lazarus and Brownlee-Conyers, 1996; Geijsel et al., 2009).

Empirical and Theoretical Research on CPD

Modern views of professional development characterise professional learning not as short-term intervention, but as a long-term process extending from teacher education at tertiary level to in-service training at the workplace (Ball and Cohen, 1999; Feiman-Nemser, 2001; Putnam and Borko, 2000). CPD is said to build on existing knowledge understandings, and aims to ensure that teachers have access to the up to date knowledge needed to be effective (Starkey et al., 2009).

The term ‘professional development’, however, can refer to either the actual learning opportunities that teachers engage in, or, the actual learning that occurs when teachers participate (Feiman-Nemser, 2001). For example, the OECD (2009) defines professional development as ‘activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher. Taking an international perspective, it is clear that research on the professional life-cycle and work lives of teachers emanates from very different traditions and national contexts, and increasingly this research is paying attention to the historical, cultural and political contexts in which teachers are embedded.

During the 1980s, CPD was generally based on the deficit mastery model which used ‘one-shot’ professional development approaches and the view that teacher learning is something that is done to teachers (Richardson and Placier, 2001). Recognizing the limitations of traditional approaches to professional development, educators, researchers,

and policymakers began to look at professional development differently. Their goal was to restructure teachers' work so that they could learn together and work collaboratively to effect changes in teaching practice and student learning (Corcoran, 1995; Little, 1993). Since then, CPD has been reconceptualised from a professional growth or learning perspective to professional development. Inspired by adult learning theories and in line with situated cognitive perspectives on learning (Clarke and Hollingsworth, 2002; Putnam and Borko, 2000; Smylie, 1995), teacher learning is seen as an active and constructive process that is problem-oriented, grounded in social settings and circumstances and takes place throughout teachers' lives. One method employed globally is the 'workshop' which in recent years has been broadened to include 'reflective action' and 'learning networks' so that teachers themselves become more effective learners (Murchan et al., 2009). However, effective learning by teachers is increasingly influenced by the extent to which CPD can optimally and meaningfully draw on adult learning theory, teachers' own experiences as learners, their perception of the need for learning, existing demands on their time and the rewards for such involvement (Claxton, 1996; Daines, Daines and Graham, 1993). Based on this notion of ongoing and lifelong learning embedded in schools, research has stressed the need for this to be a natural and expected component of teachers' professional activities and a key component of school improvement (Putnam and Borko, 2000; Smylie and Hart, 1999, cited in OECD, 2009).

Definition of Professional Development (PD)

Attempts to define professional development include those of Steyn & van Niekerk, (2002) who describe it as an ongoing developmental programme which aims at

developing the knowledge, skills and attitudes that are needed in improving teaching and learning. It is therefore a programme that is aimed at developing teachers and educational leaders in order for them to become better equipped both personally and professionally (Steyn & van Niekerk, 2002). While it has been argued that attempts to define professional development are short of conceptual clarity (Evans, 2002) some of the definitions provided in Evans (2002) include; “professional development can be seen as a process of professional growth” (Keiny 1994). This definition however does not explain clearly how “professional growth” should be conceptualized in this context. Grossman (1994) refers to professional development as the acquisition of “new knowledge and perspectives from interactions in planning and teaching the class, teachers' new understandings of their role, and 'teachers' expanded vision of their professional roles and their awareness of broader issues in education.”

Bell and Gilbert (1994) however, state that “the process of professional development can be seen as one in which personal, professional and social development is occurring, and one in which development in one aspect cannot proceed unless the other aspects develop also. Fullan (1990) postulates that,

“Staff development must view holistically the personal and professional lives of teachers as individuals [which] become the sum total of formal and informal learning experiences accumulated across individual careers. The agenda then is to work continuously on the spirit and practice of life –long learning for all teachers.” (p. 34)

These definitions identified by different writers in Evans (2002) may not encapsulate the full meaning of teacher professional development when viewed in isolation but put together, they create a clear picture of what professional development entails. It is about professional growth, which may not be realised without the personal and social growth. The definitions also have implications for improved attitude towards teaching which result in learners' achievement.

The Concept of Continuous Professional Development

The concept of continuous professional development emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not transfer from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities (Sparks & Hirsh, 1997). Therefore the commitment of teachers is very important to work together, to solve local problems, to increase the competency of teachers and to improve the students' academic performance.

Different scholars define CPD in different ways. But, they express similar ideas. The term continuing professional development refers to "all the activities in which teachers hold during the course of a career which are designed to enhance their work (Day & Sachs, 2004)'.

Continuous professional development refers to any professional development activities involved in with a view to enhancing their knowledge and skills that will enable them to consider their attitudes and approaches to the education of children with a view to

improve their quality of teaching and learning (Bubb & Early,2004 in Bolam,2003;Day and Saches,2004). Bubb and Early (2004) further explain that CPD is an ongoing process building upon initial teacher training and induction, including development and training chances throughout career.

In the frame work document of MoE, (2009), CPD is defined as anything that makes one a better teacher, targeting at the improvement of teachers performance. According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In line with Gray's idea, it can be said that CPD may be regarded as all forms of "in service", "continuing education", "on-the-job-training", "workshop", "post qualification courses" etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. And also we can define CPD as the pillar of teachers' teaching- Learning activities that helps the social and economic development of the society.

CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and the improvement in teaching and learning. CPD is defined as: "Professional development consists of all natural learning experiences and those aware and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Day, 1999). In addition, Taylor (1995) initially identified two aspects of the professional development of teachers, namely: staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to

being orientated to the needs of individual teachers. Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers.

According to Desimone (2009) concurs with Gray (2005) describes that Teachers experience is a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topics specific seminars given on in-service days, to everyday, informal “entry” discussions with other teachers about instruction techniques, fixed in teachers’ everyday work live. Hence experienced teachers can accomplish the CPD actions better than the newly appointed teachers. Further, Desimone et al (2002) correspond with Guskey (2002) in looking at CPD as an essential mechanism for deepening teachers' content knowledge and developing their teaching content knowledge and developing their teaching practices.

In addition, Fraser *et al.* (2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: Lifelong learning for professionals; a means of personal development; a means of assuring a doubtful public that professionals are indeed up-to date, given the rapid pace of technological advancement; a means for employers to gather a competent, adaptable workforce, a Means whereby professional associations can confirm that the standards of their Professions are being upheld. Similarly, Steyn, and Vanniekerk, (2002) states that CPD is a continuing development program that focuses on the whole range of knowledge, and skill and required to educate learners effectively .It refers to the

participation of teachers or management bodies in development activities in order to be better equipped as teachers and school management bodies.

C.P.D is important to teacher's personal lives and career development. Much emphasis has to be put on the nature of CPD as a "continuing" process for improvement in the knowledge and skills gained. As an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others (Bolam, 1993). CPD enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, and to improve the quality of learning and teaching. In short, CPD focuses on fostering individual competence to enhance, practice and facilitate dynamic changes in education (Blandford, 2000).

Moreover, the recent meaning of CPD states that it is any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools (Dajer, 2001). The central point to the success of the plan is the need for staff to work in schools with collaborative cultures. Continuous professional development(CPD) is a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs (Bolam, 2002). As a result, in today's rapidly changing work environment, keeping pace with changes and Developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school achievement. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD. For that reason, continuous professional growth is the process by which a teacher maintains the quality and relevance of the

professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life.

Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in this research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance school improvement with all its constitute parts. Totally, teaching as an occupation requires standards of trainings and constant rebirth. Continuous professional development is a sustainable progress of teachers' knowledge and skills in the process of teaching and learning.

Principles underlying CPD

CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001). The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the learning and teaching process (Bolam in Early & Bubb, 2004; Day & Sachs, 2004). The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations' culture and it should be based on need assessment.

According to various authors, effective CPD should firstly be aware of and address the specific needs of teachers (Bredeson, 2000; Day, Harris & Lindsay, 2004:291). Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently (Anderson, 2001). Collinson (2000) states that the best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes.

The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. But, governments are introducing legislation concerning CPD and linking it to career structure and evaluation of teachers. The legislation contains various principles and conditions of services (Schwill, Leu, et al, 2005). According to the work of Leu and, Gray (2005) the major principles of CPD are the content of professional development focusing on what students are to learn and how to address the different problems students may have in learning the material. And also, PD should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. PD should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

To allow professional development to proceed successfully it should be a continuous process, contributing to the general improvement of education (Bredeson, 2003). Isolated inputs which do not build on one another have little value for those attending the training. Moreover, professional development should be primarily school-

based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development (Leu & Gray, 2005).

Generally, the principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. MOE (1994) noted that professional requirements focuses on creativity, knowledge and skills, collaboration and cooperation between colleagues and its positive attitude towards the needs of the society. According to MoE (2009) principles outlined in the Ethiopian context; there should be an initial CPD program phase for all teachers to follow. CPD should focus on areas of identified needs that are common across the system; Staff development program will be more effective if all on-going activities are registered or documented. One key element of CPD will be the provision of courses related to the levels and status of teachers, the renewal of a professional teaching license will require the completion of equivalent of stated minimum number of semester hours of CPD credits over the period concerned. Personal development is also enhanced by the diversity of the teaching corps regarding training, background, and needs. Professional development does not only require the informal and spontaneous learning of teachers from one another but also relies on the prior knowledge (Bredeson, 2003), wealth of

potential and experience of each participant, which can be built upon and incorporated into further initiatives (Bubb & Early, 2004; Greenberg, 1998). Obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement. Programmes for CPD and workshops must therefore cater for this diversity so that the needs of all participants can be met (Anderson, 2001).

In addition to these principles, clarity of aim is an essential motivator for a successful workshop. Before the commencement of training, planners of training programmes should reflect on what they wish to accomplish through training. Do they, for example, want all teachers to develop a desire for lifelong learning, to update knowledge and/or to be the best teachers possible? The literature indicates that teachers do not necessarily see teacher training as a lifelong process of critical thinking, reflection and self-direction. They often rely on rote learning of meaningless facts in their preparation for the teaching profession. The purpose of CPD programmes should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Anderson, 2001; Day, 1999; Day & Sachs, 2004).

CPD should also afford teachers an opportunity to apply their newly acquired knowledge in practice. It is essential for teachers to be guided to develop their own ideas and experiment with them in order to determine their success. Assessment should therefore be an integral part of continuous professional training and the teacher must be given the chance to discuss with others what has been done. In support of this statement, Anderson (2001) contends that, guidance, support by one's own 'peer group', and

formative assessment must be integrated into professional development. Wheeler (2001) cautions that CPD will not have a beneficial impact in less-developed countries (LDCs) unless it is carefully designed to meet the contextual needs of the teachers involved and contains built-in monitoring and sustainable components. It cannot take place in isolation and the impact of even the best programmes, courses or materials relies heavily on the way they are regarded and used by the school as a whole (Anderson, 2001).

Characteristics of Effective CPD

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (OECD, 2009). According to Sparks (2002) features of effective continuous professional development include: Program conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities. And also, it focuses on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that is concrete and on-going over time, and ongoing assistance and support available upon request are the major features of effective CPD.

From the perspective of WestEd (2002) an effective CPD program as one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers,

principals, and others in the school community. Moreover, it reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies. And also, it uses of technologies, and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools.

Furthermore, an effective CPD planned collaboratively by those who will participate in and facilitate development, Collaborative planning ensures ownership of the program, is driven by a coherent long term plan. Change is a gradual process, hence, it needs to be given more time during which the teachers are monitored and given necessity evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers (WestEd, 2002).

Another scholar, Lee (2002) conducted a study in Taiwan to examine the characteristics of effective CPD. In his study, effective staff development is described as for treat every colleague as a potentially valuable contributor as: teach other teachers, share, discuss, and critique in public forums, Turn ownership of learning over to the learners, Situate learning in practice and relationships, provide multiple access points into learning communities, reflect on teaching by reflecting on learning, share leadership, change professional characteristics and link it to the professional community.

Moreover, other researchers like Lieberman and Wood (2002) examine the features of good practice in CPD, in which opportunities for sharing of ideas/strategies and current developments with other teachers' are the most recognized feature of good

practice in CPD. The other most recognized feature of good practice in CPD was relevant content'; whilst opportunities for "hands-on", practical experience was identified the vital advantage of CPD. According to Desalgne (2010), effective CPD is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' cognitive skill. It enhances teachers understanding of the content they teach and makes use of expert teachers and attractive classroom practitioners with the active participation of the stakeholders in improving, collaboration and planning of CPD practices.

The other common characteristics of effective CPD are situated learning and professional learning communities. CPD is effective when teacher learning occurred in authentic way through teachers' active involvement and participation. This authentic way of learning fundamentally situated in the context of the practice leading to the betterment of teaching and learning. Teachers put what they have learnt in to practice and new learning through social construction and negotiation of meanings by means of sharing, collegiality and reflection. In this learning process, collaboration is significance in shaping effective CPD. It is basic to create professional learning communities. In collaboration can create teachers professional confidence and allow for interactions amongst teachers.

There has been a growing consensus that the most effective CPD is focused on teachers' classroom practice and in collaborative in nature. It claims that an increasing body of professional work demonstrates the value of moving collegial learning from the margins of professional practice to the heart of it in which classroom teachers not only as classroom expert in a single school but also as members of the boarder education

community. In addition, the characteristics of effective school based CPD focuses on classroom practices and collaborative work, improving the teachers performance in the classroom, team other and teachers work together (MoE,2009). And finally, effective CPD are the support of the achievement of the students result as well as the professional development of teachers. Hence, to practice and implement CPD program helps to achieve success.

Factors influencing Teacher professional development

Villegas-Reimers (2003) identifies conceptual, contextual and methodological factors that contribute to a successful professional development program. Conceptual factors relate to how change, teaching, and teacher development are perceived, while contextual factors refer to the role of the school leadership, organizational culture, external agencies and the extent to which site-based initiatives are supported. Methodological factors relate to processes or procedures that have been designed to support Teacher Professional Development. Teacher Professional Development is a function of the interaction between and among five key players or stakeholders. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves. In the context of Tanzania the Ministry of Education and Vocational Training is responsible for providing policy and financial support for Teacher Professional Development.

Universities and Teacher Education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide support to the teacher on a daily basis through advice, supervision, monitoring

and evaluation of the teaching and learning activities. The community through the school committee is responsible for supporting the teacher's professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking for opportunities for his or her own professional development.

Teacher's motivation is the most important of all factors. A teacher's intrinsic drive towards self-improvement cannot be matched with any amount of pressure from the educational managers. For real Teacher Professional Development, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. A teacher who perceives professional development positively is eager to attain new knowledge, skills, attitudes, values, and dispositions. Within such dispositions there is pride, self – esteem, team spirit, commitment, drive, adventure, creativity, and vision. All these attributes have to be owned by the teacher (Mosha 2006). Teacher's perception depends on self-evaluation, the influence and support of school leadership, and school culture.

Support of the school management is crucial for promoting teacher development and high quality education. If school managers are empowered they will be able to play their social and technical roles more efficiently (Blasé & Blasé 1999; Mosha 2006). School management capacity is the ability of the leadership to perform its duties including supporting Teacher Professional Development at the school. This ability depends on the way it has been empowered by education administrators and supervisors; human and physical resources available; managerial knowledge, skills of the Head Teacher and the school culture. The school head is the key player or backbone of a school and the main executive of School Management. The overall effectiveness of the school is

directly influenced by the Head Teacher. Her/his roles include to facilitate, broker, provide resources, encourage, command, question, coach, and cheerleading (Dillon-Peterson 1986). She/he is like the spring to the watch and an engine to the ship. She/he is the heart of school and School Management.

The Head Teacher should be well knowledgeable and skilled on management issues. She has to attend various seminars, workshops, meetings, and courses on management and administration. Rowland and Adams (1999) suggest that the Head Teacher should be committed to develop teachers and therefore be able to design professional development activities. She/he has to be a model. Her/his work of teaching must be exemplary and has to make sure that she/he inspects teachers in order to know their teaching abilities and provide clinical supervision. Education managers are very important in capacitating the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration.

They have to plan and develop teachers and to guide, direct, and advice the School Management on Teacher Professional Development. Planning has to be based on teachers' needs, examination evaluations, inspectorate and monitoring reports.

The teacher cannot teach productively, even if she/he is well qualified and developed, in the absence of inadequacy of Teaching and Learning facilities. There should be adequate classrooms equipped with facilities like furniture, books and visual aids. These help the teacher to perform her/he duties competently. Many schools in Tanzania lack sufficient books, furniture and teaching aids. Many classes are overcrowded. For the teacher to realize the best of her/his potential there should be enough teaching and learning materials and facilities at her/his disposal. Participatory

methods cannot be implemented neither can discipline be sustained easily without the help of teaching and learning resources.

A School Management with motivating culture encourages teachers to engage in professional development programs at the school or elsewhere. A motivated teacher learns from others and is more likely to attend various professional development activities. Motivation can be intrinsic or extrinsic which drives the teacher towards self-improvement. Collegiality within the school is part of the school culture. If teachers cooperate, there is room for them to learn from each other (Galabawa & Agu 2001). The role of School Management is to encourage this culture to prevail in the school and between the schools. This is one of the indicators of the presence of a responsible School Management in the school. Planning, that is, the setting of goals and objectives with activities to be done at the specified time, is one of the main roles of the School Management. To involve all teachers in the school during the planning processes should be part of the school culture. Effective participation leads to a feeling of ownership and easy implementation (Galabawa 2001).

Meaningful improvement in the education system requires pressure from below, support from above, and continuous negotiations among those at different levels of the system. The professional development issue, therefore, should be regularly discussed by teachers because they know what they need most. Administrators and supervisors should be guiding, supporting, monitoring the implementation, and evaluating the work done. Effective communication among the key players is very crucial (Campy 2000).

Effective Professional Development

A review of the international literature base reveals plethora of research that focused on the examination of the features of some of the best practices in relation to teachers' professional development (Garet et al., 2001). Desimone (2009) for example points out the fact that there is a growing consensus on the features of professional development that are believed to result in the changes in teacher knowledge and practice and possibly students' achievement. She later proposes that these common features of effective professional development are measured to assess the effectiveness of any professional development programmes, no matter what types of activity they include, (Desimone, 2011).

Content Focus

There is a widespread agreement among scholars for teachers' professional development to be largely viewed as knowledge and skills development (Desimone et al., 2002; Garet et al., 2001; Timperley et al. 2007). The literature reviewed exhibits a strong advocacy for teachers' professional development to be understood as opportunities for learning (Fishman et al., 2003). Professional development for teachers needs to give them the opportunities to learn from their own practice by way of self-reflection in addition to preparing them for their new roles and responsibility (Garrett and Bowles, 1997). Fishman et al. (2003) further add that teachers' professional development needs to focus on the enhancement of their professional knowledge, beliefs and attitudes so that they will be able to improve their student learning. This reinforces Hargreaves and Goodson (1996) earlier statement that professional learning for teachers will enrich their

knowledge base, improve their teaching practice, and enhance their self-efficacy and commitment to quality service.

In general, the content focus of any teachers' professional development falls into two categories. Fishman et al. (2003) explain that the first category of content focus refers to the knowledge related to general teaching work such as assessments, classrooms organisation and management and teaching strategies while the second category refers to the subject content itself. Assessment is a major component of all the core studies that teachers are able to judge the impact of their changed practice on student learning (Timperley et al., 2007). The authors explain teachers' sound assessment skills make it possible for them to make ongoing adjustment to their teaching practice so that it can be more effective.

Consequently, knowledge content has become the most significant component of any form of teachers' professional development programme. Borko (2004) argues that having a strong emphasis on knowledge content is critical to the success of any professional development experienced by teachers. This is because participation in professional development programmes is believed to allow teachers the opportunities to renew their knowledge base while at the same time introducing new knowledge and skills into their repertoire to continuously improve their conceptual and teaching practice (Borko, 2004; Grundy & Robison, 2004). Furthermore, Borko (2004) argue that it is important for teachers to have "rich and flexible knowledge for the subject" (p.5) to foster students' conceptual understanding.

Active Learning

Numerous researches conducted to study the forms of high quality teachers' professional development conclude that reform-type professional development is more effective in changing teaching practice (Hawley & Valli, 1999; Helmer et al., 2011). The traditional form of teachers' professional development is criticised for not being conducive enough to foster meaningful changes to their teaching practice (Birman et al., 2000; Desimone, 2009, 2011; Kwakman, 2003). This happens as the activities designed do not provide teachers with ample opportunities to engage in active learning which is believed to be a crucial factor in sustaining the changes made to their teaching practice (Fullan & Mascal, 2000). This assertion is supported by several other authors' suggestion that professional development for teachers need to provide them the opportunities to become active learners (Harris et al., 2011; Sparks & Hirsh, 1997; Villegas-Reimers, 2003).

Birman et al. (2000) explain that professional development that incorporates active learning for teachers also includes opportunities to observe and be observed teaching; to plan classroom implementation, such as practicing in simulated conditions, and developing lesson plans; to review student works; and to present, lead and write – for example, present a demonstration, lead a discussion or write a report. These various forms of strategies linked to active learning are said to be most effective in changing teaching practice.

Southworth (2004) who researched on primary school leadership in the context of small, medium and large sized schools asserts that modelling, monitoring and professional dialogue and discussion as the strategies identified to have the most effect in

changing teaching practice. In addition, Guskey (2000) argues that professional development for teachers needs to provide them the opportunity to get regular feedbacks on the changes made to their teaching practice. This approach is believed to be able to change teaching practice compared to professional development programmes conducted in the forms of large group presentations, training programmes, workshops and seminars (Guskey, 2000).

Collective participation

Reform-type professional development for teachers is also believed to be more effective than the traditional model as it focuses on collective participation. Collective participation refers to the participation of teachers from the same department, subject or grade in the same professional development programme. Birman et al. (2000) assert that collective participation in professional development is more likely to afford opportunities for active learning and are more likely to be coherent with the teachers' other experiences. Moreover, teachers' professional development that involves collective participation, especially for teachers in the same school is believed to be able to sustain the changes made to their teaching practice. This is because they are more likely to have more opportunity to discuss the concepts, skills and problems arise during their professional development experiences (Garet et al, 2001).

In other words, collective participation in teachers' professional development programmes also engendered collaboration among the teachers. Hargreaves (1995) for example discusses the use of collaboration as one of the ways for teachers to improve their teaching practice. One of the advantages of collaboration is that it increases the capacity for reflection (Hargreaves, 1995) which is argued to be a critical point to

teachers' professional learning experience. Collective participation in professional development also gives teachers more opportunities to learn from each other's practice. Kwakman (2003) says that feedback, new information or ideas do not only spring from individual learning, but to a large extent also from dialogue and interaction with other people. This reinforces Hargreaves (1995) earlier assertion that collaboration can be a powerful source of professional learning: a means of getting better at the job.

In addition, collaboration in school also increases efficiency as it "... eliminates duplication and removes redundancy between teachers and subjects as activities are coordinated and responsibilities are shared in complementary ways" (Hargreaves, 1999). As this happens, teachers can allocate more of their time and effort on the preparation of their lesson which will improve the quality of teachers' teaching (Hargreaves, 1995). Consequently, collaboration that exists in school provides teacher with moral support (Hargreaves, 1995) as it allows teachers the opportunities to work with their colleagues instead of having to handle the frustration and failure alone.

Duration

Professional development activities that are designed based on the reform type are believed to be more effective compared to the activities of the more traditional approaches because of its longer duration. Duration refers to the contact hour spent in a particular professional development activity and also the time span or period of time over which the activity was spread (Garet et al., 2001). Similarly, Birman et al. (2000) argued that "the activities of longer duration have more subject-area content focus, more opportunities for active learning, and more coherence with teachers' other experiences than do shorter activities. This is further reinforced by Garet et al. (2001) assertion that

longer professional development activities also more likely to provide opportunities for in-depth discussion of the content, student conception and misconception and also pedagogical strategies to take place among its participants. The authors also suggest that activities that extend over time are more likely to allow teachers more time to try out new practices in the classroom and obtain feedback on their teaching (Garet et al., 2001).

Coherence

Finally, reform type professional development is believed to incorporate the element of 'coherence' in its design. The literature highlighted three dimensions of coherence in teachers' professional development:

1. The alignment between the professional development activity and teacher's goals for professional development,
2. The alignment between the professional development activity with the state or district standards and curriculum frameworks and with state and district assessments,
3. The ongoing professional communication with other teachers who are also trying to change their practice (Desimone et al., 2002; Garet et al., 2001). This reinforces Day's (1999) earlier assertion for the personal and institutional professional development approaches to be synchronised to maximise the opportunities for change and development in schools.

In addition, Duffy and Cunnigham (1996) also assert that teachers need to construct their own knowledge by anchoring new information obtained to pre-existing knowledge. This assertion supports Borko and Putnam (1996) earlier statement that the active learning

process as emphasised by the constructivist approach is “heavily influenced by an individual’s existing knowledge and beliefs and is situated in particular contexts” (p. 674). Similarly, Kwakman (2003) believes that professional development for teachers needs to allow teachers the opportunities not only to construct their own knowledge but also to direct their own learning.

Despite the suggestions for teachers’ professional development to encapsulate the features of high quality professional development, Wayne, Yoon, Zhu, Cronen and Garet (2008) argue that this consensus “lacks sufficient specificity to guide practice. These authors also raise some issues related to the practicality of some of the elements of teachers’ professional development best practices. They in particular highlight the issue of the cost to provide teachers with more professional development as opposed to having the ‘one shot’ workshop. Wayne et al. (2008) argue that it is more expensive to provide teachers with professional development that is catered to their personal needs. In addition, the suggestion for teachers’ professional development to extend over a longer period of time is believed to result to teachers leaving their classroom more often and hence causing more disruption to the students’ learning (Wayne et al., 2008). The common features of effective teachers’ professional development as highlighted in the work of several key authors discussed earlier will be used to investigate the participants’ responses in relation to the factors that influenced their perceptions of effective professional development.

The Major Activities in CPD

The following constitute the major activities involved in CPD.

Induction

Induction is a systematic organizational effort to assist personnel to adjust to new assignment (Castetter, 1992). It could be argued that induction is an intended activity to help beginners and/or new staff so as to properly perform their duties. This is because the first year of teaching has always been difficult as almost any serving teacher will testify. Newly hired teachers need to understand how the system is functioning and how they fit into it. Induction is a form of well-organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong process (Gray, 2005).

More specifically, newly hired teachers face difficulties in understanding their responsibilities due to lack of information about the school's mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (Craft, 2004). That is less teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession. Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to ensure that they can demonstrate their proficiency in their teaching. To this effect, induction programs should be made to order based on analysis of individual needs to support new teachers from widely diverse backgrounds and experiences. The importance of teachers' induction both for the beginner teachers and the schools is that it contributes to avoid unnecessary tension and future fault.

According to Steyn and VanNiekerk (2002) new staff members are assisted through induction to adjust effectively to their work environment with the minimum trouble and as quickly as possible. Induction is therefore, familiarization process of all staff who is taking up a post in a new school or a new responsibility in the same school. Furthermore, Widen and Andrews (1987) point out that a well designed induction program is an excellent staff development model. The institutionalized induction program should be captured in the induction policy of the school. Schools that have an induction policy can assist in every one knowing about procedures, rights and responsibilities (Bubb and Earely, 2007).

Furthermore, a school induction policy should serve to ensure that a planned induction program is followed, individuals involved in induction are aware of their roles and responsibilities. The researchers such as, Wideen and Andrews (1987) states that a strong induction program is characterized by experienced and beginning teachers participating in the planning, problem solving, decision making and implementation of the induction activities. The induction activities should be tailed into the CPD plan of the school. The induction, therefore, would serve the purpose of building a firm foundation for the future professional and career development of individual teachers (Bubb & Earely, 2007).

Therefore, an induction program can help teachers to tackle the problems they face and to cope with reality-shock they experience. Specially, an induction program is useful for new qualified teachers. Hence, the school management bodies need to give an induction program for teachers and follow its practice and solve the problems that create difficulty in their work. More importantly, teacher's induction program is vital for both

the beginner teachers and the schools and it contributes to keep away from unnecessary anxiety and future fault.

Peer Coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance (TTA, 1998). The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement activities (Kalinauckas, 1995). Peer coaching occurs when two or more peers, usually sharing the same grade, subject or learning area visit each other as they teach and discuss how to help learners (Heysteketal, 2008). Furthermore, (Heysteketal, 2008) state that peer coaching is particularly effective where teachers have undergone the same training and use chance to compare how they implement their newly gained skills. Ainscow and pointer West (1994) provide an important pointer when they write that the primary purpose of peer coaching is to support and not evaluation, thus peers are more appropriate partners“ than administrators in this professional growth system. In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

Mentoring

According to Bladford (2000), mentoring can be defined as process assistance offered by experienced staff to other practitioner who needs to acquire professional skill. The experienced practitioner is appointed as a mentor to assist beginning or inexperienced teachers to adapt to the load of a complex job of teaching. Mentoring in schools is used when a beginner teacher is assigned to an experienced one. During mentoring, knowledge and skills are transferred by the more experienced teacher to less experienced teacher. The experienced teacher coaches the newly appointed teacher, eventually ensuring that he or she acquires the necessary knowledge and skills.

Mundry (2005) mentions that beginner teachers who wish to improve their teaching are assigned to an accomplished teacher mentor who teaches the same subject matter. Mentoring enhances the self-image of mentors as they see themselves as competent, helpful and having personal exchange. A mentor provides a new comer with support, problem solving, guidance and network of staff who shares resources, insight, practices and materials. Mentors are also expected to establish a supportive supervisory relationship and apply effective counseling skills. Moreover, induction tutors, in their day to day work with newly qualified teachers are expected to respect, encourage, motivate and understand them to take increasing responsibility for their own development.

In mentoring the school leaders and concerned officials need to plan appropriate mentoring programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback. Mentoring is an essentially supportive process it can be used to support teachers through a combination of coaching and counseling. It is a powerful personal development and empowerment

tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. It is partnership between two people normally working in a similar field.

For mentoring to be successful, it should be free from compulsion and external pressures. Mentees are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop; if relationships are cohesive and efforts are collaborative. Generally, mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be. Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress. Mentoring allows the mentee to explore new ideas in confidence. It is a chance to look more closely at yourself, your issues, opportunities and what you want in life. Mentoring is about becoming more self aware, taking responsibility for your life and directing your life in the direction you decide, rather than leaving it to chance.

Action Research

Action research is a practical approach to professional inquiry in any social situation. One of the major CPD activities for teachers is action research. It is an important practice in developing educational profession in educational system. Action research empowers teachers by increasing the individual practices, improved student learning outcomes, commitment to work, cooperative work place and effective school leadership. Action research advances the professionalization of teachers by helping them develop and confirm their knowledge (Hopkins, 2002). Action research often begins, in a teacher practices, as school based studies that are part of a pre-service teacher education program and continue as part of school based teacher professional development program. It is explained that, action research improves the teaching and learning practices towards quality education by changing perceptions of teachers. It asks improve the existing situation and provide potential to impact school change. Action research creates computations among teachers. It is a purposeful collaboration of teachers activity being accomplished individually, students among colleagues and stakeholders searching for solutions to problems rising in the schools.

MoE, (1999) also viewed as action research as a small scale involvement in the function of the real world and close examination of the effects of such involvement. This entails that it is the process by which the researcher involves in the function of the real world. According to McBride (1996), there are three basic reasons why action research is good for teachers' professional development: It is enquiry based and allows teachers to investigate their own words. It is aimed at the improvement of teaching and learning in schools. And also, it leads to purposeful and planned action to improve conditions for

teaching and learning. According to Gay and Airrasian (2000) action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices as well as their understanding of the practices and the situations in which the practices are carried out. Carr and Kemmis (1986) describe action research as being about: the improvement of practice, the improvement of the understanding of practice, the improvement of the situation in which the practice takes place. Generally, action research is then useful to generate knowledge, to disseminate it, to improve practice and to win public esteem to teachers and their profession.

Classroom Practices of CPD

CPD, activities has its own role in implementing the actual teaching and learning process in the classroom. And also, it promotes the application of student centered methods in the classroom to make learning more effective. CPD also improves teaching skills such as self evaluation, conducting action research, lesson planning, and successful classroom management using variety of teaching techniques, creating teachers collaboration in team work exercise continuous assessment practices, and considering gender issues (Desalegn, 2010). According to, Gallimore, James, and James (2002) CPD has the power of influencing the implementation of teaching learning practices in the classroom. The common activities among the classroom practices are learning together, using portfolio, promoting active learning methods, and using effective teaching skills. In the need for learning together, CPD is an important way to improve teaching and learning skills in the classroom by providing chance to learn from one another and share good practices and experiences with colleagues. The experience sharing takes place through

peer observation followed by feedback and in-school visits which is encouraged by the principals and supervisors.

Generally, the objective of school based CPD is to increase the quality of teaching and learning techniques in the classroom such as promoting active learning, skillful class management, performing well planned procedural activities, and creating smooth communication between the students and the teachers. Moreover, the major activities of CPD are induction, peer coaching, and action research mentoring and classroom practice of CPD.

Teacher as Professional and Teacher Professionalism

There is a body of evidence of the growing advocacy for teachers to engage in continuous professional development in the efforts to maintain the level of their professionalism. This claim reinforces Boyle, While and Boyle (2004) assertion that “the continual deepening of knowledge and skills is an integral part of the professional development of any professional working in any profession” (p. 46).

In general, teachers’ professional development falls under two categories: the traditional and the 'reform-type' professional development (Birman, Desimone, Porter, & Garet, 2000). The traditional approach of teachers' professional development often assumed that there is a deficit or a gap in teachers' knowledge and skills which can easily be developed in “one-shot” workshops (Clarke & Hollingsworth, 2002). In addition to the workshop approach, traditional form of teachers' professional development also comes in the forms of within district workshop or training, out of district workshop or training and also formal postgraduate courses (Desimone et al., 2002). Although the traditional

approach of teachers' professional development helps to foster teachers' awareness or interest in deepening their knowledge and skills, is believed that this approach alone is insufficient to foster learning which fundamentally alters teaching practice (Boyle et al., 2004).

Moreover, the traditional form of teachers' professional development is also criticised as being shallow and fragmented (Hawley & Valli, 1999). This is echoed by Ball and Cohen (1999) who describe the in-service workshops as “intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and noncumulative” (p.4). The authors further explain teachers' professional learning is often shallow and fragmented because teaching is perceived as mostly common sense and has little need for professional learning. In addition, it is also perceived that teachers do not required sustained learning to perform their work (Ball & Cohen, 1999). The alternative to the traditional model of teachers' professional development is the 'reform-type' or else known as the 'growth' model of professional development.

The authors describe this model as “a variety of professional development activities that accompany continuous inquiry into one's instructional practice” (p. 270). This paradigm shift from the traditional model to reform-type sees that professional development for teachers is changing “from replication to reflection, from learning separately to learning together, and from centralization to decentralization” (Smylie & Conyers, 1991).

Advocates of the reform-type model also believe that professional development for teachers is most effective when it is done within their working context. Sparks and Hirsh (1997) for example argue that it is imperative for teachers' professional development to be treated as multiple forms of job-embedded learning for meaningful

changes to occur in teaching practice. The school is said to be the most suitable place for teachers to develop professionally as new teaching competencies can only be acquired in practice (Kwakman, 2003). However, despite the advocacy for teachers' professional development to be centred in practice, Ball and Cohen (1999) argue that it “does not necessarily imply situations in classrooms in real time” (p. 14). Instead, they suggest that better learning opportunities for teachers can be created through strategic documentation of practice. The authors recommend among others the collection of “concrete records and artifacts of teaching and learning that teachers could use as the curriculum for professional inquiries” (p. 20).

Competence and professionalism

Conceptualisations of teacher competences are linked with visions of professionalism, theories of teaching and learning, quality cultures and socio-cultural perspectives - with tensions between diverse approaches.

Learning to feel as teachers is linked with professional identity: intellectual and emotional aspects (Hagger & McIntyre, 2006). It includes attitudes (commitment, confidence, trustworthiness, respect), expectations (initiative, drive for improvement, information seeking) and leadership (flexibility, accountability, passion for learning). It has to do with self-efficacy, self-awareness, and mediation between ideals, aims and school realities (Geijsel et al., 2009). Fundamental attitudes, which link skills and intentions, guiding teachers to courses of action, include teachers' dispositions towards democratic values, towards collaboration with colleagues for shared educational aims, and towards maximising the learning potential of every student (through individualized teaching, high expectations, etc.).

Learning to act as teachers entails integrating thoughts, knowledge and dispositions in practices that are informed by consistent principles. Effective teaching revolves around these variables: curriculum dimension, classroom management, teaching strategies, climate and evaluation/ feedback (Scheerens, 2007). However, the multidimensional, uncertain nature of teaching involves a wide range of activities, settings and actors. There is often a gap between beliefs and intentions and actual actions (Kennedy, 1999). Teachers need to deploy extensive repertoires of skills, strategies and action patterns eclectically, with the ability to judge and act in situation. Quality teaching requires adaptive skills, and a systematic assessment of professional knowledge and actions - against a range of criteria coming from theories, research, professional experience and evidence - for improvement and innovation (Hagger & McIntyre, 2006).

Functions and Responsibilities of Teachers

Each stakeholder in CPD has responsibilities. This can be either as an individual or as an institution. The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of school based CPD program. Teachers are responsible to engage in CPD as forefront partners throughout their career (MoE, 2009). Teachers in the schools are the main actors in the program and should be beneficiaries. They are requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and principals who will join the meetings. They are also expected to collaboratively prepare lesson plans, observe lessons, demonstrated by fellow teachers, participate in

discussions after lessons, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms (MoE, 2009).

Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MoE, 2009). Teachers are responsible for engaging in their own CPD throughout their careers, in consultation with others (e.g. mentor, supervisor), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning, carrying out hours CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution, maintaining a professional portfolio to record all their CPD and other, professional activities (MoE, 2009).

CPD is an obligatory requirement for teachers. For instance, in the Ethiopian educational establishments it is the civic and professional duty of all educators to engage in C.P.D. It follows that the commitment of an individual teacher to their own CPD is essential. High quality teachers, those who are most capable of helping their students learn, have responsibilities of mastering both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom and teachers' quality affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their responsibility to use that knowledge to help students learn (Darling-Hammond, 1997). Similarly, Hammond (2002) argues that, teacher's professionalism is built up from a

combination of self-image, self-esteem, job motivation, task perception and future perspectives of individual.

Generally, teachers are the most important responsible practitioners in the process of real implementation of CPD. Teachers hold the duty of practicing each planned activities of CPD and improving the students' academic achievement.

Teacher Perception

Teachers' perception of the impact of professional development that they have experienced may be influenced by their beliefs (Borko 2000). According to Opfer et al. (2010), 'teacher belief' in relation to professional development involves those general understandings related to learning that a teacher holds to be true. This reinforces Fives and Buehl (2008) earlier statement that: "Learning contexts, pre-service and practicing teachers may be guided by their beliefs about teaching knowledge and ability. Such beliefs may lead them to question the value of information presented; make epistemic assumptions about the nature of teaching knowledge; question the validity of knowledge content; and support their views on teaching and the need for teacher education" (p. 135).

Because of this, it is imperative that the notion of teacher beliefs is explored. This is supported by Fives and Buehl (2008) who argue that "understanding these beliefs in the context of learning to teach and their relation to other important outcomes (e.g., classroom practices, student achievement) can inform the development of learning experiences tailored to the needs of future and practicing teachers. This implies that teachers will attach a high priority to practice knowledge and skills that confirm to their own belief (Opfer et al., 2010). Leithwood, Jantzi and Steinbach (2003) explain that perceived capacity or self-efficacy increases the intrinsic value of effort and contributes

to the possibilities for a sense of collective capability or efficacy on the part of a group, as well. Self-efficacy refers to a person's belief of his or her capabilities to successfully perform a task or responsibility to the level expected (Bandura, 1982). The literature also suggests that teachers' perceived self-efficacy determines their behaviour and their level motivation towards the accomplishment of school goals (Tschannen-Moran & Hoy, 2007). Hence, it is important that the factors which increased teachers' perception of capacity or self-efficacy are examined.

Teachers' perception of any new initiative introduced in school is very much shaped by their past experiences dealing with other initiatives of a similar nature. Experiences with ill-managed change process will adversely affect their perception of the current initiative thus reducing their motivation to implement it (Guskey, 2002; Leithwood et al., 1999). There are several conditions that give rise to positive context belief. Leithwood et al. (1999) identify teachers' perception of the congruence between their personal and school goals and also their perception of the presence of support (structural, human resource, financial and positive climate) that will help with the accomplishment of the goals. This suggests that teachers need to be convinced that the change initiative introduced can be usefully implemented at school level and the evidence to this need to be made available through a clear communication process.

The most important factor that affects teachers' motivation and commitment to undergo professional development programmes is the integration of their personal goals and school goals. This gives teachers the more reasons to continuously seek opportunities to improve their practice. If the teachers perceived that the professional development programmes serve them no purpose, this will result to resistance. Teachers are also

motivated to participate in professional development programmes when they believe a gap exists in their practice. This claim emphasises the need for high expectation but achievable goals so that it does not only affect teacher motivation level but also maintain their positive self-efficacy.

The Benefits of CPD

CPD program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance. In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes.

There is agreement among scholars about the importance of the teacher and her/his competence in the teaching-learning process. This is because the teacher is the heart of classroom instruction (Galabawa 2001; URT 2007). The effectiveness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Van den Akker & Thijs 2002; Mosha

2004). Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

Scholars such as, Fullan & Hargreaves (1996) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Any development program therefore, that fail to address these needs, are doubtful to succeed (Fullan & Miles, 1992). Additionally, Craft (1996), has identified the following for responsibility CPD for teachers: to improve the job performance skills of whole staff and individuals; to develop the professional knowledge and understanding of an individual teacher; to extend the personal or general education of an individual; to make staff feel respected, to promote job satisfaction among staff; to prepare teachers for change.

Moreover, in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan and Miles, 1992). Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 2006; Hopkins and Harris, 2000). As “the core of any innovation is the ongoing and constant process of change” (Curtis and Cheng, 2001), such an “ongoing” change process requires a great deal of learning on the part of teachers, and support and

guidance are required for facilitating such learning of teachers. This learning of teachers should thus be regarded as ongoing and the importance of CPD should not be minimized (Blandford, 2000).

Teachers' CPD is generally viewed as a way for the improvement of learning and teaching. Bolam (1993) defines CPD as "any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process". Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, improvement of school-parent collaboration and improvement of student assessment.

Hence, the overall purpose of the CPD program is to raise and improve teachers' subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to involve students in the development of higher order thinking skills by developing more positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development (villegasRiemers, 2003). Finally, the purpose of school based CPD is to authorize teachers of their capability in order to improve students' learning atmosphere.

Indicators/Measurement in Attitude of CPD

Based on their research on teachers' perceptions of the impact of continuous professional development, Powell, Terrell, Furey and Scott-Evans (2003) choose to

define the word 'impact' as "changes in professional knowledge, practices and affective response as perceived by the individual practitioner" (p. 399). They argue that to measure impact, it does not necessarily have to rely only on quantifiable data. Instead, they propose that the impact of professional development on teaching practice can also be assessed from the teachers' insight and reflection of what constitute significance and value in relation to their own personal, academic and professional needs and development.

Teachers in general believe that certain professional development programmes they attended have significant impact on their development as teachers. Several authors (Dean, 1991; Guskey, 2000) for example, describe teachers' professional development as a process which is aimed primarily at promoting learning and development of teachers' professional knowledge, skills and attitudes. Finally, teachers need to be convinced that they will be able to practice the new knowledge and skills they have learned from attending the professional development programmes in their classroom. This can be achieved by providing teachers the learning culture that provides working conditions that values collaboration and constructive feedbacks. The effectiveness of teachers' professional development is also determined by the teachers' own belief and their motivation and commitment level to improve their practice. With this understanding, the impact of teachers' professional development will be explored from the teachers' perspective.

Cognitive and Affective Impact of Professional Development

Participation in professional development is believed to have some impact on the teachers' ability to acquire and critically develop the knowledge, skills and emotional

intelligence essential to good professional thinking, planning and practice with their students and colleagues through every phase of their teaching lives (Borko, 2004; Buczynski & Hansen, 2010; Day, 1999; Gabriel et al., 2011; Poskitt, 2005). In addition, Desimone (2009) asserts that professional development also impacts on the teachers' ability to decide on and implement valued changes in teaching and leadership behaviour so that they can educate their students more effectively, thus achieving an agreed balance between individual, school and national needs (Bolam, 2002; Hargreaves & Evans, 1997).

Immediate and long-term impact of professional development

According to Powell, Terrell, Furey and Scott-Evans (2003), teachers will experience immediate and long term impacts of professional development. Their research on teachers' perceptions of the impact of continuous development reveals that most of the teachers identified the immediate impact of professional development as having the ability to reflect more deeply on their practice (Powell et al., 2003). It is believed that this ability to reflect has enabled the teachers to better evaluate the effectiveness of their own practice. Similar findings are also reported by Harris, Cale and Musson (2010) who conducted research on primary teachers' perceptions of physical education. They state that almost all of the teachers involved in their research report immediate positive impact on their perceptions of physical education as the result of professional development experienced.

In the long-term, teachers also believe that their professional development experiences have helped them developed greater confidence with their practice (Buczynski & Hansen, 2010; Powell et al., 2003). Likewise, Harris et al. (2010) also

reveal that most of the teachers involved in their research perceived their professional development experience as having positive impact on their confidence in teaching. This also reinforces Hustler et al. (2003) assertion that most teachers are satisfied with their professional development experiences. In light of this finding, Powell et al. (2003) maintains that teachers' growing confidence is evident in their ability to clearly articulate their personal views on educational matters. Professional development programmes also help teachers to become more knowledgeable in the subject content taught. In addition, reflective practice and constant evaluation of their teaching practice are also believed to lead to a better lesson structure to effectively meet the students' needs (Harris et al., 2011; Powell et al., 2003).

The Challenges of CPD Implementation

There are different challenges or obstacles in order to achieve the predetermined goals. These challenges need efforts and strength of mind to solve the existing problems and to become successful. According to the finding of the Ministry of Education, MoE (2010), the major challenges identified at the national level to practice CPD program are; lack of trained facilitator, time constraints of teachers, the cluster resource centers were not well organized and transforming CPD activities, teachers are not provided awareness about the background of CPD, lack of CPD books, absence of coordination between the stakeholders, Teachers are not motivated to solve problems, and less committed of the stakeholders.

The lack of uniformity of the CPD formats for the portfolio and absence of guide line about what should be included in the format confuses teachers. Similarly, principals and the school based CPD facilitators or mentors are not performing their responsibilities

of providing clear feedback for teachers on the portfolio documents. This absence of feedback on the portfolio development compels teachers to repeatedly copy the already existing portfolio documents. Most teachers have no knowledge about the purpose of the portfolio. Thus, teachers see it as time wasting paper work rather than as means of professional development. Many teachers are filling in the format not knowing why and what the outcome of the task could be. This creates less commitment and resistance against the implementation of the CPD practices. Furthermore, leadership and supervision for professional development is distributed among teachers, principals and other administrators. School based continuous professional development is most effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders (Gray, 2005).

Besides, limited resources hinder the effective implementation of CPD. Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based CPD. Without financial resources, CPD program cannot run. These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program. Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD

programs need to be explored so that the programs do not suffer much due to limited funding.

In addition, duration and time span of CPD programs is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether.

Another scholar, Brown (2004) argues that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. And also, Little (1993), stated that in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the contents with students opportunity to learn. Fine (1992) as cited in Little (1993), further indicates that the magnitude of CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of CPD program. Generally, the main challenges that can hinder teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers resistance, low level of understanding about the significance of CPD, scarcity of need based trainings, lack uniformity on how to use the portfolio modules, and absence of consolidated collaborative school system.

CHAPTER THREE

METHODOLOGY

This chapter explores the research methodology and the various research instruments used to collect data on teachers' perceptions of the impact of professional development on their practice. The description of the three research instruments; document analysis, semi-structured questionnaire and also semi-structured interviews is also provided. Details regarding the methods chosen, data analysis procedures, reliability and validity of data collected and the ethical consideration involved conclude this chapter.

Research Design

This research study was focused on generating understanding of the research topic from the teachers' perspective. Consequently, the data gathered from the research participants was heavily influenced by their overall professional development experiences which provided justification to pursue this research study from the interpretive paradigm. A case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident which results to an intensive, holistic description and analysis of a single instance, phenomenon or social unit (Merriam, 1998). The case study approach is chosen as it allows in-depth investigation of the teachers' perceptions of the impact of professional development programmes on their practice. This is because a decision in a case study approach allows a detailed examination of the phenomenon being studied.

Despite these, the case study approach still has its strength as it possesses several characteristics that are beneficial to this research study. One of the most appealing characteristics of the case study approach which is believed to fit the purpose of this research study is that it allows the creation of certain boundaries that are relevant to this research (Merriam, 1998). For the purpose of this case study, the boundaries for this research study is set by only researching the topic from the perspective of a group of teachers in the secondary school, while at the same time aiming at gathering rich information from them within the restricted time frame available to me. This is supported by the fact that a single case study is possible when a researcher wanted to investigate a typical case, which in this study refers to teachers' professional development.

Population

Mugenda and Mugenda (2003) defines a population as an entire group of individuals, events or objects having a common observable characteristic. The respondents chosen for the study were teachers from Yendi SDA JHS

Sample Size and Sampling Techniques

Sampling is the process by which a relatively small number of individual, object or event is selected and analyzed in order to find out something about the entire population from which was selected. The study used a sample size of 50 respondents. The sample of the study was drawn by way of purposeful sampling. According to Berg (2004), in purposeful sampling, “the researcher uses special knowledge or expertise about specific group to select subjects who represent this population.” Since teachers are the main recipients of professional development and would know better how it helps improve

their competence and subsequently the students' performance, their participation in this regard would be very informative.

As Patton (2002) in Macmillan & Schumacher (2006) has put it, "purposeful sampling concerns selecting information-rich cases for study in-depth." Macmillan & Schumacher (2006) add here that the "samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating." It is for this reason that the research has selected teachers who have been in service for at least two years. The basis of this selection is that, in two years, these teachers would have observed the trend of teacher professional development in their schools and how it has contributed to managing teaching and learning. This selection also made it possible to trace where relevant if the process of teacher professional development has been seen as a continual process through the different levels of their careers.

Data Collection Instruments

The study made use of both the questionnaire and interview as the instruments for data collection in this case.

Questionnaire

According to Verma and Mallick (1999), a well constructed questionnaire is an economical data collection instrument that has the advantage of providing the answers to the research questions. It was impossible to interview all the teachers in the school studied due to various reasons. The most critical issue was time factor hence questionnaire was deemed convenient because it was difficult to arrange interview sessions for all the teachers at a time. In deciding on the best questionnaire design to fit the purpose of this research, Verma and Mallick (1999) cautioned that researchers need to

consider the function of the research instruments that are used in the data collection process. The questionnaire was used to complement the other instruments used. For this reason every questions was designed to fit the objectives of the study.

Self-administered or self-completion questionnaire (refer to Appendix Two) as the main research instrument because it is quick to administer (Bryman, 2008) and potentially has higher percentage rate of return if well-planned. This decision was also influenced by Bryan's (2008) claim that self-completion questionnaire in many ways is similar to structured interview. The only difference is that the former does not require the presence of an interviewer. Bryman (2008) however cautioned that researchers need to make sure that the self-completion questionnaire has to be easy to be completed by the respondents by themselves. For the purpose of this research, a four-point Likert scale extending from 4:Strongly agree, 3=Agree, 2=Disagree 1=Strongly disagree.

One of the main reasons for choosing to use a questionnaire in this research study is due to its convenience for the respondents. Teachers in general work in a very hectic environment. For this reason the use of a questionnaire helped to bring together as much information as possible from the teachers in the school investigated as they were able to complete the questionnaire given at their own pace and time (Bryman, 2008). In addition to its convenience, Cohen et al. (2007) explain that questionnaire provides anonymity to its respondents; hence it encourages them to provide honest response to the questions asked. Moreover, the use of a self-completion questionnaire has the potential of eliciting bias-free responses compared to an interview.

Interview

Interviews are planned; pre-arranged interaction between two or more people, where one person is responsible for asking question related to the research topic while the other person is to respond to the questions asked (Lankshear & Knobel, 2004). Qualitative interviews approach was adopted for this study. This type is generally semi-structured or unstructured, of longer duration, and conducted one-to-one. It was chosen to help get in-depth understanding of the research topic from the teachers' perspective (Bryman, 2008).

Moreover, a qualitative interview is believed to be the most appropriate research tool for this research project as it focuses more on the interviewee's point of view instead of the interviewer's as practiced by quantitative researchers (Bryman, 2008). A suitable semi-structured interview based on the objectives of the study was designed for this study to collect exactly the kind of information needed from the interviewees (Cohen et al., 2007). It involves the use of an interview guide (refer Appendix Three). The interview was necessary because Bryman (2008) explains that an interview guide provides brief list of memory prompts of areas to be covered. Bryman further suggests that researchers use their research questions to help shape the interview questions in the manner that it appears to be significant to the research study. To have all respondents interviewed, appropriate arrangements were made with the help of leadership of the school. This permitted the arrangement of suitable schedule that allowed the interviewing of the respondents at their own convenient time.

Data Analysis

Data collected, will be preceded by the interpretation of the data as the next procedure. The answers of the participants will be tabulated and the frequency, distribution table of values, and percentages of the answers determined. Through the use of Microsoft Excel analyses will be conducted in which the respondent's percentages and the interview results will be tabulated. Frequency distribution tables will be used to summarize numbers and figures indicated in rows and columns. Tables will help facilitate the systematic presentation of all the collected data and information from the interview method.

Ethical Considerations

Ethical considerations are very important in the research of this nature especially in the matters that relates to people's opinions and perceptions. For this reason, the permission of the participants was sought first through personal interactions and persuasions to determine whether they were interested to participate in the research or not. It was, however not forced on them. To get their attention the more, the purpose and methodology of the research were explained in detail to the respondents before they were asked any questions.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter deals with the data analysis and presentation of the results. The analysis was structured in three sections to highlight on the purpose of the study. The three sections addressed the research objectives, thus; Perception of teachers towards CPD in schools, Impact of CPD to individual teachers in schools, Problems associated with continuous professional development. The data was analysed using 50 questionnaires received from the respondents. This however constitutes 100% of the entire questionnaires administered therefore the analysed is possible to yield the necessary results.

Biographic Details of Respondents

The biographic details of the respondents cover the gender, age, position and qualification in education

Gender

As indicated in Figure 4.1, it can be read that 11(55%) respondents of the total respondents are male teachers whereas 9(45%) constitutes the female teachers. From the gender statistics shown, it can be read that the male teachers are more than the female teachers. This can be interpreted to suggest that the male teachers are likely to be benefit from CPDs more than the females.

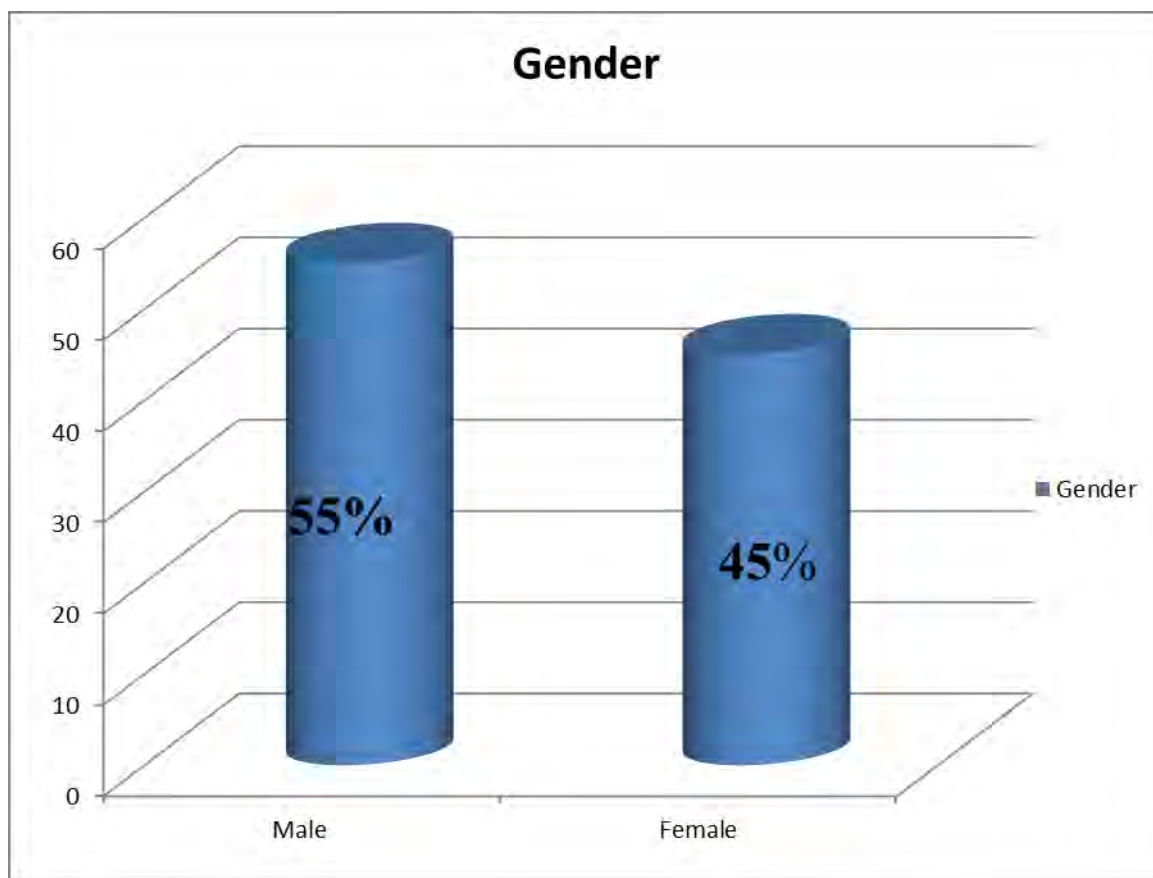


Figure 4.1: Gender Classification of Respondents

Age

Figure 4.2, shows the categories of ages of the respondents ranging from between 20 years to 42 years and above. It can be read that 4(20%) respondents have ages ranging between 20-25 years whereas 5(25%) respondents have ages from 26-31 years. Also respondents fixed within 32-37 years of age represent 7(35%) while respondents in the 42 and above years bracket constitute 5(25%). The analysis as shown reveals that, respondents within the 32-37 years of age standing for the majority. It can be suggested however that, teaching in the Yendi community possibly is dominated by youthful people who believably can serve for a period of time considering their age when given CPDs overtime.

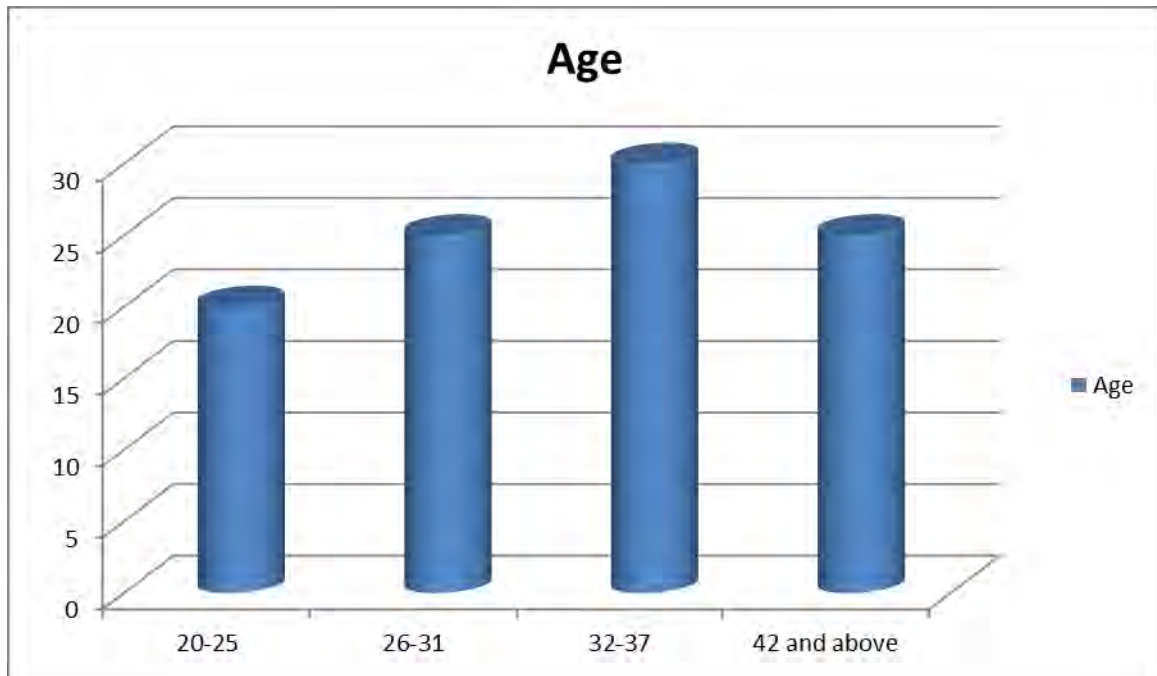


Figure 4.2: Age Categories of Respondents

Qualification and Position

The educational qualification of the respondents is indicated in Figure 4.3. It can be read that 5(10%) respondents have Cert “A” while 5(25%) respondents have diploma. Also as regards bachelors degree 7(35%) respondents have obtained it and 4(20%) respondents also have their postgraduate qualification. However, 5(10%) respondents have other qualifications like professional degrees, technical and vocational qualifications. The analysis makes it clear that at least all the respondents have attained some level of literacy hence are disposed for professional development.

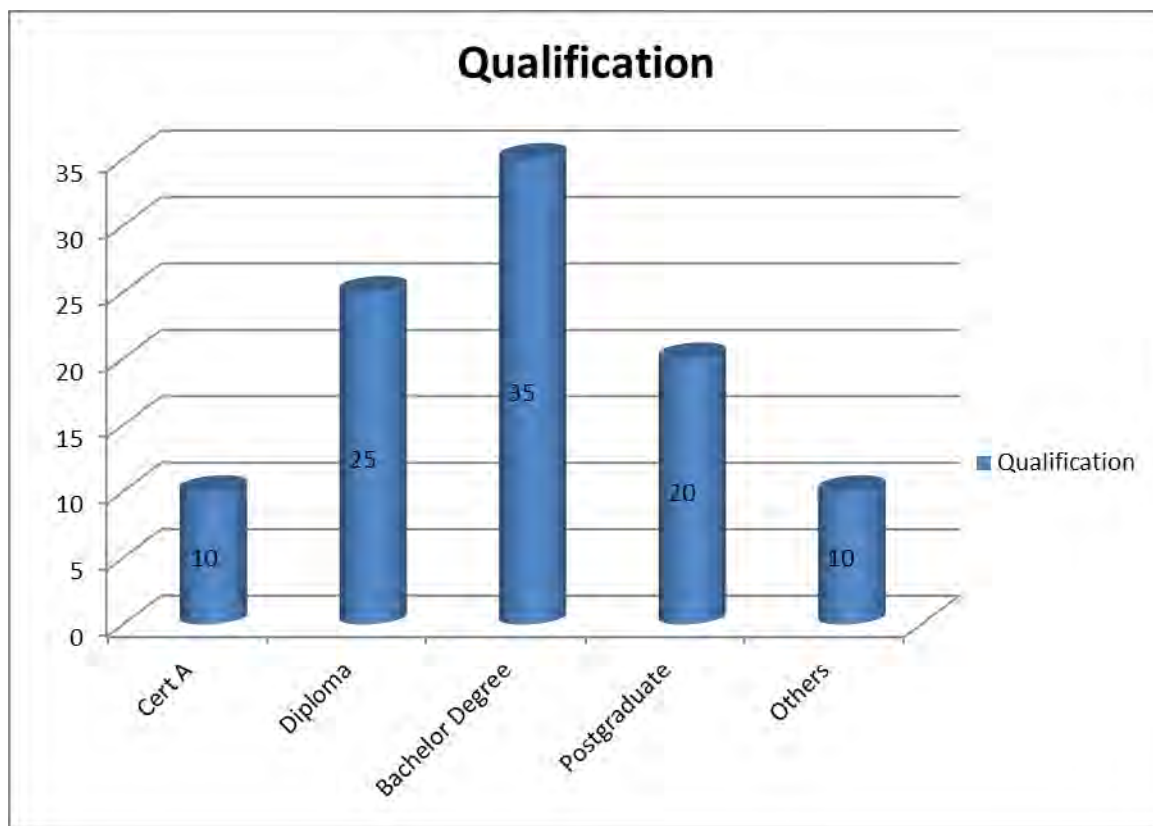


Figure 4.3: Education Qualifications of Respondents

Concerning the various positions of the respondents, the study discovered basically the following, thus circuit supervisors, headteachers and teachers. It was realised that most of them were headteachers who manage the day-to-day running of the school. It was also discovered that few were circuit supervisors who direct and coordinate affairs of the schools in the Yendi community. The teachers were in the majority in the Yendi area. All these positions obviously are necessary to receive professional training in the furtherance of the quality education in the Yendi community.

Perception of teachers towards CPD in schools

Concerning the perception of teachers towards CPD in schools the various responses indicated that CPD; is a waste of time to teachers, has no benefits for teachers,

is too routine, is simply a formality, New teachers need to improve and opens new teachers to the profession. As shown in Table 4.1, it can be read that 4(20%) strongly perceive that CPD is a waste of time to teachers. In this decision 3(15%) respondents also agree to same despite the disagreement of 6(30%) respondents and 7(35%) respondents who strongly disagree. From the analysis it can be deduced that though most respondents believe that CPD constitutes a waste of time to teachers but majority responses oppose this decision. To this extent it can be inferred that CPD constitutes a programme necessary to do teachers well and not to waste the time to teachers. It is in this direction that Desimone (2002) considers CPD not a time waster rather an essential mechanism for deepening teachers' content knowledge and developing their teaching content knowledge and developing their teaching practices.

Also, in response to whether CPD has no benefits for teachers or not there arise a two schools of ideas, a part has it that CPD has no benefits for teachers representing the response of 2(10%) respondents who strongly agree while 4(20%) also agree to same. In a differing response 6(30%) disagree while 8(40%) also strongly disagree to the fact CPD has no benefits for teachers. The foregoing brings to light the fact that a minority of the respondents believe CPD has no benefits for teachers but majority disagree on the contrary. The majority views confirms what Steyn, and Vanniekerk, (2002) states that CPD is a continuing development program that focuses on the whole range of knowledge and skill and required to educate learners effectively. That is to suggest that the participation of teachers in CPD is in order to better equip them as teachers to impart after.

From the perception of 3(15%) respondents, they strongly agree that CPD is too routine. This response is what 5(25%) respondents also agree to. However, from the perspective of 7(35%) respondents who represent the majority, they disagree to the fact that CPD is routine just as 5(25%) respondents also strongly disagree to same response. Per the analysis, it can be deduced that, majority of the respondents perceive that CPD is not too routine. Upon this, it can be suggested in accordance with Guskey (2000) argues that professional development for teachers needs to provide them the opportunity to get regular feedbacks on the changes made to their teaching practice hence CPD must be routine and spontaneous. It will therefore be in place to posit that, this will change teaching practice compared to professional development programmes conducted in the forms of large group presentations, training programmes, workshops and seminars (Guskey, 2000).

As part of the perception of teachers regarding CPD in schools 9(45%) respondents strongly agree while 11(55%) also agree that new teachers need CPD to improve. This believably makes CPD an indispensable training approach in this way. The analysis indicates a unanimous agreement shown by the respondents. This ostensibly points to the fact that new teachers need CPD to improve. This outcome of responses purposefully agrees with what Hargreaves and Goodson (1996) posits that professional learning for teachers will enrich their knowledge base, improve their teaching practice, and enhance their self-efficacy and commitment to quality service

From Table 4.1, it can be read that as part of the perception of teachers concerning CPD 12(60%) respondents denoting the majority strongly agree while 8(40%) also agree that CPD opens new teachers to the profession. Based on the undisputed

agreement of the respondents, it can be inferred that CPD cannot be underrated because from David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession. In this direction, Birman (2000) explains that professional development will help incorporate active learning for teachers and includes opportunities to observe and be observed teaching; to plan classroom implementation, such as practicing in simulated conditions, and developing lesson plans; to review student works; and to present, lead and write and lead a discussion. In all these, Borko (2004) argue that it enables teachers to have “rich and flexible knowledge for teaching. From the analysis, it can be suggested that, teachers stand that chance of acquiring professional development necessary to empower them to adapt to their teaching practices.

Table 4.1: Perception of teachers

Perception of teachers	SA	A	D	SD
	Freq (%)	Freq (%)	Freq (%)	Freq (%)
CPD is a waste of time to teachers	4(20%)	3(15%)	6(30%)	7(35%)
CPD has no benefits for teachers	2(10%)	4(20%)	6(30%)	8(40%)
CPD is too routine	3(15%)	5(25%)	7(35%)	5(25%)
New teachers need CPD to improve	9(45%)	11(55%)	0(0%)	0(0%)
CPD opens new teachers to the profession	12(60%)	8(40%)	0(0%)	0(0%)

Source: Field Survey, 2015

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Impact of CPD to individual teachers in schools

As regards the impact of CPD to individual teachers in schools, the following indicate the differences in responses espoused and shown in Table 4.2.1. Thus; teachers

are able to adapt to different school or classroom situations, CPD changes teachers' knowledge and practice, provides opportunities for teachers to explore new roles, CPD helps to refine teaching practice and broaden teachers experience and enhances teachers' effectiveness with students. As shown in Table 4.2 it can be read that 6(30%) respondents strongly agree while 10(50%) respondents also agree that CPD enables teachers to adapt to different school or classroom situations. On the contrary 4(20%) respondents disagree to the foregoing responses. Based on the responses, it can be observed that, CPD is inevitable because teachers develop ability to adapt to different school or classroom situations. This is to put forward that teachers' professional development that involves collective participation, is believed to be able to sustain the changes made to their teaching practice. This is because they are more likely to have more opportunity to discuss the concepts, skills and problems arise during their professional development experiences (Garet et al., 2001).

From the standpoint of 7(35%) respondents, they strongly agree that CPD changes teachers' knowledge and practice in the same way as 9(45%) respondents also agree though 4(20%) disagree. From the analysis, it can be construed that, the impact of CPD is inestimable because majority of the respondents hold that view. This according to Bubb and Earely (2007) would serve the purpose of building a firm foundation for the future professional and career development of individual teachers. In this way, it can be suggested that, avoiding CPD programmes is denying teachers the right footing for building progressive knowledge and teaching experiences.

As read from Table 4.2, it can be interpreted that 12(60%) respondents constituting the majority strongly agree whereas 8(40%) also agree that CPD has the

ability to provide the opportunities for teachers to explore new roles. This response represents an undivided one that indicates that all the respondents have no reservations regarding the relevance of CPD. The relevance of this unanimity aligns to what Grandy (1994) posits that teachers by CPD increase their individual practices, student learning outcomes, commitment to work, cooperative work place and effective school leadership. Based on this, it can be put forward that teachers get improvement as and when they are exposed to different roles. This eventually will impact on existing teaching and learning situations and provide potential to impact school change. Moreover, pertaining to the impact of CPD to individual teachers in schools, 15(75%) respondents strongly agree while 5(25%) also agree that CPD is impactful hence cannot be underestimated. From the analysis, it can be realised that, the responses affirm the relevance of CPD arrangements for teachers without any contrary responses. This makes it clear that programme such as CPD is needful according to Steyn & van Niekerk, (2002) because it is aimed at developing teachers and educational leaders in order for them to become better equipped both personally and professionally.

Again, in response to the determination of the impact of CPD to individual teachers in schools 7(35%) respondents strongly agree whereas 8(40%) also agree that CPD has the ability to enhance teachers effectiveness with students. On the contrary 2(10%) respondents disagree while 3(15%) respondents also strongly disagree to the foregoing. The outcome responses make manifest the relevance of CPD based on the majority responses. It can therefore be concluded that CPD is of essence in developing teachers' effectiveness with students. In line with this, Bolam (2002) puts forward that, CPD contributes to the continuing process of education, learning, training, and supporting

activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs.

Table 4.2: Impact of CPD to individual teachers in schools

Impact of CPD to individual teachers in schools	SA	A	D	SD
Teachers are able to adapt to different school or classroom situations	6(30%)	10(50%)	4(20%)	0(0%)
CPD Changes teachers' knowledge and practice	7(35%)	9(45%)	4(40%)	0(0%)
Provides opportunities for teachers to explore new roles	12(0.6)	8(0.4)	0(0)	0(0%)
CPD helps to refine teaching practice and broaden teachers experience	15(75%)	5(25%)	0(0%)	0(0%)
Enhances teachers effectiveness with students	7(35%)	8(40%)	2(10%)	3(15%)

Source: Field Survey, 2015

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Problems associated with continuous professional development

In determination of the problems associated with continuous professional development, the range of responses in diversity is illustrated in Table 4.3. They are indicated as follows; lack of trained facilitators, time constraints of teachers, poor creation of awareness about CPD, teachers are not motivated to solve problems, the magnitude of CPD task frustrate teachers, lack of guideline on what should be done in CPD, poor commitment and resistance against CPD, poor leadership and supervision and financial constraints. From Table 4.3, it can be read that lack of trained facilitators constitutes a strong concern of 7(35%) respondents while 6(30%) respondents also agree that lack of trained facilitators denote a major challenge to CPD. In a differing response 5(25%) respondents disagree just as 2(10%) also strongly disagree. From the analysis, it can be supposed that, though lack of trained facilitators represents a major challenge to CPD but

keenly contested by a simple minority that believe otherwise. Based on the study outcome, it will not be out of order to suggest that teachers are more likely not to benefit from good training, books, teaching methodologies and updates.

Time constraints of teachers as indicated in Table 4.3, points out that, 8(40%) respondents strongly agree to the fact that time is a factor that constraints CPD. In this direction 7(35%) respondents also agree notwithstanding the disagreement of 2(10%) respondents and the 3(15%) respondents who also strongly disagree. Deducing from the responses it can be observed that, time is of an essence in determining the progress of any CPD therefore it will not be improbable to be suggest that, teachers are likely to lose the requisite knowledge about the purpose of their profession. As demonstrated in Table 4.3 it can be read that 6(30%) respondents strongly agree that poor creation of awareness pose a challenge to CPD programmes. This according to 9(45%) respondents they also agree to the fact that lack of awareness frustrates CPD programmes aside the disagreements of 5(25%) respondents. from the analysis it can be realised that, lack of awareness creations militates against the smooth running of CPDs because majority of the respondents agree to it. It can therefore be implied that, CPDs are likely not to be benefit the masses of teachers because they are bound not to attend in their numbers.

Again, on the issue of teachers not motivated to solve problems, 7(35%) respondents strongly agree while 8(40%) also affirm in agreement that motivation of teachers is a challenge though 5(25%) respondents disagree. It can be deduced that motivation is of significance because it possibly drives teachers towards self-improvement. In line with this Leithwood et al. (1999) observed that that the most important factor that affects teachers' motivation and commitment to undergo

professional development programmes is the integration of their personal goals and school goals. This gives teachers the more reasons to continuously seek opportunities to improve their practice. This is to suggest that as long as teachers can perceive that CPD programmes serve them no purpose, it can de-motivate them thereby causing resistance.

The magnitude of CPD task frustrate teachers is strongly agreed to by 6(30%) respondents as a challenge to CPD while 8(40%) respondents representing the majority also agree. But, 4(20%) respondents disagree while 2(10%) respondents also strongly disagree to the idea that the magnitude of CPD task frustrates teachers. It can be understood base on the analysis that, though Fine (1992), argues that the magnitude of CPD task frustrate teachers and discourage them to dilemmas. From Table 4.3, it can read that though lack of guideline on what should be done in CPD constitutes a problem as espoused by 4(20%) respondents who strongly agree and 5(25%) respondents who also agree. On the other hand 6(30%) respondents disagree while 5(25%) strongly disagree. The analysis makes apparent that majority of the respondents do not agree to the fact lack of guidelines signify a challenge in CPD.

Poor commitment and resistance against CPD is strongly agreed to by 5(25%) respondents while 7(35%) respondents also agree as problem to CPD. Contrary, to this 3(15%) respondents disagree same way 5(25%) respondents also strongly disagree. despite the disagreement, majority believe that the lack of commitment and resistance leads to a problem that affects CPDs. It can as result be maintained that, in as much as poor commitment and resistance against CPD is challenge to CPD, it hidens teachers from active involvement in the process of school based CPD.

Table 4.3: Problems associated with continuous professional development

Problems in continuous professional develop	SA	A	D	SD
	Freq (%)	Freq (%)	Freq (%)	Freq (%)
Lack of trained facilitators	7(35%)	6(30%)	5(25%)	2(10%)
Time constraints of teachers	8(40%)	7(35%)	2(10%)	3(15%)
Poor creation of awareness about CPD	6(30%)	9(45%)	5(25%)	0(0%)
Teachers are not motivated to solve problems	7(35%)	8(40%)	5(30%)	0(0%)
Lack of guideline on what should be done in CPD	4(20%)	5(25%)	6(30%)	5(25%)
The magnitude of CPD task frustrate teachers	6(30%)	8(40%)	4(20%)	2(10%)
Poor commitment and resistance against CPD	5(25%)	7(35%)	3(15%)	5(25%)
Poor Leadership and Supervision	7(35%)	6(30%)	4(20%)	3(15%)
Financial Constraints	8(40%)	10(50%)	2(10%)	0(0%)

Source: Field Survey, 2015

Key: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Poor leadership and supervision is strongly agreed to by 7(35%) respondents as a problem to CPD just as 6(30%) respondents also agree. In a dissimilar response 4(20%) disagree while 3(15%) also strongly disagree. From the analysis, it cannot be holistically said that poor leadership and supervision forms a challenge to CPD because a significant percent of respondents disagree irrespective of the fact that, most respondents agree. As part of the perceived problems associated with CPD, it can be read that 8(40%) strongly agree at the same time as 10(50%) also agree that financial issues constraints CPDs though 2(10%) respondents disagree. From analysis based on the majority citation makes it clear that finances pose challenge to CPD. It is in this way that Mohammed (2006) observed that limited resources hinder the effective implementation of CPD. This is simply because all CPD program need a certain amount of monetary and material inputs to run. It stands to reason that, without financial resources, CPD program cannot run because these programs need financial resources for logistical purposes. These may

include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program.

Analysis of Interview with Headteachers

The study discovered the following results using the underlisted structured interview questions. Few questions were permitted to be asked because of time constraints on the side of the respondents.

1. How do you reconcile CPD to teachers' job satisfaction?
2. How do teachers cope with demands in teaching?
3. Would you say CPD is relevant to the quality of education in your community?

Asked how headteachers reconcile CPD to teachers' job satisfaction, it was made known that since teachers are the very tools of knowledge impartation, they would need to be motivated by way of giving them free study materials, transportation fees and feeding on each CPD. It was also suggested that, to bring about teachers' satisfaction, constant training will be necessary to keep teachers abreast of events, dynamics and trends in teaching. Moreover, it was emphasised that regular assessment of the teachers' way of teaching and practices will help keep them on track, review their ways and learn. By this supervision become the prominent suggestion made as antidote to misconducts, absenteeism, laziness and lateness to school among other miscreant conduct of teachers. From the perspective of the headteachers doing these things will help teachers develop good attitude and passion for the profession and by this way best results and satisfaction will be obtained.

On the question of how teachers cope with demands in teaching, it was discovered that they were handicapped of teaching and learning materials appropriate to explain things to students. This was because the education unit often fails to provide them. According to the respondents such makes it burdensome for the teachers to teach. In view of this, most teachers are made to always improvise which to an extent waning the interest of some teachers. The lack of regular training for the teachers according to the headteachers, also contribute to the lack of experience of some teachers. It is for this reason they advised training should be organized intermittently.

“Would you say CPD is relevant to the quality of education in your community?” was a question posed and the responses indicated a concern on the part of the headteachers. Almost all the headteachers reiterated that, CPD serve as refreshment for teachers being in an ever changing world where sophistication is the order of the day. And also, for the fact that most teachers had left school for many years they needed new ideas to keep them academically refreshed and empowered. By this, the headteachers believed their teachers will be able to teach with dynamism and confidence to give of their best.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study generally researched into teachers' attitude toward continuous professional development. The study however sought to specifically examine the perception of teachers towards CPD in schools, determine the positive impact of CPD to individual teachers in schools and identify the main problems associated continuous professional development. A case study approach was chosen as it allows in-depth investigation of the teachers' perceptions of the impact of professional development programmes on their practice. The study used a sample size of 50 respondents and adopted purposeful sampling technique in drawing out the respondents for the study. The study made use of both the questionnaire and interview as the instruments for data collection in this case.

Key Findings

1. In determining the attitude of teachers towards CPD in schools the various responses indicated that CPD; is a waste of time to teachers, has no benefits for teachers, is too routine, is simply a formality.
2. A regards the impact of CPD to individual teachers in schools, it was found that; teachers are able to adapt to different school or classroom situations, CPD changes teachers' knowledge and practice, provides opportunities for teachers to explore new roles, CPD helps to refine teaching practice and broaden teachers experience and enhances teachers' effectiveness with students.

3. In investigation of the problems associated with continuous professional development, the range of responses in diversity identified are that there is; lack of trained facilitators, time constraints of teachers, poor creation of awareness about CPD, teachers are not motivated to solve problems, the magnitude of CPD task frustrate teachers, lack of guideline on what should be done in CPD, poor commitment and resistance against CPD, poor leadership and supervision and financial constraints.

Conclusion

It is clear from the study outcomes that teachers have various perceptions about CPD amidst the fact that it is a waste of time and possibly of no benefits for teachers because it is a formality though on flip side CPD is not a time waster rather an essential mechanism for enlightening teachers' and developing their teaching practices, confidence and dynamism. The study proved that, CPD is inevitable because teachers develop ability to adapt to different school or classroom situations. Upon this it can be concluded that, the impact of CPD is inestimable.

This is to put forward that teachers' professional development that involves collective participation, is believed to be able to sustain the changes made to their teaching practice. That is to conclude that teachers get improvement as and when they are exposed to different roles because it will eventually impact on their existing teaching and learning situations and provide potential to impact school change. Therefore, avoiding CPD programmes is denying teachers the right footing for building progressive knowledge and teaching experiences.

However, CPD faces some challenges prominent is the lack of trained facilitators. Based on the study outcome, it can be put forward that teachers are more likely not to benefit from good training, books, teaching methodologies and updates when goods facilitators are not had.

Recommendation

The following are made as recommendations to the study based on the findings of the study.

1. First, the perception of teachers on CPD should be adequately controlled to be devoid of negative and any unproductive opinions that CPD is a waste of time to teachers and no benefits
2. Secondly, new teachers particularly will need CPD to improve their knowledge base, teaching practice, and enhance their self-efficacy and commitment to quality service.
3. Thirdly, with the right facilitators teachers will receive good directions, advices, strategies and recommendations that will train them for effectual service. It is also recommended that good laid down guidelines be set to direct the course of CPD.
4. Fourthly, because time is of an essence in determining the progress of any CPD, adequate time should be devoted to train teachers to gain the requisite knowledge about the purpose of their profession. It is recommended that, CPD should be organised progressively to keep teachers updated of teaching practices. Furthermore, there should be the creation of awareness about CPD. Ample announcements, motivation, and notices on CPD should be done to create some alertness or consciousness in the teachers and possibly the facilitators. Again the

issue of financial constraints should be addressed. CPD program need a good sums of money and material inputs to operate because without financial resources, CPD program cannot run.



REFERENCES

- Anderson, J (2001). The content and design of in-service teacher education and development. Paper presented at the National Teacher Education Policy Conference. Midrand: Decision and Sciences Excellence.
- Ball, D., & Cohen, D. (1999). *Toward a practice-based theory of professional education. Teaching as the Learning Profession*. San Francisco: Jossey-Bass.
- Barber, C. B., Dobkin, D. P., & Huhdanpaa, H. (1996). The quick hull algorithm for convex hulls. *ACM Transactions on Mathematical Software (TOMS)*, 22(4), 469-483.
- Bell, L (1994). Approaches to the professional development of lecturers. In: L Bell, C Day (Eds.): *Managing the professional development of lecturers*. Milton Keynes: Open University Press.
- Berg, B. (2004). *Qualitative research methods in social sciences* (5th ed.). Boston MA: Pearson Inc.
- Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational leadership*, 57(8), 28-33.
- Blandford, S. (2000). *Managing professional development in schools*. London: Routledge.
- Blasé, J., & Blasé, J. (1999). Principals' instructional leadership and teacher development: Teacher perspectives. *Educational Administration Quarterly*, 35(3), 349-378.
- Bolam, R., Dunning, G., & Karstanje, P. (ed) (2000). *New headteachers in new Europe*. New, Waxman Verlags.

- Borko, H. (2004). Professional development and teacher learning: *Mapping the terrain. Educational Researcher*, 33(8), 3-15.
- Boyle, B., While, D., & Boyle, T. (2004). A longitudinal study of teacher change: what makes professional development effective? *Curriculum Journal*, 15(1), 45-68.
- Bredeson, P. V. (2000). The School Principal's Role in Teacher Professional Development. *Journal of In-service Education*, 26(2), 385-401
- Bryman, A. (2008). Of methods and methodology. *Qualitative Research in Organizations and Management: An International Journal*, 3(2), 159-168.
- Bubb, S., & Earley, P. (2004). Making it happen- how schools bring about professional learning. Paper presented at an American Educational Research Association, San Francisco; University of London: April 7-11, 2006.
- Buczynski, S., & Hansen, C. B. (2010). Impact of professional development on teacher practice: Uncovering connections. *Teaching and Teacher Education*, 26(3), 599-607.
- Buehl, M. M. (2008). What do teachers believe? Developing a framework for examining beliefs about teachers' knowledge and ability. *Contemporary Educational Psychology*, 33(2), 134-176.
- Bush, T. (1998). *The national professional qualification for headship: the key to effective school leadership? school leadership & management*. New York, NY: Pearson Prentice.
- Campy, R. M. (2000). Gender and muscle differences in EMG amplitude and median frequency, and variability during maximal voluntary contractions of the

- quadriceps femoris. *Journal of Electromyography and Kinesiology*, 10(3), 189-196.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and teacher education*, 18(8), 947-967.
- Claxton, K., & Posnett, J. (1996). An economic approach to clinical trial design and research priority-setting. *Health economics*, 5(6), 513-524.
- Coburn, C. E. (2001). Collective sense making about reading: How teachers mediate reading policy in their professional communities. *Educational evaluation and policy analysis*, 23(2), 145-170.
- Coetzer, I.A, (2001). A survey and appraisal of outcomes-based education (OB E) in South Africa with reference to progressive education in America. *Educare*, 30, 73-93.
- Collinson V (2000). Staff development by any other name: changing words or changing? *The Education Forum*, 64, 124-132.
- Corcoran, T. B. (1995). *Helping teachers teach well: Transforming professional development*. Philadelphia, PA: CPRE Policy Briefs
- Cordingley, L., Hider, S., Hadfield, J., & Scherpbier, A. (2004). Evaluation of self-directed clinical education: Validation of an instrument. *Medical Education*, 38(6), 670-678.
- Craft, S., & Watson, G. S. (2004). Insulin and neurodegenerative disease: shared and specific mechanisms. *The Lancet Neurology*, 3(3), 169-178.

- Curtis, A., & Cheng, L. (2001). Teachers' self-evaluation of knowledge, skills and personality characteristics needed to manage change. *Asia-Pacific Journal of Teacher Education*, 29(2), 139-152.
- Daines, J. (1993). *Adult learning, adult teaching*. Washington, DC: U.S. Patent and Trademark Office
- Dajer, S. (2001). *Learning and Teaching: A strategy for professional Development* (the Gree Paper). London: HMSO.
- Dalton, R. J. (2013). *Citizen politics: Public opinion and political parties in advanced industrial democracies*. Washington, DC: CQ Press.
- Darling-Hammond, L. (1997). *The Right to Learn: A Blueprint for Creating Schools That Work*. San Francisco, CA Sansome Street, Jossey-Bass, Inc., Publishers,
- Day, C. (1999). *Developing teachers: The challenge of lifelong learning*. London: Falmer Press.
- Day, C., & J. Sachs (2004). *International handbook on the continuing professional development of teachers*. London: Open University Press.
- Dean, R. G., Healy, T. R., & Dommerholt, A. P. (1991). A “blind-folded” test of equilibrium beach profile concepts with New Zealand data. *Marine Geology*, 109(3), 253-266.
- Desalegn, D., Wogi, A., & Daba, S. (2010). The synergy between TB and HIV co-infection on perceived stigma in Ethiopia. *BMC research notes*, 3(1), 249.
- Desimone, L., Day, C. M., Porter, A. C., Garet, M. S. Kwangsuk Yoon, K. S. & Birman, B. F. (2002). Effects of professional development on teachers instruction. Results

- from a three year longitudinal student Educational Evaluation and police Analysis: *American Educational Research Association*, 24(2), 81-112
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Towards better conceptualization and measures. *Educational Researcher*, 38(3), 181-199.
- Dillon-Peterson, B. (1986). Trusting Teachers to what is good for them. In K. K. Zumwalt (Ed.), *Improving Teaching* (pp.29-36). Alexandria: ASCD.
- Erasmus, M., & Westhuizen, P. C. (1994). *Guidelines for the Professional Development of School Principals by Means of a Mentoring System in a Developing Country. Paper presented at the International Inter-visitation Programme* (8th, Buffalo, NY, May 22-27, 1994).
- Evans, L. (2002). What is teacher development? *Oxford Review of Education*, 28, (1), 123-137.
- Feiman-Nemser, S. (2001). Helping novices learn to teach lessons from an exemplary support teacher. *Journal of teacher education*, 52(1), 17-30.
- Fine, M. (1992). *Disruptive voices: The possibilities of feminist research*. Thousand Oaks, California: Sage.
- Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19(6), 643-658.
- Fraser, C. Kennedy, A., Reid, L., & Mckinney, S. (2007). Teachers continuing professional development, contested concepts, understandings and Models *Professional Development in Education*, 33(2), 153-169

- Fullan, M & Hargreaves, A. (1990). *Teacher development and educational change*. London: The Falmer Press.
- Fullan, M., & Mascal, B. (2000). *Human resource issues in education: A literature review*. New Zealand: Ministry of Education Research Division.. *Ontario Institute for Studies*
- Galabawa, J. C. J. (2001). Advocacy, mobilization and partnership for education and literacy for all in Tanzania: Moving from Rhetoric to reality. *Papers in Education and Development, 21*, 1-13.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Kwang Suk, Y. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*(4), 915-945.
- Garrett, V., & Bowles, C. (1997). Teaching as a profession: The role of professional development. In H. Tomlinson, (Ed.), *Managing continuing professional development in schools* (pp. 27-39). London: Paul Chapman Publishing.
- Geijsel, F. P., Slegers, P. J., Stoel, R. D., & Krüger, M. L. (2009). The effect of teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools. *The Elementary School Journal, 109*(4), 406-427.
- Geijsel, F. P., Slegers, P. J., Stoel, R. D., & Krüger, M. L. (2001). The effect of teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools. *The Elementary School Journal, 109*(4), 406-427.

- Gray, S. (2005). *An enquiry into continuing professional Development for teachers*.
London: Emcee Fair brain foundation
- Grossman, G. M., & Krueger, A. B. (1994). Economic growth and the environment (No. w4634). National Bureau of Economic Research.
- Grundy, S., & Robison, J. (2004). Teacher professional development: Themes and trends in the recent Australian experience. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 146-166).
London: Open University Press.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, California: Corwin Press.
- Guskey, T., & sparks, D. (2002). *Linking professional development to improvements in student learning, Paper presented at the American Educational Research Association*. New Orleans, LA: Teachers College Press
- Hagger, H., & McIntyre, D. (2006). *Learning teaching from teachers: Realising the potential of school-based teacher education*. UK: McGraw-Hill Education.
- Hammond, A. (2002). Serving the world's poor, profitably. *Harvard Business Review*, 80(9), 48-59.
- Hargreaves, A., & Goodson, I. F. (Eds.). (1996). *Teachers' professional lives: Aspirations and actualities*. London: Falmer Press.
- Harris, J. R. (2011). *The nurture assumption: Why children turn out the way they do*. New York City: Simon and Schuster Inc.

- Heysteketal, A. (2008). *Practices and challenges of school based continuous professional development in secondary schools of kemashi zone*. (Doctoral dissertation) Jimma University, Ethiopia.
- Hopkins, E. (2005). Learning, information, and sorting in market entry games: theory and evidence. *Games and Economic behavior*, 51(1), 31-62.
- Kalinauckas, P. (1995). *Coaching for CPD. Continuing professional development perspectives on CPD in practice*. London: Kogan Page.
- Keiny, S. (1994). Constructivism and teachers' professional development. *Teaching and Teacher Education*, 10(2), 157-167.
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and teacher education*, 19(2), 149-170.
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research*. UK: McGraw-Hill Education.
- Lashway, L. (2002). *Developing instructional leaders*. Washington, DC: Education Resources Information Center (ERIC) Inc.
- Leithwood, K. (1998). From organizational learning to professional learning communities. *Organizational Learning in Schools*, 1, 275-285.
- Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*. UK: McGraw-Hill Education Publication
- Leu, E. (2005). *The role of Teachers school and communities in quality education*: Washington, DC: USAID.

- Lieberman, A., & Wood, D. R. (2002). From network learning to classroom teaching. *Journal of Educational Change*, 3(4), 315-337.
- Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational evaluation and policy analysis*, 15(2), 129-151.
- Madden, C. A., & Mitchell, V. A. (1993). *Professions, standards and competence: a survey of continuing education for the professions*. Bristol University, Department of Continuing Education.
- McBride, J. (1996). Professional development: Practice as text, reflection as process, and self as locus. *Australian Journal of Education*, 40(3), 265-283.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education. Revised and expanded from case study research in education*. San Francisco, CA.: Jossey-Bass Publishers.
- MoE (1994). *New education and training policy*. Addis Ababa: EMPDA
- MoE (2005). Presentation of Education sector Development Program (ESDP). ESDPIII (2005 6 to 2010/11). Addis Ababa: Ministry of Education.
- MoE (2008). Review of the Ethiopian Education and training policy and its Implementation. Addis Ababa: Executive Summary.
- MoE(2009). *Continuous professional Development for primary and secondary school Teachers, leaders and supervisors in Ethiopia framework*. Ethiopia: Ministry of Education.
- Mohammed, A. M. (2006). *Creating opportunities for continuing professional Development of teachers*. The National Teachers' institute experience lead Paper

presented at the 1st National conference of the Faculty of Education. Nigeria:
University of Abusa.

Mosha, H. J. (2006). *Capacity of school management for Teacher Professional Development in Tanzania. Address. Delivered at a workshop on the Role of universities in promoting basic education in Tanzania, held at the Millennium Towers Hotel.* Tanzania: Dares Salaam.

Mugenda, O. M. Mugenda. AG (2003). *Research methods, qualitative and quantitative approaches.* Nairobi: Acts Press.

Muijs, D., Day, D., Harris A., & Lindsay, G. (2004). Evaluating CPD: An overview. In: Day B. & Sachs J. (Eds.). *International handbook on the continuing professional development of teachers.* Berkshire: McGraw-Hill Education.

Mundry, S. (2005). Changing Perspectives in Professional Development. *Science Educator*, 14(1), 9-15.

Murchan, D., Loxley, A., & Johnston, K. (2009). Teacher learning and policy intention: Selected findings from an evaluation of a large-scale programme of professional development in the Republic of Ireland. *European Journal of Teacher Education*, 32(4), 455-471.

OECD. (2009). Development Centre Studies Policy Ownership and Aid Conditionality in the Light of the Financial Crisis: A Critical Review. OECD Publishing.

Opfer, J. E. (2010). How 15 hundred is like 15 cherries: Effect of progressive alignment on representational changes in numerical cognition. *Child Development*, 81(6), 1768-1786.

- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage
- Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal*, 44(4), 921-958.
- Powell, A. B., Francisco, J. M., & Maher, C. A. (2003). An analytical model for studying the development of learners' mathematical ideas and reasoning using videotape data. *The Journal of Mathematical behavior*, 22(4), 405-435.
- Powell, E., Furey, S., Scott-Evans, A., & Terrell, I. (2003). Teachers' perceptions of the impact of CPD: An institutional case study. *Journal of in-service education*, 29(3), 389-404.
- Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning?. *Educational researcher*, 4-15.
- Richardson, V. (2001). Preservice teachers' beliefs. Teacher beliefs and classroom performance: *The Impact of Teacher Education*, 6, 1-22.
- Rowland, G., & Adams, A. (1999). Systems Thinking in Instructional Design. In J. van den Akker (Ed.), *Design approaches and tools in education and training* (pp.29-44). Boston: Kluwer Academic Publisher.
- Schumacher, S. (2006). *Research in education evidence-based inquiry*. India: Pearson Education.
- Schwill, D, Leu, E. (2005). *The role of Teachers school and communities in quality education*. Washington, DC: USAID.

- Smylie, M. A. (1995). New perspectives on teacher leadership. *The Elementary School Journal*, 2, 3-7.
- Southworth, J. (2004). From pattern to process: landscape fragmentation and the analysis of land use/land cover change. *Agriculture, Ecosystems & Environment*, 101(2), 111-115.
- Sparks, D. (2002). *Designing Powerful Professional Development for Teachers and Principals*. Oxford: National Staff Development Council.
- Starkey, K., & Tempest, S. (2009). The winter of our discontent: The design challenge for business schools. *Academy of Management Learning & Education*, 8(4), 576-586.
- Steyn G. M., & Van Niekerk E. J. (2002). *Human Resource management in education*. University of South Africa: UNISA Press
- Stroud, J. R. (2005). A simulation approach to dynamic portfolio choice with an application to learning about return predictability. *Review of Financial Studies*, 18(3), 831-873.
- Taylor, W. (1995). The universities and in-service education. *British Journal of In-service Education and Training*, 1, 1-5.
- Thomas, M. (1996). An inquiry into prisons and academic to the professoriate and continuing teacher educators researchers on personal induction. University Press of America.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration (BES)*. Wellington: Ministry of Education.

- Toole, J. C., & Louis, K. S. (2002). The role of professional learning communities in international education. *In Second international handbook of educational leadership and administration* (pp. 245-279). Springer Netherlands.
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944-956.
- URT/MoEC (1995). Education and Training Policy. Dar es Salaam.
- Van den Berg, E., & Thijs, A., (2002). Peer coaching as part of a professional development program for science teachers in Botswana. *International Journal of Educational Development, 22*(1), 55-68.
- Verma, G. K., & Mallick, K. (1999). *Researching education: Perspectives and techniques*. United Kingdom: Psychology Press.
- Villegas-Reimers, E. (2003). *Teacher professional Development: An international review of the Literature*. Paris: HEP-UNESCO.
- Wayne, A. J., Yoon, K. S., Zhu, P., Cronen, S., & Garet, M. S. (2008). Experimenting with teacher professional development: Motives and Methods. *Educational Researcher, 37*(8), 469-479.
- Welsh, B. L. (2001). *Social work services in schools* (3rd ed.). Boston: Allyn & Beacon Inc.
- West, M. (1989). *School improvement in an Era of change*. London: Cassell.
- Wideen, M., & Andrews, I. (Eds.). (1987). *Staff development for school improvement: A focus on the teacher*. New York: Falmer Press.

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF EDUCATION-WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION-KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

NOTE TO CONSIDER

Please, this survey is part of the research for master thesis. I respectfully request that you help answer this survey questionnaire concerning the perception of long serving /new teachers towards continuous professional development (CPD) systems. The survey is anonymous and all the information provided will be kept confidential and will not be shared with any other party in any case. I greatly appreciate your help for completing the survey!

1. Gender: a. Male () b. Female ()
2. Age 20-25 () b. 26-31 () c.32-37 () d.42 and above years ()
3. Educational Qualification.
 - a. Cert A () b. Diploma () c. Bachelors Degree () d. Postgraduate () e. Others ()
4. Position.....

PART I: Perception of teachers towards CPD in schools

Statement		SA (1)	A (2)	D (3)	SD (4)
1.	CPD is a waste of time in teachers				
2.	CPD has no benefits for teachers				
3.	CPD is too routine				
4.	CPD is simply a formality				

5.	New teachers need CPD to improve				
6.	CPD opens new teachers to the profession				

KEY: 1. *SA=Strongly Agree*, 2. *A=Agree*, 3. *D=Disagree*, 4. *SD=Strongly Disagree*

PART II: Impact of CPD to individual teachers in schools

Statement: Impact of CPD to individual teachers in schools		SA (1)	A (2)	D (3)	SD (4)
1.	Teachers are able to adapt to different school or classroom situations				
2.	Changes teachers' knowledge and practice				
3.	Provides opportunities for teachers to explore new roles				
4.	CPD helps to refine teaching practice and broaden teachers				
5.	Enhances their effectiveness with students				
6.	It promotes job satisfaction among staff				
7.	Help teachers to cope current demands in teaching				

KEY: 1. *SA=Strongly Agree*, 2. *A=Agree*, 3. *D=Disagree*, 4. *SD=Strongly Disagree*

PART III: Problems associated with continuous professional development

Problems associated with continuous professional development		SA (1)	A (2)	D (3)	SD (4)
1.	Lack of trained facilitator constitutes a challenge				
2.	Time constraints of teachers should be checked				
3.	Poor creation of awareness about the background of CPD				
4.	Teachers are not motivated to solve problems				
5.	Lack of guide line about what should be done in CPD				

6.	Poor commitment and resistance against the implementation of the CPD practices is a challenge				
7	leadership and supervision for professional development is always poor				
8	Finances are constraints to CPD				
9	Professional development has poor duration and time span				
10	The magnitude of CPD task frustrate teachers				

KEY: 1. *SA=Strongly Agree*, 2. *A=Agree*, 3. *D=Disagree*, 4. *SD=Strongly Disagree*

INTERVIEW STRUCTURE

1. How do you reconcile CPD to teachers' job satisfaction?
2. How do teachers cope with demands in teaching?
3. Would you say CPD is relevant to the quality of education in your community?

