Teachers' perception of school based continuous professional development in Zambia

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ABSTRACT

This study aimed to explore teachers' perceptions, practices, and challenges in Zambia school based teacher professional development programs. The survey sample consisted of four primary schools, four school principals, four schools' continuous professional development (CPD) coordinators, one DEBS official, and 198 teachers. The major findings show that there is a positive perception of teachers toward school-based CPD programs. In addition, the results show that even though teachers have positively perceived school-based CPD well, the practice of CPD program implementation is at a low level in secondary schools. Furthermore, the study findings indicated the lack of teachers' support from school management and supervisors and lack of collaboration with teachers and school leaders were among the factors that affected the implementation of the CPD program. The study also shows that teachers with more teaching experience positively perceive the school-based CPD programs, and teachers with degree holders practice more CPD activities than diploma holders.

1. Introduction

Teacher development is a never-ending cycle of teacher learning that begins with basic teacher training and continues throughout a teacher's career in Zambia and throughout the world. Because teaching is a public profession, it puts instructors in the spotlight of society expectations to always enhance learning. This can be accomplished by allowing teachers to continue to evolve in their usage, adaption, and application of their art and skill [1], [2]. As a result, the term Continuing Professional Development (CPD) refers to all of the activities that teachers participate in throughout their careers in order to enhance their profession. Such activities were intended to result in continual teacher learning, a process by which teachers climbed to the level of expert [3]. Professional Development (PD) and Continuous Professional Development (CPD) are words that are sometimes used interchangeably to refer to all forms of formal and informal learning conducted by experienced teachers over the course of their careers [4].

Teachers learn throughout their careers not because they lack knowledge but because there is a clear need for teaching professionals to respond to the needs of a constantly evolving education system and the world at large [5]. Furthermore, because learning is socially located, teacher growth cannot be divorced from professional social experiences [6], that are part of their work context. CPD is often employed at the institutional/school level to improve teaching skills [7]. According to MoGE, literacy is a significant driver for trainee teachers' knowledge, skills, and values [8]. As a result, the syllabus for literacy teaching abilities must be kept up to date to ensure that trainee teachers receive adequate literacy teaching skills [9], [10]. These are the same teachers dispatched to the field to convey or impart literacy knowledge, skills, and values to the learners.

The bad aspect of the curriculum is that literacy has been coupled with the English language, restricting the content to be taught (literacy has fewer periods than the English Language) and leaving the instructor with less understanding on how to conduct literacy courses. Other education disciplines, such as mathematics and physics, stand out because they are taught separately for three years without any combinations. It was evident from the preceding situation that Zambia does not prepare teachers to teach literacy explicitly. The first and only opportunity for trained teachers to improve their literacy abilities is school-based CPD [11]. Zambia has a specific policy in equipping teachers with skills to effectively teach literacy [12], as well as a structure supporting systematic professional development and growth of members of the teaching profession, but it is unclear how effective this system is in providing literacy teaching skills to grade 1-4 teachers, given that Zambia lacks teachers who are specifically trained to teach literacy [13].

According to the Primary Teachers Diploma curriculum, successful teachers of other subjects tend to have a well-developed knowledge foundation in those topics [14]. Such a knowledge base appears to consist of content information, knowledge about children and their learning, and knowledge about how to effectively teach the subject. However, it has yet to be proved that competent literacy teachers are in a comparable position with regard to their subject.' A person who has been trained to teach languages cannot be deemed a literacy instructor because the substance of the two topics differs, as demonstrated by a study conducted by [15]. Thus, according to [16] almost 63 percent of Zambians aged 15 to 24 are literate, putting the country considerably behind its Southern African Development Community neighbors. According to the [16], Zambia's literacy rate was 70.6 percent in 2013, ranking 25th out of 54 African countries and 142 out of 193 countries worldwide.

The discrepancy between the two percentages indicates a drop in literacy skills. This might be due to obsolete instructional methods and insufficient teacher training in literacy teaching abilities, which resulted in low learner performance [17]. Despite the emphasis on school-based teacher development and the considerable developmental activity among teachers [18], their development in literacy skills remains a relatively unexplored field. Therefore, this study aimed to examine the effectiveness of school-based CPD in the provision of literacy skills to primary school teachers to enhance literacy skills and improve the educational standards in Zambia, especially in literacy.

2. Method

This research examined the effectiveness of school-based CPD in the provision of literacy skills to primary school teachers to enhance literacy skills and improving the educational standards in Zambia by employing a sequential explanatory mixed research design in collecting qualitative and quantitative data in order to overcome the weakness in using one method and to achieve a holistic understanding of teacher CPD programs plus the provision of literacy teaching skills. Qualitative data was collected using in-depth interviews, focus group interviews, and observations. Furthermore, quantitative data was collected through closed-ended questions given to the primary school teachers and learners. This included school in-service coordinators, district resource center coordinators, and learners from the Lusaka district in Zambia. Participants of this study consisted of 284 primary school teachers and 4 primary school head teachers, and 4 district resource center coordinators.

In addition, using purposive proportional random sampling, as illustrated in Table 1, school head teachers and district resource center coordinators both at the school and district education board secretariat (DEBS) were selected using purposive sampling due to their small size or manageability. Questionnaire, in-depth- interviews, and document analyses were used as tools for data collection in this study. Thus, one of the instruments was used in this study is self-developed questionnaire. A pilot study of the Questionnaire was carried out at a primary school before conducting the actual research. The overall purpose of the pilot study was to verify the reliability of the questionnaire.

Cronbach's alpha is used to measure the instrument's reliability and the correlation of individual items to the survey total, and it tested as high, with an average of more than 59. As a result, the computed reliability of the instruments was.94,.76,.96, and.93 for items designed to describe teachers' perceptions, practices, and challenges with school-based CPD implementation. As a result, the test confirmed that the instruments were reliable, as statistical literature recommends a test result of.65 (65% reliability) or higher as reliable [19], [20]. Quantitative data analysis approach was used to analyze close-ended questions; whereas, qualitative data analysis approach.

Table 1. Distribution of the target population, the sample and sampling techniques

Types of Respondent	Male	Population Female	Total	Sample Size Male	Female	Total	% of Sample Size	Sampling techniques
Teachers T1)	91	27	118	64	19	83		
T2)	44	36	80	31	25	76	59	Proportional random sampling
T3)	41	19	60	29	13	52		
T4)	17	9	26	12	6	18		
Total	193	91	284	135	63	198		
Principals	3	1	4	3	1	4	100	Purposive sampling
School CPD coordinators	4	0	4	4	0	4	100	Purposive sampling
DEBS coordinator CPD	1	0	1	0	1	1		Purposive sampling

3. Results and Discussion

Overall, before discussing the data related to the basic questions, a summary of the characteristics of the subjects are presented. Three biographical variables were selected based on their potential to influence the results of this research. The biographical variables included: sex, years of teaching experience, and educational qualification. There is gender disparity among the respondents because data revealed gender imbalance among the teacher educators, i.e., 67.5% and 31.5% of males and females. Of the respondents, 14% were between one to ten years of experience as a teacher, about 27% of the teachers served for eleven to twenty years, and 37% served for twenty-one to thirteen, while those served more than thirteen also accounts for 21 %. Regarding educational qualification majority of teachers, which accounts for 84.5%, are first diploma holders, which is kept as the minimum requirement for first cycle primary school (grade one and five). And 14.5% of the respondents are degree holders, which is held as a requirement for second cycle primary school (grade five and seven).

3.1. Teachers' perceptions of school based CPD program

It is worthwhile to explore the relationship between teachers" perceptions and experiences of CPD activities in the real school context because CPD is effective only when teacher's learning occurs in an authentic way through teachers" active engagement, participation and collaboration [20]. This implies teachers" positive perception toward CPD program, will create suitable situation for CPD activities. Data on these issues were collected by means of 11 items and the results are presented below in Table 2, harmonizing with data obtained by open-ended questioners, interview, and document analysis. Regarding the perception of teachers toward school-based CPD, as expressed in Table 2, all respondents rated all items almost similarly and the mean scores of teachers" ranging from 3.51 to 3.82 with the total mean score of 3.56. Thus, both the mean and the grand mean scores of the respondents felled "agree" scales.

This indicates that almost all respondents perceived school-based CPD program positively as it improves their teaching and learning skills, important for updating their previous subject matter knowledge and searching new knowledge, improve their teaching competence, updating and sharing of pedagogical content knowledge between teachers, improve their knowledge and application of teaching strategies and skills, used for continues refine of skills and knowledge, for changes in knowledge, skills, and attitudes of participants, to provide continuous support and follow-up activities, and the belief as teachers become incompetent unless should attend the compulsory developmental program. To sum up, from this data, one can judge as there are positive perceptions of teachers toward school-based CPD program.

Furthermore, the result of calculated independent sample t-test and summary of one-way ANOVA was employed to see if there was a statistical difference among teachers on their CPD perception on the basis of their biographic difference such as gender, years of teaching experience and educational qualification. To begin, participant teachers were compared using mean scores and "t" values for mean comparisons on the basis of their gender difference, as there is a significant gender difference in teachers' perceptions of school-based CPD programs.

Table 2. Frequency, percentage, mean, and grand mean values of perceptions of teachers toward school-based CPD program (N=198)

Items	SA		A		U		D		SD		Mean
	F	%	F	%	F	%	F	%	F	%	
CDP is very important in developing my learning and teaching skills.	36	18.2	87	43.9	33	16.7	28	14.1	14	7.1	3.52
CPD activities are important for updating of previous subject matter knowledge and search for new subject knowledge	43	21.7	80	40.4	45	22.7	18	9.1	12	6.1	3.63
CPD plays an important role in improving my profession al growth	45	22.7	82	41.4	40	20.2	15	7.6	16	8.6	3.63
CPD improves my teaching competence	23	11.6	94	47.5	48	24.2	27	13.6	6	3	3.51
CPD is used to updating and sharing of pedagogical content knowledge	37	18.7	94	47.5	38	19.2	16	8.1	13	6.6	3.64
CPD is used to improve my knowledge and application of teaching strategies and skills	32	16.2	89	44.9	46	23.2	16	8.1	15	7.6	3.54
CPD enable every teacher continues to refine their skills and knowledge	36	18.2	82	41.4	46	23.2	21	10.6	13	6.6	3.54
CPD provides changes in knowledge, skills, and attitudes of participants	45	22.7	76	38.4	50	25.3	15	7.6	12	6.1	3.64
CPD provide continuous support and followup activities	45	22.7	82	41.4	41	20.7	20	10.1	9	4.5	3.83
Teachers found to be incompetent unless should attend compulsory developmental program	35	17.7	76	38.4	54	27.3	21	10.6	12	6.1	3.51
The ultimate goal of CPD is to enhance learner"s lear ning	46	23.2	75	37.9	49	24.7	17	8.6	11	5.8	3.65
G/mean											**3.55**

Mean scores 1.00-1.80= Strongly Disagree (SD), 1.81-2.60=Disagree (D), 2.61 3.40=Undecided (U), 3.41-4.20=Agree (A) and 4.21-5.00=Strongly Agree (SA)

A shown on the Table 3, the mean score for both males and females were 3.54 and 3.62, respectively, ($p < .05$ level (t =-.590, df =196, p=.55). Thus, the result revealed no statistically significant difference in teachers' perceptions of teachers toward school based CPD across their sex in the study area.

Table 3. Mean differences between teachers CPD perception based on their Gender difference (N=198)

Variable		Gender	N	Mean	Std	df.	t-value	P
Teachers CPD	perceptions	Male	135	3.5407	.9749	196	-.590	.55
		Female	63	3.6277	.9472			

Meanwhile, an attempt was made using the mean score and independent-sample t-test to know as there is difference among teachers in terms of their educational qualification on perception toward school based CPD program. As indicated in the Table 4 independent sample t-test results ($p < .05$ level (t = - 1.017, df =196, p=.31)), there was no statistically significant difference in the perceptions of teachers on the basis of their educational qualification towards School based CPD program. Furthermore, analyses were made using summary of one-way ANOVA to find out if there were significant differences in the perception of teachers toward the CPD program regarding their work experience as measured by the number of years they stayed in the profession.

Table 4. Mean differences between teachers CPD perception based on their educational qualification (N=198)

Variable	Level of Education	N	Mean	Std	df.	t-value	P
Teachers CPD perceptions	Diploma	169	3.5395	.9997	196	-1.017	.31
	Degree	29	3.7367	.7188			

The results in Table 5 show no statistically significant difference, but it shows as to some extent differences on teachers" perceptions toward school based CPD programs across the service year. ($p < .05$ level (F (40,157) =1.375, p=.08)). Therefore, a post hoc comparison was conducted to identify the group with a relatively stronger positive perception specifically.

Table 5. Summary of one-way ANOVA among respondents CPD perception on the basis of their years of teaching experience

		Sum of Squares	df	MeanS quare	F	Sig.
Service year	Between Groups	47.899	40	1.197	1.375	0.8
	Within Groups Total	136.784	157	.871		
		184.646	197			

The results are presented in Table 6. As the post hoc comparisons using Tukey HSD test indicated the mean scores of teachers with service year between (1- 10 years) for the items regarding to teachers perception toward school based CPD program (m=3.35, p=.35) felled "undecided" scales is to some extent smaller than the mean scores of the others three groups felled "agree" scales for the items regarding to teachers perception toward school based CPD program (m=3.47, p=3.47), (m=3.75, p =3.48) and m=3.88, P =3.75) respectively. Thus, from this possible to be concluded that teachers with more teaching experience are relatively positive perception towards school based CPD program than from those teachers having fewer teaching experiences.

Table 6. The post hoc comparison of teachers' perception toward scschool-based CPD program across their service year

Years of teaching exp erience	N	Mean	Std. Deviation	Std. Error	Sig.	95% Confidence Interval for	Mean
						Lower Bound	*Upper Bound*
1 to 10 years	28	3.3571	.89720	.16956	3.35	3.0092	3.7050
11 to 20 years	54	3.4781	.99401	.13527	3.47	3.2068	3.7494
21 to 30 years	74	3.7592	.83989	.09763	3.48	3.5646	3.9538
31and above	42	3.8892	1.13793	.17559	3.75	3.6346	3.9638

*The mean difference is significant at the 0.05 level

3.2. Teachers' perceptions of the benefits of school based CPD program

Data on this issue were collected by utilizing the followin13 items and the results are presented below in Table 7. As indicated above, Table 7, deals with the perceptions of teachers on the benefits of school based CPD Program in the teaching and learning process. Regarding item 1 teacher respondents were asked to give their opinion on the extent to which CPD trainings encouraged teachers to implement active learning methods in the class room. Accordingly, only very small number 4(2%), respond strongly agree, 42(21.2%) of respondents respond agree and majority 80(40.4%) of teachers reacted undecided. On the other hand, 58 (29.3.5%), and 18(9.4%) replied disagree and strongly disagree respectively. The mean scores of the item were 2.81 felts "undecided" level. From the data results, possible to be concluded that teachers' have uncertainties on the benefit of school based CPD program for implement active learning methods in the class. This is in contrast with 2009 (MoE) CPD guide line stating CPD made them supervise active learning methods effectively and created cooperation between students. In item 2 of Table 7, the respondents were asked to rate the extent to which CPD helps them to understanding students" diverse needs. Accordingly, 36(18.2%), and 73(36.9%) of teachers rated strongly agree, and agree respectively. On the other hand, of teachers 58(29.3%), 19(6.9%), and 12 (6.1%) replied undecided, disagree and strongly disagree respectively. The mean of the item is 3.61 which are in the range of "agree". From the data it can be said that there is appositive perception of teachers as CPD program activities are helping for understanding students" diverse needs.

In item 3 of the same table, various responses were given regarding the extent to which the CPD activities enabled teachers to manage classroom effectively. According to [21], guideline one of the major goals of school based CPD training program is to improve teachers class room management skill. Therefore, 36 (18.2%) and 72 (36.4%), of respondents responded strongly agree and agree respectively, while 55(27.8) respond undecided. Only the small number which accounts 22 (11.1%), 12 (6.1%) of teachers replied disagree and strongly disagree respectively. The mean score of this item response is 3.51 which are in the scope of "agree". From this result, possible to be concluded that in the study area there is positive perception of teachers as skill they have from CPD enabled them for effective class room management. In Table 7, item 4 states "CPD gave me direction how to implement continuous assessment". In responding to this item only the small number of respondents 12 (6.1%0 and10 (5.1) of the students showed their agreement responding strongly agree and agree respectively whereas the majority 48 (24.2%), 62(31.3) and 66 (33.3) of them expressed their undecided, disagree and strongly disagree respectively.

The mean score of the item is 2.49 which are in the scope of low level that is "disagree". Generally, it is below the average mean, see Table 7. This implies that the implementation of continuous assessment is unsatisfactory in the schools under study. Furthermore, teachers' mean scores on items 5 and 6 stating "CPD improved my commitment to teaching and opportunities for interaction with program participants and other professionals" increase to 3.81 and 3.78, respectively, on a scale of "agree." This explains why teachers have a positive perception of the knowledge and skills they have gained from CPD, as well as the meaningful interaction with program participants and other professionals. Item 7 asserts that "peer evaluation of teachers contributes to team building in schools." Only 9 (4.5 percent) of participants agreed, while 46 (23.3%) disagree and 61 (30.5%) remain undecided. And 71 (35.5%) and 11 (5.5%) of those polled said they disagreed or strongly disagreed. The responses' mean value ranges between "disagree" and "agree." This is "undecided" (2.85), which is lower than the grand mean (3.41).

Table 7. Frequency, percentage, mean and grand mean values of teachers' perceptions on the benefits of school-based CPD Program in the teaching and learning process (N=198)

Items	SA		A		U		D		SD		Mean
	F	%	F	%	F	%	F	%	F	%	
CPD encouraged me to implement active learning methods in the cclassroom	4	2	42	21.2	80	40.4	58	29.3	18	9.1	2.81
CPD helps me to understanding students" diverse needs	36	18.2	73	36.9	58	29.3	19	9.6	12	6.1	3.61
CPD enabled me to manage my classroom effe ctively	36	18.2	72	36.4	55	27.8	22	11.1	12	6.1	3.51
CPD gave me direction how to implement cont inuous assessment	12	6.1	10	5.1	48	24.2	62	31.3	66	33.3	2.49
CPD enhanced teaching.	37	18.7	69	34.8	52	26.3	23	11.6	15	7.6	3.81
CPD enhanced opportunities for interaction with program participants and other professionals	36	18.2	70	35.4	58	29.3	19	9.6	14	7.1	3.78
Peer appraisal of teachers contributes to team building in schools	9	4.5	46	23.2	61	30.5	71	35.5	11	56	2.85
CPD Changed the teaching and learning	32	16.2	73	36.9	51	25.8	30	15.2	10	5.1	3.63
CPD improved teachers	37	18.7	69	35.4	55	27.8	25	12.6	11	5.6	3.97
Fosters collaboration and has motivating features to teachers to fulfill standard s	35	17.7	73	36.5	55	27.8	22	11.1	13	6.6	3.67
Increases teachers" social enhances human relations	2	1	32	16.2	48	24.2	102	51.5	14	7.1	2.52
CPD enable me to increases levels of students achievement	30	15.2	66	33.3	64	32.3	27	13.6	10	5.1	3.73
CPD Enhances knowledge and skills in teaching and knowledge in subject areas, reinforcing previous trainings	32	16.2	66	33.5	60	30.5	28	14.2	10	5.1	3.97
G/mean						**3.4**					

Mean scores 1.00-1.80= Strongly Disagree (SD), 1.81-2.60=Disagree (D), 2.61-3.40=Undecided (U), 3.41-4.20=Agree (A) and 4.21-5.00=Strongly Agree (SA)

Therefore, the result of item 7 analyses implies that considerable numbers of teachers have no positive attitudes as peer appraisal contributed to team building in the school. In line with this idea, [4] have noticed that, if the teachers had no appropriate perception on the Peer appraisal of teachers" contribution to team building in schools they develop negative attitudes for various reasons. For instance, a teacher who preferred to use traditional or passive instructional method of teaching may look shy and uncooperative for peer coaching and peer appraisal. Items 8, 9 and 10 of Table 7, states, CPD Changed the way I think about teaching and learning, CPD improved professional ethics of teachers and fosters collaboration and has motivating features to teachers to fulfill standards. The mean scores of items become 3.63, 3.97 and 3.67 respectively which fell in "agree" scale. This implies that, teachers positively conceive that CPD addressed immediate school and classroom needs and changed the way they think about teaching and learning and cooperation between them. With item 11 of Table 7, which indicates "CPD increases teachers' social status and improves human relations," respondents were asked to provide their opinion on the implementation of CPD actions. As a result, an insignificant number of 2 (1%), 11(13.75%), and 32(16.2%) of respondents responded strongly agree and agree, respectively, while 48 (24.2%) responded undecided. On the other hand, the majority of respondents, 102 (51.5 percent), 14 (7.1 percent), and strongly disagreed, respectively. The item's mean value is 2.52, with a range of "disagree." With item 11 of Table 7, which indicates "CPD increases teachers' social status and improves human relations," respondents were asked to provide their opinion on the implementation of CPD actions. As a result, an insignificant number of 2 (1%), 11(13.75%), and 32(16.2%) of respondents responded strongly agree and agree, respectively, while 48 (24.2%) responded undecided.

On the other hand, the majority of respondents, 102 (51.5 percent), 14 (7.1 percent), and strongly disagreed, respectively. The item's mean value is 2.52, with a range of "disagree." Thus, it can be said that there is negative perceptions of teachers on the concepts CPD increases teacher "s social status and enhance human relations. In contrast with this, [22] and [19] states: understanding of the benefit of CPD may be helpful to facilitate and improve CPD processes and it is also important to teachers" personal lives and career development. As describe in Table 7, items 12 and 13 respondents rated almost similarly with the mean scores of 3.73 and 3.97 lay "agree" scales. This indicates that respondents agreed that CPD enable them to increases levels of student's achievement and enhances knowledge and skills in teaching and knowledge in subject areas, reinforcing previous trainings, which is alike with (MoE,2015) CPD guideline stating CPD enable teachers to improved subject matter, leadership or management knowledge and skills and encouraged them to solve students'/teachers' problems. Finally, to check if there was difference between respondents on their perception toward the benefits of school based CPD program based on their biographic difference such as sex, educational qualification and service year mean score, calculated independent sample t-test mean comparison and summary of one-way ANOVA analysis was conducted and the results was presented in the below tables.

As below in Table 8, illustrated both the mean scores and "t" values for mean comparisons of responses of the groups on the basis of their gender difference expose, mean score for both male and female ranked "agree" and the t-value revealed as there is no statistically significant difference on the perceptions of teachers toward the benefit of school based CPD program in terms of their gender difference in the sample schools (p< .05 level. (t = -.026, df =194, p=0.35)). On the other hand, an effort was made on the Table 8, using mean score and independent sample t-test to know as there is difference among teachers in terms of their educational qualification on their perception toward the benefit of school based CPD program. But as indicated in the above table, the mean score for both qualifications lay "agree" and the t-value indicates as there is no statistically significant difference (p< .5 level. (t = -.475, df =194, p=.63)). Thus, from the above analysis possible to conclude that there is no difference in the perception of teachers toward the benefit of school based CPD in the study area.

3.3. Challenges observed in the implementation of school-based CPD Program

Implementation is the vital phase in any type of CPD activity. [23] indicated that, careful planning, necessarily materials, cooperation among implementers and support obtained from different directions are important factors that need to be considered in implementing CPD program. According to [22] what draws teachers to professional development is their belief that it will broaden their knowledge and skills, contribute to their growth, and improve their effectiveness with students. He also encourages CPD program implementers to consider the process of change for teachers in addition to motivational factors. Regarding factors that affects the effective implementation of CPD program in secondary and preparatory schools, teachers were asked to rate the extent of influence by using five-point scales as „strongly disagree", „disagree", „undecided", „agree" and „strongly agree". Then the calculated average mean for every 15 items were interpreted by using the level of agreement as 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61- 3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree and the results are presented below in Table 8, harmonizing with data obtained by open-ended questioners, interview and document analysis. As indicated in Table 8, all respondents" teachers set almost at similarly rank i.e., agrees, apart from item 13 which is "disagree". As can be seen from the table, the mean scores for items fell "agree" a scale which indicates as respondents agreed on the idea that all of the variables mentioned in the items had higher and higher influences on practices of CPD program in sampled secondary and preparatory schools.

Challenges indicated: lack of appropriate tanning from school CPD coordinator (mean 4.30), absence of motivation (4.04), lack of organized training (4.26), lack of support and follow up (mean 4.15), Adequate budget was not allocate (4.13), absence of skilled experienced supervisor (mean 4.08), absence of coordination b/n teachers and principals (3.99), Shortage of appropriate training time (mean 3.93), unwillingness of teachers (mean 3.91), absence of coordination b/n teachers and principals (3.99), shortage of time for practice (mean 3.86), not much with real demand of teachers (mean 3.83), absence of carrier structure matched with CPD (3.81), poor management of CPD tanning (mean 3.77), less commitment of leaders (3.75) and, lack of awareness of teachers (2.2). Thus, as indicated in the findings of the study, there were different hindering factors of CPD program in the study area. From this it is possible to conclude that the hindering factors made difficulty to implement the CPD program successfully. In general, from the data possible to conclude that the CPD program

was not successfully implemented in the sampled schools but Lack of awareness of teachers is not among factors affecting the effectiveness of the CPD program in the study area.

Table 8. Frequency, percentage, mean and grand mean values of major challenges observed in the implementation of school based teacher professional development program. (N=198)

Items	SA F	%	A F	%	U F	%	D F	%	F	SD %	Mean
Shortage of appropriate training resources	55	27.8	85	42.9	25	12.6	26	13.1	6	3	3.93
Poor management of CPD training time	58	29.3	82	41.4	25	12.6	22	11.1	11	5.6	3.78
Lack of appropriate support from school CPD school coordinators	46	23.3	98	49.5	16	8.1	25	12.6	10	5.1	4.30
Topics do not correspond with real demands of teachers	48	24.2	87	43.9	22	11.1	30	15.2	10	5.1	3.83
Unwillingness of teachers" to implement the CPD program	47	23.7	90	45.5	25	12.6	27	13.6	8	4	3.92
Lack of support and follow school management	48	24.2	95	48	17	8.6	27	13.6	9	4.5	4.16
Absence of skilled and experienced supportive supervisory personnel	47	23.7	92	46.5	24	12.1	21	10.6	12	6.1	4.08
Shortage of time for teachers implement the CPD actions	62	31.3	88	44.4	16	8.1	24	12.1	8	4	3.87
Less committeemen of Leaders	48	24.2	95	48	22	11.1	24	12.1	9	4.5	3.75
Lack of organized training on CPD programs	63	31.8	80	40.8	22	11.1	24	12.1	2	3.5	4.27
Absence of motivation for teachers by the concerned bodies on the actions of CPD	60	30.3	89	44.9	21	10.6	20	10.1	7	3.5	4.04
The absence of career structure with the actions of CPD	44	22.2	89	44.9	25	12.6	31	15.7	8	4	3.81
Adequate budget was not allocated to support CPD activities	61	30.8	93	47	15	7.6	23	11.5	5	2.5	4.13
Absence of coordination teachers and school principals	54	27.3	88	44.4	23	11.6	23	11.6	9	4.5	3.99
Lack of awareness of teachers on CPD activities	12	6.1	11	5.6	44	22.2	75	37.9	56	28.3	2.23
G/mean											**3.98**

Mean scores 1.00-1.80= Strongly Disagree (SD), 1.81-2.60=Disagree (D), 2.61-3.40=Undecided (U), 3.41-4.20=Agree (A) and 4.21-5.00=Strongly Agree (SA)

4. Conclusion

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion). Many educators describe the constructivist approach to learning as a process whereby students work individually to explore, investigate and solve authentic problems and become actively engaged in seeking knowledge and information. This is in contrast to being passive recipients as in the traditional lecturer-centric learning which has its foundation embedded in the behavioral learning theory. Effective implementation of CPD program needs positive perceptions of stakeholders particularly of teachers, because teachers are the key doers to accomplish the intended quality of education through CPD. This clearly requires positive attitude of teachers towards the practice of CPD program. The findings of this research proved as there is good condition in this regard in the study area. There are many different benefits of CPD program listed in the MoE CPD document in teaching and learning process. As shown in the finding, it is possible to conclude that the contribution of school based CPD for the improvement of classroom activities as well as the students" academic achievement was inadequate in the study area. With regard to the perception of teachers towards CPD program, the findings of the study revealed that though they did not practice in the actual classrooms, their attitude seem to be positive. Therefore, it can be concluded that, though teachers did not implement CPD programs, their attitude towards CPD seem to be positive. Thus, from this, one can conclude that the CPD program was not implemented successfully in the sampled schools. There was large number of problems and challenges that affected the normal functioning of CPD program in the sampled schools. Some of these problems are personal, while the others are internal and external to school compounds. Thus, from this study, it is possible to conclude that the hindering factors plays their own big role for unsuccessfully implementation of CPD program in the study area. Lastly, based on the overall results of this research results important to be concluded that even though there was fertile ground (positive perceptions) of teachers towards CPD program in the study area, the result shows that the status of practice/implementation of continuous professional development was not effective as it is intended.

Declarations

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