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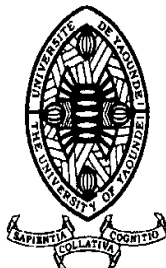
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CURRICULA AND EVALUATION



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UNIVERSITY OF YAOUNDE I

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SOCIAL AND EDUCATIONAL SCIENCES

DOCTORAL UNIT OF RESEARCH AND
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CURRICULUM AND EVALUATION

**The effects of continuous professional development on
teachers' effectiveness in public primary schools in
Yaounde municipality**

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CERTIFICATION

We the undersigned, hereby certify that the thesis entitled “**The effects of continuous professional development on teachers’ effectiveness in public primary schools in Yaounde municipality**”. submitted to the department of Curriculum and Evaluation, Faculty of Education in the University of Yaounde I was carried out by **Judith Mankandong**, Matricule (20V3680), was carried out under our supervision. The work has been properly referenced and acknowledged.

The Dean of the Faculty

Head of Department

Supervisor

Dr Mbeh Adolf Tanyi

DEDICATION

TO:

The memory of my late father,

Papa Munsunge Linus Shu.

ACKNOWLEDGEMENT

This piece of work would not have been effectively done without the assistance of some persons. I am especially indebted to my supervisor Dr Mbeh Adolf Tanyi for his relentless efforts in making this work a success. His criticisms, insightful suggestions and corrections have greatly contributed to the realization of this work.

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ABBREVIATIONS

CELTA	Certificate of English Language Teaching to Adults
CPD	Continuous Professional Development
GRCW	Goal, Reality, Options, What
NCSM	National Council Of Supervisors of Mathematics
NOS	Nature Of Science
OECD	Organization for Economic Co-operation and development
PD	Professional development
PI	Peer Instruction
SPSS	Statistical Product and Service Solution

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ABSTRACT

The purpose of this research was to examine the effects of continuous professional development on teachers' effectiveness in public primary schools in Yaounde municipality. The study adopted the descriptive survey design using frequency, percentage, mean and standard deviation. Data was collected using a Likert scale questionnaire administered to two hundred primary school teachers in the Yaoundé municipality. The finding reveals that pedagogic seminars influence teachers' effectiveness with a mean of 1.56, collaborative teaching influences teachers' effectiveness with a mean of 2.094, coaching influences teachers' effectiveness with a mean of 1.84, and pedagogic supervision influences teachers' effectiveness with a mean of 1.614. The hypotheses also confirm that there was a significant relation between continuous professional development and teachers' effectiveness using a simple linear regression test on SPSS version 25.

***Keywords:* continuous professional development, teachers' effectiveness and primary schools**

RESUME

Le but de cette recherche était d'examiner les effets du développement professionnel continu sur l'efficacité des enseignants dans les écoles primaires publiques de la commune de Yaoundé. L'étude a adopté le plan d'enquête descriptif utilisant la fréquence, le pourcentage, la moyenne et l'écart type. Les données ont été recueillies à l'aide du questionnaire de l'échelle de Likert administré à deux cents enseignants du primaire de la commune de Yaoundé. Les résultats révèlent que les séminaires pédagogiques influencent l'efficacité des enseignants avec une moyenne de 1,56, l'enseignement collaboratif influence l'efficacité des enseignants avec une moyenne de 2,094, le coaching influence l'efficacité des enseignants avec une moyenne de 1,84, la supervision pédagogique influence l'efficacité des enseignants avec une moyenne de 1,614. Les hypothèses confirment également qu'il existe une relation significative entre le développement professionnel continu et l'efficacité des enseignants en utilisant un simple test de régression linéaire sur SPSS version 25.

Mots-clés : développement professionnel continu, efficacité des enseignants et écoles primaires

CHAPTER ONE

INTRODUCTION

The field of education all over, and particularly in Cameroon is marked by constant and rapid changes. This can be seen in the curriculum and other structures. So, for a professional teacher to be up to date with the changing curriculum, he/she needs to be constantly developing.

According to Trevor Antley (2020), the professional world is becoming increasingly competitive and is constantly changing, so professional development and continual learning are more important than ever in being successful and practices are evolving and progressive in every industry, making it crucial for both new and experienced professionals to continue developing their skills and honing their knowledge.

1.0 Background of the study

1.1 Historical background of education

Generally, education is an aged old concept that started from the creation of human society. As such, it has been evolving beginning with traditional concepts or traditional educational practices. These are the practices that are linked to individuals, groups, cultural backgrounds and countries. History has it that traditional education has grown from generation to generation and some concepts fade out and new ones are brought in as reforms. This traditional system is the one given by parents to children when they are born. This includes teaching the children in your language. The mother language includes their cultural beliefs and practices such as dressing, speaking, cooking, eating, and dancing.

John Dewey (1938) defines traditional education as “an educational system that focuses on curriculum and cultural heritage for its content”. It consists of regimentation, ignoring the capacities and interests of the learners. It encourages an attitude of docility, receptivity and obedience among learners.

“Professionalism is commonly understood as an individual’s adherence to a set of standards, code of conducts or collection of qualities that characterize accepted practice with a particular area of activity” (universities UK et al.2004).

In historical context, the issue that whether teaching is a professional status or not has been controversial. According to some authors (e.g. Lieter, 1978, Samuels, 1970), teaching is a

semiprofessional job because they are directed to perform certain standards by their superiors. As a result of this, teachers' autonomy and decision-making powers are limited. Some authors (e.g. Stevenson, Carter ve Passy, 2007, Ozga, 1981) believe that it is more useful to approach professionalism as an ideological construct that is used for occupational control for teachers. Another approach (e.g. Phelps, 2006) reflects a positive attitude toward teacher professionalism and identifies the term as the best and highest standards for teachers.

The need to attain and develop certain standards and benchmarking criteria for all professions has increased in today's competitive work conditions. Standards create a professional environment of "best practice" procedures enabling organizations to confidently create systems, policies and procedures; they also ensure high operational quality (Krinshnaveni ve Anitha 2007). This phenomenon makes a current issue of improving the occupation standards and qualifications of teachers to comply with the contemporary developments like other occupation groups in other organizations.

The concept has been a controversial one in different occupation groups with a long history, especially on the sociological ground and still, it is the subject of many scholarly debates. The dynamic nature of the term and its multiple interpretations introduced different definitions of the concept with different functions. When the subject is teacher professionalism (Sachs, 2003 17), the meaning of the term changes as a response to external pressures, public discourses and scientific developments. However, it seems possible to make a workable professionalism definition in the field of education based on these different approaches.

It is important to locate conceptions of teacher professionalism in changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interest (Hilferty, 2008). The concept of professionalism is used in different senses and is somewhat difficult to define. For example in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy 2007). In the business world, professionalism is generally synonymous with "success" or refers to the expected behaviours of individuals in specific occupations (Tichenor ve Tichenor 2005).

The terms “profession” and “professor” have their etymological roots in the Latin word for profess. To be a professional or professor was to profess to be an expert in some skill or field of knowledge (Baggini 2005) in 1975.

Hoyle defines professionals as “those strategies and rhetorics” employed by members of an occupation in seeking to increase status, salary and condition (cited in Evans 2007). In another work, Hoyle (2001) states that professionalism is related to the improvement of quality in a service rather than the enhancements status. Boyt, Lusch and Naylor (2001) explain the concept as a multi-dimensional structure consisting of one’s attitudes and behaviours towards his/her job and it refers to the achievement of high-level standards. If we synthesize the definitions up till now, it is possible to interpret professionalism as a multi-dimensional structure including one’s work behaviour and attitudes to perform the highest standards and improve the service quality.

Before deepening the teacher professionalism discussions, it will be useful to mention the distinction between the two terms “professionalism” and “professionalization” which usually accompany each other in scholarly discussions. Professionalization is related to “promoting the material and ideal interest of an occupational group” (Goodson, 2000, 182) so it includes “the attempt to gain professional associated with professions” (Whitty, 2000). Whereas, professionalism “focuses on the question of what qualifications and acquired capacities, what competencies is required for the successful exercise of an occupation” (Enghund 1996, 76).

David refers to five commonly cited professionalism criteria focused in the literature. They are (David, 2000) (a) professions provide an important service (b) they involve a theoretically as well as practically grounded expertise (c) they have a distinct ethical dimension which calls for expression in a code of practice (d) they require organization and regulation for purposes of recruitment and discipline and (e) professional practitioners require a high degree of individual autonomy, independence of judgment-for effective practice.

Babar (1965) explains four main characteristics of professional behaviour as follows (a) a high degree of generalized and systematic knowledge (b) orientation primarily to community interest rather than to individual-self-interest, (c) a high degree of self-control of behaviour through codes of ethics in the process of work socialization, (d) a system of reward seen primarily as symbols of word achievements.

Autonomy is one of the main focus features of professionalism characteristics. Farsyth and Danisiewicz, (1985) contribute to professionalism debates by stating that, the tasks of

professionals are important, exclusive and complex, so professionals should have autonomous decision-making powers free from external pressures. Another author states that one of the major objectives and attractions of the movement to professionalize teachers is to provide professional autonomy (Bull, 1998). Autonomy is a component of teacher professionalism and it provides both an individual decision-making area to achieve one's aims and effect on controlling the situations related to his/her work. Autonomy not only functions as a buffer against the pressures of teachers but also a means of strengthening them in terms of personal and professional sense (Friedman, 1999). Consequently, it has the opposite function of organizational control (1978, Johnson 1992, Bull, 1988).

It appears that the focuses on defining and conceptualizing the nature of professionalism are, “the respectability status of occupation (e.g. Hoyle, 1975 Kennedy, 2007)”, improvement of service quality (e.g. Hoyle, 2001), “achievement of the highest standards (e.g. Boyt, Lusch ve Naylor2001)”, self, control (e.g. Barber, 1965) and “professional autonomy” (e.g. David 2000 Leiter, 1978, Johnson 1992, Bull, 1998).

The aspect of professionalism is not an issue today. This is something that started long ago and has evolved with time.

1.2 Contextual background

Professional development originated and came overwhelmingly into inevitable force in the United States of America in the 1960s (Murpay-latta 2011). It was designed as a critical part of a development program for school staff in the American education system. Since then, professional development emerged as a worldwide tool for both personal and professional growth and developed not only in the education sector but in other disciplines as well. For example, many authors pointed out that professional development contributed significantly to the overall health care provided by physicians, dentists, nurses, IT professionals, and other allied health care personnel thus helping in improving the health and well-being and quality of life. (Ayeleke et al.2016, Smith and Johnson 2018). From the sustainable development goal perspective, professional development is not only applied to the development in the education and health sector but also in other disciplines such as the environment, economy, and human rights. As a result, sustainable human resource development is of great importance to the milestone of sustainable development goals (SDGs) whether locally, nationally, regionally or internationally (Chams and Gracia-blandon 2019). Historically, this is vital because, without professional development, the

sustainable development goal agenda may not be achieved by 2030 in building the pathway which is more resilient and sustainable.

Teacher professional development is an ever-present concern in today's education systems and comes in many forms (Bautista or Ortega-Ruiz, 2015, Day & Sachs, 2005, Borko 2004). It is considered to be the ideal means to improve the quality of education (Coe et al,2014, Desimone, 2009, Hattie, 2009) and constitute a key element in the various ongoing educational reforms around the world (Kennedy, 2014, Karras & Wolhuter 2014, Villegas-reimers, 2003).

In Cameroon, as in another context, many teacher educators are university professors with doctorate degrees but have no teacher training or teaching experience in primary/secondary schools (Tambo, 1995, Adame, 2019, Wiysahnyuy, 2019). As Tambo explains, for a lack of qualified teacher educators, the government recruits university graduates without professional training to teach in teacher's training colleges, secondary and primary schools. The problem asked is: they train the teachers, but who trains them? How do they upgrade their skills? What kind of continuous professional development (CPD) activities do teacher educators need to engage in?

According to Woodward (2009), the role of a teacher educator develops naturally from a teacher who has had practice working with different class sizes, levels, materials, content and context in general. Experience in teaching in the primary or secondary school sector invariably facilitates the job of training teachers. In the same vein, continuous professional development (CPD). Framework for teacher educators (British council 2017) indicates that teacher educators must have a foundation of teaching skills. The above underlines the fact that ideally, teacher educators should be trained, experienced teachers and if that is not the case, then professional development in teacher training becomes vital.

Therefore, quality education goes beyond mastering subject content, it is expected to also equip pupils with the skills which will enable them to realize their full potential later in life. This greatly depends on the quality of teachers and teaching. Given the rapid changes in curriculum and pedagogy, the professional competencies of the teacher are expected to be regularly updated during initial training and in-service programs. In this light, teacher educators have to ensure the professional development of all their teachers.

The British council's continuous professional development (CPD) framework for teacher educators (2017) gives guidelines to the competencies of a teacher educator and to achieve these, he/she must engage in some CPD activities. Continuous professional development activities take

various forms, some common to teachers and teachers' educators and others peculiar to, or generally used by the latter. Drawing from the Organization of Economic Cooperation and Development Teaching and Learning International Survey Questionnaire (2018), common CPD activities include seminars, workshops, conferences, induction/mentoring, peer observation and professional reading. For teacher educators working in higher education, CPD is marked by other activities such as research/publication, membership in academic associations/communities' practice, refresher courses, sabbatical, team teaching, book/abstract review, thesis supervision and instructional supervision (Mussazi, 1982., Chang, Jeon & Ahn 2014). Teacher educators should be engaged in a range and variety of CPD activities from these perspectives in order to develop their ability to train teachers at the universities to train teachers to teach in primary and secondary schools. Seeing the importance of continuous professional development for teachers, the Cameroon government in the April law of 1998 on educational orientation part IV chapter III section 37 talks about teachers.

1. The teacher shall be a principal guarantor of the quality of education. In this capacity, he shall be entitled within the limits of means available to suitable living and working conditions as well as to appropriate initial and continuing training.
2. In the April law of 1998 on educational orientation Part, I under General Provisions section IV says "the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, sociocultural political and moral factors".

Section IV above shows that for the pupils to acquire all the skills and competencies, they should be taught by a qualified teacher who has been developing him/herself to be able to impact all the competencies, skills and attitudes cited above.

1.3 Conceptual background

According to Organization for Economic Co-operation and Development (OECD)-Teaching and Learning International Survey (TALIS, 2009), CPD can be defined as "the one which involves those activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher".

According to Melanie Allen (the UK, 2009), CPD refers to "the process of tracking and documenting the skills, knowledge, and experience that teachers gain both formally and informally

as they work, beyond any initial training. It's a record of what they experience, learn and then apply".

Thus, CPD can be defined as "an on-going process which involves formal, non-formal and informal activities that aim at developing teacher educators' intellectual abilities and build self-confidence, attitudes, values, interest, skills and competences for personal improvement which will enable him to carry out his work effectively".

Continuous Professional Development (CPD) covers a wide range of staff development activities, both formal and informal, designed to address individual teachers' development needs and improve their professional practice through sharing effective practice knowledge and skills. It is one of the major factors of elements required in the advancement of the quality and professionalism of a teacher (Collin et al.,2012). Kizibas (2016) states that there are three major goals of professional development programs for teachers. These are "change in classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students". CPD is essential for upgrading and upgrading teachers because the rate of social and educational change makes pre-service training an inadequate basis for long-term professional competence. The design of these CPD programs must be informed by an effective needs analysis that stems from the teachers' curricula, instructional, content, and pedagogical knowledge bases. The knowledge basis is the conceptual framework upon which professional development should be based. Research shows that teachers perform better in professional development programs of which design they are part of (Luneta, 2012).

Teachers' professional development can be divided into two categories: cognitive and affective, which are both essential factors in determining teacher efficacy. The cognitive part relates to the development of pedagogical information and better instructional skills that will aid teachers in classroom management and teaching. Teacher dedication and commitment to their profession is an essential parts of teacher development. Professional development activities are successful in achieving the desired outcomes. Professional development is influenced by several elements that both help and hinder efficacy. Conceptual and methodological factors that contribute to successful professional programs are established by Villegas Reimers 2003. Contextual aspects include the involvement of schools' leadership, organizational culture, external agencies and the extent to which side-based initiatives are supported. Conceptual factors include how change, teaching, and

teacher development are perceived. Processes or procedures developed to enhance teachers' professional development are referred to as methodological factors.

Darling-Hammond (2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Anderson (2004) viewed effective teachers as those teachers who achieved the goals set for them or goals set for them by others like the Ministry of Education.

Effective teachers are very important for pupils' learning. However, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teachers (Stronge, Ward and Grant, 2011). However, it is possible to measure some teachers' attributes like interacting with pupils, teaching strategy, motivation, pedagogical content knowledge and classroom management through a qualitative research approach. These teachers' attributes could act a long way to determine teachers' effectiveness. Stronge, Ward and Grant (2011) identified four dimensions that were used to identify an effective teacher as follows.

- Instructional effectiveness
- Uses of assessment for student learning
- Positive learning environment
- The personal quality of the teacher.

An effective teacher should not only be concerned with students' academic goals. Teachers' effectiveness should encompass concern for students' personal goals. Students enter into classrooms from different backgrounds and they have come to the class with different minds apart from academics which an effective teacher should bare in mind. An effective teacher should also maximize instrumental time and make good use of it (Stronge, Ward and Grant, 2011). A teacher who wastes time in the classroom discussing nonessentials is not effective.

Assessment and feedback are very important to students' learning. Aina and Adedo (2013) found that feedback is very important in teaching and learning because it improves student learning. Every effective teacher should know how, when and the type of assessment and feedback needed in his/her lessons, we have different types of assessments, and in every form, it might take assessment activities take much time for the teachers and has an important place both in teachers and students lives (Ceyhum and Erodogan, 2013).

Maintaining a positive environment for learning is the responsibility of an effective teacher. It is easy to distinguish between an effective teacher and that who is not effective by the way they

manage their classroom when the lesson is going on. Managing the classroom very well for effective learning is the responsibility of an effective teacher. The ability of teachers to organize classrooms and manage the behaviour of their pupils is central to achieving good educational outcomes (Oliver and Aeschly (2007) cited Berliner that the teacher who has problems in classroom discipline is frequently ineffective in the classroom).

An effective teacher will always interact well with students both within and around the classroom because this is very important to students' learning. Interaction between teacher and pupil in the school is very important and effective teachers should ensure maximum interaction that will enhance learning in the classroom.

Teachers-students' interactions are very important in school as it aid students' success. The interaction between teacher and pupil is essentially the fundamental basis for teaching. A good teacher-pupil relationship may be even more valuable for pupils with behaviour and learning challenges (Caballero, 2010).

Most students learn best in an environment where they can freely express their feeling and this could be a situation when they are free with the teacher. Knoell (2012, p.12) agreed that learning occurs best in an environment that contains positive interpersonal relationships and interactions in which learners feel appreciated, acknowledged, respected and admired. Pupils who enjoy a close and supportive relationship with their teacher are more engaged and work harder in the classroom are persistent in the face of difficulties and cope better with stress (Hughes and Kwok, 2007).

The importance of interaction is understood by the new teaching paradigm called Peer Instruction (PI). Peer Instruction is an instructional strategy for engaging pupils during class activities through a structured questioning process that involves every pupil (Crouch, Watkins, Fagen and Manzur, 2007). Peer Instruction is a cooperative learning technique that promotes critical thinking, problem-solving, and decision-making skills (Rao and Diarlo, 2000). Peer Instruction is an interactive approach that was designed to improve the learning process (Rosenberg, Lorenzo and Manzur, 2006). This method has the advantage of engaging the pupil in interaction among themselves and with the teacher. The effectiveness of PI is centred on being able to engage pupil interaction in the classroom within themselves and with the teacher.

As observed by Stronge et al (2011) that effectiveness can be measured by instructional delivery, assessment of pupils' learning, learning environment and personal quality of the teacher. All these could only be possible for someone with a professional focus. Once the professional focus is not

there those constructs also become a mere mirage. Four things come to mind when we are talking about professional focus which are distractions, professional development, interpersonal relationship and punctuality.

Pedagogy is the discipline of study related to the field of education and teaching methods. Most educationists consider pedagogy as an academic discipline. Pedagogy as an academic discipline has a very broad meaning. It encompasses discussions of “health and body fitness” social and moral welfare, ethics and aesthetics, as well as the instructional forms that serve to facilitate societies and individuals’ pedagogical aims (Marton and Booth 1997, p.178.cited in Watkins and Mortmore 1999, p.2). To further illustrate this point, Alexander (2008), uses an example of a curriculum structure of a pedagogy degree at a Russian pedagogical university, which includes courses on “general culture” (e.g. philosophy, ethics, history, economics, literature, arts and politics)., as well as foundations of psychology, philosophy, child development, child law, and preparation for subject teaching or Didaktika and Metodika, which links every element of teaching together (p.46). in its current usage, pedagogy as an academic discipline is referred to as pedagogical sciences, as, for example, in the Academy of Pedagogical Sciences, while initial teacher educators, receive their degrees in “pedagogy and methodology of teaching” of a particular subject.

Pedagogy describes the science and arts of education, reflecting the description of the term in the 19th century by Henry, Marion (Best 1998). An alternative modern description of pedagogy, using an Oxford English Dictionary definition, could be the profession or theory of teaching (Oxford Dictionary and Thesaurus 2007).

Effective pedagogy in primary school is related to pupils’ development and teachers’ competencies in the school context (Coates & Pimlott-Wilson, (2019)., Hetherington & Wegerif, 2018). It means that pupils are the priority and orientation of teachers in teaching learning in the classroom. When the teachers decide to use a learning method, they need to consider to what extent the method gives a positive impact on their pupils. Effective pedagogy is related to what the teacher does in the classroom situation. (Kim & Wilkinson, 2019). The model used by the teacher in teaching has to focus on changing pupils’ behaviour in learning. Teachers with highly served efficacy have a good confident level to manage their classroom. They believe that they can develop competitive learning within pupils. Teachers provide opportunities for argumentative discussions in their class (Hafnidar, Harnia-Ti, Hailemariam & handrianto 2021). Teachers have the bravery to change their

strategy and approach if they believe both of them are less effective in their teaching-learning process. Gess-Newsome, Taylor, Carlson, Gardner, Wilson & Stuhlsatz (2019) emphasized that the ability of teachers to reform their instruction is a significant part of effective pedagogy.

Effective pedagogy refers to classroom management which affects a pupil's learning. It provides situations for teachers to explore their teaching activities to perform effective learning by actively involving pupils in their classroom practices. Pupils more enjoy their learning and can understand clearly their learning objectives (Arafani, Handrianto, Ucar & Karneli, 2021). The effectiveness of the teaching-learning situation depends on teachers' competencies in what to do and how to do their classroom pedagogy (D'Angel, 2021). An effective pedagogy requires teachers to evaluate their learning priorities. Teachers need to develop enquiries about their teaching methods which may impact their pupils. Teachers give intervention to pupils for improving their learning outcomes (Hilton, Hilton, Ikahihifo, Chafee, Darrow, Guilmett, & Wiley, 2020., Ibrahim, Abdullah, Wasin, Handriantu, Ucar & Kenepi 2020). The orientation of teachers in pupil's success with a bigger difference in their teaching process.

In primary education, effectiveness is based on inquiry-oriented development of pupils' learning. Teachers use inquiry as their support and input to decide their learning priorities in the classroom. Teaching also develops inquiries about the effective strategy for ongoing improvement of the pupil (Rita & Handrianto, 2020., Taufiqurrochman, Taufiqurrochman, Musmilin, Rofiai & Abah 2020). In this context, effective pedagogy is also related to the development of valuable teaching-learning for holistic pupil achievements (Zend (2020)). Values education is the fundamental element of pedagogical infrastructure. Realization of values in education encourages pupils' well-being in the school environment. The values can transform community pays from the school's perspective. The valuable learning implemented by teachers in the classes can trigger an impact on parents and the community in the school around. Teachers do not teach about the material concepts but they also explore the values from their learning.

According to google's definition, "seminars are an important part of many academic programs and provide an opportunity for a group of pupils to discuss and analyze a range of new material".,...

The concept of coaching for teachers was introduced by Joyce and Showes (1982). After evaluating research about how individuals best learn new skills, they investigated the usefulness of peer coaching for helping teachers to develop expertise with new teaching techniques. They found that peer teaching did make a difference people may ask what peer teaching is all about "it

is an opportunity for two or more individuals to enter into an ongoing dialogue and relationship, the focus of which is to improve skills, techniques and behaviours that leads to professional and personal success”- S.Barley, *Quality Teaching in a Culture of Coaching*, 2005. Peer coaching is when a teacher of similar or equal status support each other through mutual problem solving, observation, collaborative teaching, and planning. The aim being upon to improve on skills through reflection and collaboration with evaluation. In addition, to help teachers transform new skills into their own classrooms; peer teaching also facilitates the development of cultural learning, experimentation and collegiality.

After knowing what peer coaching is all about, we may also like to learn and know how it works. How does it work? A teacher invites a coach to observe them in the classroom. During a pre-observation meeting led by the inviting teacher, they decide on the focus of the classroom observation, the way they will collect data, guidelines for the coach’s behaviour in the classroom during the observation, the parameters of the discussion of the observed teaching and the date and time of the observation. After the observation, a post-observation meeting provides opportunities for the teacher and coach to discuss analyze and reflect on what was observed and how to move forward. Other types of peer coaching can involve a pair or team of teachers co-planning a lesson or curriculum unit, problem-solving, analyzing videos of lessons or study groups, and conducting actual research.

Apart from peer coaching, there is also online teacher coaching. According to research conducted by Mathew A.Kraft of Brown University and David Blazar of the University of Maryland, College Park in the United States in 2018, there is little difference in the effectiveness of delivering coaching in person vs virtual coaching using video technology. This opens up great opportunities for schools as online teacher coaching offers more flexibility than traditional forms of coaching. With coaches not needing to be in the same room as their teacher, schools can provide effective coaching even if a coach is based at a different location or a teacher can be delivering online lessons from home.

Teacher collaboration is an important aspect of teachers’ professional lives as a means to continuously reflect on and improve the practice of teaching. In collaboration, teachers can, for example, share knowledge, critically reflect on teaching practices, provide collegial support for peer feedback, and collectively design teaching methods, (Kelchtermans, 2006., Vangrieken, Dochy, Raes, & Kyndt, 2015). In the current research, a clear picture of the learning potential of

different forms of teacher collaboration is somehow lacking. According to Hargreaves and O'Connor (2017), existing forms of teacher collaboration in education mainly focused on conversation and the exchange of ideas among teachers. The authors suggest that future forms of teacher collaboration should concentrate on teachers' joined and collective sense of responsibility in order to improve their teaching practice. Moreover, Meirink, Imamts, Meijer, and Verloop (2010) showed that teachers typified by a strong link to teaching practice were more effective in terms of changing their individual beliefs about teaching and learning compared to teacher teams typified by less intense forms of collaboration. Yet, other scholars (e.g. Doppenberg, Den Brok & Bakx 2012., Van Gasse, Van Lommel, Van Hoof & Van Pelegem, 2016, Van Gasse, Van Lommel, Van Hoof & Pelegem, 2017., Van Waes et al., 2016) question whether forms of collaboration that are typified as joined work (Little,1990) are more valuable to teacher professional development and their teaching practice than less intense forms of collaboration, such as storytelling and aid and assistance. Possibly the power of sharing experiences and ideas is underestimated especially for teachers who have little experience with collegial collaboration or for teachers who lack particular pedagogical knowledge and skills. Hence, what works for one teacher in fostering his/her professional learning might not work for another teacher. It could be argued that in recent research on teacher collaboration, teachers' content is not adequately addressed an issue that already has been raised by several scholars (e.g. Horn, 2005., Opfer, Pedder & Lavicza, 2011 a., Runhnr, Sanders & Yang, 2010).

Supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievements of the objectives, it is for this reason that pedagogic supervision and instruction in the basic school is very necessary (Kweku and Eric, 2014). According to Kpatakpa (2008), there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher who is seen not to be providing effective teaching and learning. What then might have gone on to affect the performance of the teacher so much so that their performances affect negatively the general output of pupils in school? The challenge is placed at the doorpost of "effective pedagogic supervision".

Pedagogic supervision is one of the administrative tools that individuals, as well as groups of people, employ in the day-to-day administration of their work or organizations (Nyarko, 2009) and for Segun (2004), the importance attached to school supervision in modern educational systems

require a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong and Ojong, 2009). The ineffective curriculum implementation can also be a result of the ineffective presence of the head teacher in a school and the use of old supervisory techniques. Sergiovanni and Starratt (2007) argued that, no matter how capable supervisors are, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Tefaw and Hofman, 2012). According to Sergiovanni and Starratt (2007). Hismanoglu and Hismanlgou (2010), assert that there is a difficulty in the agreement of a specific definition of the term “pedagogic supervision” since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. This is substantiated by the description of pedagogic supervision by Daresh (2001), as a dynamic process leading to studying and improving all factors that affect the education system, while Kilminste, Jolly & Van der ve leuten (2007) explain pedagogic supervision as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee’s experience.

Segun (2004), contends that pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008), also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation to enable supervisors who are the inspectors, the principals, and head teachers become successful in their supervision task (Bessong and Ojong, 2009).

Modern pedagogic supervision, as expressed by Bailey (2006) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and stimulation of continued development for not only teachers but also for any other person having an impact on the educational context. Bailey (2006) also sees pedagogic supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor who is the head and the teacher to address the educational problems and find appropriate solutions to them.

To Nwaogu (2006) other reasons for pedagogic supervision includes improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and need of

pupils and help them solve these problems and provide as far as possible for most of their need, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning. Alemayelu (2008) asserts that neoscientific management has focused on the inspection and control of teachers. Supervision when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows that the improvement of the teaching-learning process is dependent upon teacher attitude toward supervision, and noted that unless teachers view supervision as a process of promoting professional growth and pupils' learning, the supervisory practice will not bring the desired effect.

Glicklam, Gordon and Ross-Gordon (2005) proposed that developmental supervision which is explained as the application of certain knowledge, interpersonal and technical skills to the tasks of direct assistance, group development, and action research enables teachers to teach in a collective purposeful manner uniting organizational and teacher needs and provide for improved pupils learning. This view of pedagogic supervision represents a paradigm shift from a mere inspection of people as subordinates to encouraging collegial interactions. Several authors such as Sergiovanni and Starratt (2007) and Zepeda (2007), argued that teachers' attitudes and satisfaction towards pedagogic supervision greatly depend on several factors such as smooth teacher-supervision relationship, availability of supervisory choices based on teacher "needs, as well as mutual trust, respect and collaboration among supervisees supervisors. Substantiating this, Kutsyuruba (2003) in a study on beginning teachers' perception of pedagogic supervision revealed that beginning teachers desire more frequent use of pedagogic supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help (Tesfaw and Hofman, 2012).

The overall purpose of pedagogic supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills as well as teachers' ability to make more informed professional decisions (Sergiovanni and starratt, 2007). For Nolan and Hoover (2008), pedagogic supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teacher performance and greater student learning (Tesfaw and Hofman, 2012). This proves the point that every profession requires continuous improvement in methods and skills that are

necessary for employee performance. This means that the effective curriculum implementation of teachers is vital for the success of every school (Carter., Zepeda, 2007).

1.4 Statement of the problem

The present mission of the education system of Cameroon is to develop competencies in learners to cope with the exigencies of wider societies. This stems from the 1995 forum on education and promulgation of the April 4th, 1998 law of orientation of education which aimed at training the child given his intellectual, civic, moral and physical attainment and his insertion in society. This orientation was transformed into action by the introduction of the Competency-Based Approach (CBA), in the Cameroon education system, which aimed at valorizing the ability to think and act both in and out of the school setting (OCDE 1993).

The challenge of the 21st century is not the fact that teachers are lacking, but the inefficiency on the part of teachers due to the reluctance of most primary school teachers to develop themselves. It is for this reason that the researcher wants to find out the Effect of Continuous Professional Development on Teachers' Effectiveness.

Hargreaves and Fullan (2012) talk about the situation of teaching and teachers in times of increasing standardization, evaluation, inspection and accountability. He spoke about the reaction of teachers to this new “educational managerialism” as he called it. He described the largely sceptical, even defiant attitude of the long-grown traditional teacher culture towards the new forms of control. He further says “you cannot accomplish school reform against the will of the teachers, but only with the teachers”. Teachers do not want reform, especially when the reform does not target external things such as a structure of a school system and also their beliefs and practices at the classroom level. All theories of change management organized change, organizational/development and so on ultimately circle around this theme of resistance to innovation (Harvey and Broyles 2010., Ortiz 2012). It is clear that most authorities or bosses want to change while the subordinates most at times resist change at most levels. Thus, teachers are always caught in the web of not always wanting to adapt to the educational changes made, so there is that void in continuous teachers' professionalism as the outcome falls back on their effectiveness as well.

This approach requires teachers to strictly apply the exigencies of the CBA such as the presentation of curriculum, adoption and use of Information and Communication Technologies, and the application of learner-centeredness and autonomy all aimed at improving on the knowledge, know-

how and attitudes of learners to make self-reliant, responsible and participatory in sustainable development. By doing this, the teacher himself is susceptible to developing his competencies, knowledge and professional practice. It is noticed that most teachers have inadequate training.

To achieve this dispensation, therefore, a measure of professional training is required to effectively immerse and adapt teachers to the effective application as seen in the many seminars, workshops, and pedagogic activities that are carried out in schools, especially by Divisional and Regional Pedagogic Inspectors. This is to attest to the assumption of the International Bureau of Education (IBE) that the CBA can only be effectively implemented by teachers who are sufficiently trained (Mahamat, 2011). Also, certain conditions which are beyond the teacher's need to be fulfilled such as considering reducing class size, providing an appropriate environment and making available required material and infrastructure.

1.5 Objectives

A research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study (Creswell, 2012). According to Amin (2006), the purpose of the study is sometimes referred to as the general objective. The objective of the study was to look both at the general and specific points of view.

1.5.1 General Objective

To examine the effects of continuous professional development on teachers' effectiveness in public primary schools in Yaounde municipality.

1.5.2 Specific Objectives

Following the purpose of this study, the following objectives were stated to guide the study;

- To appraise the extent to which pedagogic seminars influence teachers' effectiveness.
- To examine the extent to which collaborative teaching influences teachers' effectiveness.
- To examine the extent to which coaching influences teachers' effectiveness.
- To ascertain the extent to which pedagogic supervision influences teachers' effectiveness.

1.6 Research questions

According to Creswell (2012), research questions are interrogative statements that narrow the purpose to specific questions that researchers seek to answer in their studies.

Research questions reflect the purpose or objective of a study. Schloss and Smith cited by Amin (2005: 1237) say a research question asks about the relationship between two or more variables.

This work has a general research question and four specific questions.

1.6.1 General Research Question

How does Continuous Professional Development affect teachers' effectiveness?

1.6.2 Specific Research Questions

- How do pedagogic seminars affect teachers' effectiveness?
- To what extent does coaching affect teachers' effectiveness?
- To what extent does collaborative teaching affect teachers' effectiveness?
- What is the influence of Pedagogic supervision on teachers' effectiveness?

1.7 Research hypothesis

This work has a null hypothesis. Each is divided into a general hypothesis and four research hypotheses.

1.7.1 General Hypothesis Hypothesis

There is no significant relationship between continuous professional development on teacher effectiveness.

1.7.2 Specific Hypothesis

- There is no significant relationship between pedagogic seminars and teacher's effectiveness
- There is no significant relationship between coaching and teacher effectiveness
- There is no significant relationship between collaborative teaching and teacher effectiveness.
- There is no significant relationship between pedagogic supervision and teacher effectiveness

1.8 Justification of study

Having a competent and well-performing teacher in a school is one of the most important resources in any school. The teacher is seen as the most direct person responsible for the process of learning, he is the person responsible for pupils' learning. The quality of education the children or pupils get depends on the quality of what the teacher has taught. So, the teachers' attitude about continuous professional development in teaching is constantly being discussed because of its importance in education. Teachers are reluctant to come to their career as teachers with little professional training, lack of continuous professional development of teachers can be a basic reason for any

dissatisfaction in the quality of their teaching which results in a reluctance to respond to curriculum development. In this 21st century, there is a pressing need to move from traditional-based teaching that is theory-based, to research theory-based teaching. This has a serious consequence in education reflecting the fact that teachers should always make research in order to improve learning and quality teaching. To be able to be an effective teacher who supports continuous professional development and innovations in education, a teacher must always have continuous professional development. This continuous professional development exposes the teacher to new concepts or strategies and approaches.

Continuous professional development is very important in the lives of professional teachers, but only a few major ones will be explained below

Continuous Professional Development is a fundamental aspect of the enhancement as teachers' professionalism is related to teachers' vision to improve the quality of their work and also helps teachers to have a positive attitude toward any curriculum change. Through Continuous Professional Development, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture. Continuous Professional Development provides teachers with ample opportunities to learn new concepts, methods and approaches. Studies by Jahnagir, Saheen & Kazmi (2012) show that Continuous Professional Development plays a major role to improve teachers' performance in school and for the teacher to have a positive attitude toward continuous professional development

Continuous Professional Development helps to change the attitudes and skills of the teachers and further increase the performance of pupils. It also helps to change the procedures, approaches and practices teachers use in teaching. According to Frederick and Stephen (2010), Continuous Professional Development teaches master evaluation techniques, skills and wide content areas of their subjects. For this reason, teachers as a result of their in-service training, will learn and master various pedagogic skills, and foster their implementation of curriculum changes in their classroom. As such the teacher becomes more effective in his teaching.

Continuous Professional Development offers one of the most promising roads to the improvement of instruction. It includes goals and contents, the training process and context. The main reason for Continuous Professional Development is to enable teachers to acquire new understanding and instructional skills. It is based on creating learning environments which will help teachers to grow and develop their effectiveness and their attitudes in the classroom. In this way, we see that

Continuous Professional Development is the driving force behind most effective teachers who bring change to their classrooms. Teachers must keep up-to-date on the most current concepts. Teachers need to carry out research in their field to promote excellence and effective teaching. Continuous Professional Development places teachers at the centre of any improvement effort and assumes the work of the teachers and improving their work. According to Owen (1999), the positive aspect concerning continuous professional development of teachers is that the program will make sure that learning activities are planned and concentrated on empowering education teachers to correct policies, positive attitudes to curriculum change, curriculum development, teaching and views on how to achieve high productivity and pupils' performance. Continuous Professional Development of teachers will not only bring positive effects to the teacher but also to pupils and the entire school because the change that is expected has a close relationship between teachers, pupils and schools.

According to Sarah Lillywhite in his publication on June 23rd 2021, Career Development, job market, personal development, and continuous professional development, essentially ensure that you continue to be proficient and competent in your profession while also furnishing you with essential skills that could help you progress with your career. It continues and develops though out your carrier. So, whether you are looking to succeed as a newly qualified teacher or starting in nursing, Continuous Professional Development can make you shine.

According to Sarah Lilly White still, Continuous Professional Development is the term used to describe the supplementary learning that professionals undertake. Usually, continuous Professional Development helps to enhance and augment their abilities in the workplace. However, it encompasses much more than simply learning. Rather than being passive and reactive, Continuous Professional Development makes learning conscious and proactive to enhance personal skills for application in the workplace. In addition, there are a variety of different methodologies involved, such as workshops, conferences, and e-learning or online classes.

By engaging in Continuous Professional Development, you will ensure that neither your academic nor practical qualifications will become obsolete. Continuous Professional Development offers you the opportunity of upgrading skills regardless of where you are in your career, your age or even your level of education.

Not only does Continuous Professional Development help to enhance your skill set, but it also enables you to adapt to changes in the whole environment too. In an ever-changing world,

engaging in Continuous Professional Development can help you prepare for the “jobs of the future”, while also showing your commitment to self-development and professionalism.

Education is one of the things that can build a society and bring economic growth. To achieve all these, the teacher is the one looked upon to bring this achievement. As such, there is always the need for teachers to have proper educational and professional training in order to possess appropriate knowledge and teaching skills and to be able to commit themselves to the teaching profession.

Teachers are the main drivers of curriculum implementation. It is important for people not only to be good but also effective. Formally society emphasized the goodness of teachers in terms of their moral and social behaviour learning out their effectiveness in terms of knowledge and skills. (Tambo 2012) in Cameroon the Ministry of Basic Education carried out some innovations in the primary school curriculum to ensure quality basic education for all Cameroonian children.

1.9 Significance of the study

The results of this study or research will be of significant importance to teachers, pupils and the government.

To Teachers

The most important school-related factor influencing pupil achievement is teacher quality (Coe, 2014) being well aware of this, most schools make sustained efforts to provide professional development opportunities for their teachers.

This is to say that teachers are supposed to be learning continuously because the achievement of pupils is highly dependent on the teacher. So, teachers are compelled to learn and update to improve their teaching methods and approaches.

This study will make teachers understand the importance of Continuous Professional Development or training. Teachers will also know and understand that having a certificate is not enough in the teaching profession. Challenges come up every day, so they need to upgrade to meet up with the constantly changing challenges. When teachers upgrade and improve, they become more effective in the way they deliver their lessons. CPD helps teachers to stay relevant and up to date in a rapidly changing environment

To The Government

The study will help the government to always see that she assigns pedagogic inspectors to monitor teachers in class to ensure that teachers are applying what they have learned from training. For

example, the Competency-Based Approach (CBA) needs that teachers should constantly be followed up to see the implementation of what they learn in pedagogic seminars.

To The Pupil

It will serve as reference material to pupils or other researchers on similar or the same topic.

1.10 Scope of the study

1.10.1 Geographical Scope

Yaounde is situated on a hilly, forested plateau between the Nyong and Sanaga rivers in the South-Central part of the country.

The Divisional Delegation for Basic Education for Nfoundi is found in the centre region of Cameroon. The Delegation is in the town of Yaounde found in Mfoundi Division. This Delegation is situated directly opposite the Supreme Court generally called “Palais de Justice”. The Delegation has three main buildings and it is surrounded by the Regional Delegation of Basic Education to the left, and the Regional Delegation of secondary education to the right.

1.10.2 Historical scope

Founded in 1888 during the period of the Germans protectorate, Yaounde was occupied by Belgian troops in 1915 and was declared the capital of French Cameroon in 1922. From 1940 to 1946, it was replaced as the capital by Douala, but after independence, it became the seat of the government in 1960, of the Federal government in 1961, and the United Republic in 1972 (see Cameroon the Mandates).

The city has grown as an administrative, service and commercial centre and a communication hub for roads, rail, and air transport. Yaounde contains several small manufacturing and processing industries (a cigarette factory, a brewery, sawmills and printing presses) and is also the market for one of the richest agricultural areas in the country. The University of Yaounde was founded in 1962; the city also has schools of education, agriculture, health, engineering, journalism, administration and international relations. The Pasteur centre of Cameroon which conducts biomedical research is among Yaounde’s many research institutes, and the national library and archives are located in the city. Natural features in the vicinity include Nachtigal Falls and a chain of grottoes known as Akok-Bekoe (Grottoes of Pygmies). Pop(2005)

Time

For the time span, this researcher started this project in 2020 to 2022 academic year. This project will cover two years by the time of completion.

1.10.3 Thematic Scope

The theme of this work is “The Effect of Continuous Professional Development on Teachers' Effectiveness”. The term professional development is broad and applies to all fields of work and not only education. But in this work, the researcher has limited herself only to the confines of education and specific education at the basic level. This is to say that though continuous professional development is very important in every field, the researcher has concentrated herself to basic education. There is continuous professional development in Basic, Secondary and Higher education. But the scope of this work is limited to basic education.

The word effectiveness originated from the Latin word “effectivus” which means creative, productive or effective. It surfaced in Middle English between 1300 and 1400 A.D (2). Effectiveness is the capacity of producing the desired result or the ability to produce the desired output. When something is deemed effective, it means it has an intended or expected outcome or produces a deep, vivid expression (1).

Teacher effectiveness is generally referred to in terms of focus on pupils, their performance, their behaviours, and the classroom procedures and conduct that are implemented to better the outcome of the students. Teacher effectiveness besides focusing on the performance of the pupil centres on several areas, effective teachers have to be clear about the instructional goals, possess sufficient knowledge about the content of the curriculum and the strategies for teaching, and communicate appropriately with pupils about what is expected of them, following appropriate teaching techniques and materials to make learning useful, should be knowledgeable and aware about the pupils, adapting instruction to their requirements, anticipating misapprehensions in their existing knowledge, teaching pupils better cognitive strategies and providing them with opportunities to master them, addressing higher as well as lower level cognitive objectives, monitoring the understanding and performance of the students by providing feedbacks, integrating their instruction with that in other subject areas, and accepting responsibility for pupils outcomes (KO, Summons & Bakkum, 2013)

Teacher effectiveness centres on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, posing skills regarding the usage of questions, to encourage and challenging the students are also important aspects of teacher effectiveness and consolidating understanding is considered to be the effect of assessment for learning (KO, Summons, 2013).

Effective teachers consist of the following characteristics (Geo, Bell & Little, 2008)

- Effective teachers have high expectations from the students and help students learn, as measured by the value added or other test-based growth measures or by alternative measures.
- Effective teachers render their wholehearted contribution to positive academic, attitudinal and social effects for students such as regular attendance, promotion to the next grade, on-time graduation, self-efficiency and cooperative behaviour.
- Effective teachers make diverse use of resources and material to make learning fruitful; plan and structure engaging learning opportunities, scrutinize the progress of the students, modify instructions as required and evaluate learning making use of multiple sources of evidence.
- Effective teachers focus not just on the learning and development of the pupils, but also on enhancing the classroom climate and schools that value multiplicity and civic-mindedness.

There should be no discrimination based on class, gender, religion or ethnicity.

Effective teachers possess appropriate communication skills, they collaborate with other teachers, administrators, parents and education professionals to ensure pupils' success, particularly the teachers have to depict their effectiveness if they are dealing with pupils with special needs and those at high risk of failure (Geo, Bell & Little, 2008).

1.11 Limitations

In the course of carrying out this research, the researcher was faced with several challenges. These challenges however did not stop or prevent the researcher from carrying out the research. Some of the prominent challenges faced were finance, shortage of time to carry out the work and report on it, the reluctance of teachers to answer questionnaires and ill health.

1.12 Delimitations

This research focused on the Continuous Professional Development of teachers' effectiveness. The researcher limited herself only to public primary schools in Yaounde municipality.

1.13 Definition of terms

Continuous Professional Development (CPD)

Day (2005) defines Continuous Professional Development as systematic, ongoing and self-directed learning. According to Day, CPD is an approach or process which should be a normal part of how one planned and managed one's whole working life.

Continuous Professional Development is described by the CIPD (2020) as “a combination of approaches, ideas and techniques that will help you manage your learning and growth”. CPD ensures that you keep up to date with the latest research and organizational trends.

CPD has been defined by the OECD (2000, p.403) as “all organized systematic education and training activities in which pupils take part to obtain knowledge and/or learn new skills for a curriculum or a future job, to increase earnings and to improve job and/or career opportunities in current or other fields”.

Continuous Professional Development is a term employed to explain all the interventions in which teachers involve themselves during their careers. CPD includes all practices which are needed to impact the classroom. CPD is to enhance the work performance of educators in the classroom and increase learners' academic achievement. Effective professional development programs engage teachers in learning events which are comparable to those they may employ with their pupils, and inspire them to create teachers learning forums. There is a rising trend in considering schools as learning organizations which help teachers share their academic skills and practices in an organized fashion (Bacchus & Grove, 1996).

Professional Development

Professional Development of teachers refers to “activities that develop teachers' skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p.49). Levin (2014) maintains that these days, a more appropriate alternative term for professional development is professional learning, which is “ongoing, often intensive, and always focused on improving pupils' learning”. (Levin, 2014).

While Day (1999) explains: “Professional Development consist of all-natural learning experiences and theories conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to quality of education in the classroom. It is the process by which alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to boot

professional thinking, planning and practice with children, young people and colleagues throughout each face of their teaching lives” (p.4).

Teacher

Mbise (2006) defines a teacher as a person who has the knowledge, skills, and special training in teaching, explaining and educating. He is capable of behavioural change in terms of cognitive, psychomotor as well as affective domains.

Senge (2000) refers to a teacher as an expert capable of impacting knowledge that will help learners to build, identify and acquire skills that will be used to face challenges in life. A teacher therefore can be defined as a facilitator who helps to bring out the skills, competencies and knowledge that is in learners.

Development

Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. (Sid Israel Society for International Society for International Development Israel branch).

Teachers’ Effectiveness

Teachers’ Effectiveness is defined as a teacher’s ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievements (Stronge, Ward, & Grant, 2011).

Teacher Effectiveness is generally referred to the terms of the focus on the student, their performance, teacher behaviours, and the classroom procedures and conducts that are implemented to better the outcomes of the students. Teacher Effectiveness besides focusing on the student, centers on several areas, effective teachers have to be clear about the instructional goals, possess sufficient knowledge about the contents of the curriculum, and the strategies for teaching, and communicating appropriately with the students about what is expected of them, following appropriate teaching techniques and materials to make learning useful, should be knowledgeable and aware about the students, adapting instructions to their requirements, anticipating misapprehensions in their existing knowledge, teaching students meta-cognitive strategies and providing them with opportunities to master them, addressing his/her as well as lower level cognitive objectives monitoring the performance and the students by providing feedback, integrating their instruction with that in order subject areas and accepting responsibility for teachers’ outcomes (KO, Summons & Bakkum, 2013)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will focus on literature related to this topic such as Continuous, Professional, Development, Effect, Teacher and Effectiveness. This chapter attempts a grounding of terms, concepts, assumptions and theories of this study in past or previous studies, to establish and generalize its findings to a wider context. It consists of the conceptual framework, which discusses the courses inherent in the major variables of this study: Continuous Professional Development, Pedagogic Seminars, Collaborative Teaching, Coaching, Supervision, and teachers' Effectiveness, the theoretical framework which defines and explains the major theories employed in the study. The review of related literature attempts a study related works to carve out the contribution of this study.

2.1.1 Conceptual framework

The Conceptual Framework of a study is the system of concepts, assumptions, expectations, beliefs, and theories that support and informs the researcher (Casaave & Li, 2015). To put this service within its proper perspective, it was necessary to review the concepts used therein as studies by previous works. In this section, therefore, Continuous Professional Developments, as well as their related terms, are defined. In addition, the following major variables of the study are reviewed Pedagogic Supervision, Collaborative Teaching, Coaching, Supervision, and Teachers' Effectiveness.

2.1.2 Definitions of Continuous Professional Development (CPD)

According to the literature reviewed (especially Day, 2015; Humada-Ludeke, 2013), several exhaustive terms exist or relate to or are synonymous with Continuous Professional Development. There are continuing education, continuing teacher development, professional learning,

professional growth, in-service education, in-service learning, in-service training, ongoing assistance, recurrent, continuous career development, lifelong learning and professional growth.

Anderson (2000) says continuous Professional Development is ongoing processing which is lead to enhance work satisfaction, extended work relevant competencies, the attainment of professional goals and leads to positive development at the level of individual knowledge and competence and keeping up to date with development within their area (p.86).

This makes professional training not an end in itself but a means to keep up with developments in one's area according to the dictates of societal evolution in general. Hence Professional Development may enable practitioners to widen their understanding of the society in particular of Information and Communication Technology (Blandford, 2000). Thus, Professional Development solves both individual and system needs (Craft, 2000).

According to Tchombe (2006), Cameroon is progressively transforming teacher education so that responds to provide an education for sustainable development. Transformative teacher education presupposes the preparation of teachers who can in their practices ensure transformative learning, where teachers and learners, learner and learner are co-constructors of knowledge.

During the period of colonialism, education had a particular mission and teachers who were trained had to serve the mission for which they were trained. The missionaries trained teachers for their interests and that of their countries. But today, the situation is not the same. There is much expected from education today. The new expectations for education where the interest and focus are on having visionary leaders to ensure sustainable education. The paradigm shifted from teachers-centred teaching where the teacher is the "know-all" to that of participatory between the teacher and learner and their peers. Thus shift or change is conceptually rooted in constructivism and social construction that focuses on participatory teaching or pedagogy.

The International Alliance of Learning Education Institute (2008) says continuous training is transforming teacher education and a key avenue for developing the knowledge, skills and dispositions needed to reach higher student outcomes. The promotion of continuous training is also very much likely to the idea that schools are vulnerable places for teachers, learners and the development of alternative programs in the teaching profession.

According to Walker (2005), satisfied employees will become loyal when they perceive their organization is offering opportunities to learn, and grow and at the same time providing a clear established career path that they can pursue in the organization. He also found that training and

development are one of the biggest factors that lead to a teacher's effectiveness. According to the report, teachers want the opportunity for them to be effective, and they want development paths and opportunities that allow them to advance within the company. This was supported by Carlson (2005), who concluded that for the teachers to be committed, which is a broad definition of effectiveness, they look forward to the opportunities of continuous learning to improve their skills and knowledge.

Continuous Professional Development is the category that is of great importance in this study. This type of in-service is designed to upgrade the knowledge, skill and the opportunity for all staff to appear a plan for professional training will receive the benefits of having the ability of teachers to help them assume greater responsibilities in their teaching field. The training is arranged for teachers at all levels, for their continuing education and Professional Development Malone (1984) opined that extension service that provides the longest-tenured and more satisfied teachers increases both the effectiveness and efficiency of the teacher: Continuous Professional Development is important to teachers' personal lives and Professional Development focuses on fostering individuals' competent to enhance effectiveness and facilitate dynamic changes in education. (Education Goals Panel 1995).

According to the recent UCET CPD Discussing Paper (Vare et al 2021), all CPD seek to develop teachers as:

- Competent and confident professionals
- Epistemic agents
- Critical and reflective practitioners
- Responsible professionals

The paper also suggests that CPD should aim to:

- Adhere to broad principles such as research-informed practice while ensuring that it is context specific. Avoid being too narrowly focused on student attainment organizations
- Develop teacher agency
- Individualized/personalized
- Provide a continuum from IIE through to senior leadership and/or through to increase confidence and professionalism over a teacher's career.

The paper outlines the history of CPD developing across England, highlighting how, with varying degrees of success, this investment in teacher development has impacted positively on learners'

outcomes. The paper also emphasizes the way funded MA programs helped teachers to develop their sense of agency and how these enabling approaches resulted in school improvement (Durrant 2019).

As reforms and changes are made to the current CPD provision for schools, it is vital to raise the importance of effective practice and research as well as mentoring and coaching (Lofthouse 2021 as cited in Hargreaves and Rolls, 2021). CPD can often become a professionally narrowing experience for teachers and the paper highlight some of the wonderful opportunities that exist to help teachers grow and develop professionally. It is often the case that CPD is embedded fairly well for teachers at the start of their carrier, however, it is felt strongly that it needs to be contextualized, individualized and fully mapped to support teachers throughout their careers to enable them to harness their passion to contribute to the learning of others and to be part of a co-constructed learning community.

Effective Professional Development is critical to maintaining and enhancing practice (and thus learning) in schools. However, the most common forms of Professional Development for teachers tend not to be effective in the sense of leading to positive changes in practice which lead to improvements in young people's learning.

Way back in 2014, Flona Henry one researcher wrote a paper reflecting on this question. The key characteristics of Effective Professional Development which we identified as:

- Top-down – so that it is strategic and impact-focused (involving the senior management team, linking with the school development plans and being integrated with the schools' systems and processes).
- School-based – so that it is context relevant (for example in terms of using resources that are available for teachers to use in their practice);
- Informed by external expertise as well as recognizing and valuing the expertise of school staff;
- Experimental and reflective (valuing calculated risk-taking, learning from mistakes as well as things that go well, and making tacit knowledge explicit);
- Collaborative – so that staff learn with or from each other;
- Evidence/research-informed to learn from the wider community and avoid obvious mistakes/dead ends;

- Sustained so that there is time for it to impact practice and enhance young peoples' learning (which ultimately is the purpose of education);
- Evaluated (in relation to plant impact) so that its course effectiveness is clear and future investments and professional development needs can be justified;
- Practical in the term of cost (both financial and staff time) this includes being the right level of granularity to integrate with teachers' work;
- Bottom-up so that it is perceived as being relevant and valuable to the staff involved, including building upon initiatives that emerge from teachers' interests and networks.

According to MVEDU's School Management Software (2021) Continuous Professional Development is the process and learning activities professionals undertake to enhance their knowledge, skills, competence, and expertise. It records what professionals learn, experience and applies in their field. Instead of being reactive and passive, teachers who engage in CPD become proactive and apply the newly acquired skills and knowledge to teach more efficiently. They attend conferences, workshops, online training classes, or relearning courses to develop themselves professionally.

2.1.3 Importance of CPD to teachers

With CPD, teachers can:

- **Develop superior skills in organizing and time management:** Apart from teaching, teachers spend a large part of their time developing curricula, evaluating students, and doing other paperwork. But the advent of school management changed that and teachers adopted the technology. Continuous Professional Development will enable them to stay organized and manage their time effectively. They will also learn to leverage technology to focus more on training and students.
- **Find new teaching strategies:** With Continuous Professional Development, teachers discover new teaching strategies and ways. This helps them identify their students' needs and implement the strategies to teach them better. They also understand the areas where they can improve and change their style to be more effective.
- **Contribute to better student learning outcomes:** Research shows that Continuous Professional Development could improve student achievements by as much as 21 percentile points. It enables teachers to keep pace with the best practices and latest trends

in their profession. It also helps them in crafting personalized and practical lessons for their students.

- **Remain motivated and improve their learning curve:** Continuous Professional Development keeps teachers motivated as they get professional help to become better educators. It allows them to step out of their routine and become a learner. They learn from experienced learners and experts, which enhances their learning curves and their leadership skills.
- **Set smart, professional goals:** Continuous Professional Development makes teachers better goal-setters and helps them to set SMART goals. SMART stands for Specific, Measurable, Attainable, Relevant and Time-bound. With this, educators can define career goals that are realistic and achievable and can be measured by setting a timeline.
- **Get knowledge and insight into the subject:** Continuous Professional Development allows educators to get knowledge and insight into various areas of their subjects. With Continuous Professional Development, they also know what is happening in their industry and how they can improve their teachings to measure up against the high standards.
- **Equip their students for the future:** Rapid technological change will transform a lot of things in the future. It will make many jobs obsolete and create many new ones. Today's students will need to equip themselves with new technical skills and competencies to perform effectively as future professionals and teachers will play a key role in preparing their students for a brave new world.-

How to make Continuous Professional Development Effective for teachers

There are five ways you can make effective continuous professional development programs for the teacher.

- **Make it specific:** There are many Continuous Professional Development programs for teachers, but most of them are broad and generic. If you want the program to be relevant, make them specific for teachers. As then what they want to learn and implement their suggestions. The programs must be intensive as opposed to extensive which will enable educators to gain in-depth knowledge.
- **Keep them invested and engaged:** Different people employ different ways to learn things. Some may learn better by listening. Some may be writing and taking notes. Some may be using visual learning tools. Try to use various methods while conducting Continuous

Professional Development programs. Also, observe the interest and engagement levels of the educators and find out how to keep them invested and engaged.

- **Create professional programs for them if possible:** get in touch with teachers and observe the factors that influence their teaching. It can be: (1) the subjects they teach (2) the classes they teach (3) are they happy with their current position? As per the different factors, create programs that can be relevant for different types of teachers.
- **Encourage them to put the teachings into practice:** after each session, give them sufficient time and space to analyze and self-reflect on the teachings. Now is the time to put the teachings into practice. Encourage and support them to implement the new ideas and strategies in their classrooms. Ensure that they can ensure you with any queries or concerns. You can use student achievement data and learning outcomes to know the success of the programs.
- **Give them actionable feedback:** after analyzing the outcome and efficacy of the Continuous Development Program for teachers, give them actionable feedback that will help them improve their teaching. Encourage teachers to discuss the strategies and techniques with their colleagues. This will enforce the lessons in their teaching process. You can also have them collaborate with their peers and see how they approach lessons and handle students' questions. You can also encourage the exchange of feedback and ideas among the teachers.

2.1.4 Teachers learn naturally from experience:

Opportunities for further development are essential to enhance their professional growth (Day, 1999). A key priority for Continuous Professional Development is to enhance professionalism in teaching; Continuous Professional Development enhances teachers' professional status and makes them feel like part of a growing profession that incorporates new knowledge into practice (Guga, 2006; DFEE, 2005, Lvalos, 2005).

Teachers' participation in CPD should enable them to act collegially in order to maintain and improve the standards of their profession (Mulkeen, 2007). Erskine 1988 argues that teachers should be able to identify their own Professional Development by a process of self-evaluation to enable them to improve their professional practice.

CPD is aimed at meeting the professional needs of teachers, enhancing their career prospects and supporting them in preparing for their future challenges. Engaging in CPD will help to equip

teachers with relevant skills for instructional delivery, update their knowledge and expose them to new methods and materials to meet the dictate of modern realities of the job (Bubb and Earley, 2007, Garuba, 2007; Avalos, 200). This entails building on new pedagogical theories and practices to help the teacher develop expertise in their fields (Dadds, 2001; Schifter et al, 1999). Studies have shown that active participation in CPD activities will help in improving the quality of the teacher (Hardman et al, 2011; Barber and Moourshed, 2007; Day, 1999). Education systems seek to provide teachers with opportunities for in-service professional development to maintain a high standard of teaching (OECD, 2009). Swamm et al (2010), argued that access to CPD is an important vehicle for challenging and supporting teachers in reflection, in generating and extending a body of professional knowledge.

Continuous Professional Development (CPD) covers a wide range of staff development both formal and informal, designed to address individual teachers' development needs and improve their professional practice through sharing effective practice, knowledge and skills. It is one of the major factors of elements required in the advancement of the quality and professionalism of a teacher (Collins et al., 2012). Kizilbash (2016) states that there are three major goals of professional development programs for teachers. These are "change in classroom practices teachers, change in their attitudes and beliefs, and change in the learning outcomes of students". CPD is essential in upgrading and upgrading teachers because the rate of social and educational change makes pre-service training an inadequate basis for long-term professional competence. The design of these CPD programs must be informed by an effective needs analysis that stems from the teacher's curricula, instructional, content and pedagogical knowledge bases. The knowledge basis is the conceptual framework upon which professional development should be based. Research shows that teachers perform better in Professional Development Programs whose designs they ate part of (Luneta, 2012). Teachers' professional development can be divided into two categories: Cognitive and Affective, which are both essential factors in determining teacher efficiency. The Cognitive part relates to the development of pedagogical information and better instructional skills that will aid teachers in classroom management and teaching. Teacher dedication and commitment to the profession is an essential part of teacher development. Professional development activities are successful in achieving the desired outcomes. Professional Development is influenced by several elements that both help and hinder its efficiency. Professional Development is an essential element in almost every scheme for educational

enhancement (Anwar, 2014). Learning in schools is highly influenced by the quality of teachers, and development (Mathew, Mathew & Peechattu, 2017). To improve the quality of the teachers, every country is making many educational reforms for the professional development of teachers (Anwar, 2014, Mahmood & Salfi, 2012; Shehzad, 2014). CPD is the most advanced form of teacher's professional development that has been acknowledged by several educational researchers (Saed & Akhtar, 2017, Lawlor, 2014; Mourshed & Barber, 2007). CPD is a scheduled, continual and enduring process of improving the individual and professional abilities of the teacher (Saed and Akhtar, 2017). CPD refers to a continuous process starting from pre-service education to completion of the professional job of an employee. The primary characteristic of the current concept of CPD is that it is a sustainable process of professional growth, which is indicated by the word "Continuous" in the term itself (Yoon, 2017). CPD plays a major role in supporting teachers to develop their pedagogical skills, content knowledge and teaching competencies (Desimone, 2009, Kelly, 2006). Teachers' participation in CPD activities changes their attitudes towards classroom teaching ultimately bringing an affirmative change in behaviour attitudes and academic achievements of the students. Investment in the professional development of the teachers highly improves students' learning outcomes leading to quality of education (Altun, 2011; Joyce, Calhoun & Hopkins, 2008). The major objectives of any CPD program include improvement in teachers' professional skills, students' learning outcomes and instructional development (Mathew .al., 2017; Al-Ghatrifi, 2016, Anwar, 2014).

Science and technology education has become increasingly important (National Research Council 2011, NETP 2010). One reason for this is that the resulting knowledge and skills prepare students for participation in our constantly changing future society (Rennie. Et al. 2012).

Despite the numerous programs that have been developed to aid teachers' professional development regarding science and technology education (e.g. Akerson et al. 2009, Banerjee, 2010; Berry et al. 2009, Vander Valk and De Jong 2009), it is often unclear whether they result in sustainable changes in the educational practice (Van Driel et al. 2012). However, students investigating the sustainability of such professional development initiatives have shown thin or even disappointing results. This is not only the case for professional development for science and technology education but all types of professional development (Van Veen et al. 2010), including data use (Hubers et al. 2017) and lesson study (Wolthuls et al. 2020).

Teacher learning is deemed critical for changing teachers' instructional practices (Slegers and Leitwood 2010). This is why Professional Development programs are often used to bring about school improvement, especially in the domain of science and technology education (e.g., Sandholtz et al. 2019). Facilitating and stimulating collaboration within a professional development program is likely to be beneficial for teachers' professional development (Dongan et al. 2016, Gerald et al. 2017, Kennedy 2016, Maanday et al. 2017, Van Driel et al. 2012). This can take shape through mentoring or collaboration between teachers from the same school, grade or subject, or across collaboration organizations. Amongst other things, collaboration can be a powerful way to help teachers articulate their practices, add new ideas, reflect on their practice and provide them with permanent ideas to colleagues' expertise (Gerald et al. 2011, Van Driel et al. 2012).

Professional Development has been playing a key role in all aspects of career development as people keep sharpening their current skills to improve their performance in their workplace. In the field of language education, teacher professional development means teachers' learning which is concerned with the way teachers learn and the way their pedagogical skills are applied in their classrooms to support students' learning during the fulfilment of their teaching career (Postholy 2012). Generally, teachers' ongoing learning has been underscored because the success of their careers will never depend solely upon the acquisition of knowledge from schools (Karacabey, 2020) regardless of their preparation at the end of their pre-service training (Bailey, 2013).

According to Darling-Hammond et al. (2017), effective professional development is structurally designed training that triggers positive changes in teachers' practices in the classroom, which helps to bring about improvement in students' learning attainment. This definition emphasizes the positive links between teachers' practices and students' learning outcomes as an indication of effective professional development. In the past, the provision of professional training to teachers was deemed less effective as the result of the poorly-structure and poorly-organized implementations of professional training. Therefore, to tackle this concern, educators and researchers have endeavoured to find attributes of effective professional development, however, thus far, there seems to be no contentious on what constitutes CPD. Despite the lack of agreement on the qualities of effective professional development, a review of the literature suggests that researchers appear to agree on common core characteristics of effective professional development. The key feature of effective professional development includes: (a) content (b) active learning (c)

coherence (d) duration of programs (e) collective participants (see Birman et al. 2000, De Monte 2013, Deione, 2009, Sokel, 2019).

Effective professional learning development from contemporary theories of teaching and learning emphasizes active and interactive learning activities. It is directly linked with the changes in teachers' practices and students' learning growth (Cimer et al. 2010, Sokel 2019) and the activities to promote active learning take main forms such as problem-solving, sharing and discussions, stimulations and role plays and so on. Through active learning, teachers can deeply learn from one another, try out new techniques, and reflect on their teaching experience rather than just lecturing, considers to be a traditional teaching method.

Coherence refers to the connection between Professional Development courses and authentic classroom concepts, such as challenges and concerns of the teacher (Sahin & Wildirim, 2016). As teachers are at the centre of any changes and innovations in their teaching performance, investment in teachers' education is necessary for the sustainable growth of schools, teachers and students. Sustainability can be ensured if only schools can provide effective professional training to teachers. In the Cambodian context, to make professional development programs effective and meaningful for all concerned stakeholders, school heads should enact school policies agreed by all relevant individuals to allow the existence of professional development in their schools and provide appropriate support to teachers in order to encourage them to take part in pre-service pieces of training conducted inside or outside of their schools. In so doing, not only do teachers have more opportunities to engage in professional training, but they can also build a network with other teachers with shared concerns, goals and values both in and out of the school setting. The provision of any kind of professional learning should however be conducted in a careful manner which means that professional development courses must ensure positive changes in teacher pedagogies and in their actual classroom practices. To ensure the effectiveness of professional development activities, it is necessary to take the aforementioned key features (that is, content, active participants) into account. Teacher professional development is an ever-present concern in today's education systems and comes in many ways and forms (Bautista & Ortega-Ruiz, 2015; Day & Sachs, 2005; Borko, 2004). It is considered to be the ideal means to improve the quality of education (Coe et al.2014, Desimone, 2009, Hattie 2009) and constitutes a key element of the various ongoing educational reforms around the world (Kennedy, 2014; Karras & Wolhuter, 2014, Villegas-Reimes, 2003).

According to Andrea Merlo (2022), CPD stands for Continuing Professional Development. This type of training ensures that professionals of all occupations acquire the knowledge and skills needed to perform efficiently an activity in a particular work context. Generally, this training consists in carrying out a series of learning activities designed to achieve three main objectives:

- Hone or reinforce existing skills;
- Develop skills to a new level;
- Obtain new skills and knowledge

And who is responsible for designing, organizing and implementing this supplementary learning? commonly, CPD activities can be provided by:

- Specialist companies
- Commercial training provides
- Internally by companies, institutions, or organizations.

Usually, CPD training is mandated by companies, organizations, institutions etc. since they know that effective professional development is a core part of securing effective work performance, they empower and support their staff to keep on evolving.

For instance, they require employees to undertake a certain number of hours of training activities yearly or participate in specific courses, conferences, or workshops all around the year. However, CPD should actually be a personal responsibility. Ideally, professionals should account for their shortcomings, failings, or limitations when performing their tasks. That is if they wish to give their best and avoid lagging behind more prepared colleagues, delivering quality work should be a high priority.

In this respect, a professional who shows commitment to self-development never becomes obsolete. This is a result of their continuously adding value to their occupational knowledge and competencies in order to remain first-rate workers.

While all the previously stated points are capable to teachers' professional growth, they seem somewhat generic. So, we will continue to develop this topic on a more specific level, focusing exclusively on CPD for teachers. That is, why and how educators can enhance their professional competence and fulfil their potential.

2.1.5 Why CPD For Teachers is Important

“Who dares to teach us never cease to learn” by John Cotton Dana.

We cannot overstate the importance of CPD for teachers. Not it involves building a new set of skills that are not covered during teacher training, but also their successful implication in the classroom can result in an utterly stimulating and satisfying teaching experience.

As a result of the implementation of new methodologies, teachers can help students reach their full potential. Consequently, continuously improving practices ensures that teachers are constantly working to become effective in addressing students' learning needs. More importantly, students with special needs and learning disabilities can receive the specific support necessary to achieve the common academic goals that they share with their age peers.

If you are interested in learning more about special needs and classroom management, check out our teacher training courses on “how to create an inclusive classroom”

In addition, we can regard CPD for teachers as an invaluable opportunity to:

- Get a thorough knowledge of what it means to be an educator;
- Have a greater appreciation of what teaching involves.
- Become fully aware of the impacts of your work in the classroom.

All in all, supplementary learning entails much more than taking in a succession as teaching techniques, strategies, methods or approaches. It implies a career-long duty to put them to practice in the most efficient way possible. That is, in a way that fits the educational needs of the teaching environment.

Furthermore, CPD activities are continually assessed for:

- The actual effectiveness of the educators' performance in the classroom;
- The resulting impact on the students' outcomes.

Consequently, they offer a guarantee of quality, since they are adjusted and modified accordingly if deemed necessary.

Positive Outcomes for CPD for Teachers

- Allows them to update their capabilities on a regular ongoing basis to keep pace with current standards and developments, such as the advent of digital tools;
- Improves productivity and efficiency;
- Makes them more aware of the changing approaches and directions in the profession;
- Helps them stay engaged and remain proficient;
- Encourages the exchange of good teaching practices among colleagues;

- Promotes openness to new knowledge, new skill areas and new possibilities regarding innovative methodology;
- Improves communication with other schools;
- It is evidence of competence. It proves that the educator can perform tasks with a required level of proficiency;
- Puts teachers in a good position to apply for better careers and stay competitive;
- Enables them to take charge of their career development and goals by designing carefully their CPD plan;
- Aids to increase the ability to learn and improve;

2.1.6 Types of CPD For Teachers

Concerning CPD training for teachers, we can consider professional development (both formal and informal) almost anything which improves your knowledge and skills. However, we can offer a classification according to a variety of different methodologies that, at the same time, cover a wide range of alternatives.

Structures/Active

It is usually mandated by the school and consists in actively participating in:

- Training courses; check out our teacher training classes in Europe. If you wish to dig deeper into different options to improve the quality of your teaching:
 - Seminars;
 - Conferences;
 - Online courses;
 - E-learning courses.

Accredited Training

It involves studying for an official qualification, accreditation, or degree that expands the educators' sets of skills and allows them to progress in their careers.

Unstructured/Self-directed

It involves personal, individual work on the teacher's part. It includes activities such as:

- Attending webinars;
- Listening to a podcast;
- Keeping up with the news about teaching;

- Researching and keeping track of the work of teaching experts;

Work Based Training

It means that the learning process takes place in the teaching environment. Here we present three different methodologies.

- **Mentoring:** A more experienced educator supervises a novice teacher and provides suggestions, guidance and assistance on all aspects of both the profession and the workplace.
- **Peer observation:** Observing a colleague provides teachers with the opportunity to reflect on their practice and beware of the impact of their performance on students. Educators can share best practices and give feedback to one another.
- **Shadowing:** It means following another teacher for some time while they work. This technique helps beginners understand how a school works and what being an educator involves.
- **Peer group exchanges:** Educators from different schools communicate, share good practices and provide feedback to one another. For instance, the newest teachers benefit from the knowledge of more experienced colleagues, who intend, to learn about new ideas and fresh perspectives.
- **International exchanges:** There is a wide variety of programs that allow educators to learn how teachers teach and students learn in other locations across the globe. Thus, once teachers return home, they can introduce what they have learned into their classrooms.

Currently, educators can attend training courses abroad or swap places with teachers from other countries, typically ranging from a two-week stay to a semester/year/stay.

CELTA Course

All the CPD learning activities prevented previously are perfectly valid to expand your skills and knowledge as a teacher. However, if you wish to bring your professional growth to another level, international teacher training courses are unparalleled.

One of the most popular and demanded international training courses is CELTA (Certificate of English Language Teaching to Adults). Nowadays, being CELTA-qualified is indispensable for educators applying for English language teaching positions, since it is highly regarded by employers all around the world.

Here in Europass in Florence, we are honoured to be an accredited Cambridge CELTA centre. If you wish to learn how to enrol in the most sort after the course for English teaching, do not miss the opportunity to take a look at our CELTA teacher training courses:

- CELTA courses in Florence;
- CELTA courses online;

Erasmus + Program

Erasmus + is a program that, among other international activities, funds teachers' mobility. Educators from all over the world have benefitted from the unique Erasmus + KAI and have successfully built on their personal and teaching competencies.

However, being a participant of Erasmus + involves much more than attending teacher training courses abroad. There are many excellent reasons why teachers travel to another country to have professional training:

- Visit a European country they have never been to before and get to know a new culture.
- Practice a foreign language.
- Share good practices with fellow teachers with different backgrounds.
- Meets people of different nationalities and cultures.
- Give and receive useful feedback.
- Gain confidence and motivation.
- Take a break from your daily routine and come back to work with new perspectives and full of energy.
- Learn innovative teaching methodologies.

Furthermore, the Erasmus + program is perfect for teachers who wish to travel abroad to teach their subject or to assist a teacher from a foreign school. As a result of English global expansion, language teachers have the great advantage of being able to have training in virtually any place in Europe.

Check out our online courses if you are interested in discovering more about “how to participate in the Erasmus + program”

Create Your Own CPD Plan

Before starting a learning activity, educators should follow a series of steps to come up with a personalized and effective plan:

- **Evaluate the overall situation**
 - The needs of the teaching environment;
 - The teacher's own educational needs;
- **Identify**
 - Skills that are lacking
 - Competences that need to be developed;
 - What is working effectively in the classroom
 - Personal career goals.

Define what learning activities are relevant and sweat able for reaching the objectives such as online courses, seminars, workshops, training courses, etc.

- **Identify** the resources that will help complete the goals such as online support materials, web research, textbooks, study guides, and YouTube videos.
- **Develop a timeline**
 - The start of the plan;
 - The progression reviews;
 - When the goals should have been achieved;
- **Take action**
- **Massive progress**
 - Monitor and record your advance against the plan;
 - Evaluate and reflect on the completed activities.
- **Access** the plan and adjust or modify it if necessary.
- **Apply** your new knowledge and skills to the classroom.

Besides, it is crucial to remember that the professional goals set for ourselves should be specific, realistic, measurable and achievable. This way, we can avoid frustration and demotivation when progress does not go according to plan.

Most importantly, a CPD plan should be flexible. That is, a teacher may identify a new learning goal or become aware of relevant activities while working on the current plan. Consequently, they can update the plan at any time depending on changing learning objectives or new CPD opportunities.

English for teaching: Some tips and opportunities

Regarding international CPD for teachers, English has expanded as “The global Language” in the teaching industry as well. It has become the principal means of communicating among educators and students with different mother tongues from all over the world.

In this day and age, English skills provide many students with exciting opportunities and more doors are opened to them. Therefore, helping people learn English can be a gratifying occupation that can also offer language teachers unique opportunities to grow and advance in their careers.

With the appropriate training, English teachers can travel all around the globe sharing their knowledge and continuously evolving their skills.

Are you an English teacher looking for improvement? Check out the following nine tips that we suggest.

- Be friendly and understanding, so that students feel comfortable asking for help and sharing their questions or concerns. Learning a language can be a trying task and students should not be worried about making mistakes;
- Prepare lessons and materials in advance. If students noticed you have not bothered to plan the lesson, the learning process will be encumbered by a feeling of improvisation and they will not take your teaching seriously;
- Find different ways to present the lesson material to the class. Each student has a different way to learn and you must be sure every one of them has the opportunity to grasp the new concepts.
- Make lessons fun and challenging. Keep students engaged and interested by playing games or doing interactive activities. Students should be motivated in order not to be bored or overwhelmed by the struggles of learning a language;
- Make use of technology and new media. Nowadays, electronic devices combined with the internet and its endless resources are powerful tools that provide many existing learning opportunities;
- Motivate students to practice speaking. Often, lesson time is employed to focus on grammar and vocabulary, giving little attention to verbal practice. Learning a language also involves teaching it and teachers must also help students develop their verbal activity. Implementing conversational activities regularly is a good way to assist students in gaining confidence and fluency in speaking the language;

- Start the lesson by having a review of the previous one. This way, students have the chance to ask any remaining questions and you can make sure they have fully understood the material to move into the next.
- Evaluate your performance in the classroom. Reflect on what is working and what is not and implement the necessary adjustments;
- Keep on learning about new methods and theories for English teachers. Doing research and meeting fellow teachers to exchange tips and experiences are excellent ways to develop your abilities.

Though language teachers theoretically master their subject matter, they can always benefit from some brushing up on their skills. Refreshing old abilities and knowledge can help enhance fluency and accuracy when using the language. There is always room for improvement for teachers who focus on being the best educator possible.

For this reason, at **Europass in Florence**, we run a great variety of English courses aimed at those committed and dedicated teachers who would never let pass by a good opportunity to grow professionally.

If you will like to perform your English skills while visiting our incredible city, check out our “English language training courses” which successfully combine the study of the language with other many important aspects of teaching.

Moreover, we offer the possibility to enrol in our “online English training courses” which include self-paced and live online modalities.

As you see, there are plenty of opportunities to investigate and find out which courses fit more with your CPD needs.

2.1.7 Benefits of CPD Training

“Every teacher needs to improve, not because they are not good enough, but because they can be even better” by Dylan William.

CPD for teachers provides threefold benefits: for the school, the students, and the educators.

Firstly, the school leaders generally support the training staff by guiding and encouraging them to undertake supplementary learning activities.

Once these actions reflect positively on the students’ learning progress, the school enhances its academic reputation. Moreover, the staff becomes more confident and committed because their efficiency has improved. And as a result, there is an increase in the teacher retention rate.

Secondly, for students, their classroom experience improves exponentially when teachers are thoroughly prepared to respond efficiently to their specific learning needs and behavioural problems. Certainly, a “well-trained teacher” will always be capable of assisting students in achieving their academic goals and helping them reach their full potential.

2.1.8 Benefits of CPD For Teachers

- Allows teachers to stay up-to-date by way of discovering new teaching techniques and strategies and learning how to apply digital tools in the classroom;
- They become capable to introduce “new approaches” in the classroom in the most effective way possible;
- Increase “motivation, confidence and commitment”. Implementing successful techniques that result in positive outcomes helps create a stimulative teaching-learning environment, which keeps both teachers and students engaged;
- Provides “practical training in which teachers learn in which teachers learn” how to develop classroom management skills;
- Foster peer-to-peer collaboration such as sharing best teaching practices and providing “feedback” to one another;
- Promotes “career advancements”, teachers can achieve their goals and expand their opportunities within the teaching industry.

Nowadays, teachers’ training is widely considered from a lifelong learning standpoint. Though initial education provides the basis, educators should understand their profession as an endless ending journey. Undeniably, “teaching is a demanding craft”. Expectations and requirements continuously change according to technology, students’ learning needs, and students’ diversity. As a result, educators must constantly assess their performance and fill in the gaps in skills and knowledge to reach their full potential.

In addition to that, they should understand that they must steadily evolve their aptitudes to be “up to the task” to offer quality assistance. We cannot forget that the ultimate mission of a teacher is helping students to succeed academically.

Unequivocally, being the best teacher possible takes a considerable effort, hard work, and patience. However, if an educator understands their craft, they will know that willing to go the extra mile always brings satisfactory results.

If you are teaching in Europe, you have a great opportunity to develop your abilities in the most exciting cultural environment imaginable here in Florence.

Thanks to the opportunities offered by the Erasmus + program, it is possible to both enhance your skills and live an unforgettable experience in one of the most beautiful European cities.

At Europass Teacher Academy, we can help bring the best out of you. Be inspired by our superb teachers and take attention to become the kind of educator you wished you had as a student.

According to Hyatt (2017), Continuous Professional Development (CPD) is an important part of teacher education. It helps the teacher to keep their professional knowledge and skills updated.

The new generation has a different approach to learning than the previous generations. CPD helps the teacher to learn new techniques in teaching students of this generation. It helps the teacher to grow professionally, at the same time, improve their classroom skills. Teachers who have been in the profession for many years are usually reluctant to change their teaching styles. CPD will let them stay in touch with the latest developments in the education sector and help them to change their way of teaching. Here are some reasons why CPD is so important for teachers.

- **Encourages exchange of knowledge:** CPD encourages teachers to exchange their knowledge and ideas with the other teachers in school. This way, the senior teachers with the up-to-date knowledge of the latest teaching styles and models.
- **Improves communication with another school:** CPD allows teachers to meet colleagues from other schools. This also increases knowledge sharing and they learn new teaching techniques. It improves the quality of education by sharing knowledge.
- **CPD courses are flexible:** You can take the traditional classroom courses or take online classes as well. So, you have the flexibility of learning from home. There are lots of online materials available to develop teaching skills.
- **Get better career opportunities:** The CPD courses help to get promotions and have a better career. CPD courses are relevant to your professional work, so you will learn lots of things that will improve your professional skills.
- **It is evidence of competence:** Completing CPD courses give proof of your competence. So, it helps you to stand out from the rest of your colleagues. You will become more competent than the others. It also tells that your knowledge is up to date.

CPD adds to the skills and knowledge you already have. It helps you to be a better teacher. You can perform competently as a teacher and meet the expectations of your students and

employees. One note of concern is that, sometimes, it is hard to find a good trainer for the CPD courses. Competent trainers are necessary to develop the skills of teachers; otherwise, the CPD courses won't achieve the outcome it is supposed to achieve. CPD has no barrier in terms of age or seniority. So, if you are in the education sector, you must take CPD courses.

There is a growing focus on the qualities of teacher educators involved in teaching the next generations of teachers (ETUCE, 2008) because they have a direct influence on the initial training of student teachers (Furlong et al. 2000) and for many teachers, they are role models. From them, the teachers acquire different competencies, skills and values that deplore further in their classrooms. They not only maintain and improve the quality of the education system but also develop it through their roles as developers and mediators of education knowledge and as educational innovators also (European Commission, 2013) the work of teacher educators is of such high quality and importance (Snoek et al. 2011) that raising their quality can lead to wider improvements in education (European Commission 2012, Buchberger, et al, 2000). How the quality of education depends on the quality of teacher educators is logically argued by Murray (as cited in Westrup, 2009).

The quality of teaching depends in large measure on the quality of the teachers; the quality of the teachers depends in large part upon the quality of their professional, and education, and the quality of teacher education depends on the large measure of the quality of those who provide it, namely the teacher educators”.

To ensure the quality of teacher preparation programs, teacher educators need to be involved in Continuous Professional Development. They need to become more knowledgeable professionals than they were a year ago (Smith, 2003). As a professional group, there are increasingly aware of the need to continue to work in their competencies and the importance of being lifelong learners who keep in touch with the latest developments and insights in their fields (Swennen & Vander Klink, 2009). Teacher educators usually begin their CPD after joining the profession and continue it as a life-long learning process. There are two popular routes of CPD for teacher educators: Programs planned and mandated by external agencies and their self-initiatives. Research conducted in different parts of the world reveals that, like external initiatives, self-initiatives also play an important role in the professional development of teacher educators (Al Neaime, 2007; Mann, 2005; Richard & Farrell, 2005). Many studies confirm that self-initiated professional development has a more positive effect on increasing the standards of professional learning

(Johnson, 2006, Mann, 2005, Pettis, 2002). While programs planned and mandated by external agencies are not available to many teacher educators, they can create professional development opportunities for themselves by taking self-initiatives like reading new books or journals, and articles (Phelps, 2006, Baili et al, 2009 engaging in action research, reflecting on their teaching (Johnson, 2002; Nunan, 2001)). Besides, they can also observe the classes of their colleagues, conduct research, and evaluate teaching-learning material. Thus, there is a range of development activities that be initiated and planned by the teacher educators themselves (Richard & Farrell, 2005, Pettis, 2002).

The researcher revealed that the level of initiation for professional development activities is partially influenced by the type of challenges educators encounter. (Mahmoudie, & Ozkana, 2015, Avalos, 2011; Jurasaitė-Harbi & Rex, 2010). Many researchers have reported different hampering factors of CPD like time, accessibility, staff motivation, and financial issues (Geldenhugs & Oosthuizen, 2015). Unsupportive managers, staff attitudes, availability of programs, work pressure, family commitments, unsafe environments, and participation on own time are also identified as hampering factors (Fernandez-Manzanal, et al, 2015, Drage, 2010). The intensity of the CPD hampering factors increases when there are no systematic policy provisions. The CPD of teacher educators in India often faces this situation. The other notable aspect is that available CPD policies in India treats all higher educational teacher alike and do not have any distinct provisions for teacher educator. For example NCFTE – a major policy document on teacher education does not recommend any specific CPD provisions and opportunities for teacher educators (NCTE, 2009).

Not only in India has CPD of teacher educators remained neglected, an area in other countries as well. Researchers argue that little attention has been paid to this profession and little empirical evidence directly concerned with professional learning of “this unique occupational group” is available (Murray & Harrison 2008; Korthagen, et al, 2005). Smith (2003) observes that “there is a wealth of information about how teachers develop professionally... but little about how teacher educators develop professionally”. In the backdrop of all these observations and arguments, the present research was conducted to study the:

- Initiatives are taken by teacher educators for practising CPD.
- Challenges faced by teacher educators in practising CPD.
- Relationship between teachers' educators' CPD initiatives and challenges faced by them.

2.1.8 Importance of CPD to Teachers

According to Juniper Education (2022), professional development help teacher renew existing skills, which can be especially useful for supporting pupils with special educational needs and disabilities (SEND). According to BESA, 388% of school teachers say initial teaching training does prepare them for helping SEND pupils, so CPD can help bridge this gap. When CPD is done right, teachers and students stand to benefit from:

- Better learning outcomes as teachers gain a better understanding of what is required.
- New teaching methods: helping teachers connect with different students better.
- Stronger organizational skills: enabling teachers to manage their time and complete their duties more efficiently

2.1.9 Planning CPD for Teacher

It can be hard to know where to start when creating a good Continuous Professional development plan. We recommend the following six-step process:

- **Assessment:** Establish where a teacher is at the current stage of their career, what they have done recently to develop, and where they are meeting their expectations.
- **Identification** gives teachers the time and space to work out what they want from their career in the future, and what success will look like in the short-and-long-term.
- **Planning:** Work out what a teacher's current skill set is, look for areas of upskilling set up a plan that encompasses job-embedded, strategic and ongoing development.
- **Timeline:** Establish a time frame that balances the achievement of annual targets and opportunities with the time constraints of the teacher in question.
- **Evaluation:** Ensuring teachers can keep notes of their progress in their professional development time frame in the palace is realistic.
- **Measurement:** Measurement regularly assesses progress against the defined targets and considers how new targets and goals can be set as priority change.

2.1.10 The Advantages and Disadvantages of CPD

Carl Clarkson October 20, 2021, CPD is an essential activity in many professions, especially within the healthcare sector, but if you're new to the world of work, or indeed the healthcare sector, you might be wondering about the advantages and disadvantages of CPD, and why it's such an important activity.

So, what are the pros and cons of CPD? The key advantage of CPD is the maintenance and expansion of knowledge, skills, and updates in your profession. On the other hand, disadvantages of CPD include not having enough time or motivation for professional learning, lack of relevance, and high costs.

Read on to learn more about the key advantages and disadvantages of CPD with Breeze Academy, one of the leading CPD providers in the UK.

What are the Advantages of CPD?

The advantages of CPD are vast, but the key reason to complete CPD is to maintain current skills and knowledge and to expand upon them to provide customers, clients, and patients with the best level of service possible.

We've outlined some of the key advantages of CPD below, but this list is by no means exhaustive, and we're sure that each of you will find other benefits of continued professional development as you advance through your career.

- **Maintaining Existing Knowledge**

The purpose of CPD is not only to expand your knowledge and skills but to also maintain current knowledge and skills. You mustn't allow standards to slip, or allow yourself to get lazy with what is comfortable.

Also, it's important to recognise that we're only human and knowledge can fade over time. If you haven't touched upon a certain subject for a while, you might one day find yourself forgetting key information, elements, or steps.

- **Expanding Knowledge and Skills**

That being said, it is still important to build upon your existing knowledge base to provide the best possible service to your clients, customers, or patients. Formal CPD courses are a great way to do this, especially where there are elements of both theory and hands-on practice.

- **Industry Updates, Trends, and Best Practice**

Another key advantage of CPD is the chance to observe industry updates, and best practices, and to learn about new trends in the industry. Whilst this isn't formal learning to skills-building, it's important to know what's going on in your industry.

- **Professional Memberships and Registrations are Maintained**

Some professional bodies require a particular number of hours to be spent on CPD within a given time frame for memberships or registrations to be renewed. This is particularly important as some employers and professions require these memberships and registrations as standard.

- **Building Confidence and Credibility**

Since CPD encourages the maintenance and expansion of skills and knowledge, not only will your credibility within your profession improve, but you should also build confidence in yourself and your abilities.

- **Promotion of Career Advancement**

As well as the above, one of the advantages of CPD is the promotion of activities that encourage or help towards career advancement. Building upon skills, knowledge, and personal qualities shows your superiors that you are serious about your career and are ready for advancement.

- **Time for Reflection**

Lastly, CPD gives you time to reflect on your career as a whole, your skills, knowledge, any gaps, where you can improve, what you may wish to learn in the future, and more.

What are the Disadvantages of CPD?

The disadvantages of CPD tend to fall around barriers to accessing CPD, time management, and information provided during CPD activities.

- Some professions require a large number of hours to be spent on CPD each year. Whilst beneficial, this is time-consuming, and professionals must find time somewhere to complete their CPD profile, often during their own time.
- Costs, Whilst many CPD activities are free or low cost, some formal CPD courses can be very expensive and may not be covered by the employer.
- Some employers may not allow time for informal CPD activities such as internal training, shadowing, and discussions.

What are the Benefits of CPD to Employers?

The advantages of CPD to employers are directly related to the advantages of CPD for employees. The skills, knowledge, and confidence gained from CPD activities allow an individual to perform their role better, provide additional support and services, and, ultimately, achieve business objectives.

- More effective workforce
- More engaged workforce

- Lower staff turnover as staff often feel more committed to their profession
- Meeting legal and industry requirements
- A workforce with up-to-date, highly skilled employees

Are CPD Courses Worth It?

In our opinion, all CPD activities are worth the effort, time, or cost as they allow you to perform your job just a little bit better, more efficiently, or with more confidence. What's more, it assures both employers and clients that you are at the top of your game and that they can trust you with the service that you provide.

What Qualifies as CPD Hours?

In most cases, almost any form of learning or reflection is considered to be CPD, whether it is in a formal learning environment, or some kind of internal training. Below we have listed some of the most common CPD activities that you can undertake. That being said, before undertaking any CPD activities, make sure to confirm with your professional body that such activities are counted towards your CPD portfolio.

Formal CPD

- External courses
- Online courses
- Seminars
- Conferences
- Specific internal training exercises

Informal CPD

- Reflective practice
- Portfolio building
- Use of library facilities
- Evidence-based practice resources review
- Journal reading- Participation in discussion groups

Is CPD Mandatory? / What Happens If You Don't Do CPD?

Each professional body will handle incomplete CPD portfolios differently, but a hearing will often be called to assess the situation. In these cases, the professional body may choose to allow an extension to complete the portfolio, or they may revoke membership/registration as a consequence.

If you are unsure of the CPD requirements for your professional body, make sure to familiarise yourself with these rules as soon as possible to avoid negative consequences. Also, if you feel that you may not complete your CPD portfolio in the given time, do not ignore this and hope for the best. Get in touch with your professional body as soon as possible as they may be able to offer a solution to those with genuine reasons for an incompleteness.

CPD Courses with Breeze Academy

Breeze Academy is one of the leading CPD providers in the UK, with a range of professional development courses including Acupuncture and Dry Needling, Yoga Teacher Training, and Sports Massage Therapy Training.

As a formal learning environment, our CPD courses count towards CPD requirements and provide several advantages from skills and knowledge building to confidence building, and networking.

Get in touch with us today for more information about our CPD courses, or have a look on our website at the courses that may benefit you.

Types of Continuous Professional Development

- **Formal CPD:** According to LSBF staff (2019) this type of CPD involves active and structured learning that is usually done outside the organization for which you work. Formal CPD usually consist of more than one professional, however, in some cases, it could just involve a single professional. Some activities in this form of structured learning include:
 - Offline and online training programs;
 - Learning-focused seminars and conferences;
 - Workshops and events;
 - Lectures.
- **Informal CPD:** Informal CPD is also known as self-directed learning, in which the professionals carry out development activities according to their own choice and without a structured syllabus. This form of learning usually consists of:
 - Studying publications written by industry experts;
 - Pursuing relevant case studies and articles;
 - Listening to the industry-specific podcast and following industry-specific news;
 - Studying and revising for professional exams.

Importance of CPD

“Education is not the learning of facts, but the training of the mind to think” – Albert Einstein. To improve their skills and knowledge while working, professionals usually opt for Continuous Professional Development programs. This is because, at this level, they have already earned academic qualifications and are now working in the industry of their choice. CPD helps business professionals learn in a structured and practical format that boosts their overall skills and knowledge. It also helps them ascertain the knowledge and skills they need to obtain within a short period, so the improvement can be recognizable.

Benefits of CPD

Continuous Professional Development programs provides-two-fold benefits – for the learner and the employer. Let’s take a look at the benefits of the CPD for the learner:

- Improves intellect, personal skills and confidence;
- Opens doors to excellent future employment opportunities;
- Improves learning abilities;
- Promotes independent learning;
- Demonstrates ambition and commitment to professional self-improvement;
- Relevant practical qualifications that will impress a current and prospective employer.

Now, take a look at the benefits of CPD for the employer:

- Sets a high standard across the company for staff development;
- .
- Improves productivity with the help of motivated and skilled employees;
- Endorses a learning culture in the organization;
- Enhances the reputation of the company among employees and clients;
- Increases employee retention;
- Allows the company to keep up with the latest trends and changes in the industry.

Pedagogic Seminars

According to Anand Shirke (2021) pedagogy during the ancient period in Greece, the role of the teacher was first introduced and teaching was considered an art form. Attending school and getting an education was something that only the wealthiest could afford for their kids. The role of a teacher or an educator was considered the most important one in the learning process as they gave individual knowledge and wisdom to the children. However, the educators were not the first

pedagogues. The rich individuals of the areas used slaves to take their children to school. They were considered as the experienced and wised who impacted knowledge to the children they were taking to school. This is how the word pedagogue was created. They guide the children academically as well as morally. Pedagogy is a method of teaching in which teachers teach both in theory and practice. Pedagogy is shared by educators teaching beliefs and involves their understanding of culture and different learning styles. Students need to have meaningful classroom relations to build on prior learning.

Pedagogy refers to the way of teaching students, whether it is the theory or practice of educating. It is a relationship between the culture and techniques of learning. the main aim of pedagogy is to build up previous learning of the students and work on the development of skills and attitudes of the learner. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.

Pedagogy in teaching can be referred to as an educator's understanding of how the students learn. The teachers are focused on presenting the syllabus to the students in such a way that it is relevant to their needs. Pedagogy demands classroom interaction between the teachers and students which creates a significant impact on the learner's mind.

Teacher Pedagogy refers to the pedagogy that is centred on the teacher who gives the most meaningful course information. In this approach, the teacher has a large responsibility of giving correct information to the students in the right way, irrespective of their teaching styles. The teacher can give a clear understanding of how the students are doing concerning their learning and also be an effective model for the target language.

In pedagogy, there are five major approaches to learning which are:

- **Constructivist:**

In this approach, the students are allowed to be present in the process of understanding and gaining knowledge rather than just passively receiving information. This encourages critical thinking among the students and gives a learning environment in which they can connect with what they are learning.

- **Collaborative:**

Here, the students form groups of learners that learn together and work to solve a problem, build strategies, create products or complete a task. This is a joined intellectual effort by the students among themselves or with the help of a teacher.

- **Integrative:**

For the integrative approach, the students are given a learning environment that helps them in connecting with their learning across the syllabus. The four objectives of integration include:

- Understanding the process of learning.
- Differentiating issues by relevance.
- Making use of the lessons in practical scenarios.
- Associating the concept to regular lives.

- **Reflexive:**

As per the reflexive approach, the students are expected to evaluate themselves. It means observing the activities of the teachers and other students in the classroom and analyzing how they do it and how it works.

- **Inquiry-Based**

In the inquiry-based learning method, the educators are expected to not just answer the queries of the students but also build a culture where their ideas are explored, challenged, improved, and refined. It aims to take the students from the position of wondering about a question to understanding the answer and then questioning it further.

The Importance of Pedagogy in Teaching

- **Improves Quality of Teaching**

If a well-thought pedagogy is implemented in the classroom, the quality of education can show a drastic improvement. This will benefit the students by helping them thoroughly understand the education material, thereby improving the learning outcomes.

- **Encourage Cooperative Learning Environment**

The implementation of education in pedagogy in education encourages the students to work together towards completing a task and work together. This increases their perceptions by understanding and taking views from the other students, thereby adapting to the cooperative learning environments, making them better leaders in the future.

- **Eliminates Monotonous Learning**

Pedagogy and child development work hand in hand. It helps the student to think in different ways and move beyond the traditional memorization and comprehension for learning, it invokes complex processes of learning among the students such as analyzing, creative thinking, and evaluation. Further, it makes students more receptive to what the teacher is teaching.

- **Students Can Follow Their Ways of Learning**

A well thought pedagogy can help the students to grab education in various ways. It caters to the learning abilities of different students. Students can follow their preferred ways of learning and stick to them. In this way, the students develop a better understanding of the subject, which eventually improves their skills and learning outcomes.

- **Convenient Learning Approach For All**

Students with special needs require different ways of learning and teaching in the institutes. Implementation of a suitable pedagogical approach will help them learn better and encourage them to be a part of the mainstream learning community.

- **Improves Teacher-Student Communication**

The teacher understands the student in a better way which helps them to focus on the students' weaknesses and guides them.

2.1.11 Difference Between a Pedagogical Approach and Pedagogical Techniques

A pedagogical approach is a completely unified method of looking at teaching. It takes several elements from all the approaches of pedagogy which includes constructivism, behaviourism, and liberalism. It further applies that approach in all aspects of teaching.

A pedagogical technique defines a set of actions performed by the teacher in the classroom for teaching. It includes flipped learning, computational thinking, and deep learning. It is more granular than the entire pedagogical approach

Types of Pedagogy

The types of pedagogy are

1. Social Pedagogy

It is aimed toward the social development, awareness, and well-being of the students. The teaching must consist of values and moral education.

2. Critical Pedagogy

It aims towards comprehending and deconstructing several daily life problems and issues. It encourages the student to dig deeper into things and try to understand their thoughts and beliefs on a certain topic.

3. Culturally Responsive Pedagogy

It aims to address the cultural diversity among students. It helps to comprehend cultural differences among the students and increases awareness about cultural differences in school

4. Socratic Pedagogy

It aims to encourage the students to gain more knowledge from other sources along with what is provided to them. This helps the students to find alternative solutions to the problem.

According to Bates (2005) seminar involves generating a situation for a group to have guided interactions against themselves on a theme which is generally presented to the group by one or more guest speakers. According to Bates (2005), this mode of instruction is being employed to realize the higher objective of the cognitive and affective domain. It also requires interactive methodologies based on the psychological principle. Therefore, it applies such techniques of human interaction/intervention with learning and teaching experience.

According to Shala Saral seminars are an important tool for educators to use when teaching. They provide opportunities for educators to learn from experts in the field, and to share their knowledge with others. Here are some tips on when to attend a seminar

- When you need to brush up on a specific topic.
- When you want to learn something new.
- When you want to find out about new methods and technologies.
- When you want to meet new people who share your interest in the subject matter.

One of the most important things that a teacher can do for their students is to facilitate a seminar. When done correctly, a seminar allows students to engage in thoughtful and meaningful discussions on complex topics. Furthermore, it helps teachers to better understand their students and how best to help them learn. Additionally, seminars provide an excellent opportunity for teachers to reflect on their teaching practices and ways to improve them. In short, facilitating a seminar is an important step in teaching.

According to Korea Eureka Day (2021) seminars have always been an excellent way to impact knowledge to different types of people regardless of age, ethnicity, gender and occupation. In addition, they are an excellent method to learn about certain aspects of life such as business, marketing, arts, music, education, history and more.

Seminars serve as an introduction to different topics. Keep in mind that workshops complement numerous issues by providing a more hands-one approach to learners. They are often held over a

few days and include cooperative discussion, several presenters, and opportunities for participants to contribute their opinions and challenges connected to the subject under consideration.

Organizing a seminar may be accomplished in several different ways. Employers in a particular sector often give employees specialized training. It is necessary to decide the places and professionals who will be accessible and the timeline for the event before proceeding. They outline the presenting strategies and requirements as well as refreshments, rest rooms, and expected costs. Furthermore, they defuse any disputes that may interfere with the seminar timetable by defining them in advance.

Seminars and workshops vary from lectures in that they are mediated by a third party rather than a speaker who addresses the whole group of participants. A conversational atmosphere is created, which allows for discussing business-related things and the chance to hear from other participants.

Coaching

According to the International Mentoring Group (2022), the progenitor of coaching is considered to be an antiquity school of philosophy, where knowledge was not transferred directly by the teacher. The teacher asks leading questions, and the students came to the answer by themselves. It is generally accepted that coaching appeared in the 1990s as the continuation of the idea of the “human potential movement”. The first fundamental publication about coaching was written by Timothy Gallwey and called “The inner game of tennis”, which was published in 1994. Gallwey described the work principles of a sports coach with his wards and how these principles can be transferred from sports to other parts of life. Whitmore was a professional racing driver, and after completing his sports career-a successful businessman. In 1971, he met with Gallwey and started to practice coaching with him and help in promoting the principles of the “Inner Game”. In 1997, Whitmore popularized the principles of the “Inner Game” in England. In the late 1980s, Whitmore developed the model GRCW (Goal, Reality, Options, What). In 1992 he published the book “Coaching for Performance”, which became the main manual for coaching. John Whitmore is the main theory of modern coaching.

Since the mid-1990s, coaching has evolved into a separate and the first international organization has started to appear: The “Association for Coaching” and the “International Coach Federation”. These organizations have developed training standards for coaches. “Coaching is about developing a person’s skill and knowledge so that their job performance improves, hopefully leading to the achievement of organization objectives. It targets high performance and improvement at work,

although it may also have an impact on individuals providing life. It usually lasts for a short period and focuses on specific skills and goals” (CIPD, 2009). (Co-active) coaching is a “powerful alliance designed to forward and enhance a life-long process of human learning, effectiveness and fulfilment”. Whitworth et al (2007) “Coaching is directly concerned with the immediate improvement of performance and development of skills by a form of tutoring or instructions” (Parsloe, 1995).

The act of facilitating performance, learning and development of another (Downey, 2003). “Unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching” (Whitmore, 2003) “Coaching is a method of helping others to improve, develop, learn new skills, find personal success, achieve aims and manage life change and personal challenges” Laura Whitmore (2003)

What coaching can do for a school

There is generally an agreement that educators need more knowledge, skills, practice and support after they enter the profession. Malcolm Gladwell, the author of *Outliers: The Story of Success* (2008), calculates that it takes 10,000 hours of deliberate practice – a practice that promotes continuous improvement – to master a complex skill. This translates into about seven years for those working in schools. The majority of teachers and principals want professional development; they want to improve their craft, be more effective, implement new skills and see students learn more. (Elena Aguilar, 2013).

According to Gregorio et al (2012) collaboration among teachers is a force that positively influences the whole school community. DuFour et al (2005) advocate incrementing collaborative activities in the form of professional learning communities, stating that such collaborative communities “hold out immense unprecedented hope for schools and the improvement of teaching” (p.128). Positive effects of teachers were found in improving self-efficacy (cf. Puchner and Taylor, 2006), increased teaching effectiveness (cf. Graham, 2007), and an improvement of instructional quality (cf. Jackson and Bruegmann, 2009; Hochweber et al, 2012). These positive effects will increase their quality as professionals and as Hattie (2003) suggests, teacher quality alone accounts for 30% of the variants in students’ performance. The communities that will be formed by working collaboratively will enhance teacher effectiveness and expertise (Hattie, 2015). The positive influence of teacher collaboration transcends the teacher community; research has shown that professional collaborative activities might have a positive effect on students’

achievement (cf. Lee and Smith, 1996; Luis et al, 2010; Dumay et al, 2013). Goddard et al (2010) found a significant direct positive effect on students' achievement while Lara-Alecio et al (2012) found that students whose teachers participated in collaborative activities such as instructional strategies, scored higher in science and reading achievement than students whose teachers did not attend such professional development activity. However, because of its relatively recent emergence, empirical evidence of the effect of teacher collaboration on students' achievement is limited (Moolenaar et al, 2012). Research tends to investigate teacher cooperation as a single construct and thus, information about the benefits that can be drawn from specific forms of collaboration are unknown (Reeves et al, 2017). Furthermore, Scheerens (2000) points out that most of the data on school effectiveness has been gathered in American Elementary Schools (p.44)

Supervision

Supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that pedagogic supervision and instruction in the basic school is very necessary (Kweku and Eric, 2014).

Modern pedagogic supervision as expressed by Bailey (2006), is characterized among others as a technical project which seeks at improving teaching and learning through the care, guidance and stimulation of continuous development for not only teachers but also any other person having an impact on the educational context. Bailey (2006) also sees pedagogic supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor who is the head and the teacher to address the educational problems and find appropriate solutions to them.

Segun (2004), contents that pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods and teaching, and the evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008), also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their cooperation to enable supervisors who are the inspectors, the principals, head teachers to become successful in their supervision task (Bessong and Ojong, 2009).

Nwaogu (2006), other reasons for pedagogic supervision include improving incompetent teachers, providing guidelines for staff development, helping teachers to see the problems and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties and knowing the effectiveness of classroom management and improving methods of teaching and learning. Alemayehu (2008) asserts that supervision in most schools in the world from the era of new scientific management has focused on inspection and control of the teacher. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows the improvement of the teaching-learning process is dependent upon teacher attitudes toward supervision and noted that unless teachers view supervision as a process of promoting professional growth and pupil learning, the supervisory process will not bring the desired effect.

According to Kpatakpa (2008), there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher who is seen not to be providing effective teaching and learning. What then might have gone amiss to affect the performance of the teachers so much so that their performances affect negatively the general output of pupils in the schools? The challenge is placed at the doorpost of “effective pedagogic supervision”.

It is assumed that effective pedagogic supervision in basic schools is likely to improve the teachers’ professional performance and consequently enhance the general output of pupils in the schools. Many researchers as postulated by Sergiovanni and Starratt (2002) believe that supervision of instruction potentially improves classroom practices and contributes to pupils’ success through the professional growth and development of teachers (Baffour-Awuah, 2011). A curriculum is a course of study in a school. What is to be learned, the content and purpose of an educational program, together with their organization, and a plan for the education of pupils during their stay in a given school. It is the overall plan that is intended to be used by the teacher as a point of departure for developing teaching strategies to be used with specific classroom groups of pupils. It is the organization of intended learning opportunities for which the school takes responsibility (Sadker and Sadker, 2000 cited by Tambo, 2003). The three types of curriculum are subject curriculum which is characterized by certain bodies of subject matter arranged in a logical order to facilitate expositions and are called subjects. We also have the core curriculum and activity

curriculum (Fonkeng and Tamanjong, 2009). Curriculum implementation is the act of translating the curriculum document into action in the classroom by the teacher and so conducting any issue on curriculum implementation without mentioning the teacher will be like one going for cry and leaving his/her eyes behind, as anlgbo day will say. This is to say that curriculum implementation is the arduous work of the teacher.

Pedagogic supervision is one of the administrative tools that individuals as well as groups of people employed in the day-to-day administration of their work or organizations (Nyarko, 2009) and for Segun (2004).

Continuous Professional Development on Teachers' Effectiveness

It is universally accepted that teacher is the major facilitator of all educational facilities which take place either within the institution or outside the institution. A teacher is a person around whom all the activities and curriculum revolve. The teaching profession had great importance in every society. The reason is that teaching is not only the facilitator of educational, curricular, and co-curricular activities but he/she helps to educate people who become history makers for a nation. The teacher requires two types of knowledge, content knowledge and pedagogical knowledge. He also requires two types of qualities personal and professional. If a teacher combines both types of qualities, in context and functional areas, he/she can achieve his/she objectives and may be called a good teacher or an effective teacher in the educational delivery process. Teacher quality is the factor that matters the most for students' learning. It is globally accepted that teaching is one of the largest professions in the world in terms of its numbers. Like other professions, it also has some special futures (Craft, 2000).

The improvement of the profession of education lies in hands-on teachers' education. There is a positive association between the quality of teachers and student achievement. It means the quality of the teacher enhances students'. This study shows that there is an association between in-service training and students' achievement (Angist & Lavy, 2001).

Memon (2007) said that with the help of Continuous Professional Development, the teacher attains these purposes like improving teaching methods and enhancing teachers' academic abilities and research skills. Due to Continuous Professional Development, the teacher organizes an effective and comfortable environment for the learning of students.

Training of teachers is necessary for their professional development. Training improved the effectiveness and the efficiency of the individual as well as the institution. Training is helpful to

solve day-to-day problems and develop an association with their colleagues. There are three types of training, pre-service, in-service and induction training. In pre-service training, the program individual is prepared for specific professions. It is related to the professional qualification that is required for becoming a teacher e.g. B. Ed. Introduction training is provided to newly selected teachers before they enter their classrooms. In-service training is provided to those individuals when there is a difference between the actual and the expected performance of the individual. Educational personnel (Teachers and Managers) all were passed through training programs. There are two types of in-service training, one is the job and the other is off job training (Craft, 2000). Professional Development is necessary for the reformation of the school and to improve its performance of the school. Professional Development is a continuous process that empowers the individual teacher. It enables teachers to diagnose classroom problems and ways to solve these problems. Due to the professional development of the teacher, students' learning outcomes will be improved. It prepares teachers to meet world-class standards (Gay, 2005).

Continuous Professional Development helps teachers how to implement new teaching strategies in classrooms. The Continuous Professional Development process should not be linear. Its process should be well planned and long-term. The Continuous Professional Development program is evaluated on the aspect of teacher-subject knowledge, teachers' teaching skills, self- efficacy of the teachers and student attainment of outcomes. It improves the performance of the school as well as students. (Boam and Weindling, 2006).

Continuous Professional Development is the hot and burning issue of the present day. Students are the future of every country and to save the future, good primary education is necessary. If a child's basic education is on a strong basis, then chances of becoming a useful citizen will be increased. This model of training has features of monitoring, follow-up service monitoring, accountability, incentives, and in-class support to teachers that were missing in previous models. Primary education is playing the role of the backbone of students' development. A lot of finance is invested by the government in the project. It provides an understanding of the Continuous Professional Development framework for the educational personnel. In previous research, components of Continuous Profession Development like continuous assessments, Continuous Professional Development at the primary level (DSD, 2007a)

Professional Development and Teachers' Attitudes Toward Professional Development

Teachers need to be prepared well and continue to keep their knowledge updated. For this purpose, they need to participate in Professional Development Programs (PDPs) that keep them informed about changes in the educational system. Professional development (PD) is defined as structured professional learning that changes teachers' practices and students' achievements (Darling-Hammond, Hyler, & Gardener, 2017). Thus, one of the most important aspects of PD is to have a positive effect on teachers by encouraging them to change their educational practices by enhancing their knowledge and skills, and then affect their students' learning positively (Inamorato, Gasas, Mackeviciute, Jotautyte, & Martinaitis, 2019).

The elements that affect teachers' practices in classrooms are their beliefs and attitudes towards PDPs. Targeting teachers to change their beliefs and attitudes is important to ensure that their classroom practices are ready to be changed accordingly to what they have learned in such professional training programs (Altoeiai, 2020; Erdas, Dogan, Irez, Cakmakci, & Yalaki, 2019). If teachers have positive attitudes toward PDPs, they will transfer the knowledge and skills they acquire to classrooms and then improve their teaching practices and therefore students' outcomes. On the other hand, if they have negative attitudes towards these programs, they will ignore them and as a result, no improvements will occur in their teaching practices (Tawalbeh, 2015). Hence, paying attention to teachers' attitudes regarding PDPs will contribute to continuous evaluation of such programs and assessment of their role in changing teachers' practices.

According to Kirkpatrick's evaluation model of PDPs (Kirkpatrick and Kirkpatrick (2006), four levels of data should be examined to assess the effectiveness of a PDP. These levels are reactions, learning (knowledge, skills, attitudes), behaviour and results (Kirkpatrick & Kirkpatrick, 2006). Each level is relevant and will affect the next level. The method becomes more complex and time-consuming as you pass from one step to the next but it also offers more useful knowledge (Kirkpatrick & Kirkpatrick, 2006). A study by Erdas et al. (2019) was done to evaluate Continuous Professional Development (CPD) programs in improving teachers' views, beliefs, and practices about the Nature of Science (NOS), by using the "five level evaluation model". The findings demonstrated that the CPD program about NOS enhanced teachers' views about NOS, beliefs about teaching and learning NOS, classroom practices about NOS and also their students' views about NOS.

Additionally, Evisen (2021) conducted a study that aimed to investigate in-service and pre-service teachers' perceptions of some professional development activities and to identify whether there were differences between these two groups regarding their attitudes, beliefs and perceptions. The findings indicated that both groups of teachers' positive attitudes about professional development and professional development activities were eager to continue their learning via professional development. Furthermore, the findings of Mohammadi and Moradi (2017) demonstrate the change in teachers' beliefs about CPD after professional development workshops. The study found that teachers showed positive attitudes toward the customized PDPs. This is in line with the results of Shi (2021) in which minority English teachers in middle school have a high positive attitude towards their professional development.

Some variables may affect teachers' attitudes towards PDPs. A study conducted by Tasdemir (2014) evaluated the teachers' attitude toward in-service training according to their gender, their years of experience, and the number of in-service training they had participated in. It was revealed that the attitudes of teachers towards in-service training activities showed a significant difference between males and females and between their years of experience. On the other hand, teachers' attitudes towards in-service training did not differ according to the number of training sessions they had earlier attended. Additionally, Torff and Sessions (2008) indicated that teaching experience was the best predictor of teachers' attitudes towards PD. In comparison to later years in teachers, the teachers' attitudes were significantly different in the first 10 years. On the other hand, they found that gender and qualifications were not related to attitudes about PD among all teachers. These two studies have thus agreed on the effect of teaching experiences on teachers' attitudes towards PDP, whereas they oppose each other about the influence of gender.

An effective teacher should be able to use a different type of teaching method and know when and how to change from one method to another in a lesson (Stronge, Ward and Grant, 2011; Aina, 2013).

Effective teaching should not only be a concern with students' academic goals. Teachers' effectiveness should encompass concern for students' personal goals. Students enter the classroom from different backgrounds and they have come to the class with different minds apart from academics which an effective teacher should bear in mind. An effective teacher should always maximize instructional time and make good use of it (Stronge Ward and Grant, 2011). A teacher who wastes time in the classroom discussing nonessential things is not effective.

An effective teacher must have a high expectation about learning. A teacher who has a low expectation of his or her students about learning a concept would not care if at the end of the teaching students don't understand the concept. If on the other hand, the teacher had aimed high at students' understanding of the concept; but at the end of the lesson the students don't understand, the teacher should be moved to seek the cause and possibly teach the concept again for improvement in understanding.

Effective teachers, especially in science, make use of different types of technologies in their classrooms (Aina, 2013a). There are many applications of technologies in teaching and learning depending on the knowledge of the user (Collis and Moonen in Nguyen, Williams and Nguyen 2012). The use of technologies is imperative for all effective teachers in schools today.

Effective teachers do not ignore complex concepts or topics in the curriculum but rather will do everything possible as an effective teacher to ensure that such concepts are meaningful to the students.

Assessment and feedback are very important to students learning. Aina and Adedo (2013) found that feedback is very important in teaching and learning because it improves student learning. Every effective teacher should know how, when and the type of assessment and feedback needed in his or her lesson. We have different types of assessment, whichever form it might take, assessment activities take much time for the teachers and have an important place both in teachers' and students' lives (Ceyhum and Erodogan, 2013).

Maintaining a positive environment for learning is the responsibility of an effective teacher. It is easy to distinguish between an effective teacher and one who is not effective by the way they manage their classroom when the lesson is going on. Managing the classroom very well for effective learning is the responsibility of an effective teacher. The ability of teachers to organize classrooms and manage the behaviour of their students is central to achieving good educational outcomes (Oliver and Reschly, 2007). Orji (2014) affirmed that effective teaching requires among other things basic Management Skills which include an understanding of the nature of the classroom. Oliver and Reschly, (2007) cited Berliner that the teacher who has problems in classroom discipline is frequently ineffective in the classroom.

An effective teacher will always interact well with students both within and outside the classroom because this is very important to students' learning. Interaction between teacher and student in school is very important and effective teachers should ensure maximum interaction that will

enhance learning in the classroom. Aina (2013b) faulted the lack of adequate interaction between teacher and student as one of the reasons Physics students do not perform well academically. Interest and achievement of students lie within the teacher and students' interaction/relationship in a given subject (Onah and Ugwu, 2010). Creating classroom environments that promote positive cultures with healthy interactions can motivate students to channel their energies and desires to reach their goals (Nugent, 2009, p.1).

Teacher-student interaction is very important in school as it aids student success. The interaction between teacher and student is essentially the fundamental basis for teaching. A good teacher-student relationship may be even more valuable for students with behaviour and learning challenges (Caballero, 2010).

Most students learn best in an environment where they can freely express their feeling and this could be a situation when they are free with the teacher. Knoell (2012, p.12) agreed that learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which learners feel appreciated, acknowledged, respected and admired. Students who enjoy a close and supportive relationship with a teacher are more engaged and work harder in the classroom, are persistent in the face of difficulties and cope better with stress (Hughes and Kwok, 2007).

The importance of interaction is underscored by the new teaching paradigm called Peer Instruction (PI). Peer Instruction is an instructional strategy for engaging students during class activities through a structured questioning process that involves every student (Crouch, Watkins, Fagen and Manzur, 2007). Peer Instruction is a cooperative-learning technique that promotes critical thinking, problem-solving, and decision-making skills (Rao and DiCarlo, 2000). Peer Instruction (PI) is an interactive approach that was designed to improve the learning process (Rosenberg, Lorenzo and Manzur, 2006). This method has the advantage of engaging the student in interaction among themselves and with the teacher. The effectiveness of PI is centred on being able to encourage students' interaction in the classroom within themselves and with the teacher.

Apart from those attributes of teachers' effectiveness mentioned above, others that are very important in measuring teachers' effectiveness are motivation, content knowledge and students' homework. Motivation could act as a catalyst for many science students who have lost interest in the course, may be because of the abstract nature of the subject (Adeyemo, 2010; Aina, 2013b) or because of teachers' poor strategies of teaching (Wanbugu, Johnson and Francis, 2013). According

to Christiana (2009), motivation is very important to students' learning. Where this motivation is lacking because of teachers' ineffectiveness the result is always not good.

Teacher effectiveness in the classroom is very important and where a teacher is not effective in teaching, students' academic performance will be poor. The importance of teacher effectiveness must not be toyed with and that is the more reason it is not appropriate to employ an unqualified teacher in schools.

Any effective teacher should know the importance of homework in teaching and learning and should ensure he/she regularly administers it to the students. Homework is recognized as one indicator of successful schools and successful students. The teacher should design homework that is more effective and encouraging which allows low-ability students to complete it at the given time (Epstein and Voorhis, 2001).

Content knowledge is very important and a serious factor to be considered for any effective teacher. It is what a teacher knows that he/she will teach students. Obodo (1990) said if teachers are not sound in the content of what he or she teaches, there will be a problem in both qualities of learning and students' academic performance. There is no way a teacher who is deficient in the subject knowledge will be effective in teaching. When a teacher is not very sound in content knowledge he or she will have low self-efficacy.

Studies have shown that teacher self-efficacy is an important variable in teachers' effectiveness that is consistently related to teacher behaviours and student outcomes (Bray-Clark and Bates, 2003). The assumption by some people that teacher who has low self-efficacy cannot be effective is supported by Podell and Soodark (1993) that, high efficacy teachers are more apt to produce better student outcomes because they are more persistent in helping students who have problems. Studies revealed that teachers who have a high level of self-efficacy regarding their ability to teach can produce superior student achievement across a range of academic disciplines (Bray-Clark and Bates, 2003).

Bandura (1993, p.140) believed that teachers who perceive themselves as efficacious will spend more time on students' learning, support students in their goals and reinforce intrinsic motivation. Barnes (1998) posited that there is a positive correlation between self-efficacy and teachers' effectiveness. Teacher self-efficacy accounts for individual differences in teachers' effectiveness (Bray-Clark and Bates, 2003).

Teachers' effectiveness is very important in teaching which could be a factor to use in raising the academic standard of any dying school. Xu, Ozek and Corrotore (2012) pointed out that moving effective teachers to disadvantaged schools could potentially raise student performance in those schools.

Effective teachers should know the skill required to achieve the goals (self-goals or school goals) and be able to use the knowledge and skill appropriately if the goals are to be achieved (Anderson, 2004). The effect of teachers' effectiveness on student achievement is both additive and cumulative; teachers' effectiveness increase students' academic achievement (Sanders and Rivers, 1996).

Professional focus

Professional focus is the hallmark of teachers' effectiveness. Teaching is a profession and therefore for anyone to be effective in this profession he or she must be focused. The problem we have in the teaching profession in Nigeria today is a loss of focus. Many other professions in Nigeria like medical and banking are effective because people who practiced the profession remain focused. Inadequate emphasis on professionalism in the teaching domain is a plague on teachers' effectiveness. This Olanipekun (2013) hints at while appraising the SSCE English language curriculum in Nigeria. To him, such teachers lack the teaching methods; they cannot even follow the progress of a child psychologically, emotionally and otherwise in learning the language via continuous assessments and tests. Probably, this inadequate emphasis on professionalism lead teachers to lose focus and made them not value the profession.

As observed by Stronge et al (2011) that effectiveness can be measured by instructional delivery, assessment of students' learning, learning environment and personal quality of the teacher. All these could only be possible for someone with a professional focus. Once the professional focus is not there those constructs also become a mere mirage. Four things come to mind when we are talking about professional focus, which are a distraction, professional development, interpersonal relationship and punctuality.

Distraction

Many things distract our teachers today. Many doctors and bankers will never allow anything to distract them. You hardly can see any medical doctor seeking a teaching job in schools, but teachers are seeking jobs in a bank and even in hospitals. Many teachers are businessmen and women; they bring goods to sell in schools. Any little opportunity they have they quickly advertise

and sell their products within and outside the school. Such teachers have lost professional focus because they are distracted and therefore cannot be effective. They were trained as teachers and not other things. This is a distraction. An effective teacher focuses on his or her teaching job without being distracted by any other assignment while on the job.

Professional development

Professional development is activities that develop an individual skill, knowledge, expertise and other characteristics as a teacher (OECD, 2009). It is a conscious and systematic step to ensure teachers' up-grading and continuous self-improvement (Oluremi, 2013). Professional development is critical to the retention and improvement of any teacher in the classroom (American Association of Physics Teachers, 2009, p.22).

An effective teacher constantly and consistently develops his or her teaching skill and knowledge. A teacher who remains on the job and failed to develop his or herself through seminars, conferences and workshops for years has lost his or her professional focus. As a teacher, more than 40% of the skill and knowledge I possessed now was not got during pre- service training but during in-service training.

Interpersonal relationship

Schools are not established in communities where there are no human beings. Even if schools are located where there are no human beings yet students in the classroom have parents or guidance. An effective teacher will always create an opportunity to interact with the immediate community and the parents. This is probably one of the good qualities of...

Finnish teachers that earned them world recognition. Finnish teachers formally work in the classroom teaching, preparing for class and two hours a week to plan school work with their co-teachers. Finnish teachers' work is devoted to the improvement of classroom practice; the school as a whole and also work with the community (Sahlberg, 2010).

A teacher who does his or her work all alone without interacting with co-professionals and students' parents has lost his or her professional focus. Teaching is not restricted to the classroom alone. There should be an interpersonal relationship between individuals, groups and organizations in the community or holistic development of our students.

Punctuality

There is a saying that "punctuality is the soul of a business". A teacher who comes late to class under any guise is not effective. Coming late to class is tantamount to wasting instructional time

and according to Stronge et .al (2011), an effective teacher should maximize instructional time. When a teacher has formed a habit of coming late to class, it is obvious that such a teacher has been distracted and lost teaching focus.

Conclusion

Teachers' effectiveness is very important to student learning and it could be determined through the qualitative research method. According to literature, instructional delivery, students' assessment, learning environment, teachers' personal quality, motivation and subject-content-knowledge are indicators among others used to measure teachers' effectiveness. The perspective of this paper is that professional focus is the hallmark of teachers' effectiveness. The paper posits that lack of distraction, good professional development, interpersonal relationship and punctuality are essential components of professional focus that make a teacher effective Professional Focus Professional development Interpersonal Relationship No distraction Punctuality

Recommendations

Given this conclusion, the following recommendations are suggested:

- All forms of distractions in the teaching profession should be removed where practically possible;
- Attendance of seminars, conferences and workshops must be made compulsory for all categories of teachers. Where necessary teachers should always go for in-service training to update their skills and knowledge;
- Teachers should cultivate the idea of always relating with individuals, groups and organizations outside the school communities purposely for students' learning;
- Teachers should take the teaching job seriously and ensure prompt attendance to their classes.

2.2 Teachers' Effectiveness

Teacher effectiveness is generally referred to in terms of the focus on pupils, their performance, their behaviours, and the classroom procedures and conduct that are implemented to better the outcome of the pupils. Teacher effectiveness besides focusing on the performance of the pupils, centres on several areas, effective teachers have to be clear about the instructional goals, possess sufficient knowledge about the content of the curriculum and strategies for teaching, and communicate appropriately will the pupils what is expected of them, following appropriate teaching techniques and material to make learning useful, should be knowledgeable and aware

about the pupils, adapting instructions to their requirement, anticipating misapprehensions in their existing knowledge, monitoring performance and understanding of the pupils by providing feedback, interpreting their instruction with that in other subject areas and accepting responsibility for pupils' outcome (Ko, Summons & Bakkum, 2013).

Darling-Hammond (2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encouraging self-initiating learning.

Anderson (2004) viewed an effective teacher as those teachers who achieve the goal set for them or goals set for them by others like the Ministry of Education (Strong et al., 2011) defined teachers' effectiveness as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes which leads to improving students' learning and achievement.

Walker (2008) posits 12 characteristics of effective teachers, as perceived by his pre-service and in-service participants (e.g. being positive, forgiving and compassionate).

Several research studies have addressed the effectiveness of teaching about teacher inputs, factors like salary, teacher qualification and skills may impact teacher classroom practices and performance (Campbell, 2004, Griffin, 2013)

Teacher effectiveness centres on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, and possessing skills regarding the usage of questions to engage and challenge the students are also important aspects of teacher effectiveness, and consolidating understanding is considered to be the effective use of assessment for learning (KO, Summons & Bakkum, 2013).

According to Parihah (2011), an effective teacher does not create an image of the students but rather helps the students to create an image of their own by understanding the problems of students and helping them by making any subject interesting, by controlling the class and by being fair with the students while dealing with them.

Parihah (2011) viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to students' learning and the strategies adopted for achieving this purpose need orientation and reorientation with changing needs and priorities in their education.

Effective teachers exhibit certain skills and qualifications. These include verbal ability, knowledge of a special need and content knowledge of specific subjects to be taught (Parihah, 2011).

Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning and differentiating learning for individual students are all important characteristics of an effective teacher. Effective teachers have a thorough knowledge of their subject content and skills.

According to Career Guide (2021), effective teaching is a term used to describe the knowledge, and strategies of a successful educator, it is the ability to make a positive impact on students' life and academic career including the capacity to teach important skills sets, introduce new concepts and manage any classroom concerns. Educators typically strive to use effective teaching practices to help their students learn at a consistent rate and to increase their understanding of the field.

Teacher effectiveness centres on good teaching possessing appropriate and sufficient knowledge of the subject matter, evaluating the pupils, and conducive to the maximum development of the learners. Teachers play an important role in the achievement of educational goals and objectives given that their effectiveness determines pupils' output. This is backed by section 37(1) of law number 98004 of 14th April 1998 to lay down the guidelines of education in Cameroon which states that “the teacher shall be the principal guarantor of quality education”. Though other factors contribute to teachers' effectiveness, head teachers as heads of primary schools have a paramount role to play in teachers' job performance.

Even though till the present, educational administrators in Cameroon do not undergo any formal training, appointments into administrative positions are based on teaching experience and output after obtaining formal training in a teachers' training college. This indicates that they lack the conceptual skills in educational administration and management which create a gap in effective management and administration of primary schools. Some questions could be raised to begin assessing the challenges associated with supervisory strategies used by the head teacher to enhance teacher effectiveness or productivity.

Teachers as one of the major stakeholders in education need to manage both pupils and knowledge, monitor pupils' progress and provide guidance services under the guidance and supervisory role of the head teacher (Omuma, 2016). Therefore, the provision of management support practices by school heads and teachers is essential for teachers' performance in building sufficiently motivated and effective teachers.

Characteristics of Effective Teachers

Effective teachers consist of the following characteristics (Geo, Bell & Little, 2008):

- Effective teachers render their whole-hearted contribution to positive academic attitudinal social effects for pupils such as regular attendance, promotion to the next grade, on-time graduation, self-efficiency and cooperative behaviour.
- Effective teachers make diverse use of resources and material to make learning fruitful, modifying instructions as required and evaluating learning by making use of multiple sources of evidence.
- Effective teachers focus not just on the learning and development of the pupils but also on enhancing the classroom climate and schools that value multiplicity and civic-mindedness. There should be no discrimination based on class, gender, religion or ethnicity.
- Effective teachers possess appropriate communication skills, they collaborate with other teachers, administrators, parents and education professionals to ensure pupils, success, particularly the teachers have to depict their effectiveness if they are dealing with pupils of special needs and those of high-risk failures (Geo, Bell & Little, 2008).
- Effective teachers have high expectations from the pupils and help pupils learn M.(2011).
- Effective teachers have high expectations for the students and help students learn, as they are measured by the value added or other test-based growth measures or by alternative measures.

The ability to produce gains on student achievement scores, taking account of a baseline measure of students' prior attainment and other characteristics of student intake, the teacher effect is identified by students' progress measured by later attainment (Little, Geo & Bell, 2009 AU54).

Teacher effectiveness has never been a more important or controversial topic. Teachers are crucial to the education system, and schools are only as good as the teacher within them (Darling-Hammond, 2015). For this study, teacher effectiveness was defined as a teacher's ability to utilize approaches, strategies, connections to students and a particular set of attitudes that lead to improving students learning and achievement (Stronge, Ward, and Grant, 2011).

Qualities Of A Good Teacher

According to Stronge (2021) qualities of an effective teacher are:

1. **Patience:** Every student will have unique struggles. Some will have a difficult time reading. For others, marks will not come easily. For others, being able to sit still during school is a struggle. Patience in a teacher is the key to helping students overcome their struggles. With large classrooms and many students who are all different, patience is a must

for a good teacher. And, demonstrating patience as a teacher is a great way to be a role model to the students. Patience is an important characteristic of effective teachers in both practices and as a model.

- 2. Empathy:** Empathy is an important quality for teachers. Children and youth have big feelings and are often dealing with more than we know about the classroom. As a teacher, it is important to be able to emphasize what they are feeling, even if it may not seem like a big deal. Children and youths need to have their emotions validated to understand and process them well. This is crucial in helping them become emotionally mature. Teachers who are not empathetic cannot help students overcome real difficulties, trivial or severe. As a teacher, it is vital to be able to put yourself in a student's shoes and help them feel understood. When you teach, it is important to be sensitive and thoughtful to make sure the learners feel they are in a safe environment.
- 3. Drive for Self-improvement:** Great teachers should be able to look at themselves objectively and see where they can improve. That can be in teaching methods, subject matter, or people skills. When teachers can renew themselves and know where to focus their attention, they can become even better. Teachers should also be willing to engage in lifelong learning whether that be going back to school for a master's degree, attending conferences to help them learn more about education, or reading books and articles about their field. Anything that teachers can do to increase their understanding is vital to their success. Educators who are willing to learn as well as teach are important to the future of learning.
- 4. Adaptable:** When working with other people, students or other people alike, certain expectations may not always be met. Your teaching methods may not work in a certain way with a certain class, schedules may change, and adjustments may need to be made with little or no notice. A great teacher can adjust their teaching methods and expectations so they can still find success. They are willing to always evaluate what is working for their students, and adjust where needed. This trait is vital for teachers who want to help each find success in their classroom. It is an important characteristic when teaching to always move your lessons around in a way that promotes learning in the best possible way.

Skills of a Good Teacher

When it comes to teaching, there are also many interpersonal skills that teachers need to reach the next level of success.

1. **Suspension of bias:** A teacher will not be able to accurately assess the needs of students if they cannot see past bias. They need to be able to objectively look at each student to help them in what way they need. Additionally, bias could prevent teachers from presenting material correctly and accurately. So, teachers need to be able to suspend their personal bias to do the best for their students. Learning needs to be done in a safe environment, so when you teach you need to remove anything that can make you see students in a less favourable light.
2. **Stress management:** Teachers are faced with stressful situations every day. They need to be able to keep their cool to be good role models for their students. Outbursts could be discouraging or even frightening for students, leading them to lose trust and interest in education. It could also lead to a loss of respect from students, which can create chaos in a classroom. Stress management is key to being a great teacher. As you teach, it is important to be prepared for all kinds of situations that can arise. Make sure you can create a learning environment no matter what comes.
3. **Communication:** Teachers need to be good communicators in order to meet the needs of their students. They cannot effectively assess the needs of students if they cannot communicate openly with them. Teachers also need to be able to communicate with other teachers and parents well. Communication is key for teachers to be successful in their profession. Learning and teaching are connected through good communication.
4. **Teaching rather than instructing:** A good teacher should be focused on making sure that their students truly understand the material rather than just lecturing and hoping it will compute. Great teachers are concerned with the retention of their students, making sure they know and can do the work, not just checking off the boxes for the lesson plan. Great learning comes from teachers who are focused on that comprehension.

Factors Influencing Teacher's Effectiveness

1. Teacher Collaboration

Knowledge and skilful teachers are mandatory for enhancing students' achievement (Wong, 2003). Teachers can increase their knowledge and skills through collaborative teaching interaction

(Wong, 2003). For instance, teacher collaboration, including teacher observation and feedback is considered to be of great importance (Buchanan et al, 2013). Rather, the best type of continuous teacher cooperation would enhance the quality of teaching, uplift the students' performance, and henceforth professionally develops the mathematics teachers (National Council Of Supervisors of Mathematics [NCSM], 2007). Team teaching can be an effective way of teacher collaboration, as it not only provides teachers an opportunity to collaborate and help one another in teaching, but also it broadens their teaching pedagogies and class management (Jang, 2006; Wong, 2003). Above all, it benefits the students as it assists the students in solving mathematics problems since the collaborating teachers teach in different ways and this challenge the students (Jang, 2006). The best type of continuous teacher cooperation would enhance quality teaching. The students experiencing team teaching had better final achievements than those students experiencing traditional teaching (Jang, 2006).

2. Challenges Faced by teachers

It is affirmed from the literature that teachers face challenges daily in their schools and this could be influencing the teachers' performance. Some challenges are the unprofessional working conditions, extra workload, poor communication and isolation (Buchanan et al, 2013). These challenges encountered may negatively affect the teachers' performances. Some other problems reported by teachers are overcrowded classes, poor and unattractive salaries, lack of teaching materials, poor student behaviour and lack of basic facilities, such as computers, internet, and school library (Suleman, Hussain, Butt, & Ahmad, 2012). These everyday challenges could lead to some other issues. For instance, overcrowded classes congested with students lead to the traditional method of teaching and increase the chances of poor student behaviour (Mohammad, 2011). Generally, teaching is challenging in such schools where a large percentage of students are underperforming and the teachers are held responsible to raise the standards, which in return increases job stress, and burnout as some emotional factors which can arise from facing the everyday challenges and has the foremost influence on teacher career satisfaction (Ciacometti, 2005).

3. Teacher Career Satisfaction:

Teacher career satisfaction is paramount, as this may influence the productivity of the teachers in school (Deneire, Vanhoof, Faddar, Gijbels, & Petegem, 2014). Teachers highly satisfied with their careers will be willing to give their hearts out for their work unlike those unsatisfied. These

teachers will be excited, cheerful and helpful to their students and colleagues. The unsatisfied may not be able to provide their full potential and this can affect their students. There are negative effects of career dissatisfaction, chiefly, increased absenteeism, high level of stress and less likely to meet students' needs (Troman & Woods, 2000). In particular, career dissatisfaction is one of the main factors that is influencing teachers to opt out of teaching (Giacometti, 2005).

4. Influence of gender, Years of teaching experience and Education level:

Literature highlights that gender, education level and years of teaching experience influence mathematics teacher effectiveness and students' achievements. To begin, Robert Owiti and Ongati (2013) conducted a study on eighth-grade mathematics students in Kenya and claimed that a significant relationship exists between mathematics teacher gender and students' achievements. They added that students perform better in mathematics with female teachers, compared to male teachers, since female teachers are more prepared with their lessons with better suitable teaching aids. Whereas, Driessen (2007) conducted a study on year eighth students of Dutch primary school and argued that there was no significant influence on teachers' gender on the student's achievement in language or mathematics.

Studies also suggest that gender also affects teacher career satisfaction. Aydin, Uysal and Sarier (2012) who carried out a meta-analysis for master's and doctorate thesis produced in Turkey, concluded that gender has a significant influence on job satisfaction and it is in favour of male. Whereas, this finding contradicts Akiri (2014) and Mahmood (2011) who claimed that female teachers are more satisfied with their careers than male teachers. Finally, Murage and Kibrra (2014) and Mabekoje (2009) had different findings suggesting that gender does not influence teacher career satisfaction.

The teacher points out that teacher education level is also an influencing factor in students' achievement. In 2008, Harris and Sass revealed that an advanced degree will improve the middle school mathematics teachers' ability to assist their students' achievements, nevertheless, it is uncorrelated with the productivity of the elementary school teachers. They added that a negative or insignificant correlation is discovered between advanced degrees and other grades of mathematics teachers. On the other hand, another study reported that there is no significant difference between teacher qualification and students' academic achievement (Kosgei et al, 2013).

2.2.1 Management of Teachers' Effectiveness

According to Terada (2019), it is a doubting but all-too-common sight for many teachers: a classroom full of rowdy students who are unable to focus on the lesson. Classroom management techniques may get things back on track but valuable time has already been lost.

Many experienced teachers know that making meaningful connections with students is one of the most effective ways to prevent disruptions in the first place and a new study set out to assess this approach. In classrooms where teachers use a series of techniques centred around establishing, maintaining, and restoring relationships, academic engagements increased by 33% and disruptive behaviour decreased by 75% - making the time students spend in the classroom more worthwhile and productive. "Strong teacher-student relationships have long been considered a foundational aspect of a positive school experience", explains Clayton Cook, the lead author of the study and a professor at the University of Minnesota. When those relationships are damaged, students' well-being may be affected, leading to academic and behavioural problems.

In the study, teachers used an approach called Establish-Maintain-Restore to build positive interactions with students- a total of 220 in fourth and fifth grade – and boost their sense of belonging. (A follow-up study with middle school teachers use the same strategies with similar results). Relationship-building was broken down into three phases: the first meeting, maintenance throughout the school year, and points when a relationship may suffer damage, with useful strategies for each stage. Since it can be easy for some students to fall through the cracks, a relationship reflection forms.

Starting on a positive note

At the start of the school year, the teachers in the study made time for establishing relationships "the goal is to ensure that all students feel a sense of belonging that is characterized by trust, connection and understanding". Cook and his colleagues explain. For students with learning or behavioural problems, cultivating positive relationships provided "protective effects" that help them stay focused on learning.

To establish positive relationships, teachers can:

- **"Bank time" with students:** Schedule one-on-one meetings with students to get to know them better. The goal is to "make deposits into the relationship" to help ease conflict in the future if you have to give constructive feedback or address disruptive behaviour.

- **Encourage student-led activities:** Students feel more invested in their learning if allowed to share their interests. Teachers can step aside, be supportive, and listen.
- **Welcome students into the classroom:** Activities such as positive greetings at the door and ice breaker questions help create a warm classroom culture.
- **Use positive communication techniques:** Open-ended questions, reflective listening, validation statements, expressions of enthusiasm or interest, and complements help students – especially shy or introverted ones ease into classroom conversations.

Maintaining Relationships

Without active maintenance, relationships deteriorate over time the study authors point out. Teachers may focus too much on academics and not enough on supporting students’ emotional well-being, slowly using up the banked time they initially built up with students. Teachers can maintain relationships by continuing to implement the strategies above, and in addition, they can:

- **Take note of positive and negative interactions with students:** Teachers should aim for a five-to-one ratio.
- **Regularly check with students:** Ask what they are doing and what support they may need. In an Edutopia article, Todd Finley explains how 5x5 assessment time helped him focus on a handful of students every day.
- **Acknowledge good behaviour:** When teachers focus attention on positive conduct, disruptive behaviour is stemmed before it becomes an issue.

Repairing Harm Before Things Get worse

Eventually, negative interactions such as misunderstandings, conflicts, or criticism can weaken a teacher-student relationship. If these negative interactions are left unaddressed, students may feel disengaged and be less willing to participate in activities. They may also be more likely to misbehave, creating further damage. So, it is important for teachers to “intentionally reconnect” with students to restore the relationship to a positive state.

When relationships need repair, teachers can:

- **Let go and start fresh:** teachers should avoid holding mistakes over a student’s head, instead giving them a chance to start each day with a clean state.
- **Take responsibility for their actions:** Teachers can avoid blaming students when things go wrong and think, “what could I have done to avoid the problem in the first place?”. They

should not be afraid to apologize when that is called for – doing so helps builds trust with students.

- **Show empathy:** There are two sides to every story, and a teacher can acknowledge that students may have a different perspective about what happened.
- **Focus on solutions, not problems:** Teachers can work with students to find a solution that everyone thinks is fair.
- **Separate the did from the doer:** It is important to criticize the behaviour, not the person. If teachers label children as “problem students”, there is a danger that they will internalize that level, making it more likely that they will repeat the behaviour in the future.
- **The takeaway:** Effective classroom management starts with relationship building. When students feel a greater sense of belonging, they are more likely to be academically engaged and demonstrate positive behaviour.

2.2.2 Models of Teachers’ Effectiveness

Our review revealed three specific models of work effectiveness that were both frequently cited and which seemed to have particular potential for learning about teacher effectiveness. The “classic” model of worker effectiveness from the industrial psychology literature is arguable the most dominant in the study of non-teaching occupations. This model posits that worker effectiveness is determined by job knowledge (Schmidt & Hunter, 1983), which, in turn, is a function of cognitive ability and, to a lesser extent, job experience. The logic of the model is that cognitive ability allows workers to learn necessary information and skills more quickly and accurately, while job experience gives the worker more time for such learning to take place (Schmidt, Hunter, & Outerbrige, 1986).

This industrial psychology model is task-oriented and places little emphasis on the role of the work environment. As Cohen and Pfetter (1984) write, “there is an implicit assumption in much of the literature in jobs and on job structures that there is some underlying technical imperative that causes the employment relationship and occupational structures to look the way they do” (p.2). in other words, there is something inherent about each occupation that requires carrying out particular tasks, irrespective of the organizational characteristics or properties of the work environment. Other researchers have echoed this interpretation of the classic model. Thus, in the case of nurses, the industrial psychology model will suggest that the ability to take patient blood pressure and

correctly identify dangerously identifying dangerous high levels is more important than the amount of empathy shown to patients or to the ability to communicate and co-ordinate with doctors to solve the patients' problems.

Two additional models of effectiveness focus on the "fit" between the person and the job. The "person job fit" (P to J) or "job compatibility" model assumes work effectiveness depends only on how well the specific strength of the worker matches the job requirement. An implicit assumption behind this is that there are no "good" and "bad" worker characteristics per se but only those who match the need of the job. Thus, some workers who have high cognitive skills may still not be a good fit for specific jobs, especially those jobs that require little job knowledge. In these cases, cognitively skilled workers are more likely to become disengaged from their work and to have greater opportunities for compensation and other rewards by switching jobs.

"Person-organization fit" (P to O) models take this one step further by positioning that organizations have cultures and values and that the degree to which this match the performance and values of specific worker can affect workers' success and livelihood on staying on the job. P to O fit is also important because the job of each worker is likely to evolve and change over time, as the needs of the organization change. From this perspective, it is more important that each worker feed the personality of the organization, which is unlikely to change quickly rather than fit the job, which is likely to change more rapidly.

Werbel and Gilliland (1999) argued that the importance of P to J and P to O fit depends on the job. Specifically, P to J fit is relatively more important when technical job requirements are substantial and P to O fit is relatively more important when the organization has a distinctive culture, the career ladder is lengthy, and the interaction among organization members is high. Put differently, P to O fit matter more than P to j when the worker is in an organization that involves more interaction between people or when the workers themselves will have a variety of jobs over time.

Advantages of Classic Model

- Classical management theory has a clear structure for management.
- Classical management theory increased the productivity and efficiency of the workers.
- Classical management theory helps to create better working conditions.
- Classical management theory increases the wages of the workers.
- Classical management theory creates bonds among managers and workers.

Disadvantages of Classic Model

- The classic management model creates pressure and burden on workers among the employee.
- Classical management theory is based upon the one best way and it applies to simple organizations' structures. It does not feed on today's complex situations.
- Classic management theory focuses on the individual's performance of the employees and categories than into efficient and inefficient.
- Classical management theory kills the creativity of the workers and creates frustrations among the employees.

Teachers' Effectiveness and its Influence on Students' learning

Darling Hammond (2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encouraging! Self-initiating learning. Anderson (2004) viewed effective teachers as those teachers who achieved the goals set for them or goals set for them by others like the Ministry of Education. Effective teachers are very important for students learning. However, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teachers (Stronge, Ward and Grant, 2011). However, it is possible to measure some teachers' attributes like interaction with the student, teaching strategy, motivation, and pedagogical! Content knowledge and classroom management through a qualitative research approach. These teachers' attributes could act a long way to determine teachers' effectiveness. Stronge, Ward and Grant (2011) identified four dimensions that were used to characterize an effective teacher as follows:

- Instructional effectiveness
- Uses of assessment for student learning
- The positive learning environment and
- The personal quality of the teacher

2.3 Theoretical framework

In this section, the researcher will be talking about theories that are related to this study. Amin (2005) defines a theory as related assumptions or conception tied in some way to the real world of unknown properties or behaviour which can be subjected to experimentations and revision as well as the search for more truth hitherto unknown. Theories are based on assumptions and specified

relationships among variables. They guide research by generating a hypothesis that can be tested.

This research is based on four theories which are:

- Adult learning theory by Malcolm Knowles (1968).
- Albert Bandura's social learning theory (1977).
- Lev Vygotsky's social development theory (1935).
- John Dewy's new theory of education (1952)
- Albert Bandura (2012)

2.3.1 Adult Learning Theory

Basic Assumptions

Andragogy is defined as learning strategies focused on teaching adults (Pratt, 1993). Narishkin (2008), explained andragogy as a theory that gives importance to adults' learning by giving learners high autonomy and space for reflective learning to take place. Andragogy puts the learner in the centre of a lesson and allows learners to construct knowledge through experiences and self-goals (Cohen, 1995). The andragogical process model by Malcolm Knowles (1974) stresses that when handling adults, trainers need to be skilled in:

- Diagnosing the need for learning: Learners feel a need to learn;
- Formulating program objectives (which are contents) that will satisfy these needs, and goals of the learning experience are the learner's goals.
- In designing the pattern of learning experiences, the learning process uses learners' experiences.
- In creating a mechanism for mutual planning, learners share responsibility for planning.
- Conducting the learning experiences with suitable materials and techniques.
- Evaluating the learning outcomes and rediagnosing learning needs; Have a sense of progress towards goals.

Malcolm Knowles made the term andragogy widely known in the 1970s. Malcolm, a pioneer and advocate for adult education, wrote more than 200 articles and books on adult education. He exposed five principles that he observed about adult learning at its best:

- Adults understand why something is important to know or do.
- They have the freedom to learn in their way.
- Learning is experimental.

- The time is right for them to learn.
- The process is positive and encouraging.

Malcolm is famous for encouraging the formal education of adults. In his book “Informal Adult Education”, he wrote that he believed andragogy should produce the following outcomes:

- Adults should acquire a mature understanding of themselves – they should accept and respect themselves and always strive to become better.
- Adults should develop an attitude of acceptance, love and respect towards others – they should learn to change ideas without threatening people.
- Adults should develop a dynamic attitude towards life – they should accept that they are always changing and look at every experience as an opportunity to learn.
- Adults should learn to react to the causes, not the symptoms, of behaviour – solutions to problems lie in their causes, not their symptoms.
- Adults should acquire the skills necessary to achieve the potential of their personalities – every person is capable of contributing to society and must develop his talent.
- Adults should understand the essential values in the capital of human experience – they should understand the great ideas and traditions of history and realize that these are what bind people together.
- Adults should understand their society and should be skilful in directing social change – “in a democracy, the people participate in making decisions that affect the entire social order. It is imperative, therefore, that every factory worker, every salesman, every politician, every housewife, know enough about government, economics, international affairs, and other aspects of social order to be able to take part in them intellectually”.

In this research, andragogy allows teachers to set their own time, pace, resources, and methods of receiving mentoring services. Andragogy enables teachers to take higher responsibilities in their self-development and learning process to gain experience in their related fields. Knowles et al (1984) stress self-directed learning which supports adults' way of learning or acquiring knowledge. Also, programmers and any other method of support for teachers should adapt the theory of adult learning for their learning. this strongly includes principals' knowledge of adult learning theories is equality critical in knowing that beginner teacher, being young adults have equal rights like the experienced teachers without any form of discrimination.

This andragogy talks about adult learning which fits so perfectly with this study. Adults are encouraged to learn and take responsibility for their self-development. Continuous Professional Development for teachers means as adults, everybody is encouraged to learn and be an expert in his/her field.

2.3.2 The Social Learning Theory

This social learning theory was invented and developed by Albert Bandura a Canadian psychologist. This theory emphasizes that an individual can learn through observation. He claims the child has an inert propensity for copying the behaviour of others. Social learning theory can occur by exposure to environmental stimuli through imitation, models and vicarious situations. Bandura in his theory believes that most learning is done through observation. According to Bandura (1977), the most fundamental and significant principle of social learning is the principle of re-enforcement through vicarious learning. the environment in which people find themselves influences the way people behave and also the way they learn. Observational learning can take place either consciously or unconsciously at any place or time. He held that most human behaviour is learned through examples (observation) either intentionally or accidentally. People learn through observing other people by modelling their behaviour after theirs. Reinforcement is one of the factors that influence observational learning

According to Albert Bandura, people learn through observing others' behaviour, and the outcome of these behaviours. He précised that most human behaviour is learned observationally through modelling from observing others one forms an idea of new behaviour and on later occasions, this coded information serves as a guide for action.

From the perspective of social learning theory, the mechanism of learning and the formation of individual knowledge is through observation (Bandura, 1977). Observational learning is an important mechanism in teacher development (Lortie, 2002), as the importance of a mental picture of the lesson as the teacher enters the classroom (Rawlands, et al 2012). Social learning theories strongly lay emphasize one's cognition. It suggests that the mind is an active force that constructs one's reality, encodes information and performs behaviour based on values and expectations. The core component of social learning theory, as referred to above, is observational learning and the mental model of observed behaviours. Teachers construct and reconstruct behaviours to implement in the classroom and these behaviours according to Bandura (1977) become routine and do not require prior modelling and planning. From Bandura's theory, we can say that teachers learn

through observation, imitation and modelling. During their training sessions, the teachers observe how their trainers give them training and when they go to the field, they tend to give out what they have learned in school.

2.3.3 Social development theory

The social-cultural theory of human learning explains learning as a social process. This theory believes that human intelligence originates from our cultural environment and social interaction plays a key role in developing cognition. Vygotsky is a soviet psychologist who contributed to the field of psychology of learning. Vygotsky belonged to the constructivist school of psychological thoughts.

This theory explains that people learn through socialization. The theory also explains how people construct knowledge from their previous experiences. Vygotsky introduced the “more knowledgeable order” which is where the learning of the children occurs through social interactions with a skilful teacher, peer, and older child.

The major theme of Vygotsky’s theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: “every function in the child’s cultural development appears twice: first, on the social level, and later on the individual level; first, between people (inner psychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. All the higher functions originate as actual relationships between individuals”.

The second aspect of Vygotsky’s theory is the idea that the potential for cognitive development depends upon the “zone of proximal development” (ZPD): a level of development attained when children engage in social behaviour. Full development of the ZPD depends upon full social interaction. the range the skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

2.3.4 New Theory of Education

John Dewey is credited with founding a philosophical approach to life called “pragmatism”, and his approaches to education and learning have been influential educationally and endured over time. He saw the purpose of education to be the cultivation of thought, critically reflective, socially engaged individuals rather than passive recipients of established knowledge. He rejected the rote learning approach driven by a predetermined curriculum which was the standard teaching method

at the time. However, importantly, he also rejected child-centred approaches that followed children's uninformed interests uncritically. Dewey suggested individuals learn and grow as a result of experiences and interactions with the world. These interactions and experiences lead individuals to continually develop new concepts, ideas, practices and understandings, which in turn, are refined through and continue to mediate the learner's life experiences and social interactions according to Dewey. Interactions and communications focus on enhancing and deepening shared meanings to increase the potential for learning and development. When students communicate ideas and meanings within a group, they have the opportunity to consider, take on and work with the perspectives, ideas and experiences of other students.

In this theory, Dewey is emphasizing the aspect of socialization. When children come together they share ideas and learn. Children will learn better if their interests are engaged in the learning.

Albert Bandura social learning theory

There is also the social learning theory of Bandura. The goal of the social learning theory is to show that an individual can learn in multiple ways. People make choices on self-reflection but mainly the environment in which a person finds himself influences the way he behaves and learns. The learner who is at the center of the theory processes different information in different ways. The principle of social learning is assumed to operate through out one's life. Observational learning may take place at any age. According to Albert Bandura people learn through observing others behaviours. He is precise that most human behaviour is learned observationally through modelling from and on later occasions, this code serves as a guide for action. (Tanyi 2016).

2.3.5 Models of Continuous Professional Development

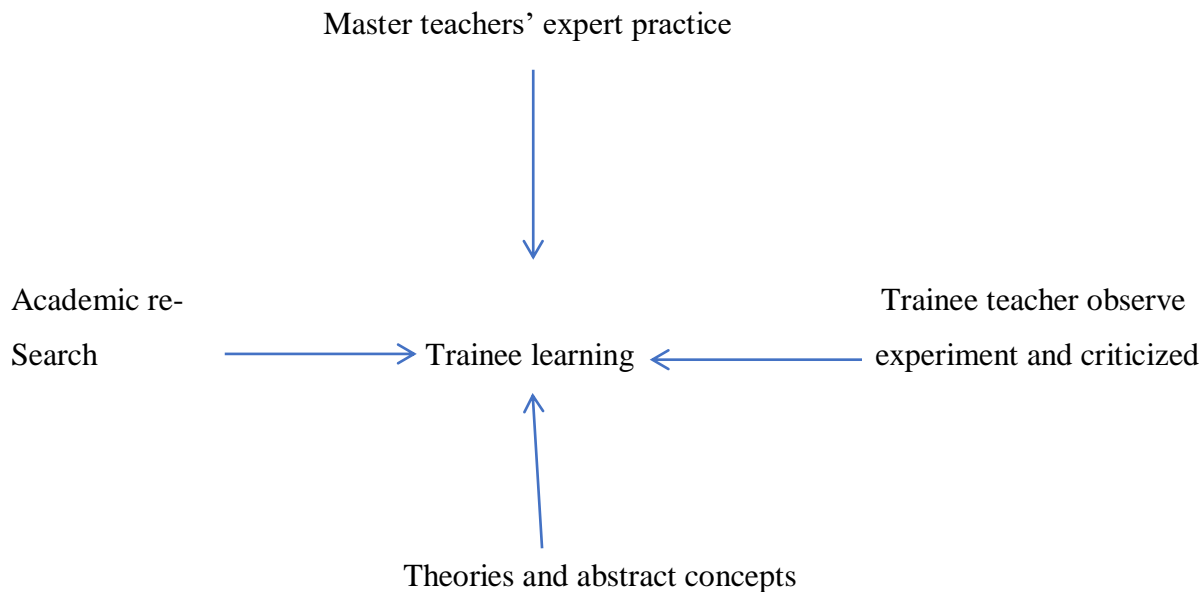
Training models:

The training model of CPD is universally recognizable (Little, 1994; Kelly & McDiarmid, 2002) and has in recent years arguably been the dominant form of CPD for the teacher. This model of CPD supports the skill-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to upgrade their skills to be able to demonstrate competence. It is generally "delivered" to the teacher by an "expert", with the agenda determined by the deliverer and the participant placed in a passive role. While the training can take place within the institution in which the participant works, it is most commonly delivered off-site and it is often subject to criticism about its lack of connection to the current classroom context in which participants work. Day

(1999) identifies one of the principal difficulties as being the failure of such training events to “connect with the essential moral purposes that are at the heart of their [teachers'] professionalism” (p.49).

The training model of CPD is compatible with, although not always related to, a standard-based view of teacher development where teachers strive to demonstrate particular skills specified in a nationally agreed standard. The model supports a high degree of central control, often veiled as quality assurance, where the focus is firmly on coherence and standardization. It is powerful in maintaining a narrow view of teaching and education whereby the standardization of training opportunities overshadows the need for teachers to be proactive in identifying and meeting their own development needs. The training model is acknowledged as an effective means of introducing new knowledge (Hoban, 2002). The training model places teachers in a passive role as recipients of specific knowledge.

In the training model, the novice watches and imitates a master teacher, and obeys directions for improvement. Here, the implication is that teaching is mainly on practical skills.



In the model above, it can be seen that the trainee is at the end of all the arrows: He/she essentially receptive, being taught by the master teacher or by the trainer’s input on research and theories. He has no place in creating new output or practical ideas

2.3.6 The Coaching/Mentoring model

The coaching/mentoring model covers a variety of CPD practices that are based on a range of philosophical premises. However, the defining characteristic of this model is the importance of the

one-to-one relationship, generally between two teachers, which is designed to support CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills-based and mentoring involves an element of “counselling and professional friendship” (Rhodes & Beneicke, 2002, P.301). Indeed, mentoring also often implies a relationship where one partner is a novice and the other more experienced (Clutterbuck, 1991). The mentoring or coaching relationship can be collegiate, for example, “peer coaching”, but is probably more likely to be hierarchical, as in, for example, the new induction procedures in Scotland (General Teaching Council for Scotland, 2002), where every new teacher is guaranteed a “supporter” who supports the CPD process and is involved in the assessment of the new teacher’s competence against the standard for a full registration key to the coaching/mentoring model, however, is the notion that professional learning can take place within the school context and can be enhanced by sharing dialogue with colleagues.

In contrast to the novice/experienced teacher mentoring relationship, Smyth (1991) argues for a model of “clinical supervision”, which is collegiate and is used by teachers for teachers. These two ends of the spectrum indicate a clear difference, in conceptual terms of the purpose of mentoring. The novice/experienced teacher model is akin to an apprenticeship where the experienced teacher initiates the novice teacher into the profession. This initiation, while including support for the novice in gaining and using appropriate skills and knowledge, also conveys messages to the new teacher about the social and cultural norms within the institution. In direct contrast, where the coaching/mentoring model involves a new equitable relationship, it allows for the two teachers involved to discuss possibilities, beliefs, and hopes in a less hierarchically threatening manner. Interestingly, depending on the matching of those involved in the coaching/mentoring relationship, this model can support either a transmission view of professional development, where teachers are initiated into the status quo by either experienced colleagues or a transformative view where the relationship provides a supportive but challenging forum for both intellectual and affective interrogation of practice.

Robins (cited in Rhodes & Beneicke, 2002) defines peer coaching as a confidential process through which two or more colleagues work together to reflect upon current practices; expand, refine and build new skills; share ideas; conduct action research; teach one another, or problem solve within the workplace (P.298). So, while Robins acknowledges the key characteristics of the one-to-one relationship, his particular definition of the relationship focuses on confidentiality as opposed to

accountability. This adds a very different dimension to the relationship as the introduction of the condition of confidentiality shifts the power relationship quite significantly from that described under the introduction type relationship where the purpose is dual support and assessment. Robin's definition also militates against peer coaching as a form of accountability, instead placing it firmly within a transformative conception of CPD.

Regardless of the fundamental purpose of the coaching/mentoring model as mutually supportive and challenging, or hierarchical and assessment driven, the quality of interpersonal relationships is crucial. For the coaching/mentoring model of CPD to be successful, participants must have well-developed interpersonal communication skills (Rhodes & Beneicke, 2002). It is interesting to note then, that while the new induction arrangement in Scotland requires that each new teacher has a designated "supporter", there are no requirements for that person to have particular strengths in terms of interpersonal communication or to be trained in the role of supporter. However, recent research on the experiences of probationer teachers in the new induction scheme in Scotland suggests that "for the optimum relationship the supporter must want to do the job and should be trained" (Draper et al, 2004, P.219).

So, while the key characteristic of the coaching/mentoring model is its reliance on a one-to-one relationship, it can depend on its underpinning philosophy, and support either a transmission or a transformative conception of CPD.

2.3.7 The Cascade model

The cascade model involves individual teachers attending "training events" and then cascading or disseminating the information to colleagues. It is commonly employed in situations where resources are limited. Although very popular in Scotland in the early 1990s, local government reorganization resulted in tighter resources (Marker, 1999).

Day (1999) supports a case study in which the cascade model was employed by a group of teachers as a means of sharing their own (successful) learning with colleagues. The group reported on what they had learned, but "no detailed consideration was given to the way principles of participation, collaboration and ownership which had characterized their learning" (p.126).

In addition to such issues surrounding conditions required for successful learning, Solomon & Tresman (1999) suggest that one of the drawbacks of this model is that what is passed on in the cascading process is generally skills-focused, sometimes knowledge-focused, and rarely focuses on values. This is an argument that is also articulated by Nieto (2003) when she claims that teacher

education needs to shift from a focus on questions of “what” and “how” to also considering questions of “why” (p.395).

It could therefore be argued that the cascade model supports a technicist view of teaching where skills and knowledge are given priority over attitudes and values. The cascade model also neglects to consider the range of learning context outlined by Eraut (1994), assuming that it is the important part of the process and not necessarily the context in which it is gained or used.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

All scientific research needs a justified method. This section involves the participants, instruments used, methods used in collecting data, and designs and procedures that were employed to arrive at the desired result (Lodico et al, 2006). The methods and procedures that were employed to arrive at the choices of the aspect of the methodology presented above are presented in this chapter. It also explains the data analysis techniques that were used by the researcher to analyze and interpret data related to the independent and dependent variables of this chapter are research design, instrumentation, the validity of research instruments, reliability of research instruments and data collection procedures.

3.1 Research design

Burns and Grove (2003) defined a research design as a blueprint for conducting a study that may interfere with the validity of the findings. Amin (2005), defined a research design as all procedures selected by a researcher to aid in the understanding of a particular set of questions or hypothesis. A research design refers to the overall strategy that one may choose to integrate the different components of the study coherently and logically. This is done in order to ensure that one effectively addresses the print or the road map for the collection, measurement, and analysis of data. According to Kothari (2004), the research design is a plan, a road map and a blueprint strategy of investigation conceived to obtain answers to research questions (Kothari, 2004) it is the heart of the research. In this study, the descriptive survey research design was suitable because this study covered a large number of respondents. With this design, the independent variable, Continuous Professional Development was examined and quantitative information was collected through a questionnaire over a sample to enable the researcher to explain its influence on the dependent variable, Teacher Effectiveness.

3.2 Research area

The study was carried out in Yaounde the Center region of Cameroon. This Center Region is divided into Divisions and the Divisions are further divided into Sub-Divisions. This research was carried out precisely in the Nfoundi Division. The choice of this area was because of its easy

accessibility, and my major focus was on public primary schools in Yaounde municipality. Public primary schools visited were both practising schools and non-practising schools.

3.3 Target population

The target population is a grouping of all the cases having common characteristics and from which the results will be generalized. Creswell (2012) defines a target population as groups of individuals with which common defining characteristics that the researcher can identify and study. Creswell (2012, p.38). Amin (2005), defines the target population of study as the complete collection or universe of the entire element we are interested in a particular investigation. The population of this study is made up of public teachers of primary schools in Yaounde municipality. These public primary school teachers are referred to as the target population in the study. The researcher selected public primary school teachers in Yaounde and some of the government primary schools include: Government Bilingual Primary School Biyem-Asi sic 1A, Government Primary School Etoug-Ebe, and Government Bilingual Practicing School Essos.

3.4 Sample and sampling techniques

According to Amin (2005), a sample is a portion of the population whose results can be generalized to the entire population. Sampling is the process of selecting elements from a population in such a way that the sample elements represented the population. Sampling means selecting a given number of subjects from a defined population.

Lodico et al. (2006) define a sample as a smaller group selected from a larger population that is representative of the larger population.

According to Kenton (2022), a sample refers to a smaller, manageable version of a larger group. It is a subset containing the characteristics of a larger population. Samples are used in statistical testing when the population size is too large for the test to include all possible members or observers. A sample should represent the population as a whole and not reflect any bias towards a specific attribute.

Since it is difficult to study the whole population, there is an absolute need to sample the population in all quantitative research work. The sample is taken from a portion of the accessible population to represent and generalize.

In this study, the sampling technique used is the simple random sampling technique. Simple random sampling was used to come out with the respondents that were studied. The sample size of this study was determined using the Krejci and Morgan table.

Table: Sample Size of study population.

SN	SCHOOL	NO. OF TEACHERS	SAMPLE
YAOUNDE I	G.B.P.S Bastos G1	15	13
	G.B.P.S Bastos G2	18	15
YAOUNDE II	G.B.P.S Madagascar	14	10
YAOUNDE III	G.B.P.P.S G1 Lac	12	10
	G.B.P.P.S G2 Lac	18	10
	C.G.E.P.S G1	10	06
	C.G.E.P.S G2	07	05
	C.G.E.P.S G3	08	05
YAOUNDE IV	G.B.P.S Ekounu G1	08	07
	G.B.P.S Ekounu G2	10	09
	G.B.P.P.S Essos G1	12	5
YAOUNDE V	G.B.P.S Essos G2	12	5
YAOUNDE VI	G.B.P.S Biyem-Assi Sic 1A	10	12
	G.B.P.S Biyem-Assi Sic 1B	14	5
	G.B.P.S Biyem-Assi Sic 2A	15	5
	G.B.P.S Biyem-Assi Sic 1B15	12	10
	Ecole 10Biyem-Assi 1 G1	15	13
	Ecole Biyem-Assi 1 G2	10	08
	Ecole Biyem-Assi 1 G3	15	13
	Ecole Biyem-Assi 1 G4	18	16
	G.B.P.S Etoug-Ebe G1	10	08
	G.B.P.S Etoug-Ebe G2	12	10
Total		275	200

Source: Fieldwork,2022

3.5 Research instrument

According to Aditage (2020), a research instrument is a tool used to obtain, measure and analyze data from subjects around the research topic. You need to decide the instrument to use based on the type of study you are conducting: quantitative, qualitative, or mixed-method. For instance, for a quantitative study, you may decide to use a questionnaire, and for a qualitative study, you may choose to use a scale.

Instruments are research tools that enhance the collection, observation and measurement of quantitative data. The instrument may be an observation checklist, inventory, a test, questionnaire, tally, or sheet (Creswell, 2012). The researcher used the questionnaire since most of the information used for this study was obtained using sampling the opinions of the respondents. According to Amin (2005), a question is a self-report instrument used for gathering information about variables of interest in an investigation. It can be seen as a written list of questions that are answered by a number of people so that information can be collected from the answers.

The instrument used for data collection was a questionnaire. The questionnaire was shared or divided into three parts. The first part had questions related to demographic information, the second part contained questions related to the independent variable Continuous Professional Development and the third and last part contained questions related to the dependent variable – Teachers’ Effectiveness. The researcher decided to use questionnaires in the study because the study is based on descriptive survey research which mostly requires self-developed instruments for the sake of easy statistical analysis. The research used a five-point Likert scale: strongly agree (SA), agree (A), neither agree nor disagree (NAND), strongly disagree, (SD), and disagree (D).

3.6 Validation of research instruments

- **Validity** is the extent to which an instrument measures what it is supposed to measure so as to produce accurate results. (Amin, 2005). So, the researcher needed to evaluate and know whether the instrument designed for this study was relevant in producing meaningful data. Validity also determined whether the respondents perceived the questionnaires in the same way the researcher intended. The instrument was constructed under the guidance of the supervisor. The instrument validation was done in two dimensions: face validity and content validity.
- **Face Validity:**
According to Bhandari (2022), face validity is about whether a test appears to measure what it is supposed to measure. This type of validity is concerned with whether a major seems relevant and appropriate for what it is accession at the surface.
- **Content Validity**
According to Amin (2005, p.286) “content validity is the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure”.

Bhandari (2022) defined it by asking the question “is the test fully representative of what it aims to measure?”. The items took into consideration the independent variable Continuous Professional Development and the dependent variable Teachers’ Effectiveness.

3.7 Reliability of instruments

According to Creswell (2014), reliability means that individuals’ courses from an instrument should be free from scores of instrument error and consistent. According to Amin (2005), reliability is the degree to which an instrument consistently measures what it intends in measuring. A reliable instrument gives consistent results. Test-retest reliability is also known as stability reliability. It refers to the degree to which scores in the same test by the same individual are consistent o time. Their test for reliability of the instrument gave a Cronbach's Alpha 0.891, which is highly reliable for the study.

3.8 Data administration and collection

In order to prevent many questions and to have a hitch-free exercise during the administration of the questionnaires, authorization to carry out research was given by the authorities of the Faculty of Education of the University of Yaounde 1. The researcher photocopied the authorization letter and handed it to all the head teachers in whose schools the questionnaires were administered. The researcher personally went into the schools and administered the questionnaires herself. In some of the schools, the teachers or respondents answered and gave back the same day. While in some of the schools, teachers or respondents took and asked the researcher to pass on another day and collect. In some of the schools, the researcher went there more than two times before she could get back questionnaires. In some, you will not collect all because some respondents will tell you they forgot at home, some will be absent, and some will not even answer and return them unanswered. The researcher made it clear to the respondents again though found in the questionnaire that the exercise is only for academic purposes. The researcher at the end of the exercise did not collect all the questionnaires sent out

3.9 Statistical techniques of data analysis

The researcher used the correlation research design which describes the extent to which the variables are interrelated. The data collected for the correlation studies were used to verify if there is a relationship between two or more variables. Amin (2005), a correlational research attempt to determine whether, and to what degree, a relationship exists between two or more quantifiable

variables. With the relationship, predictions can be made. In order to give meaning to our data, statistical tools like standard deviation, descriptive statistics, the univariate analysis of variance (ANOVA), mean, the Pearson product-moment correlation coefficient and the step-wise simple linear regression analysis. Our data analysis technique will be described following the steps and expatiating and explaining exactly what was done. Two steps are involved in analyzing the quantitative data of this study. We have:

- Data organization was developed and documented into a database structure which integrates the various measures present in the data (Trochim & Donnelly, 2007).
- Data presentation in which data was logged, checked for accuracy and then entered into the computer using SPSS, which is designed to analyze, display and transform data (Trochim & Donnelly, 2007).

The survey used was made of the questionnaires the researcher administered in the various public primary schools used for the sample. Surveys are the most important source for data collection. The results from the 5-point Likert scale question of this work were analyzed using the SPSS software version 26.0. Frequencies of distributions such as frequency tables (Trochim & Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of distribution was used in describing the variability of data values.

CHAPTER FOUR DATA PRESENTATION OF RESULTS

4.0 Introduction:

This chapter presents the research findings and analysis. The study investigates the effects of Continuous Professional Development on teachers' effectiveness in public primary schools in Yaounde municipality. The data was collected through questionnaires. Findings were presented to respond to the four specific objectives of this study. The study sort to provide answers to four specific objectives (i) To appraise the extent to which pedagogic seminars influence teachers' effectiveness (ii)To examine the extent to which collaborative teaching influences teachers' effectiveness. (iii)To examine the extent to which coaching influences teachers' effectiveness. (iv) To ascertain the extent to which pedagogic supervision influences teachers' effectiveness.

4.1 Demographic Characteristics of participants

Demographic characteristics of this study include gender, age, and educational qualifications.

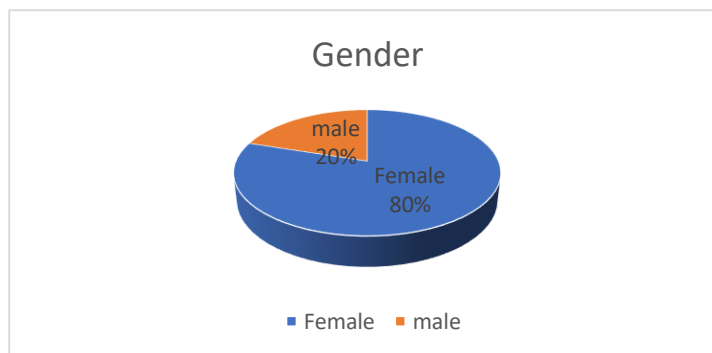
Gender of Respondents:

The gender for this study included male and female teachers of public primary schools in Yaounde municipality.

Table 1 Gender of respondent

		Gender	
		Frequency	Valid Percent
Valid	Female	160	80.0
	Male	40	20.0
	Total	200	100.0

Figure 1 Gender of respondents



Source: Field Data (2022)

The pie chart on gender distribution shows females constituted a bigger number of respondents (80%) as compared to (20%) male respondents. This shows that majority of the respondent of the questionnaires were female.

Table 2 Ages of the respondents

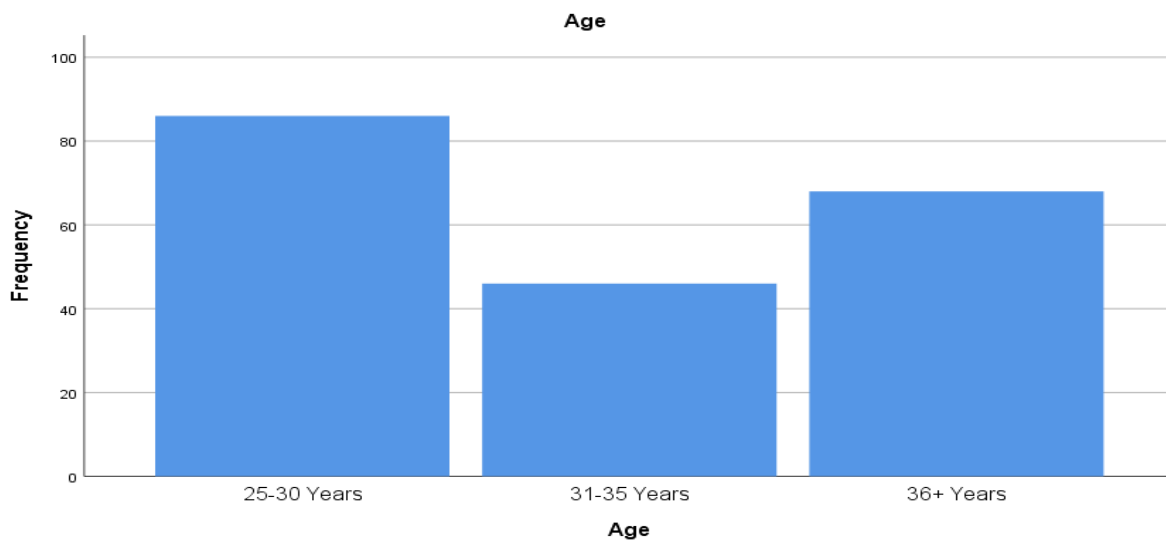
		Age	
		Frequency	Valid Percent
Valid	25-30 Years	86	43.0
	31-35 Years	46	23.0
	36+ Years	68	34.0
	Total	200	100.0

25 – 30 years were 86 respondents and the valid percentage was 43.0.

31 – 35 years were 46 respondents with a valid percentage of 23.0

36+ years were 68 and had a valid percentage of 34.0. this gave a total frequency of 200 and a valid percentage of 100.0

Figure 2 Educational qualification of respondents



Source: Field Data (2022)

Table 3 Educational Qualifications

	Frequency	Valid Percent
Advance Level	39	19.5
Bachelor Degree	31	15.5
Master Degree	28	14.0
CAPIEMP	102	51.0
Total	200	100.0

Source: Field Work, 2022

From the information collected, respondents were grouped or divided into four categories. That is Advanced level, Bachelor's degree, Master's degree and CAPIEMP.

The majority of the respondents were CAPIEMP with 102 and a percentage of 51.0 followed by Advanced level with 39 and a percentage of 19.5 then Bachelor degree with 31 and a percentage of 15.5, and finally, Master's degree with 28 and a percentage of 14.0. From the information collected, it is evident that the majority of respondents had the necessary qualifications to teach in primary school.

4.2 Presentation of Findings

This section presents the findings according to the study objectives. This study had four specific objectives to answer. (i)To appraise the extent to which pedagogic seminars influence teachers' effectiveness (ii)To examine the extent to which collaborative teaching influences teachers' effectiveness. (iii)To examine the extent to which coaching influences teachers' effectiveness. (iv)To ascertain the extent to which pedagogic supervision influences teachers' effectiveness.

For each case, the frequencies, percentages, weighted, mean, and standard deviation were used to present and analyze data and appropriately report findings following objectives.

4.2.1 Objective One: To appraise the extent to which pedagogic seminars influence teachers' effectiveness

The contribution of pedagogic seminars and teachers' effectiveness was a five-item statement. The responses were presented on a Likert scale of 1-4 (Strongly Agree, Agree, Disagree, Strongly Disagree). The respondents were asked to rate their level of agreement or disagreement. The results were as shown in Table 4

Table 4: Pedagogic Seminar

Statement	Strongly Agree	Agree	disagree	Strongly Disagree	Mean	Standard Deviation
	Frequency and Percentage; N=200					
	F(%)	F(%)	F(%)	F(%)		
1 Attending pedagogic seminars enriches a teacher's effectiveness	160(80)	40(40)	0	0	1.20	.401
2 Keep away from pedagogic seminars make teachers backward	60(30)	100(50)	10(5)	30(15)	2.05	.976
3 Effective participation in pedagogic seminars enriches a teacher's effectiveness	100(50)	80(40)	5(2.5)	15(7.5)	1.68	.850
4 Pedagogic seminars keep teachers updated	120(60)	78(39)	0	2(1)	1.48	.552
5 Pedagogic seminars help in guiding teachers	145(72.5)	34(17)	13(6.5)	8(4)	1.42	.785
Overall total					1.56	0.232

Source: Fieldwork ,2022

As indicated in table 4. most of the respondents fell in the category of those who strongly agree and agree on the contribution of pedagogic seminars to teachers' effectiveness. Attending pedagogic seminars enriches teachers' effectiveness data (80%, mean 1.20) Strongly Agree with the statement. Keeping away from pedagogic seminars make teachers backwards (50%, mean 2.05) Agree. For effective participation in pedagogic seminars (50%, mean 1.68) Strongly Agree. For updating teachers (60%, mean 1.48) Strongly Agree. Pedagogic seminars help in guiding teachers (72.5%, mean 1.42) Strongly Agree. As a result, the overall mean of responses was 1.56 (standard deviation=0.232). The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree on pedagogic seminars influences teachers' effectiveness.

4.2.2 Objective two: To examine the extent to which collaborative teaching influences teachers' effectiveness

Table 5: Collaborative Teaching

Statement	Strongly Agree	Agree	disagree	Strongly Disagree	Mean	Standard Deviation
	Frequency and Percentage; N=200					
	F(%)	F(%)	F(%)	F(%)		
6 I mostly prepare my lessons in collaboration with my colleagues	20(10)	150(75)	16(8)	14(7)	2.12	.669
7 We frequently model lessons on our different levels	60(30)	102(51)	10(5)	28(14)	2.03	.956
8 We often do team teaching in our cluster	15(7.5)	156(78)	15(7.5)	14(7)	2.14	.642
9 I often consult colleagues when faced with challenges	80(40)	102(51)	14(7)	4(2)	1.71	.684
10 I belong to a teacher reunion trade	5(3.5)	102(51)	81(40.3)	10(5)	2.47	.694
Overall total					2.094	0.128

Source: Fieldwork 2022

As can be seen in table 5 most of the respondents fell in the category of those who agreed on collaborative teaching on teachers' effectiveness. I mostly prepare my lessons in collaboration with my colleagues' data (75%, mean 2.12) Agree. For model lessons in our different levels (51%, mean 2.03) Agree. As for team teaching in clusters (78%, mean 2.14) Agree. Consulting colleagues, when faced with challenges (51%, mean 1.71), Agree while belonging to teachers' trade unions (51%, mean 2.47) Agree. the overall mean of responses was 2.094 (standard deviation=0.128). The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree that collaborative teaching affects teachers' effectiveness.

4.2.3 Objective three: To examine the extent to which coaching influences teachers' effectiveness.

Table 6 Coaching.

Statement	Strongly Agree	Agree	disagree	Strongly Disagree	Mean	Standard Deviation
	Frequency and Percentage; N=200					
	F(%)	F(%)	F(%)	F(%)		
11 I have colleagues I consider as professional role models	108(54)	92(46)	0	0	1.46	.500
12 I often share my teaching difficulties with other colleagues	40(20)	150(75)	7(3.5)	3(1.5)	1.87	.527
13 I often assist less experienced colleagues	50(25)	140(70)	7(3.5)	3(1.5)	1.82	.559
14 Pedagogic administrators often assist in my teaching challenges	50(25)	99(49.5)	33(16.5)	18(9)	2.10	.877
15 I receive coaching from senior colleagues monthly	50(25)	112(56)	28(14)	10(5)	1.99	.770
Overall total					1.84	0.167

Source: Fieldwork, 2022

As indicated in table 6 above, most of the respondents fell in the category of those who agree in coaching teachers' effectiveness. I have colleagues I consider as role models data (54%, mean 1.46) Strongly Agree. I often share my teaching difficulties with other colleagues (75%, mean 1.87) Agree. For I often assist less experienced colleagues (70%, mean 1.82) Agree. Pedagogic administrators often assist in my teaching challenges (49.5%, mean 2.10) Agree while I receive coaching from senior colleagues monthly (56%, mean 1.99) Agree. the overall mean of responses was 1.84 (standard deviation=0.167). The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree that coaching affects teachers' effectiveness.

4.2.4 Objective Four: To ascertain the extent to which pedagogic supervision influences teachers' effectiveness.

Table 7 Pedagogic supervision

Statement	Strongly Agree	Agree	disagree	Strongly Disagree	Mean	Standard Deviation
	Frequency and Percentage; N=200					
	F(%)	F(%)	F(%)	F(%)		
16 Pedagogic inspectors often visit our school	170(85)	29(14.5)	1(0.5)	0	1.16	.376
17 Pedagogic inspectors frequently evaluate teaching and learning activities in my school	120(60)	69(34.5)	10(5)	1(0.5)	1.46	.617
18 My head teacher corrects my lessons weekly	70(35)	114(57)	10(5)	6(3)	1.76	.682
19 The school provides me with the necessary textbooks	83(41.5)	100(50)	14(7)	3(1.5)	1.69	.669
20 Pedagogic inspection is necessary for teachers	35(17.5)	140(70)	15(7.5)	10(5)	2.00	.673
Overall total					1.614	0.129

Source: Fieldwork, 2022

As indicated in table 7 above, most of the respondents fell in the category of Strongly Agree and Agree on pedagogic supervision on teachers' effectiveness. Pedagogic inspectors often visit my school data (85%, mean 1.6) Strongly Agree. Pedagogic inspectors frequently evaluate teaching and learning activities in my school (60%, mean 1.46) Strongly Agree. My head teacher corrects my lessons weekly (57%, mean 1.76) Agree. The school provides me with necessary textbooks (50%, mean 1.69) Agree and pedagogic inspection is necessary for teachers (70%, mean 2.00) Agree. the overall mean of responses was 1.614 (standard deviation=0.129). The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree that supervision affects teachers' effectiveness.

Table 8 Teachers' effectiveness

Statement	Strongly Agree	Agree	disagree	Strongly Disagree	Mean	Standard Deviation
	Frequency and Percentage; N=200					
	F(%)	F(%)	F(%)	F(%)		
21 I acquire enough professional development in my school to meet up with my challenges	66(33)	124(62)	8(4)	2(1)	1.73	.582
22 I always carry out research when preparing my lessons	149(74.5)	31(15.5)	11(5.5)	9(4.5)	1.40	.789
23 I'm provided with the necessary textbooks to prepare my lessons	30(15)	170(85)	0	0	1.85	.358
24 I always try to implement what I learn from seminars	20(10)	180(90)	0	0	1.90	.301
25 Professional development is imperative for teachers	160(80)	35(17.5)	3(1.5)	2(1)	1.24	.521
Overall total					1.62	0.193

Source: Fieldwork, 2022

As can be seen in table 8 above, most of the respondents were in the category of Strongly Agree and Agree on teachers' effectiveness. I acquire enough professional development in my school to meet up with my challenges (62%, mean 1.73) Agree. I always carry out research when preparing my lessons (74.5%, mean 1.40) Strongly Agree. I'm provided with the necessary textbooks to prepare my lessons (85%, mean 1.85) Agree. I always try to implement what I learned from seminars (90%, mean 1.90) and Agree that professional development is imperative for teachers (80%, mean 1.24). the overall mean of responses was 1.62 (standard deviation=0.193). The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree on teachers' effectiveness.

4.3 Explanation for regression

4.3.1 Correlation analysis

To test the previously established hypothesis with the help of simple linear regression analysis, Saunders et al (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, the correlation analysis between the variable shows a strongly relationship. the different IVs namely Continuous Professional Development on teachers' effectiveness as DV.

Pearson Correlation					
	Pedagogic seminar	Collaborative teaching	Coaching	Supervision	Teacher effectiveness
Pedagogic seminar		*			
Collaborative teaching	.951**				*
Coaching	.889**	.920**			
Supervision	.943**	.967**	.930**		
Teacher effectiveness	.922**	.951**	.938**	.945**	
Mean	1.56	2.09	1.84	1.61	
Standard deviation	0.232	0.128	0.167	0.129	
N	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Fieldwork,2022

4.3.2 Test of Hypothesis

H01: There is no significant relationship between pedagogic seminars and teachers' effectiveness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.922 ^a	.851	.850	.154

a. Predictors: (Constant), Pedagogic seminar

This table provides the R and R² values. The R-value represents the simple correlation which is .922 which indicates a high degree of correlation. The R² value indicates how much the total variation in the dependent variable (teachers' effectiveness) can be explained by the independent variable (pedagogic seminar). In this case, 85.1 % which is very high.

The next table is the ANOVA table which reports how well the regression equation fits the data (predicts the dependent variable). This is shown below;

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.758	1	26.758	1128.197	.000 ^b
	Residual	4.696	198	.024		
	Total	31.454	199			

a. Dependent Variable: Teacher effectiveness

b. Predictors: (Constant), Pedagogic seminar

The analysis of variance (ANOVA) is highly statistically significant with an $F=1128.197$, ($p=.000$), that is the relationship between the pedagogic seminar (independent variable) and teachers' effectiveness (dependent variable) is very strong. indicate the overall regression model statistically, and significantly, predicts the outcome value.

The next table 2 is the coefficient table. The coefficient table provides us with the necessary information to predict pedagogic seminars on teachers' effectiveness.

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	.744	.028		26.271	.000
	Pedagogic seminar	.566	.017	.922	33.589	.000

a. Dependent Variable: Teacher effectiveness

Table 3: Coefficient

The independent variable 'Pedagogic seminar has strong positive predictive power ($Beta = .922$) on the dependent variable 'Teacher effectiveness, and this is statistically significant with a ($t=33.589$, $P < 0.05$).

All in all, there is a significant relationship between pedagogic seminars and teachers' effectiveness. The Null hypothesis is rejected and the alternative hypothesis is accepted.

H02: There is no significant relationship between coaching and teacher effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951 ^a	.904	.903	.124

a. Predictors: (Constant), Collaborative teaching

The R-value represents the simple correlation which is .951 which indicates a high degree of correlation. The R² value indicates how much the total variation in the dependent variable (teachers' effectiveness) can be explained by the independent variable (Collaborative teaching). In this case, 90.4 % which is very high.

The next table is the ANOVA table which reports how well the regression equation fits the data ie (and predicts the dependent variable). This is shown below;

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.422	1	28.422	1856.235	.000 ^b
	Residual	3.032	198	.015		
	Total	31.454	199			

a. Dependent Variable: Teacher effectiveness

b. Predictors: (Constant), Collaborative teaching

The analysis of variance (ANOVA) is highly statistically significant with an F=1856.235, (p=.000), that is relationship between the collaborative teaching (independent variable) and teachers' effectiveness (dependent variable) is very strong. indicate the overall regression model statistically, and significantly, predicts the outcome value.

The next table 2 is the coefficient table. The coefficient table provides us with the necessary information to predict Collaborative teaching on teachers' effectiveness.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.413	.029		14.062	.000
	Collaborative teaching	.578	.013	.951	43.084	.000

a. Dependent Variable: Teacher effectiveness

The independent variable ‘collaborative teaching has strong positive predictive power (Beta =.951) on the dependent variable ‘Teacher effectiveness, and this is statistically significant with a (t=43.084, P <0.05).

All in all there is a significant relationship between Collaborative teaching and teachers’ effectiveness. The Null hypothesis is rejected and the alternative hypothesis is accepted.

H03 There is no significant relationship between collaborative teaching and teacher’s effectiveness.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938 ^a	.880	.879	.138

a. Predictors: (Constant), Coaching

The R-value represents the simple correlation which is .938 which indicates a high degree of correlation. The R² value indicates how much the total variation in the dependent variable (teachers’ effectiveness) can be explained by the independent variable (Coaching). In this case, 88 % which is very high.

The next table is the ANOVA table which reports how well the regression equation fits the data ie (and predicts the dependent variable). This is shown below;

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.681	1	27.681	1452.451	.000 ^b
	Residual	3.773	198	.019		
	Total	31.454	199			

a. Dependent Variable: Teacher effectiveness

b. Predictors: (Constant), Coaching

The analysis of variance (ANOVA) is highly statistically significant with an F=1452.451, (p=.000), that is the relationship between the coaching (independent variable) and teachers’ effectiveness (dependent variable) is very strong. indicate the overall regression model statistically, and significantly, predicts the outcome value.

The next table 2 is the coefficient table. The coefficient table provides us with the necessary information to predict coaching on teachers' effectiveness.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.448	.032		13.862	.000
	Coaching	.637	.017	.938	38.111	.000

a. Dependent Variable: Teacher effectiveness

The independent variable 'coaching has strong positive predictive power (Beta =.938) on the dependent variable 'Teacher effectiveness, and this is statistically significant with a (t=38.111, P <0.05).

All in all, there is a significant relationship between Coaching and teachers' effectiveness. The Null hypothesis is rejected and the alternative hypothesis is accepted.

H04: There is no significant relationship between pedagogic supervision and teacher's effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 ^a	.893	.893	.130

a. Predictors: (Constant), Supervision

The R-value represents the simple correlation which is .945 which indicates a high degree of correlation. The R² value indicates how much the total variation in the dependent variable (teachers' effectiveness) can be explained by the independent variable (supervision). In this case, 89.3 % which is very high.

The next table is the ANOVA table which reports how well the regression equation fits the data ie (and predicts the dependent variable). This is shown below;

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.090	1	28.090	1653.239	.000 ^b
	Residual	3.364	198	.017		
	Total	31.454	199			

a. Dependent Variable: Teacher effectiveness

b. Predictors: (Constant), Supervision

The analysis of variance (ANOVA) is highly statistically significant with an $F=1653.239$, ($p=.000$), that is the relationship between the supervision (independent variable) and teachers' effectiveness (dependent variable) is very strong. indicate the overall regression model statistically, and significantly, predicts the outcome value.

The next table 2 is the coefficient table. The coefficient table provides us with the necessary information to predict supervision on teachers' effectiveness.

Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.504	.029		17.364	.000
	Supervision	.694	.017	.945	40.660	.000

a. Dependent Variable: Teacher effectiveness

The independent variable 'coaching has strong positive predictive power ($Beta =.945$) on the dependent variable 'Teacher effectiveness, and this is statistically significant with a ($t=40.660$, $P <0.05$).

There is a significant relationship between pedagogic supervision and teachers' effectiveness. The Null hypothesis is rejected and the alternative hypothesis accepted

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

The main objective was to investigate the effect of continuous professional development on teachers' effectiveness in public primary schools in Yaounde municipality. This chapter focuses on the interpretation and discussion of results or major findings with reference to the Objectives, hypotheses of the study, recommendations based on the conclusions will be made to educational stakeholders of the Ministry of Basic Education, public school head teachers, inspectorates of basic education of the Yaoundé municipality in the Centre Region of Cameroon, some suggested areas for further research will also be proposed.

5.2 Conclusions.

In line with the research objectives, the following findings were substantiated:

To appraise the extent to which pedagogic seminars influence teachers' effectiveness, the overall mean of responses was 1.56. The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree on pedagogic seminars influencing teachers' effectiveness.

To examine the extent to which collaborative teaching influences teachers' effectiveness, the overall mean of responses was 2.094. The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree that collaborative teaching affects teachers' effectiveness.

To examine the extent to which coaching influences teachers' effectiveness, the overall mean of responses was 1.84. The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree that coaching affects teachers' effectiveness.

To ascertain the extent to which pedagogic supervision influences teachers' effectiveness, the overall mean of responses was 1.614. The overall average mean fell in the range of high mean. This indicates that many of the respondents strongly agree that pedagogic supervision affects teachers' effectiveness.

Hypothesis one: Pedagogic seminar has strong positive predictive power (Beta = .922) on Teacher effectiveness, and this is statistically significant with a ($t=33.589$, $P < 0.05$). The Null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis two: Collaborative teaching has strong positive predictive power (Beta =.951) on ‘Teacher effectiveness, and this is statistically significant with a ($t=43.084$, $P <0.05$). The Null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis three: Coaching has strong positive predictive power (Beta =.938) on teacher effectiveness, and this is statistically significant with a ($t=38.111$, $P <0.05$). The Null hypothesis is rejected and the alternative hypothesis accepted

Hypothesis four: Collaborative teaching has strong positive predictive power (Beta =.951) on Teacher effectiveness, and this is statistically significant with a ($t=43.084$, $P <0.05$). The Null hypothesis is rejected and the alternative hypothesis is accepted.

5.3 Recommendations

1. Government should also improve the level of training through induction courses, refreshers courses, seminars and workshops. The regular in-service training programme conducted.
2. education decision-makers must explore alternative professional development strategies that directly address and support the actual practical challenges of their teachers. Successful school-based approaches in teacher professional development, such as professional learning communities, have shown great promise in contexts such as these. Cameroon’s primary education leaders should therefore welcome this winning work approach for more effective and sustainable teacher professional development. Furthermore, two significant proactive measures should be envisaged: raising the academic standard when recruiting pre-service teachers and taking pedagogical competency into account when nominating teaching supervisors. These two actions can undoubtedly help improve the effectiveness of the cascade approach in teacher professional development.
3. The quality of continuous professional development should be raised to meet the career opportunities.
4. Continuous professional development should develop better interaction between students and teachers.
5. Teachers should be professionally trained during their vacations. Reflective practice should be included in professional development activities.
6. Activities of continuous assessment should be conducted in such a way that may enhance student participation.

7. Directorates of staff development should give free visual aids to primary school teachers according to their needs. More supporting material and resources should be provided so that they can teach more efficiently in their classroom.

5.4 Contribution to knowledge.

1. The primary objective of this study was to relook the continuous professional development of teachers from a new perspective. So far most studies on continuous professional development focus on vocational training schools. We shift the focus to the continuous professional development of teachers in primary schools.
2. Stadtholders should continue training and using the innovative methods in order to help teachers overcome the challenges of teaching that come up every day.
3. Will help teachers to know the importance of continuous professional development and can help other researchers to use the same methodology to carry out further research on similar topic.
4. A teacher should know it is but necessary for him/her to continuing training and up grading (himself).

5.5 Limitation of the study

This study was carried out in public primary schools in Yaounde municipality. The study, therefore, confined itself only to this sample, leaving the private primary schools untouched.

Since the literature on the effect of continuous professional development on teachers' effectiveness in public primary schools in Yaounde municipality was scarce in Cameroon, the literature review was drawn from other African countries and some specific countries of the world. The continuous professional development of teachers' effectiveness in public primary schools was different from country to country. However, despite these limitations, the focus of this study was not derailed.

5.6 Suggested Areas for Further Research

1. Conduct a similar study on the effect of continuous professional development on teachers' effectiveness in private primary schools.
2. Also, a comparative study should effect of continuous professional development on teachers' effectiveness in private and public primary schools.

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APPENDICES

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE
CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

The Dean

N° 002 /22/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that **Judith MANKANDONG**, Matricule **20V3680**, is a student in Masters II in the Faculty of Education, Department: **CURRICULUM AND EVALUATION**, Specialty: **DEVELOPER AND EVALUATOR OF CURRICULUM**.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. Adolf MBEH TANYI**. Her work is titled « *The effects of continuous professional development on Teachers effectiveness in publics primary schools in Yaoundé Municipality* ».

I would be grateful if you provide her with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le 04 JAN 2022

For the Dean, by order

Etienne
seur

Appendix 1 Questionnaire for Teachers

University of Yaounde I

Faculty of Education

Department of Curriculum and Evaluation

Curriculum and Evaluation

Questionnaire for Teachers

Dear respondent,

I'm a master's student in the department of curriculum and evaluation in the faculty of education in the university of Yaounde I. Presently, I'm carrying out a study entitled "The effect of continuous professional development on teacher's effectiveness in public primary schools in Yaounde municipality".

I solicit your participation by filling out the questionnaire items below in a frank and precise manner. I wish to inform you that the information you provide in this questionnaire shall be used for purely academic purposes.

Instructions

For each of the following statements below, please tick inside the box that corresponds to the right answer. There is no wrong or right answer. We are looking for an overall impression on each statement.

1. SA= Strongly Agree 2) A= Agree 3) SD= Strongly Disagree 4) D= Disagree
2. Demographic variable

1) Gender: _____

2) Age: _____

3) academic qualification: _____

Pedagogic Seminar

		SA	A	SD	D
1)	Attending pedagogic seminars enriches a teacher's effectiveness				
2)	Keep away from pedagogic seminars make teachers backward				
3)	Effective participation in pedagogic seminars enriches a teacher's effectiveness				
4)	Pedagogic seminars keep teachers updated				
5)	Pedagogic seminars help in guiding teachers				

Collaborative Teaching

		SA	A	SD	D
6)	I mostly prepare my lessons in collaboration with my colleagues				
7)	We frequently model lessons in our different levels				
8)	We often do team teaching in our cluster				
9)	I often consult colleagues when faced with challenges				
10)	I belong to a teacher reunion trade				

Coaching

		SA	S	SD	D
11)	I have colleagues I consider as professional role models				
12)	I often share my teaching difficulties with other colleagues				
13)	I often assist less experienced colleagues				
14)	Pedagogic administrators often assist in my teaching challenges				
15)	I receive coaching from senior colleagues monthly				

Pedagogic Supervision

		SA	A	SD	D
16)	Pedagogic inspectors often visit our school				
17)	Pedagogic inspectors frequently evaluate teaching and learning activities in my school				
18)	My head teacher corrects my lessons weekly				
19)	The school provides me with necessary textbooks				
20)	Pedagogic inspection is necessary for teachers				

Teacher's effectiveness

		SA	A	SD	D
21)	I acquire enough professional development in my school to meet up with my challenges				
22)	I always carryout research when preparing my lessons				
23)	I'm provided with the necessary textbooks to prepare my lessons				
24)	I always try to implement what I learn from seminars				
25)	Professional development is imperative for teachers				

Appendix 2 Krejcie and Morgan Table for Sample population

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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