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Effectiveness of teachers' continuous professional development (CPD) in enhancing learners' achievement in selected primary schools in Abim District

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THE AGA KHAN UNIVERSITY

Institute for Educational Development, Eastern Africa

**EFFECTIVENESS OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT
(CPD) IN ENHANCING LEARNERS' ACHIEVEMENT IN SELECTED PRIMARY
SCHOOLS IN ABIM DISTRICT**

BY: AKECH VENTY OBURA

(568476)

A research project submitted to the Institute for Educational Development, East Africa in partial fulfilment of the requirements for the degree of Master in Education

(Educational Leadership and Management)

Dar es Salaam, Tanzania

December, 2022

APPROVAL

THE AGA KHAN UNIVERSITY
Institute for Educational Development East Africa

Student name: AKECH VENTY OBURA

I hereby give my permission for the research project of the above-named student, for whom I have been acting as supervisor, to proceed to examination.

DR. FORTIDAS BAKUZA

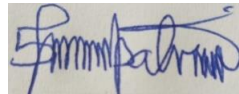


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Date 2/12/2022

The members of the Research Project Evaluation Committee appointed to examine the research project of the above named student find it satisfactory and recommend that it be accepted.

DR. PATRICK OJOK



(Internal Examiner)

Date 13/05/2023

Declaration

I, Akech Venty Obura, solemnly declare that this study is my original work which denotes my own endeavour. It has neither been taken in portion nor in whole without due acknowledgement to whoever or from wherever the information has been got.

Acknowledgements.

I sincerely want to thank the Government of Uganda for sponsoring yet another level in my academic ladder. I am humbled and I promise to do my best as a citizen, parent and a teacher. If there was a better word for appreciation than “thank you”, I would have said it. Nevertheless, I owe my country a lot. Thank you very much.

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Learnt a lot from our stay in AKU courtesy of you all. Thank you very much and may

God keep all of us alive for a very long time. Welcome to Karamoja in Uganda!

In a special way, I want to thank my dear husband Paul Okidi Obita for his relentless moral and financial support to me and our children amidst the various challenges in marriage and in life as a whole. May God continue to bless you for lovingly shouldering all the responsibilities of the family. Finally to my children Jeenas Clint, SanJoy, and Lesley Lonah for being good children and keeping our family in my absence. God bless you all in Jesus’ name.

Dedication

This piece of work is dedicated to my whole family, especially to my father Paulino Obura, my lovely husband Paul Okidi Obita, my children Jeenas, Joy, and Lesley and to all those who are passionate about education and children's wellbeing.

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Abstract

This qualitative study using case study design sought to explore the effectiveness of Teachers' Continuous Professional Development (CPD) in enhancing learners' achievement in primary schools of Abim district in Uganda.

There are numerous CPDs in Abim district whose expected outcome is improved learners' achievement but there is little evidence to authenticate that.

A total sample of thirteen (13) respondents participated. The study used interviews and Focussed Group Discussion as methods of collecting data from sampled participants. Data collected, consisted of information about respondents' understanding of CPD, organisation, implementation, and evaluation.

The participants understood CPDs in many different ways. The study established that most CPDs are organised following set guidelines by the ministry of education and sports. CPDs were also found to be evaluated by simply following teachers to schools and classrooms inform of monitoring and supervision.

Using Creswell's model of data analysis, the overall findings of the study revealed that the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement is minimal and it may be one of the causes of the low achievement of learners in primary schools in the district. The study recommended the creation of a research desk at the district Education office to identify teachers' professional gaps that need CPD and a budget be allocated to cater for the teachers' CPDs in the district. It also recommended that CCTs liaise with head teachers to identify professional gaps among the teachers within their centre so that centre-based or school-based CPDs are organised to meet every teacher at his or her point of need. Lastly it recommended that teachers embrace change that come with the 21st century education system so that they and their learners are not left behind.

CHAPTER ONE: INTRODUCTION

1.0 Introduction to the study

This study was carried out in an attempt to explore the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement. Continuous Professional Development is a major initiative world-wide to help in-service teachers fit into the 21st century education system which is characterise by science and technology and child-centred methodologies of teaching and learning. A number of governments are investing huge resources in teacher CPDs ,yet the issue associated to transfer of skills of the practicing teachers has been a concern globally (KC, 2021).This chapter presents the background and context of the study, the statement of the problem, the purpose, the rationale and the significance of the study, the research questions, and the definition of operational terms.

1.1 Background of the Study

World-wide, the significance of education to distinct and communal success as pointed out by Darling-Hammond (2005) has improved at a spectacular pace as a novel knowledge-based economy has arisen. As a result, the majority of nations have been involved in extensive initiatives of their educational systems, with many concentrating particularly on enhancing teacher education. This is because they understand the importance of preparing proficient teachers who can successfully teach a diverse range of students to high standards for both political and economic survival. According to literature, when teachers leave pre-service preparation, their learning is not over. The most effective learning is, in many respects, just getting started as teachers begin their first classroom responsibilities(Darling-Hammond, 2017). This learning is in form of Continuous Professional Development (CPD).

Continuous Professional Development (CPD) is a deliberate and nonstop all-time practise in which teachers advance their personal and professional qualities. According to Saeed and Akhtar (2021), it empowers teachers to develop the state of affairs of their schools and their learners' accomplishments. A number of teachers in middle-income nations are without the skills to teach meritoriously and professional Development programmes are the standard tool that most governments use to elevate those skills (Popova et al., 2022). Many governments spend massive amounts of money and time on in-service professional developments. At the same time limited professional development programmes are assessed and those that are evaluated show extremely wavering results.

Professional development for teachers is now accepted as an important constituent of dogmas to enrich the excellence of education in our schools. Consequently, Ingvarson et al. (2005) puts it that research on the characteristics of efficient professional learning is becoming more popular. Numerous sources provide sizeable funding for a wide range of professional development programs. As funding rises, authorities are increasingly requesting proof of its influence on student learning outcomes as well as in the classroom (Ingvarson et al., 2005). Additionally, they are searching for research to help them develop programs that would significantly and sustainably enrich students' learning possibilities.

Nevertheless, a number of research shows that there is an affirmative connection between Continuous Professional Development and learners successes. Darling-Hammond (2017) asserts that, the calibre of her teachers is a key factor that has helped Finland rise to the top of the global education system. In Finland, pre-service teacher preparation is viewed as the beginning of a chain that extends into the initial years of newly certified teachers' acclimatization period and encompasses a career-long growth throughout their teaching professions. Its foundation is an examination of the interests of the teachers and the students, which the teachers themselves identify through school-based research (Niemi, 2015). In fact, the Finnish teachers are considered developers of themselves and their community.

In Cambodia, there was a growing consciousness that the worse than predictable learning outcomes of learners was unswervingly associated to lower than anticipated classroom practice (Piper & Spratt, 2017). This realization led to the Teacher Training Department to bring all the stakeholders to assist in the plan and implementation of an enhanced in-service teacher training system which improved the quality of teachers and learning. Correspondingly, as Ethiopia set out to attain a middle-income economy by 2020-2025, they recognised that they had scarcity of human capital (Betemariam, 2017). Therefore the excellence of education took priority and so the government introduced in 2009 Teacher CPD framework to improve the performance of teachers and advance learners achievements.

Equally in Uganda, education sector restructurings such as in-service teacher training were reignited in 1987 after the Education Policy Review Commission discovered that the quality of education such as teacher abrasion had degenerated to a degree where the then on-going education system could not accomplish the predicted educational objectives (Nzarirwehi & Atuhumuze, 2019). The acknowledgement of an unsuccessful system prompted the inauguration of Teacher Development and Management System (TDMS) in 1994 whose

independent role was to improve the school management and the quality of learning and teaching. Since then, there has been several CPDs for teachers with the sole aim of improving learners' achievements and teachers' professionalism. Although there is no clear policy on CPDs, work procedure, and criteria on how and when teachers should access these trainings in Uganda (Obiero, 2020), yet teachers partook in various models of CPDs; that is school-based, cluster-based, cascade, and higher institution training. The government introduced thematic curriculum in 1997 which require teachers to teach learners from primary one to primary three in their area language, except English which was to be taught as a subject. The subjects were also changed to learning areas which were to be taught in themes. After which when they reach primary four, they would then change the language of instruction to English. This called for a lot of CPDs up to now (Amone, 2021). The Coordinating Centre Tutors were mandated to help in-service teachers develop in their profession through CPDs and support supervision (Brunette et al., 2019) as they manage a cluster of schools under a Coordinating centre in their catchment areas. Similarly, the Uganda New Teacher Policy states that attendance, participation, and other conditions related to CPD are key pre-requisite for one to periodically renew their certificate as teachers (MOES, 2019b).

All these trainings are aimed at improving the quality of teaching and learning and subsequently positive effects on learning outcomes. Akala (2021) noted that for any innovation to be successful, teachers are to be reskilled and trained because they are the heart-beat of any educational innovation. So the aim of the retraining and reskilling is to enable teachers bring considerable improvement in themselves, the schools, the learning process, and especially in the learners' achievement through transfer of skills. According to Sasson and Miedijensky (2020) transfer of skills is the degree to which trainees (in this case the teachers) effectively apply knowledge, skills, and attitudes obtained in a training situation to the job environment (school and classroom).

However, the issue related to CPD impact on learners' achievement has been a concern globally (KC, 2021). Most of the in-service teacher trainings in form of CPDs have actually not realised their core values and objectives on the ultimate beneficiary; the learner, but has been pursued only as a means towards promotion and consequently salary increment (Obiero, 2020). Many teachers only take active part in CPDs that have certificates to show for it.

A study carried out by Loyalka et al. (2019) in Costa Rica to evaluate a teacher training program that trained teachers to engage their middle school maths students more vigorously in

learning, resulted in worse learning outcomes for students. Results showed that neither professional development (PD) nor follow-up activities had any effect on student outcome. Similarly, Berlinski and Busso (2017) found out in a large scale randomised evaluation research on the impact of teacher professional development in China that, there was zero impact or even negative impact on teacher knowledge, teaching practices, or student learning achievements. In fact their studies showed that the best students were harmed the most due to these CPDS. In Kenya, the cascade model of the Teacher Development, renders the program a failure even before it starts .This leads to ineffectiveness of most Teacher Development programmes because of the dilution of the content as it is passed down to the trainees (Bett, 2016) . And Gathumbi et al. (2013) asserts that this model is built on the assumption of an expert teaching an inexperienced person.

In Abim district, there has been numerous CPDs on content, pedagogy and professionalism. These programmes are organised at school, coordinating centre and district levels. The expectation is that, after these trainings, classroom practices and learners achievements will improve. However, the expected learners’ achievement continue to remain low (Kfm, 2016).

Table 1.1: Rate of promotion of learners from primary six to primary seven in school X

Year	No. of primary six	No. passed to Primary seven	Percentage	Number failed	Percentage
2018	100	44	44%	56	56%
2019	106	39	37%	67	63%
2020	161	64	40%	97	60%
2022	104	72	69%	32	30%

(School X database)

In addition, the national level standards states that learners who obtain division one to division four, have passed the Primary Leaving Examinations (PLE). The table below shows the district summary of PLE results from 2016-2020. Ordinarily looking at the summary, it would mean that the learners have been passing PLE well in the district.

Table 1.2: Performance of learners in primary leaving examination in Abim district from 2016-2020 according to government standards

Year	No. of div 1	No. Of div.2	No. Of div 3	No. of div.4	No. Of div x	No. Of div. U	Total no. Of candidates	Total no. Passed	%	Total no. Failed	%
2016	119	660	250	120	28	54	1231	1149	93	82	7
2017	71	823	252	145	22	38	1351	1291	95	60	5
2018	68	764	265	230	19	68	1414	1327	93	87	7
2019	68	818	298	154	22	65	1425	1338	93	87	7
2020	51	770	385	182	9	113	1510	1388	91	87	9

(Abim district database)

However, the reality on the ground is that most of the learners who obtain division four cannot get admission to secondary schools including government institutions. This is because they are actually considered failures. Even those who obtain division three from 25 to 28 aggregates face a challenge in gaining admission to secondary schools and many end up either repeating or dropping out. In practice, the pass and failure rate of the district in the last five years would look like the table below.

Table 1.3: Performance of learners in PLE in Abim district from 2016-2020 (what is on the ground)

Year	No. of div. 1	No. of div.2	No. of div. 3	No. of div.4	No. of div x	No .of div. U	Total no. of candidates	Total no. Passed	%	Total no. Failed	%
2016	119	660	250	120	28	54	1231	1029	83	202	16
2017	71	823	252	145	22	38	1351	1146	85	205	15
2018	68	764	265	230	19	68	1414	1097	78	317	22
2019	68	818	298	154	22	65	1425	1184	83	241	17
2020	51	770	385	182	9	113	1510	1206	80	304	20

(Personal interpretation)

Against this background is why the study is focussing on the effectiveness of Teacher's CPDs in enhancing learners' performance in Abim district.

1.2 Statement of the problem

The interest in Teacher Continuous Professional Development (CPD) is growing as a means of assisting students in developing the increasingly sophisticated abilities they need to flourish in the twenty-first century (Darling-Hammond et al., 2017b). Quality education has become more of a concern for national and international education policy makers in recent years. Sustainable Development Goal (SDG) 4 and especially target 4.6 states “ by 2030, ensure that all youth and a substantial proportion of adults both men and women achieve literacy and numeracy”(Nino, 2015). Therefore, increasing learning outcomes became a crucial goal for both donors and national governments in order to reach this goal. In response, a number of nations have engaged in extensive reforms of their educational systems, with many placing a special emphasis on raising the calibre of instructors, realizing the importance of educating experienced teachers who can successfully teach a variety of learners to high standards (Darling-Hammond et al., 2017b). Teachers are better prepared to become better educators when they have access to tools and opportunity for continuous learning. According to Kampen (2019), the ultimate goal for any Teacher Professional Development activity is better student outcome, and a number of research also show a positive relationship between teacher CPD and student outcome (Bates & Morgan, 2018; Darling-Hammond et al., 2017a; Gess-Newsome et al., 2019)

My argument is that although research shows that Teacher CPD leads to learners' improved outcomes, it is not the case in Abim district. There has been a number of CPDs organized at schools, Coordinating Centres and district levels. The expected outcome of these CPD programs is that the performance of learners will improve. Unfortunately, it is the opposite despite the fact that it is the government that pays for these programs (Kfm, 2016). Many learners fail to progress from one class to the next in their studies while a number of them also fail to join secondary school. This is attributed to the in- ability to read and comprehend tasks. This is evidenced in the 2021 PLE results, Maurice (2021), where 10.2% of the candidates failed the exams and were to repeat primary seven. In 2017 and 2019, the government of Uganda through the ministry of education came up with a robust CPD framework in order to address the inadequacies that occur in the initial Teacher Education Programs so that learners' achievement is enhanced (MoES, 2017, 2019a) but the anticipated improvement is yet to be realised in Abim district.

It is therefore worth noting that if teacher CPD is not analysed, then time and resources will be put to waste and learners' achievement will continue to remain below expected. For where would we be if all teachers transferred what they learnt in CPDs to their classrooms? It is against this background that this study sought to find out the effectiveness of CPDs in enhancing learners' achievement.

1.3 Objectives of the study

To establish the effectiveness of Teachers' Continuous Professional Development (CPDs) in enhancing learners' achievement in primary schools in Abim district

1. To find out teachers' understanding of Teachers' Continuous Professional Development
2. To ascertain how CPDs are organised
3. To find out how CPDs are evaluated

1.4 Research Questions

Main question.

How effective are Teachers' Continuous Professional Development (CPDs) in enhancing learners' achievement in primary schools in Abim district?

Subsidiary questions.

1. What is the teachers' understanding of CPDs?
2. How are CPDs organised?
3. How are CPDs evaluated?

1.5 Rationale of the study

The desire to carry out this study stemmed from the fact that there is a need for learners to benefit from the government initiatives like teacher CPD (Popova et al., 2022). There is also constant low performance of learners amidst several CPDs which brings lack of correspondence since CPDs are expected to bring improvement in learners performance. It was also driven by personal experience and interest in the learning of children.

1.6 Purpose of the study

There is a number of CPDs carried out in Abim district whose expected outcome is improvement in student performance. However, the performance of the learners continue to remain low (Kfm, 2016). The purpose of this study was therefore to find out the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement in Abim district.

1.7 Significance of the study

The performance of learners especially at Primary Leaving Examination continue to remain low amidst many CPDs that are aimed at improving learners' performance (Kfm, 2016). It is expected that the findings of this study may be useful to the district education leaders of Abim district in identifying the impact of these programmes on learners' achievement so that solutions to the lower than expected learners' performance can be sought. Data from this study may also be beneficial to the Centre Coordinating Tutors and heads of schools in designing and conducting school-based CPDs that yield expected outcome. It is also expected to add to the available literature about CPD in Uganda. Lastly the findings from this study is expected to help teachers take responsibility of their CPDs by identifying their professional needs and how they relate to learners' outcome.

1.8 Definition of important Operational terms.

In this particular study, the following terms are defined as below.

Continuous Professional Development. A lifelong learning process which is focused on implementing learning with professional practices and improving outcomes for learners.

Effective; having the power to produce a required effect. In this case CPDs having a strong effect on learners' achievement.

Coordinating Centre Tutors (CCTs); these are outreach tutors who are responsible for the professional development of in-service teachers within their cluster schools of operation.

Exploration; having an in-depth understanding of a situation.

Classroom practices; Activities that facilitate teaching and learning in a class setting.

Chapter Summary

This chapter discussed the background and the context in which the study was carried out, which is the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement in Abim district. It also looked at the problem concerning teachers' CPDs which called for this study. The chapter further highlighted the justification for this study which is the continuous low performance of learners amidst teachers' CPDs. The expected benefit of the study was to inform educational leaders in this district in order to help them organise, implement, and evaluate CPD programmes that yield expected results in terms of learners' achievements. Also the definition of the operational terms was according to the researcher

CHAPTER TWO: LITERATURE REVIEW.

2.0 Introduction

The purpose of this study was to find out the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement. This section presents a review of relevant and consistent literature on teacher CPD. It is presented in three sub-sections which are; Teachers' understanding of CPD, the structure and finally the evaluation of teachers' CPD.

2.1 Teachers' understanding of CPDs

This sub theme looked at relevant literature about how teachers in different places understand CPD in relation to their classroom practices. The way a teacher understands CPD allows him or her to participate and eventually transfer the skills to the classroom or not. According to Guskey (2002), effective CPD changes the participants beliefs and attitudes positively thus bringing a change in teachers' habits and practices. In addition, a research by Aslam et al. (2018) revealed that in addition to personal fulfilment, PD positively affect teachers' beliefs and attitudes towards their work.

Zhang et al. (2021) carried out a study on Teachers' motivation to participate in Continuous Development in China. According to study results, new teachers have a greater desire for professional development, but their degree of involvement declines with more classroom experience. Additionally, this study discovered that self-efficacious instructors engage in professional development more frequently to avoid guilt or to maintain their self-worth, suggesting that they may use these pedagogical innovations without completely embracing them as their own. However, Deci and Ryan (1985) note that Such behaviour is viewed negatively as being external and has been directly linked to poor academic results. According to the study, professional development activities should be more challenging for teachers with experience and should be organized with an emphasis on prior knowledge and needs in order to create personalised learning pathways, which might be more inspiring and efficient than the current one-size-fits-all method.

Similarly, Widayati et al. (2021) investigated the perception of teachers on CPD in Yogyakarta Indonesia. Their findings demonstrated that although participating teachers shared a general knowledge of what CPD meant, they varied in how they defined it and engaged in it. Some see it as a means of evaluating teachers' effectiveness, while others see it as a government mandate, and still others see it as a means of spiritual growth. According to how each instructor views

it, attendance at CPD in Indonesia is either intrinsically or extrinsically motivated. Although this study uncovered several intriguing concepts regarding how teachers view CPD, the sample size was insufficient to draw general conclusions about all Yogyakarta teachers. However, the study is helpful to our investigation since it examines teachers' perspectives in the Abim District.

According to Appova and Arbaugh (2018), teachers in South Africa were dissatisfied with their teaching and students learning which motivated them to learn professionally. These teachers, as noted by Appova & Arbaugh, internalised images of “perfect” teaching and repetitively likened themselves to those flawless images. These images then encouraged them to continue pursuing professional development which they believed would make them become better teachers (Cilliers et al., 2020). Findings from this same research also revealed that although teachers are striving to become better, yet the districts are focussing more on the quantity of CPDs and not on the quality of teachers learning and consequently learners' achievements.

Another study by Kasuga (2019) found out that teachers in Tanzania perceived TPD as developing their teaching skills. This is contrary to Komba and Mwakabenga (2019) who revealed that teachers in Tanzania perceived Teacher Professional Development as a change in the school curricular. This is because teachers are subjected to TPD only when changes have been made in the school curricular. They recommended among other things a conducive environment for self-directed TPD to take place. However, this recommendation may not help much since teachers perceive TPD only as a change in the school curricular and it is the government's work to train teachers for that.

However, Kagoda and Ezati (2014) in their article titled ‘Secondary school Teachers and perception of Teachers professional Development’, found out that teachers in Uganda perceived Teacher Professional Development as going back to school to upgrade content, while others simply perceived it as attending workshops and seminars. They recommended institutionalisation of TPD to ensure all teachers have equal access to professional development activities. However, I tend to agree with this recommendation because CPD should be organised as the need arises and should be job-embedded. Resources can be allocated so that whenever the need arises it can be organised.

Similarly, Nzairwehi and Atuhumuze (2019) also conducted a research in western Uganda to find out the effect of CPDs on learners' achievement. The results of their descriptive research showed that academic qualifications and promotions were the most understood importance of

CPDs according to teachers. On the other hand, improving learners' achievements ranked lowest. They suggested sensitization of teachers about the importance of CPDs and they also suggested a review of and revision of the training approach but they did not show what training approach should be revised and how it should be revised.

2.2 The structure of CPDs

In this subsection, review of literature looked at organisation, content and facilitation of CPDs. The kind of person to facilitate a teacher CPD should be one with expertise in the area of concern.

Seeking an endeavour to reshape the existing professional development training for MTCs teachers in the Philippines, Bonghanoy et al. (2019) found out that according to teachers, the training they attended, disregarded their native work setting and it tended to be simply monotonous and barely relevant to their classroom practices. They ascribed it to the old model of TPD that is delivered ready-made to a group of teachers while overlooking the teachers' work needs. According to Bonghanoy et al, teachers also complained that they merely listened to the speakers and did as instructed. Similarly, Thomas and Vavrus (2021) revealed that teachers in Tanzania were not involved in the organisation of any TPD programme but are only informed by their head teachers to go and attend a workshop or training. Sometimes there is a mismatch in what is given to teachers during the CPD training and what they should do in class (Dede, 2006). So teachers first ascertain the personal benefit they will get from the CPD before embarking on it. This finding is completely in contrast to the Finnish teacher CPD as written by Darling-Hammond and Lieberman (2013) in her journal, where Finnish teachers are the ones responsible for their professional development. The teachers assess their curriculum and experiment methods through school-based research. According to Darling and Liebman, Finnish teachers take on many of the roles that are mostly conducted by education consultants and specialists in other countries.

Another study by Brion (2020) revealed that in Centennial schools in mid-west America, the various CPDs had yielded no positive impacts because according to teachers there were too many CPDs without time for implementing them. They were "CPD fatigued" because of moving from one training to another with no time for implementation. Another complain that these teachers had was that the district always hired white consultants to lecture teachers yet those consultants had a different background and experiences with them.

On the other hand, Tulu (2019) in his study to ascertain the factors affecting the implementation of CPD programmes in Hawassa city in Ethiopia, found out that most of the programmes were offered by untrained facilitators in addition to lack of commitment by teachers. These factors render the programme unsuccessful right from the start as another study by Entsie et al. (2020) revealed that in Ghana the selection criteria for those to attend the CPD is discriminatory with no training needs assessment before any programme. This finding is similar to Kasuga (2019) who noted in his study that there was a biasness in selection of teachers to go for Teacher Professional Development (TPD) in Tanzania. They recommended research in other areas to ascertain these factors since CPD is essential in the education system of every country. This recommendation has prompted me to investigate how CPDs are organised and administered in my area of research which is Abim district in Uganda.

Although the education system in Uganda had no clear policy, work procedure and criteria on how and when teachers should access CPD Obiero (2020), the Uganda new teacher policy 2019 states that all teachers must attend CPDs and all CPD programmes shall be approved by the National Teacher Council before they are offered to teachers and only those accredited institutions shall offer them through seminars, workshops, conferences, induction, mentorship, study groups and educational research (Ssempala et al., 2021). However, the success is yet to come and CPD programmes are still going on the way it used to.

2.3 Evaluation of CPD programmes.

This sub theme focused on related literature about the process of evaluation, who evaluates, and what kind of follow up activities are available.

According to Borg (2018), A variety of cognitive, affective, and behavioural consequences affecting teachers, students, and educational communities at various times can all be included in the definition of professional development initiatives' impacts. To develop a plan for determining how far the benefits have been realized, it is vital to define the desired impacts of a professional initiative. On the other hand, creating an ad hoc connections between a Professional Development Initiative (PDI) and student outcomes, is difficult and necessitates impact evaluation strategies that are strong. In general, practical concerns like the availability of time, money, and experience will have an even greater influence on decisions regarding how to measure impact than theoretical factors will.

Evaluating teacher professional programmes is one of the main challenges for the teacher professionalization (Merchie et al., 2018). A more recent model of effective PD is proposed

by Desimone (2009) building on Kirkpatrick (1996) model of evaluation of training. According to DeSimone, an effective professional development program consists of four stages: (i) a teacher participates in effective professional development; (ii) the program improves the teacher's knowledge, skills, attitudes, and beliefs; (iii) the teacher uses the improved content of instruction or their approach to pedagogy, or both, as a result of the new knowledge, skills, attitudes, and beliefs; and (iv) the instructional changes promote greater student learning. He asserts that each of the four processes is a part of the context, which also includes the policy environment, teacher and student characteristics, curriculum, and school leadership. On the other hand Kirk Patrick gives four levels of evaluating the success of a program, which are; reaction, learning, behaviour and results. What is common in the two models is that the teachers must acquire new knowledge, skills and attitudes that they should use in their classes to bring about improvement in students outcome

The first challenge according to Merchie et al. (2018), lies in defining what to be evaluated when bearing in mind the effectiveness of a Professional Development Initiative. The second challenge relates to how to embark on this assessment in a logical way. Borg further puts it that drawing the effects of a PDI is a vital yet multifaceted puzzling attempt. The National Research Council of the US Council (2010) describe this process as challenging. There is also the challenge of how these outcomes are going to be evaluated and measured (Borko, 2004; Desimone, 2009). It entails various forms of investigations and a set of study instruments that are dependable. The authors focused on providing a sustained evaluation structure for Professional Development Initiative and overviewing the methods and measurement instruments to measure the PDI outcomes. The extended evaluation framework consisted of; features of the intervention, teacher quality, teaching behaviour, and student results. This evaluation framework takes into consideration elements that have to be considered when organising PDIs and likely results that can be hoped for and evaluated after participation. This framework also unravels DeSimone's model of effectiveness of Teacher Professional Development programmes.

However, a study by McChesney and Aldridge (2019) showed that there is no theoretical recommendations for evaluating CPDs in Australia. This is because most evaluation programmes only focus on mainly the participants satisfaction neglecting the teaching and learning impacts (Muijs & Lindsay, 2008). Most of these evaluation focuses on teachers emotional feedbacks to professional development (Grossman & Hirsch, 2009) .They

sometimes use evaluation forms to examine teacher immediate reactions which provides no information on the impact of the CPD (Goodall et al., 2005; Robinson et al., 2008).

Another study by Brion (2020) in a mid-western middle school that is a characteristic of various American schools found that many teachers looked at CPD as a waste of money and time since nothing is asked of them subsequently and they go about with their business as usual. They complained that lack of follow up is a huge gap in the implementation of CPDs that no one addresses and yet many teachers find it difficult to adapt to new practices. She recommended sustainable follow up after the training to evade skill deterioration and training relapse through coaching, testimonials, and professional learning communities. According to Brion, follow up should comprise regular and comprehensive feedback.

In Ethiopia, school principals and group overseers are responsible for the implementation and evaluation of the CPD programmes. However using questionnaires, interviews and open-ended questions, Kelkay (2018) found out that the school principals and cluster supervisors who were supposed to evaluate the programmes had only medium knowledge and understanding of the notion of CPD. This knowledge gap renders the implementation and evaluation of the CPDs ineffective. This discovery is in-line with Cleak et al. (2016) who argue that not all supervisors are knowledgeable in the area that they supervise.

On the other hand, a study by Komba and Mwakabenga (2019) revealed that since there is no robust policy that guides CPD programmes, implementation and follow up becomes difficult since there is nobody responsible for it. He further noted that most of the CPDs in Tanzania are donor funded and because of this when donor pilot projects phase out then there is a problem of sustainability since the government is not usually involved in such projects.

Yet another study by Haug and Mork (2021), found out that teachers highlighted shortage of information before-hand. The teachers complained that there is little time for these activities amidst congested timetables. Another challenge discovered through the study was how to promote sustained professional growth (Desimone & Garet, 2015). They also found out that teachers appreciated precise, tangible, and closely related to practice, easy to implement and not time overwhelming resources.

But in Uganda, under the decentralisation policy, inspector of schools are charged with the obligation of making sure that teachers are helped to grow and develop in their school and classroom practices. This is done through support supervision which is a form of professional development (Muhammad & Abubakar, 2019; Nolan Jr & Hoover, 2011). So most of the CPD

programmes are supposed to be evaluated by the inspector of schools and head teachers. However, the visit of inspectors are rare and most of the time restricted to administrative issues neglecting classroom practices (Aghanimi et al., 2021) . Coupled with the rare visit is the fact that not all the supervisors are knowledgeable on the areas they supervise (Cleak et al., 2016). For example supervising an early childhood teacher needed an early childhood educator which they would not need somebody to supervise the implementation of the CPD programs.

2.4 Theoretical framework

The theories underpinning this study are Desimone (2009) theory of effectiveness of Teacher Professional Development and Kirkpatrick (1996) theory of evaluation of training. DeSimone's theory is considered a comprehensive framework in determining the effectiveness of TPD. DeSimone presented four components of effective CPD which are; intervention strategy, increased teacher knowledge which leads to change of attitudes and beliefs, change in instruction, and improved student learning. He further asserted that all these can function well in an enabling environment. In this case the enabling environment is the school, the administration, peers and learners as seen in the model. The model holds that active participation is related to the effectiveness of the professional development programme in form of organisation, delivery, participation and follow up. This theory is relevant to support this study since DeSimone (2009) puts it that when teachers are engaged in content focus, sustained and collaborative professional development in an enabling environment, then they influence learner achievement positively.

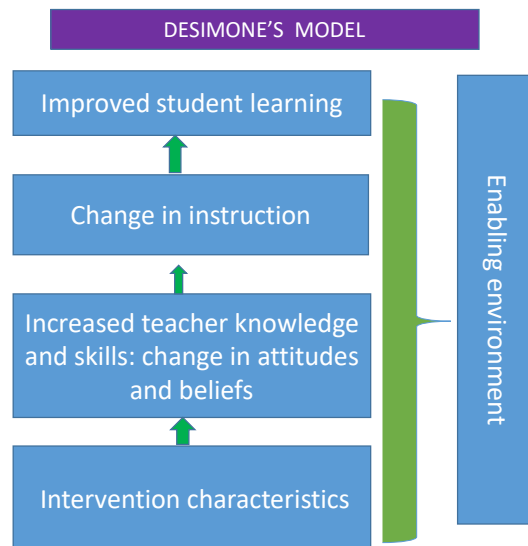
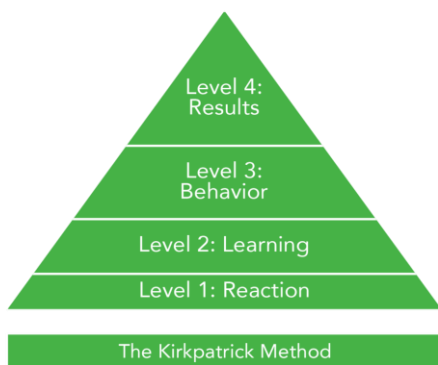
On the other hand Kirkpatrick (1996) presents four levels of evaluating the success of a training which are ; reaction, learning, behaviour and results. Many times evaluators of trainings end evaluation process at the first level of reaction, where participants are asked how they felt about the training, whether they enjoyed it or not. This stage according to Kirk Patrick does not focus on the content learnt but on the participants, and it is also mostly attitudinal in nature. He puts it that success of any training should be seen in the change of behaviour and the results of the programme thereafter. However both models agree that there must be transfer of skills for any training to be considered successful.

Figure 2.1: Theoretical framework models.

Kirk Patrick’s model of evaluation of

DeSimone’s model of effectiveness of

MODELS



Teacher Professional Development.
Trainings.

2.5 Research gap

The literature reviewed mostly looked at the importance of CPDs to teachers and the teaching process. It also looked at external factors that affect the implementation and evaluation of teachers’ Continuous Professional Development (CPD). Little literature that talks about the effectiveness of CPDS in enhancing learners’ achievement was found. This qualitative study therefore looked at the effectiveness of Teachers’ Continuous Professional Development Programmes in enhancing learners’ achievement.

Chapter Summary

This chapter looked at related literature about Teachers Continuous Professional Development under three themes of; Teachers’ understanding of CPD, organisation, and evaluation of CPD programmes. Literature showed that teachers understood CPD in different ways according to the way they participate in and implement it. The organisation of most CPDs in various context ignored teachers’ interest except in Finland where teachers are developers of themselves. Reviewed literature further revealed that CPDs do not have streamlined policies that guide its

programmes, although some countries like Uganda have recently come up with a robust policy guiding teachers' CPDs. However, literature also revealed that one major challenge among other challenges that affect the implementation and evaluation of CPD programmes is defining what to be evaluated when bearing in mind the effectiveness of Professional Development Initiatives. In reviewing literature related to Teachers CPDs, Kirk Patrick's model of evaluation of trainings and DeSimone's model of effectiveness of Teacher Professional Development were used as theoretical framework to explain the organisation, implementation, and evaluation of teacher CPDs.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This section of the study presents the study approach and the design that was used to collect and process data on the topic. The study explored the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement. A description of the study setting, participants and the selection technique have also been described. It attempts to present the methods used in the collection of data and the procedures used to analyse data, limitations of the study, trustworthiness, assumptions, limitations of the study and the ethical processes considered during the data collection and the whole process of writing the report.

3.1 Research approach

This study embraced a qualitative approach. Qualitative approach is a descriptive study that deals with the collection of data about peoples' experiences in a natural setting through natural means (Bogdan & Biklen, 1997). The researcher's choice of this approach was to gain exhaustive understanding into the process of teacher CPD in Abim district, Uganda. According to Teherani et al. (2015), qualitative approach is constructed on the positivist belief that there is a remarkable truth that can be revealed with suitable approaches. The choice of the approach is also because it is conducted in a naturalistic setting, that is, the researcher goes to the particular setting under study for observation (Mohajan, 2018). Qualitative research is also concerned with the procedure rather than the outcome of situations. Brink et al. (2012) argue that qualitative approach is used when little is known about the phenomena and the context of such a phenomena is poorly understood and defined. From the literature review the concept of CPD is understood and defined in different perspectives in different contexts that is why qualitative approach became a better method to use in this study to solicit individual subjective information. In addition, the study seeks to find out the teachers' perception on and the process of CPDs which cannot be got through conventional methods Corbin and Strauss (2014) or cannot be quantified.

3.2 Research design

This study used case study as its design. According to Yin (2009) in his book titled Case study research: Design and methods, choosing a research design depends on what questions the study is answering. For example if the study answers the question; what, who, how much, or how many, then survey would be preferable and if the rationale for the study question is "why" or

“how”, then the design would be case study although not obligatory. Another reason why this study used a case study is that there was limited time and a case study helps to examine a phenomena in detail so as to make a generalisation of results for similar situations (Hancock et al., 2021). The time for this study could not allow for the participation of all the teachers in Abim district, that is why only three schools were used to generate results for 34 schools in the district.

3.3 The site of the study and locality.

This study was carried out in three primary schools which are coordinating centres schools located in two sub counties (Morulem and Lotuke) and one town council (Kiru) in Abim district. Coordinating centre schools provide space for organizing cluster CPDs for schools under that particular Custer. The cluster is supervised by a coordinating centre tutor who is responsible for the professional growth of teachers.

Abim district is one of the districts in Karamoja region in the north eastern part of Uganda and its one of the remotest areas in the country where the main economic activity is subsistence farming as opposed to the rest of the other districts within the region whose main economic activity is pastoralism. According to the Uganda bureau of statistics (2017) and as seen in the 2014 national population and housing census (NPHC), there were 107,966 people in this district. As at the time of this study, there were 34 primary schools, out of which 33 being government aided and 1 privately owned.

Uganda on the other hand is one of the East African countries which is land locked. It depends on her neighbours for her imports and exports. It is also one of the Sub Saharan African countries which is still struggling to raise the standards of her education system and a bid to level up to other countries of the world, the country has invested much of her time and resources in improving the quality of her teachers and subsequently student achievement level through Teachers’ Continuous Professional Development (CPD). This study wanted to explore the effectiveness of teachers’ CPDs in enhancing learners’ achievement in Abim district.

3.4 Target population

Abim district education department is comprised of primary schools, secondary schools and tertiary institutions.

Since the area of study is on primary schools, the district has got 34 schools clustered under 4 coordinating centres. Each centre is supervised by 1 coordinating centre tutor (CCT).

3 out of the 4 coordinating centre schools were purposively selected since at the time of the study, one of the coordinating centres did not have a centre tutor.

3.5 Sample population and sampling technique.

The participants consisted of one head teacher from each of the three selected primary schools, one Coordinating Centre Tutor from each of the three centre schools, a district education staff and two teachers from each of the schools making a total of 13 participants. All the schools and the participants were purposefully selected. The teachers consisted of class teachers of the transition class (Primary four) and Heads of Infant classes (Primary one-three). As argued by Creswell and Creswell (2017), the point underpinning qualitative research is the purposeful selection of participants so that the researcher can be able to understand the phenomena well from the experts. The main reason for selecting these participants is that they have at least facilitated or attended more than five CPDs in their career for them to be holding such positions in the school. So they possess the attributes required for the study

Table 3.1: Sample population and sampling technique

S/n	Respondent	Number	Technique	Reason
1	CCTs	3	Purposive	They are always involved in the planning, organisation, implementation and evaluation of CPDS.
2	Head teachers	3	Purposive	Their duty is to organise, implement and evaluate CPD programmes
3	Teachers	6	Purposive	They have attended more than five CPDs in their career and are experienced teachers.
4	Inspector of schools	1	Purposive	They are responsible for the planning, organisation, conducting, and implementation of CPD programmes within the district.

3.6 Demographic features of the respondents

During the analysis of the demographic characteristics of the respondents which comprised of sex, age, academic qualification and teaching experience in years. The study involved very senior respondents both in profession and in qualification. These category of teachers are believed to possess a lot of information as regards teaching and learning process. Only one respondent was below the age of 40 representing 7.79% of the respondents. In qualification, only 4 of the respondents were certificate holders representing 30.8%, 4 were diploma holders representing 30.8%, 4 were degree holders representing 30.8% and 1 was a master's holder representing 7.7%. In terms of experience, only four out of the 13 respondents had served for less than twenty years representing 30.8% of the respondents. There were also more male respondents than the female according to the analysis, in the ratio of 69.2% to 30.8%

Table 3.2: Demographic characteristics of the respondents.

Area	Description	Number	Percentage
Gender	Male	9	69.2%
	Female	4	30.8%
	Total	13	100%
Age	35-40	1	7.7%
	40+	12	92.3%
	Total	13	100%
Academic qualification	Certificate	4	30.8%
	Diploma	4	30.8%
	Bachelor	4	30.8%
	Masters	1	7.6%
	Total	13	100%
Teaching experience in years	10-20	4	30.8%
	20+	9	69.2%
	Total	13	100%

3.7 Methods of data collection.

This study used interviews and Focus Group Discussion (FGD). The use of these methods stems from the fact that the most regularly used qualitative methods are observations, interviews and focus Group discussions (Gill et al., 2008). Qualitative methods like interviews

are alleged to offer in-depth understanding of social occurrences. Interviews just like focused group discussions is to help discover the opinions, experiences, philosophies and or inspirations of individuals on precise matters. These means are needed where detailed insight is required from the participants.

3.8 Data collection tools.

3.8.1 Semi-structured interviews

There were seven semi-structured interviews conducted. The interviewer and the respondents were very conversational during the interview and transition from one topic to another was quite natural. The respondents and the researcher could ask of areas that needed clarification from one another. As noted by McGrath et al. (2019), semi-structured interviews allow the interviewee to express his or her subjective opinion about matters that are potentially important to them and yet also allow the interviewer to align the interview to the research questions. Interviews allowed for the researcher to get even small details of a situation that wouldn't be got using other methods. According to Magaldi and Berler (2020), semi-structured interviews is one of the pre-eminent and most dominant ways of understanding fellow human beings as it includes real world examples through lived experiences. The researcher is able gather more meaning from body language than spoken answers. All the interviews were conducted on different days at the respective schools except for the education officer which was done at home. This was done so that recording could be peaceful and confidential as all interviews were recorded and played back to the respondents with their consent.

3.8.2 Focused Group Discussion

Focused group is small group discussion focussing on a particular issue. Most of the time, it comprises of six to twelve partakers either matched or mixed on particular features of concern to the one carrying out the study (Fern, 1982) and yet according to Brown (1999) the size of the group should be from four(4) to twelve(12) if it is of similar characteristics and six(6) to twelve (12) if it is assorted. In this particular study, I used six teachers of assorted background since they were selected from all the sites of the study. The intention to carry out a FGD was to confirm and make clear information that was given during the one-on-one interviews. As put by Sagoe (2012), the main reason underpinning a FGD is to discover and make clear people's opinions in a manner that could not be easily obtained in a one-on- one interview.

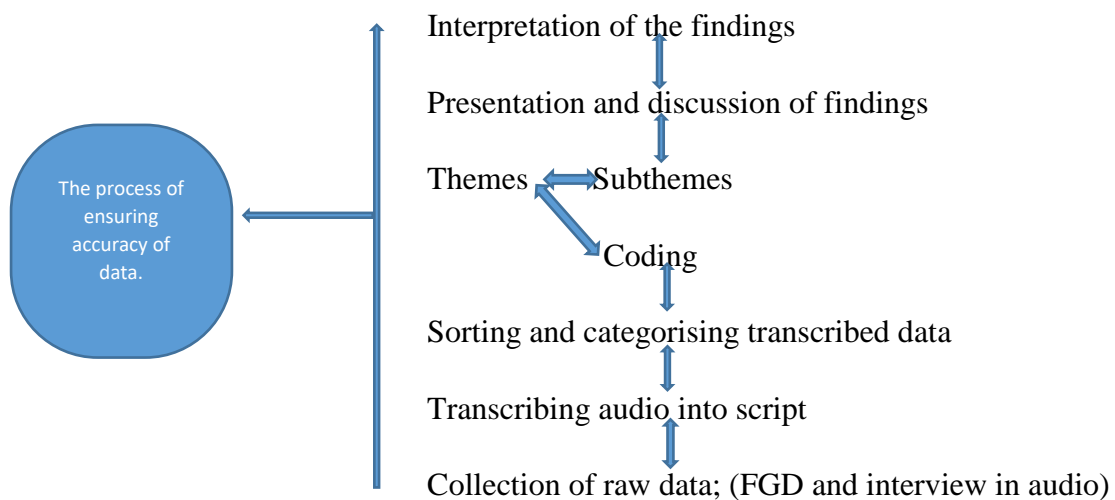
A consensus for the venue and time for the discussion was arrived at by all the participants in the discussion. They agreed at a central position. This is in line with Sagoe (2012) where they

argued that a neutral location can be of importance since it eliminates either positive or negative association with a particular site. And as Sagoe (2012) advises that prior to the session, the researcher is expected to explain and make participants sure that notes, videos and audios that will be taken during the session will be identity anonymous, I sought for my respondents consent and they consented to the audiotaping of the discussion. They showed their consent by signing the consent form.

3.9 Data analysis procedure

Data analysis started immediately the collection of raw data began (Marshall & Rossman, 2014; Miles & Huberman, 1994). All the interviews and Focused Group Discussions were audio recorded. Although I did not get the time to transcribe immediately after each interview or FGD, I would organise the field notes after every interview. After finishing the collection of the raw data, I started transcribing each interview verbatim. After the transcription, I then coded the responses and generated themes and subthemes from the subsidiary questions then presented the findings. After the presentation of the findings, I then interpreted the findings in relation to the research questions thereby answering the main research question which is the topic of the study. During the process of sorting, categorising, ordering and presentation, I would go back and forth to ensure accuracy of the information taken to the next stage of the analysis as seen in the figure below.

Figure 3.1: Data analysis process



(Borrowed from Creswell 2014)

3.10 Ethical consideration

The attainment of an authorised permission to commence one's study in any area is the first step in research (Roth & Von Unger, 2018). The proposal was approved, then a certificate of proof to go ahead with the project was given by the University's Ethical Review Committee. This proof from AKU, helped me apply for a research permit from Uganda National Council for Science and Technology (UNCST) and there- after, I asked for permission from the DEO's office to go and carry out data collection in the three schools within the district. We made an appointment to meet with the CCTS and head teachers in their individual centres and schools. This was to gain their permission and willingness to participate in the research. I also met the other participants face to face for rapport before explaining what the study is about and why their honest contribution was needed. Consent forms were given to the study participants to fill and sign in order to demonstrate their willingness to participate in the study before the interviews and FGD begins. Participants were assured of participation out of free will, as one can join and leave at any point (Halai, 2006). And even if they participated, their confidentiality was assured because neither the school's name nor any participant's name would appear in the research. All were given pseudonyms. They then agreed on the date, time and venue for the interview and FGD. The tape recorded interviews and FGD were replayed back to the participants and where they wanted it deleted were deleted instantly.

3.11 Assumptions

As I was preparing to go to the field, my assumption was that all the documents as intended to be reviewed in the document analysis tool would be available. This study also assumed that the CCTs and district education office work as a team and that there would be rich data from them. Another assumption was that head teachers and CCTs had been carrying out school based CPDs and there would be a lot of data to collect through their experience. However, going to analyse CCTs record of CPDs carried out in their centres for the last five years, there was no such records kept in black and white or digitally.

3.12 Challenges encountered during the study.

The biggest challenge experienced was obtaining a research permit from the UNCST in Kampala. The process of application was complicated leading to delay in data collection. As it was a rainy season in the area, it was difficult accessing schools because of the muddy roads. Sometimes interviews would flop due to constant raining. In addition to the bad roads was the

busy schedules of the CCTs and the head teachers. As it was the beginning of term III, head teachers were busy receiving their learners back to school while CCTs were carrying out trainings in the college. This led to scheduling and re-scheduling of some interviews.

3.13 Trustworthiness

Trustworthiness, credibility and authenticity are words used interchangeably in qualitative study (Creswell & Miller, 2000). Firstly before going to the field, my supervisor and I discussed and cross-checked the data collection tools like the interview protocol, FGD guide and the document analysis protocol for clarity, relevance and consistency. During the data collection process, audios would be played back to the respondents to ascertain the accuracy of the information given. Before going to the field, I also pre tested the tools with my colleagues to ensure that they are going to solicit the desired information.

Chapter Summary

This chapter looked at the research approach which is qualitative, chosen to be used in order to gain exhaustive understanding into the process of teachers CPD in Abim district. The research also looked at the research design which is case study. This was because there was limited time to include all the respondents in all the supposed study sites. It further looked at the data collection methods and tools which were interviews and FGDs that were guided by interview protocol and FGD guide, respectively. The Focussed Group was mainly for the teachers while the one-on-one interviews was for the administrators; the CCTs, head teachers, and inspector of schools. The chapter also looked at the study site and locale which were three primary schools that also doubled as Coordinating Centres. The three schools are found in two sub counties of Morulem and Lotuke and one Town Council- Kiru. The sample population was 13 respondents who were all purposively selected because of the ideal attributes they possess for the study. The demographic characteristics of the respondents included sex, age, gender, academic qualifications and experience in years. These respondents were both male and female senior teachers who had all served for more than ten years and none of them was below the age of 35years. The data analysis procedure used was adopted from Creswell (2014). Lastly the ethical consideration, trustworthiness, assumptions and problems encountered during the study were looked at. The data collected was then presented and discussed in chapter four

CHAPTER FOUR: PRESENTATION, DISCUSSION, AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter presents and discusses data on the findings of the study on the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement in three primary schools in Abim district – Uganda. The presentation and discussion of data collected took into consideration teachers understanding of CPDs, organisation of CPDs, evaluation of CPDs, challenges facing the implementation of CPDs, and the ways to improve the effectiveness of CPDs. Pseudonyms to protect the identity of the respondents and institutions were used in the discussion of findings.

4.1 Teachers' understanding of Continuous Professional Development (CPD)

The problem underpinning this study is that qualified teachers who are already practising in the field are being trained from time to time in order to equip them with better methods so that they become proficient teachers. As (Kampen, 2019), put it, the ultimate goal for any Teacher Professional Development is to better student achievement. Although several studies have proven that there is a positive relationship between CPD and student outcome, (Bates & Morgan, 2018; Darling-Hammond et al., 2017a; Gess-Newsome et al., 2019), this is not the case in Abim district. The achievement of learners continue to remain low with others failing to proceed to the next cycle of their education. In an attempt to seek for the cause of this anomaly, I decided to explore the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement. In order to explore this, the first question that the respondents were asked, was to explain what they understand by CPD.

Data that was obtained from the one-on-one interviews and the FGD revealed that although there was a common general understanding of CPD, teachers perceived CPD in different ways according to their positions and duties in the educational setting. This finding is similar to Widayati et al. (2021) who found out that although teachers share a general knowledge of what CPD meant, they differed in how they defined it and engaged in it. According to the FGD consisting mainly of classroom teachers, a majority of them defined CPD as “equipping teachers with new knowledge and skills”. This finding is in line with the finding of (Popova

et al., 2022), who puts it that the only tool that governments can use to upgrade teachers' skills is effective and Professional Development Programmes.

One of the teachers from the FGD explained; *"I see it is just updating a teacher on each time the methods or other skills in teaching that we have to receive from time to time."*

Another teacher responded to the question saying, *"Yeah to me, Continuous Professional Development is the trainings of the teacher to develop more skills and knowledge in the profession."*

Other teachers defined it as "small courses that teachers attend from time to time" This finding resonates with Kagoda & Ezati (2014) and Nkarirwehi & Atuhumize (2019) who found out that teachers in Uganda perceived Teacher Professional Development as going back to school to upgrade content while others simply perceived it as attending workshops and seminars. One of the teachers in the FGD said;

"So continuous professional development, these are small courses that teachers normally do at a given period of time in the school." While another said; *"These are small courses done to help a teacher gain more knowledge and skills in the teaching profession."*

However, from the one-on-one interviews consisting of mainly administrators, CPD was defined as "a reminder to teachers about their roles" and "helping teachers grow professionally" One administrator said,

"It is trying to help teachers grow professionally in the teaching service. Help them improve on their teaching methodologies and generally issues to do with growth in the profession",

And another administrator added that *"Yeah, it's a training or a knowledge that one gets in service to improve on some ones performance based on existing innovations that come with service delivery."*

Yet another said, *"To me, what I understand is, I just take it like it is a reminder which is aimed at tooling and retooling teachers professionally and maybe looking at a new educational innovations, majorly on the skills and the attitude. So when they come, there is need to retool the teachers who are in the field. So it is just like a kind of a reminder basing on the line of profession."*

According to the responses coded, none of the respondents defined CPD in relation to learner achievement and learning outcome which according to Kampen (2019), is the definitive objective of any CPD activity. In reference to the responses above, it can be concluded that many of the teachers did not understand CPD in relation to student achievement. It seems the teachers' understanding revolved around the book definition only which mainly focuses on the teacher. In relation to the findings of this study, a descriptive research by Nzarirwehi and Atuhumuze (2019) also revealed that teachers in Uganda ranked academic qualifications and promotions highest as the importance of CPD while improving learners achievements lowest.

4.2 The organisation of CPDs

Seeking to find out the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement, the question of how CPDs were organised was asked in both the FGD and the one-on-one interviews. In response to this question, study findings found out that the administrators followed guidelines while teachers didn't know how the CPDs were organised or even how to organise one.

4.2.1 Following guidelines.

Study findings showed that although the CCTs, district education officials and head teachers were responsible for the professional growth of teachers in their catchment areas, yet they followed mostly set guidelines about what teachers should be trained on and who should receive the training. These guidelines are mainly from the ministry directly or from the ministry through the Core Primary Teachers' Colleges (PTCs). These CPDs that pass through the colleges are the ones mostly handled by the CCTs at the Coordinating Centre Level.

One administrator had this to say.

“Yeah, hmmm, most of the CPDs that are organised in our district are always designed at the district level for those ones who are supposed to attend. Like in most cases, they already have a list of pre-determined participants like Senior Woman Teacher, class teacher and our duty is just to implement.”

Another respondent had this to say on the same issue; *“Hmm, one, there are already set areas by the core people, by the college and the ministry which is mandatory for us to conduct the teachers professional growth.”*

4.2.2 Teachers do not know how CPDs are organised.

Study findings further showed that the teachers for whom CPDs are organised do not know how they are organised and even what they are going to learn. They always go and find out what to learn from the venue upon invitation.

One of the teachers had this to say during the FGD,

“In fact the organisation is not given to the teachers. They may get involved when they are attending. I don’t know anyway how to organise but they are always called to attend the CPDs.”

Another teacher confirmed the above statement when he said, *“Teachers are not directly involved in this CPD because we only always receive the information that teachers are called for a training or workshop and we take it wholesomely like that,”*

While another also repeated the same saying; *“To me I think teachers are not involved , why because you are only invited to go and attend and when you attend, you will now participate as per what they will tell you.”*

All the teachers in the FGD answered the question implying that they did not know how the CPDs were organised or what was organised for the training. This finding is in contrast to Darling Harmond and Liebman (2013) who wrote that Finland having one of the best education systems in the world have teachers control their professional Development. From this question of how CPDs are organised, study findings showed that the teachers for whom these CPDs are organised seems to be by standers in the organisation. They are mostly not in control of what they are to learn in order to become better teachers.

4.2.3 Too many programmes against little time.

Findings especially from the FGD revealed that there were too many programmes and the time table was congested. Teachers complained that some programmes that come seem to be very good but before they can take root, another programme is brought without even evaluating the results of the previous one. So teachers are just from one programme to the other without even realising which one is good and bad. Similarly, Brion (2020) in his study of CPD of the American teachers found out that the various CPDs had not yielded any positive impacts because according to teachers there were too many CPDs with no time for implementation, and they were CPD” fatigued”. Since they are not involved in the organisation of the programmes, they just go and attend and sometimes end at the venue. They do not take these programmes

seriously because another one may come even before beginning to implement the previous one. One of the teachers complained saying,

“Yeah, the problem I face in the implementation is first of all time. Most of these CPDs need ample time for us to handle but we don’t have that time before another one comes. Teachers become discouraged and reluctant about any CPD because they know it will die with time. This reluctance then results into poor performance of the learners.”

This statement was confirmed by another teacher who said that

“To me, the challenge I have is limited time due to the congested timetable. There is a lot of work for us so that some of these things are left out. After all, they are so many and they come from time to time. Some of them we don’t even see the reason, and others are the same things, there is nothing really new. Some of these things really waste the time of the learners and prevents the syllabus from being completed in time. Then when children fail, they blame the teachers. I don’t know anyway.”

Another teacher complained saying

“The problem I see, is limited time for the programs, for example the training for Competency Based Assessment that the teachers have just been trained on. Imagine the Trainers of Trainees were trained for almost a week, then rolling down to the teachers only two days and yet they want the teachers to assess the learners using the Competency Based style. The content to be learnt was too much for only two days and they would even start very late and end early. This is putting teachers under pressure. Of course expected outcome is bound to be poor.”

4.2.4 Conflict of interest between the CCTs and the district education office.

In addition to the too many programmes, study findings also showed that the CCTs and the district education office sometimes have conflict on who should handle CPDs for the teachers. It also revealed that most of the time, the work of the CCTs is made difficult by the education office. They sometimes interfere with their programmes or want to take over their duties or do not recognise them at all in their programmes. One of the respondents commented during the interview saying;

“We need to work with the ministry together but ministry passes its activities through the colleges and when it passes them, at times we get challenges with our districts. They quarrel a lot that why is it that the ministry works with the college and not with the district where

we are located, but this was a memorandum of understanding between the ministry and UNICEF, we do not have any say. We are also told to do what we do.”

Another respondent confirmed this statement as he said;

“Hmm, well, actually CPD is something which is very good but the unfortunate part of it sometimes. I don’t know how to put it, should I put it as it has been abused? To a certain extent. In this way, when you try to organise sometimes on your own as a CCT without informing may be the district, sometimes they object, yet it is our mandate to move from school to school to organise CPDs as long as the work plan is already submitted to them. Secondly, when you conduct it and you write a report that the problem is this and that and you advice, basically I have seen in the district sometimes they don’t accept.”

Yet another respondent had this to say;

“Training of in-service teachers via CPDs should be from the district not from the colleges. They have already failed to train them from the PTCs, so what can they do again? Besides, they only come to their stations when there is a workshop where money is there. So to me, they should go back to the colleges so that the inspectors know what they are supposed to do.”

4.2.5 Little or no facilitation for the teachers.

Study findings has also revealed that one big challenge for the lack of implementation of CPD programmes is lack of facilitation for the teachers. In both the one-on-one interviews and the FGD, this issue emerged. It was revealed that those programmes that teachers were facilitated well in were implemented fairly well compared to those that were not facilitated. The teachers view CPD programmes as additional work that should be facilitated because some of the activities are done outside class time and maybe even over weekends. Even those done inside the classroom are still considered extra work since it may involve extra time and energy.

One of the respondents during the FGD gave the response below about lack of facilitation.

“One of the challenges I face in the implementation is the roll down. After the training, you come to roll down the CPD attended and in most cases not all teachers may accept because it is not funded and yet the work is tiresome.”

This was confirmed by another teacher who said,

“Another thing is limited resources in our area. Most of the people rely on free things from the NGOs and when they are not there yet, it is difficult to implement those activities.”

One of the administrators had this to say about the non-facilitation of the CPDs

“We don’t get enough funding from the college to do that. Sometimes you dig deep into your pocket to do that for carrying out the CPD. Then also transport. Some teachers fail to raise money for transport to come for the CPD. Hmm, then feeding also. The teachers face a challenge of feeding because when they come and you can’t give them meals, it is a challenge, a big one unless you talk to the head teachers in advance to provide but sometimes they also don’t have. This becomes a challenge to the implementation of the CPDs because teachers will just go and do nothing about that programme, it is really not their problem but for the organisers.”

Then another administrator during the interview echoed the topic when he said;

“Let me tell you the truth, the CPD extent to which it impacts on the ground, for us here it depends on money sometimes if it is, no good facilitation at the CPD, you find the extent to which it impacts down there, very minimal. Very low. In fact to a very small extent. That is why some children reach primary seven without learning how to read and comprehend tasks, and they fail even simple exams.”

4.3.0 How CPDs are evaluated.

Seeking to find out the effectiveness of Teachers’ Continuous Professional Development in enhancing learners’ achievement, the question of how CPDs are evaluated was asked to the respondents mainly the administrators consisting of Coordinating Centre Tutors, Head teachers, and the inspector of schools. This involved the strategies they use to ensure that the CPD skills teachers learnt are transferred and retained. Most of them had a similar answer of monitoring and supervision of the activities which involves going to schools, entering classes, and observing how teachers teach. However, it seems that the evaluation mainly focuses on subjects that can be taught inside the classroom.

When asked what strategies they use for the evaluation of CPDs, one of the CCTs gave this response.

“What I do, I give ample time after the training like now I know this is the second week. I can give up to the fourth week then I go. I don’t alert anyone. I just go, I tell the head teacher that I need to look at the teachers’ schemes. So he collects the books, then I comment and

sign. If someone has not completed the schemes, I tell him or her to complete it. Yeah, then I go then I give them like a week. I go now to observing the lessons, hmmm, then after that I can move on to the checking of the classroom environment. Another respondent had a similar answer when he said;

“Yeah, after conducting the CPD, we give sometimes may be weeks 123 weeks, then we move to the ground to the field to classes to check whether those areas which were handled in the CPDs is being implemented”

However, one respondent had a different experience when he said;

“Well, CPDs that we organise at school, I become part of the participants and therefore, what I always do to encourage and also to motivate them to transfer what they have learnt, I myself, I model them. I model the skill, I model the attitude that was targeted at the CPD. As a head teacher, I model like role play. That could be one of my strategies I always use. And then there is also that one I try to make sure that we try to bring in the issue of a peer influencing another peer. I take these to be the strategies I always use.”

From the responses above, study findings revealed that the evaluation of CPDs mainly depend on the administrators following teachers in the field to check what they are doing. However, when asked some of the challenges they face in the implementation of CPDs, teachers gave lack of follow up as a challenge among other challenges. This was also confirmed by one of the CCTs who said that it is difficult to go to distant schools because of lack of transport. The inspector of schools also supported the lack of follow up when she said “sometimes funds for monitoring and supervision of schools delay and we cannot go to the field without fuel.” And according to (Muhammad & Abubakar, 2019; Nolan Jr & Hoover, 2011), support supervision is a form of Professional Development to teachers but most of the time it is rare Aghanimi et al. (2021), and mostly restricted to administrative issues neglecting classroom practices. This means that follow up which administrators recognise as the main CPD evaluation strategy in Abim district is also minimal.

4.3.1 Lack of follow up activities.

This issue arose from both the one-on-one interview and the FGD. Study findings revealed that although there are CCTs and inspectors of school, yet there was very little follow up of the CPD programmes. It was also revealed that the NGOs who conduct CPDs always do not come

back to follow what they have trained teachers on. When their programmes end, the CPDs also end with it because the administrators cannot sustain such programmes. This finding echoes Brion (2020) who states that lack of follow up is a huge gap in the implementation of CPDs that no one addresses and yet many teachers find it hard to adapt to new practices .So follow up should comprise regular and comprehensive feedback. A respondent in the FGD had this to say.

“To me, I think one challenge that I have been getting is, there is no follow up of these CPDs. After making it, after they have done the CPDs, they go away, they disappear so that they don’t come back for this follow up to the schools then the programmes dies a natural death. Sometimes you don’t get something and you want to understand but there is nobody to direct you so you also leave it like that. Sometimes, the trainings are not even evaluated to find out if the teachers have got anything.”

This was confirmed by one of the administrators in the one-on-one interview who said;

“Since I came to this centre, I don’t have a motorcycle, moving is so difficult. I only go to schools where I can walk to but the most important supervisors who should make follow ups are the school administrators because they are with the teachers every day but sometimes they also do not do it.”

However, one head teacher complained about evaluating CPD programmes saying,

“There is a challenge in the evaluation or the supervision of these CPDs by the head teachers. You find that sometimes the teachers are called for a training but the head teachers are not trained then they say head teachers supervise the teachers on such and such an activity. How can head teachers evaluate what they also don’t know? This is ridiculous to me. So, that is why some CPDs die naturally because they are not supervised.”

One teacher from the Focused Group Discussion said;

“These CPDs have a problem, first of all the teachers come late for the training, others do not complete the hours, while others move up and down during the training, and others just go for the money. Worst of it I don’t know, but the trainings are not even evaluated, they just close unceremoniously like that, sometimes in a hurry, and if you asked some teachers what they learnt from the training, they cannot even explain to you. They will just say “the usual things”.”

From the findings of this study, using the question “what challenges affect the implementation of CPDs” study findings revealed that teachers’ attitude is the major factor that affect the implementation. This attitude stems from the fact that there is always little or no facilitation for the programmes, minimal follow up activities, little or no involvement of teachers in the organisation, and use of facilitators from outside the area who always give scenarios based on their culture and experiences.

This study also revealed that although the CCTs and the district education office are responsible for the professional growth of the teachers, yet there seems to be duplication of duty causing conflict.

4.3.2 Resistance to change.

Study findings revealed that the major problem in the implementation of the CPD programs is the teachers’ negative attitudes to new things most especially the senior teachers. This finding resonates with Zhang et al. (2021) who in their study discovered that new teachers possess great interest in acquiring professional Development but their level of involvement diminishes as years of experience increases. They always fear to embrace new programmes because they feel it is too much work. So they always want to do their activities in the way they are used to. And because they have refused to willingly accept change, their learners perform lower than expected.

One administrator had this to say about the teachers’ resistance to change.

“What disappoints most is, you conduct a CPD with the teachers and in most cases they don’t go back and do what you have trained them on. Hmm, it disappoints me a lot. I think laxity, laziness and just not being serious generally.”

While a head teacher put it that;

“Attitude is a challenge. Any new thing is affected by attitude. So, there are people who are already static. Those who do not want new things. Much as they were trained they still want to go back to the old system. Yeah, they think that the new change which is being introduced is a bit laborious.”

The findings also revealed that teachers always fear to embrace new programmes because they feel it is too much work. So they always want to do their activities in the way they are used to. And because they have refused to willingly accept change, their learners perform lower than expected.

One of the teachers said,

“Our learners fail because the teachers are static and have refused to adopt new methods of doing things. For example, many teachers do not believe that group discussions can help candidates, they think it is a waste of time, and they want to continue drilling up to the last minute to the exams.”

Chapter Summary

The topic of this study is exploring the effectiveness of Teachers’ Continuous Professional Development in enhancing learners’ achievement. The main question is “What is the effectiveness of Teachers’ Continuous Professional Development in enhancing learners’ achievement?” In order to answer this question, three subsidiary questions and other related questions were used to gather data in order to answer the main question. Data that was collected, was presented, discussed, and analysed thematically. The first theme coined from the first subsidiary question was “The teachers’ understanding of CPD.” Data collected, discussed and analysed revealed that teachers do not understand CPD in relation to achievements of learners but in terms of their growth in skills, knowledge and certificates attained. The second theme also derived from the second subsidiary question was “How CPDs are organised.” Study findings indicated that the organisation ignored the teachers’ needs and therefore they have a negative attitudes towards most of the programs especially those without facilitation. The third theme was “how CPDs are evaluated.” The findings from the study showed that the administrators evaluated CPD programs but they do not use any other exciting strategies of ensuring the implementation and retention of these programs apart from going to supervise teachers in the field. Study findings also revealed that there were too many CPDs against little time in the school timetable, and also short time in training teachers. A lot of content would be given to teachers in a very short time. There was also conflict of interest between the CCTs and the DEOs, little or no facilitation of these CPDs, and minimal follow up of these program activities. Overall findings from these themes reveal that the effectiveness of Teachers’ Continuous Professional Development in enhancing learners’ achievement is lower than expected. This might be one of the causes of the low performance of learners in the district. According to the data collected and analysed, it would be a waste of resources on CPDs in the district if the challenges raised are not addressed.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This study explored the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement in primary schools in Abim district, Uganda. The chapter brings out the summary of the key findings, the recommendations, areas that may need further research, and then a conclusion.

5.1 Summary of findings.

The study was guided by three subsidiary questions which were; What is the teachers' understanding of CPDs? : How are CPDs organised? : How are CPDs evaluated? Data was collected using interviews and Focussed Group Discussions. Themes were generated under these three questions, discussions were done and a summary of key findings presented as below.

5.1.1 Teachers understanding of Continuous Professional Development (CPD)

There was a common general perception of CPD among the teachers but they defined it in different ways depending on their positions and duties in the educational setting. The classroom teachers understood CPD as equipping them with new knowledge and skills while others understood it as attending short courses and trainings. This stems from the fact that whenever teachers are called for a CPD, it means that there is something new that teachers are supposed to know most especially from the ministry of education through the core PTCs or through the development partners in education, and they mostly do it through trainings or workshops.

Meanwhile, the administrators like the head teachers, CCTs, and the inspector of schools understood CPD as developing teachers professionally and reminding them on what they are supposed to do from time to time through trainings. The reason being that teachers tend to forget what they used to do during school practice. After they have passed their exams, they relax in the field and therefore need constant reminder.

However, the teachers' understanding of CPD rotated around the development of a teacher only and does not relate to learners academic outcomes. This is because none of the teachers or administrators explained CPD in relation to improving the learners' academic performance.

5.1.2 The organisation of CPDs

The findings from this study revealed that the organisation of CPDs mostly followed guidelines from the ministry of education and sports while the teachers are not aware of how those CPDs are organised.

This study has found out that most CPDS come from the ministry of education. And so directives on what to be given as CPD to teachers and what category of teachers to attend, comes also from the ministry of education directly to the teachers through the district education office or through the Core PTCs. Those CPDs that pass through the Core PTCs are the ones that are handled by the CCTs at the Coordinating Centre level. Those that come directly to the district education office are handled either by the DEO or the inspector of schools. Other CPDs come from the ministry through other development partners like Voluntary Services Overseas (VSO) without passing either through the Core PTCs or the district education office. These are handled by the organisation staff.

Teachers mostly attend CPDs on invitation. Many times they do not know what they are going to learn until they reach the venue. Study findings revealed that most of the time teachers are just asked through the head teachers to go for a training or workshop which they are supposed to oblige. Many times also such teachers do not give any report of the training to the head teacher or show any change in their school or classroom practices. From the study findings, teachers can neither question, subtract nor add anything to the training. Most of the time, the trainings end without any evaluation.

The study also revealed that there no prior planning for CPDs. This always sometimes interferes with the already congested planned activities hence making activities too many against little time in the school time table.

The study also found out that there is some degree of conflict of interest between the CCTs and the district education office. Findings revealed that sometimes the district education office does not honour the CCTs' work-plan and recommendations. The CCTs complained that the recommendations they make to the district concerning schools and teachers are not always considered making their work difficult.

On the other hand, the Education office also say that the CCTs have very little output in the field and should instead be recalled to colleges.

Findings from this study revealed that the success of most CPD programmes is dependent on the facilitation. The CPDs in which teachers are well facilitated are to a greater extent more successful in terms of implementation than those that are not facilitated. Findings from this study further revealed that teachers view CPDs as additional work that needs extra time or energy. So they are supposed to be facilitated. However good the programme is if it is not facilitated will die a natural death.

5.1.3 How CPDs are evaluated.

Study findings found out that the most common strategy administrators use to evaluate the CPD programmes is to follow teachers to the field and in the classrooms to find out what they are doing in form of monitoring and supervision. In addition, study findings also revealed that these follow ups are not common, with CCTs sighting lack of transport to distant schools, teachers' resistance to change, and inspector of schools sighting inadequate funds for frequent monitoring and supervision. However a few administrators also talked of modelling as a strategy where peers help one another by showcasing what they have achieved and how they have achieved it for the others to learn and borrow from if possible.

5.2 Conclusion

This study looked at the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement. The study was underpinned by DeSimone's theoretical framework of effectiveness of teacher professional development developed from Kirk Patrick's model of evaluation of trainings. DeSimone puts it that transfer of skills happen when teachers acquire knowledge and skills, which must cause a positive change in their attitudes and therefore a change in the way of instruction which should translate to improved learners' achievement. All these, he puts it that it should happen in an enabling environment.

However, the enabling environment contained various obstacles which hindered the transfer of CPD skills and knowledge in the area of this study. Much as a few teachers try to transfer whatever they learnt to their classroom practices, generally, the effectiveness of Teachers' CPDs in enhancing learners' achievement is minimal compared to what is expected.

5.3 Recommendations

Grounding on the findings of the study, I propose the following recommendations to the education stake holders most especially in the primary section. The stake holders identified are; the teachers, the CCTs, the head teachers, the district education office.

5.3.1 Teachers

A number of respondents have identified teachers' negative attitudes towards change as a major set-back in the implementation of CPD programmes. I recommend that the teachers should break this barrier and embrace change since it is the only constant thing in life and must happen at any time. In addition, this change is much needed because the world is changing at a first pace and teachers may need to keep pace with the 21st century skills needed in this 21st century education system.

5.3.2 Head teachers

During the Focused Group Discussion with the sample teachers, most of them identified lack of involvement in the organisation of CPDs. The teachers said they only attend CPDs on invitation through their head teachers. To this effect I suggest as a researcher that there should be more of the school-based CPDs organised by the teachers according to the professional gaps identified among them. In this respect, I further suggest that head teachers should allocate a budget for CPDs and spearhead the organisation and implementation of such activities.

5.3.3 Coordinating Centre Tutors (CCTs)

Discussing on how they organise CPDs, most administrators said that they mostly followed directives from the ministry of education and sports. I suggest that the CCTs should liaise with the head teachers to identify professional gaps among the teachers so that school-based CPDs are always organised to address unique challenges specific to individual teachers. On lack of follow up of some programmes, I suggest that the CCTs should identify more exciting strategies apart from the usual monitoring and supervision to ensure that implementation and effectiveness of CPD happen as expected.

5.3.4 District Education office.

Teachers have pointed out little or no facilitation as a hindrance to the proper implementation of CPD programmes. I suggest that the district should allocate a budget for teachers' professional development in form of CPDs.

Regarding the non-involvement of teachers in the organisation of CPDs, the sample teachers complained that some programmes are repeated time and again. As suggested by the respondents in this study, I also re-echo as a researcher that the district should create a research desk where teachers' professional challenges are identified and CPDs organised to close such gaps. In addition more engaging and exciting strategies should be employed to make sure that implementation of the programmes is effective and skills and knowledge learnt from the CPDs are transferred to the learners to cause improvement in their performances.

5.4 Areas for Future Research

This study was carried out in the primary education sector. Another study could be carried out in the secondary level so that the study findings can be compared and contrasted. Further still, the approach and design of the study can be changed to include a larger number of respondents to ascertain the differences and similarities of the study findings. A study can also be carried out to find out why there seems to be a duplication of work between the CCTs and the inspector of schools as regards teachers' professional development.

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APPENDICES



Appendix 1: Interview Guide For Head Teachers.

DATE..... PARTICIPANT PSEUDONYM.....SEX.....

SCHOOL PSEUDONYM.....

1. How long have you been in the teaching profession?
2. What do you understand by CPD
3. How many CPDs have you attended from 2018 to date?
4. Were there some classroom-related CPDs among them?
5. As a head teacher, your work is to monitor and evaluate classroom-related CPDs. What strategies do you have to help teachers transfer CPD skills and knowledge to their classroom practices?
6. How do you select teachers to go for CPDs?
7. Have you ever organized a school-based CPD? If no, why? If yes, explain how you organized it?
8. To what extent are teachers able to transfer the skills and knowledge learnt from CPDs to their classroom practices?
9. What challenges do you face in the implementation and evaluation of CPDs in your school?
10. According to you, what can be done to improve on CPDs in our district?
11. Is there anything related to CPD that you would like me to know?



Appendix 2: Ethical Consent Form for Head teacher

Research Topic: Exploring the effectiveness of Teachers’ Continuous Professional Development in enhancing learners’ achievement.

I have been informed of the requirements of the study and fully understand what will be expected of me as a participant.

I, therefore, agree to be amongst the participants in this study with the following conditions. Put a tick (✓) as appropriate against each statement;

- ☐ This study focuses on continuous professional development
☐ The purpose of the study is to explore the effectiveness of Teachers’ Continuous Professional Development in enhancing learners’ achievement. My identity as a research participant will remain confidential and my name and my responsibility/role in the school and the name of the school will not be used at any point in the research or in reporting the findings.
☐ I maintain the right to withdraw from the study at any point in time.
☐ I will be interviewed as part of the study
☐ My voice can be recorded during my interview.
☐ I hold the right to refuse to answer any question.
☐ I will receive the summary of the final report of the study.
☐ Findings of this study may be used in conference presentations and in academic publications

I express my willingness to participate in this study by signing this form.

Name: Designation:

Signature: Date:

Name of school:

Researcher’s Name: AKECH VENTY OBURA

Researcher’s Contact: P.O. Box 125 Dar es salaam Name of Institution: The Aga Khan University IED, EA In the unlikely event of a breach of ethics or any other emerging issues, inform Chairperson Ethical Review Committee of the Aga Khan University Tanzania, Dr. Fortidas Bakuza Salama House Urambo Street – Plot 10, P.O. Box 125, Dar es Salaam. Tel: +255-22-215229/2150051 Fax: +255-22-2150875 E-mail: fortidas.bakuza@aku.edu or iedea@aku.edu



Appendix 3: Focused Group Discussion guide for teachers.

DATE.....PARTICIPANT PSEUDONYM.....SEX.....

SCHOOL PSEUDONYM.....

- 1) How long have you served as a teacher
- 2) According to you, what do you understand by CPD?
- 3) How many CPDs have you attended from 2018 to date?
- 4) How often were the CPDs related to your area of teaching?
- 5) How are the facilitators of the CPDs selected?
- 6) In what ways are the teachers involved in the organization of CPD programs?
- 7) In what ways have the knowledge and skills you learnt from the CPDs improved your practice as a teacher?
- 8) What would you say, if you were asked to train the novice teachers on the skills and knowledge you learnt from CPD three years ago?
- 9) What challenges do you face in implementing CPD programs in your school?
- 10) According to you, how should we improve on the effectiveness of CPDs in our district?
- 11) Is there any information related to CPD that you would like me to know?



Appendix 4: Ethical Consent Form for teachers

Research Topic: **Exploring the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement.**

I have been informed of the requirements of the study and fully understand what will be expected of me as a participant.

I therefore agree to be amongst the participants in this study with the following conditions.
Put a tick (✓) as appropriate against each statement;

- This study focuses on **continuous professional development**
- The purpose of the study is to explore the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement.**
- My identity as a research participant will remain confidential and my name and my responsibility/role in the school and the name of the school will not be used at any point in the research or in reporting the findings.**
- I maintain the right to withdraw from the study at any point in time.
- I will be interviewed as part of the study
- My voice can be recorded during my interview.
- My records (schemes of work and lesson plans) can be analysed for this study.
- Photographs (or scans) of my work or classroom will be taken for research purposes
- I hold the right to refuse to answer any question.
- I will receive the summary of the final report of the study.
- Findings of this study may be used in conference presentations and in academic publications

I express my willingness to participate in this study by signing this form.

Name: Designation:

Signature: Date:

Name of school:

Researcher's Name: Akech Venty Obura

Researcher's Contact: P.O. Box 125 Dar es salaam

Name of Institution: The Aga Khan University IED, EA

In the unlikely event of a breach of ethics or any other emerging issues, inform Chairperson Ethical Review Committee of the Aga Khan University Tanzania, Dr. Fortidas Bakuza Salama House Urambo Street – Plot 10, P.O. Box 125, DaSalaam.

Tel: +255-22-215229/2150051 Fax: +255-22-2150875 E-mail:
fortidas.bakuza@aku.edu or iedea@aku.edu



Appendix 5: Interview Guide for the Coordinating Centre Tutors.

**DATE.....PARTICIPANT PSEUDONYM.....SEX.....SCHOOL
PSEUDONYM.....**

1. How long have you served as a CCT in this center?
2. What do you understand by CPD?
3. As a CCT, how do you organize CPDs in your center?
4. What strategies do you have for the evaluation of CPDs in your center?
5. What are the challenges if any, facing the implementation and evaluation of CPDs in your center?
6. What do you think can be done to improve the effectiveness of CPDs in your center?
7. How often do you monitor classroom activities in your center?
8. Is there anything related to CPD that you would like me to know?



Appendix 6: Ethical Consent Form for the Coordinating Centre Tutors

Research Topic: **Exploring the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement.** I have been informed of the requirements of the study and fully understand what will be expected of me as a participant.

I therefore agree to be amongst the participants in this study with the following conditions.
Put a tick (✓) as appropriate against each statement;

- This study focuses on continuous professional development
- The purpose of the study is to explore the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement.**
- My identity as a research participant will remain confidential and my name and my responsibility/role in the school and the name of the school will not be used at any point in the research or in reporting the findings.
- I maintain the right to withdraw from the study at any point in time.
- I will be interviewed as part of the study
- My voice can be recorded during my interview.
- Photographs (or scans) of my official records can be taken for research purposes
- I hold the right to refuse to answer any question.
- I will receive the summary of the final report of the study.
- Findings of this study may be used in conference presentations and in academic publications

I express my willingness to participate in this study by signing this form.

Name: Designation:

Signature: Date:

Name of school:

Researcher's Name: AKECH VENTY OBURA

Researcher's Contact: P.O. Box 125 Dar es salaam

Name of Institution: The Aga Khan University IED, EA
In the unlikely event of a breach of ethics or any other emerging issues, inform Chairperson Ethical Review Committee of the Aga Khan University Tanzania, Dr. Fortidas Bakuza Salama House Urambo Street – Plot 10, P.O. Box 125, Dar

Appendix 7: Ethical clearance



THE AGA KHAN UNIVERSITY

Ref: AKU/2022/0180/fb/08/61

Date: 19th August, 2022.

Akech Venty Obura
Aga Khan University
P. O Box 125
Dar es Salaam,
Tanzania.

Dear Akech Venty Obura,

ETHICAL CLEARANCE CERTIFICATE

This is to acknowledge that your application for ethical clearance for a research study entitled "*Mismatch between Teachers' Continuous Professional Development (CPD) and their Classroom Practices: A case study of three Primary Schools in Abim District, Uganda.*" was received and reviewed by the Aga Khan University, Ethical Review Committee, East Africa (AKU-ERC, EA).

We would like to inform you that the committee has approved your proposal and advise you to proceed with your research project in line with the Aga Khan University policies, laws and regulations and ethical guidelines.

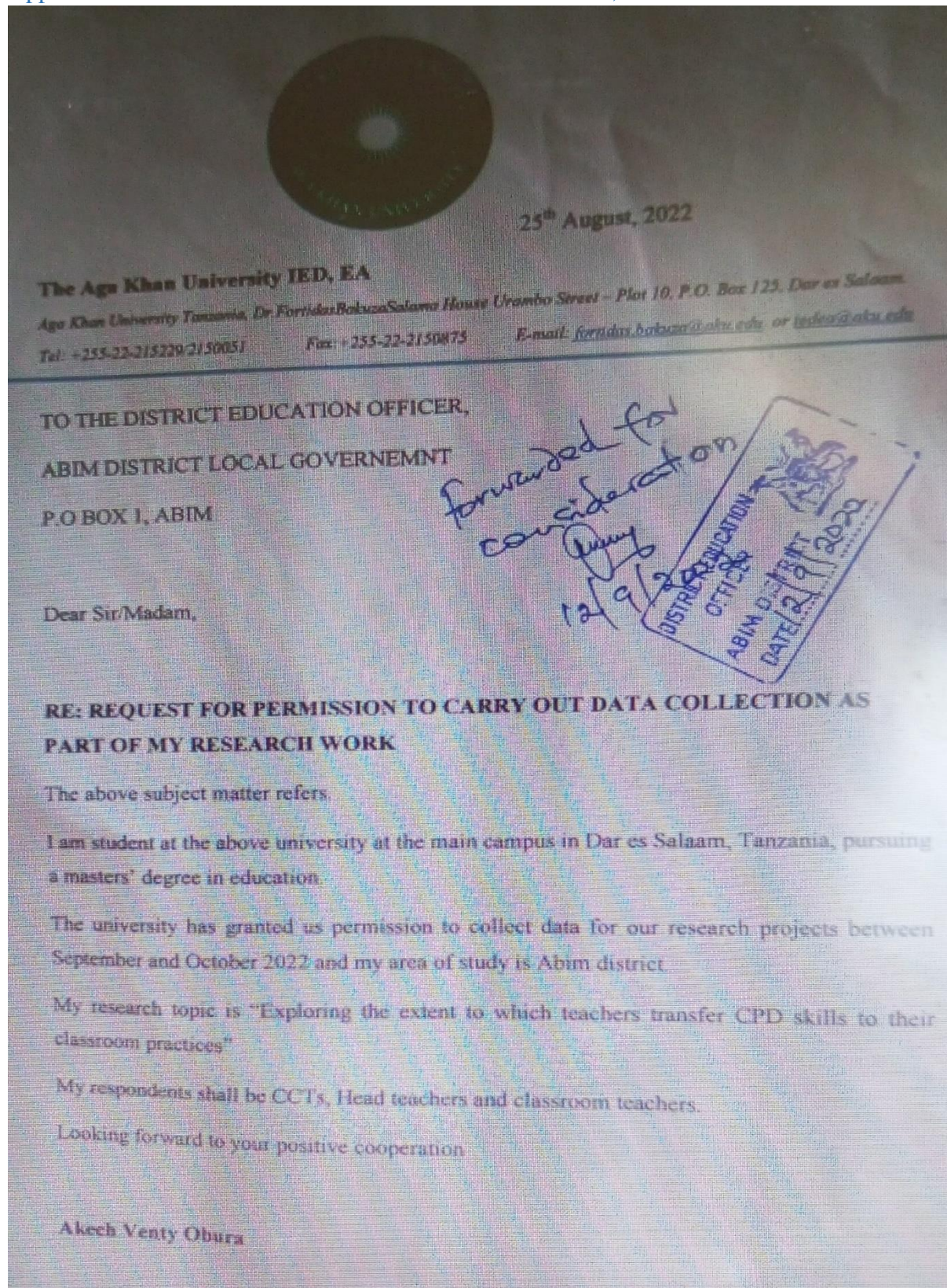
I wish you all the success in your research.

Yours Sincerely,

Dr. Fortidas Bakuza
Assistant Professor
Chair, Ethical Review Committee

CC: National Institute for Medical Research

Appendix 8: Permission from the District Education Officer, Abim district.



**Aga Khan University
Institute for Educational Development**

DISSERTATION SUBMISSION FORM

Number of words in the dissertation content including footnotes - **21535**

The Dissertation report passed through Turnitin and the similarity index is **-16**

Dissertation Title: **Exploring the effectiveness of Teachers' Continuous Professional Development in enhancing learners' achievement in primary schools in Abim district, Uganda.**

Name of CP **Akech Venty Obura**__ Admission No: **568476**

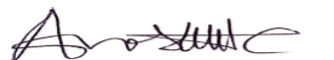
Name of Principal Supervisor: **Dr. Fortidas Bakuza**

I certify that the course participant complied with dissertation writing guidelines and has my recommendation to submit the dissertation for marking.

Signed on 2nd December 2022



Principal Supervisor



Student