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EFFECTIVENESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT TO IMPROVE TEACHING: EVIDENCE-BASED ON SYSTEMATIC REVIEW

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Abstract:

Continuous professional development is indispensable for updating and upgrading the teachers and to cope with rapid changes in the social and educational environment. Continuous professional development enhances the teacher's competence in their classrooms. This study endeavors to investigate the impact of continuous professional development on the teacher's performance. The researcher has collected data from various online sources such as Google scholar and online available journals. The researcher employed content analysis for reviewing related research articles. Most of the articles are qualitative that were reviewed and utilized by the researcher. The research was concluded with the key outcomes that exposed the effectiveness of continuous professional development and described that continuous professional development will be more effective and impactful if it's structured is developed properly and according to the needs of teachers. It is suggested future researcher should conduct this type of systematic review to find out the hurdles which conducting authority is facing in its implementation process.

1. Introduction:

The teacher is the primary and the main factor in the process of education who provides and facilitates his/ her learners the opportunity to take part in different activities and arrange and plan effective and beneficial activities for them. These activities can be held either within the school or the institute or outside its boundaries. All the activities either they are curricular or co-curricular are revolved around a teacher who plans and facilitates his/ her students for it. Every society gives special respect and honor to the teachers because they are not only the source of teaching educational material to the students but the trainer of the nation and teachers struggled hard to make the history makers of the nation (Bantwini, 2019).

Moreover, when a nation wants to make improvements and changes in its education system then they must have to improve and update the education of their teachers first. The relationship between the quality of education and the achievement level of the learner's achievement depended upon the quality and up-gradation of the teacher's education. It directly means that the improvements in the teacher's education directly make affects the learner's performance. This is proved by the number of research studies that there is a direct relationship between the teacher's education and improvement in skills with the student's performance and achievements (Evans, 2017).

However, the teacher's competence means that how a teacher applies and uses his/ her previous and present knowledge with the current situations, his/ her abilities, and the skills to make their teaching and pace of delivering lessons better. Not only the teaching abilities are included in the competence but also the management of the given tasks and their fulfillment is included in this term. Personal attributes are also encountered such as the emotional, social, intellectual abilities of the teachers (Luneta, 2012).

Accordingly, based on the competence of the teachers there are three main components of the learning domain such as affective, cognitive, and performance competence. Affective competence includes the attitude, beliefs, and understandings including value judgments in it. Cognitive competence includes knowledge, and information and performance competence includes the skills related to reading, writing, and typing, etc. Teacher's performance is based on the factors which are competence and commitment. These two main factors help the teachers to improve their teaching quality and skills. Various training programs are introduced by the school administration to polish and train their teachers and upgrading their knowledge and teaching skills (Guskey, 2003).

However, different training programs are introduced for the teachers to make their teachings effective and efficient. These professional training programs help to improve the quality of the whole institution. Teachers collaborate with other teachers and learn various collaborative skills and train themselves to solve the daily problems that they face in the classrooms from the students daily. Furthermore, there are three types of training programs including pre-service training programs, in-service training programs, and induction training, etc. All of these programs are used to make the teachers professionally active and effective. Pre-service training programs are used to make the students or the individuals trained for the specific profession and the qualification and the degrees.. Another professional training type is induction training. Induction training programs are used to organize for the newly appointed teachers to train them to solve daily based problems faced by teachers and the students in the classroom and their solution too. In-service training programs are organized for the teachers including two types such as on the job, in-service training, and the off job in-service training. All the school personnel and the teachers, managers have to pass through these training programs gradually for making their duties up to dated (Johnson, Monk, & Swain, 2000).

Similarly, on the job training are the training programs in which the training

and the skills development guidelines are provided to the teachers at their workplaces with the present and the current resources. This on-job professional training is specific and given to those who need it to make their professional skills better according to the standards and the demands of their needs and problems that they have faced. In this training session, the trainers are highly motivated and encouraged and they can communicate with the individuals who took training from the mentors and communicate their issues and share the best possible solutions in these training programs (Pedder, & Opfer, 2010).

Assessment and the evaluation of the teacher's proficiency needs are also taken into account in these sessions. The effectiveness of the teachers is highly recognized and appreciated by the experts and the mentor to make these training sessions successful. Through these professional training programs, the efficacy and the efficiency of the teacher's skills and abilities are improved and polished. In these sessions, the teachers are highly empowered to share their experiences and the best possible solutions to the problems that they might face daily. Up to dated knowledge and the high competency is the primary feature of every teacher and it is directly affected the student's performance and achievement (Darling-hammond, 2013).

Accordingly, professional development is necessary for every teacher which makes them highly competent in their career and profession. Professional development is necessary for every individual teacher which empowers them to take decisions and diagnose classroom issues and the basic problems that they have faced regularly in their classrooms and it provides the best possible solutions to them. Professional development is the continuous process in which the gradual changes in the attitude of the teachers occur toward the updated knowledge and the skills. Continuous professional development has positive results on the teachers as well as on the students as the quality of their teaching and learning is improved by these professional development training programs. These programs assist the teachers to make their teachings updated and highly skillful (Johnson, Hodges & Monk, 2000).

Knowledge is the changing factor in the professional development training programs and the knowledge is changed according to the changing needs of the world standards (Guskey, 2003). Learning continuously occurs in the teaching profession and the teachers learn and experience new things with their students and elaborate on them in a new way and making it interesting for their students by using different technological gadgets (Darling-hammond, 2010).

Different researches (Banegas, 2009; Luneta, 2012) revealed and proved that the different training programs for the teacher's professional development are launched and conducted by the school administration are highly connected with the knowledge which is upgraded according to the whole world standards. These trainings are based on the knowledge bases and these bases include such types of knowledge as content knowledge, pedagogical content knowledge, conceptual knowledge, and procedural knowledge bases.

Holmes (2013) Elaborate on the importance of the content knowledge base as it is the mother of the entire knowledge basis and it is necessary to improve the quality of teaching and it makes teaching effective for every individual teacher. Bantwini (2019) describes conceptual teaching as the abstract knowledge which

provides a link and the relationship between the pieces of information and the knowledge with the current situation and the procedural knowledge provides the ways and the tactics to solve the problems that the teachers faced during their teachings in the classroom daily. A pedagogical content knowledge base is the one in which the teachers improve their skills and abilities by acquiring and gaining classroom experiences and make their teaching skills more proficient and upgraded.

The pedagogical content knowledge base includes all the learning experiences and the skills that the individual teacher has during their teachings and all the errors and the mistakes and some of the misconceptions which initiate problems in their career and the professional life. Pedagogical knowledge includes all the teaching strategies and the curriculum skills, resources of teaching, updated knowledge and learning experiences, etc. which is directly concerned with the teacher's abilities and skills frequently affect the performance of the students and the teachers as well (Luneta, 2012).

Pedagogical content knowledge has more immense effects and results than the other content knowledge in the teaching methods (Darling-hammond, 2010).

Similarly, effective teaching is how the teacher possesses different ways to deliver the lessons in an understandable way to demonstrate the concepts of the students for making new concepts and to encourage and motivate them to improve their critical thinking and problem-solving skills. Teachers provide various opportunities to their students to experience real-life situations and to solve their problems in the guidance of the teachers and to evaluate their performance based on these experiences that they have in or outside of their classroom settings. By using and attaining the professional development training the teachers present the knowledge and the subject matter material in an effective and appropriate understandable way to the students and make their instructional methods more interesting to the students (O'Sullivan, 2002; Luneta, 2012).

Hence, the main and primary purpose of continuous professional development is to make changes in the learning habits of the students by improving the teaching strategies of the teachers who transmit knowledge to the students by using different strategies. Continuous professional development improves the performance of both teachers and students by initiating basic brainstorming skills. It provides the benefits to the students in a way that they can assimilate the changes and elaborate their knowledge in the relationship with the real-life situation (Newmann, King & Youngs, 2000; Bantwini, 2019; Ganser, 2000).

The training programs for the professional development of the teachers are organized to make improvements and the changes in the knowledge bases such as the content base knowledge, pedagogical content knowledge, conceptual base knowledge, and the procedural base knowledge. These training programs showed positive results in the career of the teachers and also in the performance of the students because after attaining training from the experts the teachers use various new and updated strategies and use technologies for making their lessons more understandable and interesting for the students and provide real-life experiences to the students to solve their problems in the keen guidance of their teachers (Luneta, 2016).

O'Sullivan (2002) proposed that the professional training programs are used to make teachings effective and polished the skills of the teachers by practicing various strategies in the guidance of the experts and the mentors. Professional training includes all the skills that the teachers have to include and use in the classrooms for making their teachings more effective. Another review found that the proper and complete implementation and the application of these professional development training programs gives the right to the teachers to investigate and diagnose the problems and make an effective decision to solve these problems effectively.

The review from the researches also showed that the professional development training programs have no connection with the real practices of the teacher's context and most of the institutions are not able to provide such opportunities to the teachers to develop their skills and improve their potentials in full extent. Continuous professional development programs as it provides the teacher opportunities to assist their skills and develop their attitude to accept changes and develop a rationale to assist change and accept it (Johnson, Monk & Swain 2000).

Herbert & Rainford (2014) revealed that the professional development and the training programs reflect the performance of the teachers and the students and through a deep analysis it is invented that the quality of teaching directly affects the performance of the students.

Another research revealed by Pedder & Opfer (2010) the continuous professional development training programs must be effective enough to maintain the balance between the teaching and learning opportunities for both the student and the teacher. These training programs are used to make the teacher efficient enough who can adopt changes and implement them in their lives for betterment in society with the modern standards of the world.

The integrity of the teaching profession is based upon the willingness of each individual to embrace novel knowledge, skills, and experiences. CPD should go beyond the acquisition of knowledge and its significant purpose is to influence teachers' performance. Many types of research had been conducted to evaluate the impact of continuous professional development on the performance of teachers in their working environment. The existing study is another link related to previous studies with its major focus on the impact of Continuous Professional Development (CPD) on the performance of teachers.

The following research objectives were planned:

- To explore teacher's experience related to continuous professional development programs
- To determine the impact of continuous professional development on the performance of the teachers

2. Methodology:

The adopted research strategy was the most comprehensive and efficient and related to the most relevant literature. The researcher used Google scholar and other online resources to identify relevant articles according to the theme of the

study. The reviewed literature is determined under the range of well-defined keywords and the combination of different keywords from different articles and journals.

2.1 Data sources and searches:

The process for the selection (and elimination) of the information gathered through the searched methodology is summarized in this way. The number of references identified and recognized from the very initial search of Google scholar was too large and after the implementation of restrictions, the researcher got relevant articles according to her theme. The researcher removed irrelevant and unnecessary papers. The results are well-organized by relevance and the most relevant and related articles or research papers are selected. Approximately the first 10% is extracted and the rest are eliminated due to little or no significance to the research objectives. The following exclusion criteria were applied and implemented as a whole:

- Some of the articles were not published in the Language of English.
- Published before the year 2000 was also discarded.
- Did not contain the term of continuous professional development in their key terms.
- Did not relate to research objectives.

Table 01: Sources of data

Sr.no	Name of the journals/Sources	No of articles
01	Journal of education for teaching	01
02	Educational leadership	02
03	Teacher Education and Special Education	01
04	Educational evaluation and policy analysis	01
05	Education as change	02
06	NASSP bulletin	02
07	Journal of Education for Teaching	01
08	A Journal of Comparative and International Education	01
09	American journal of education	03
10	ELTED Journal	01
11	Journal of teacher education	01
12	The elementary school journal	01
13	Journal of Education Finance	01
14	Teacher development	02
15	Action in Teacher Education	01
16	South African Journal of education	01
17	The curriculum journal	03
18	Professional development in education	01
19	European Journal of Education	01
20	The Reading Teacher	02
21	An International Journal of Research and Studies	01
22	Research in Pedagogy	01
23	Medical teacher	01

Google scholars were also used to make the review more efficient. The

researcher used 32 articles for this purpose of which 20 were qualitative, 9 were quantitative and 3 were mixed-method approaches.

2.2 Data extraction:

The process of data extraction was divided into three main parts or the three main shifts in which he/ she has reviewed the related research articles connected to continuous professional development. In the first part of the reviewing process, the researcher read the titles and the abstracts of the dissimilar research papers and omits them based on the above-mentioned exclusion criteria. However, we also note that to select the maximum number of high-quality research papers, the researcher spasmodically selected papers outside these criteria, specifically in two areas: a) papers referring to professionals not identified in the keywords (e.g. teachers) and b) papers not including a continuing professional development activity (These exceptions were selected based on quality (as concluded from the abstract) and the high relevance to the research objectives.

In the second shift of the reviewing of the research papers, the researcher thoroughly studies the full text of the research paper upon which he/she collected the titles and the abstracts of the research papers. In the final or the third part or shift of the reviewing of the research papers, the researcher retrieved the full text of the papers and chooses the quality papers, and then extracts the most relevant data from these papers. During this final stage of the process of reviewing the research papers, the researcher performed an additional elimination and selection process, when they identified that on reading a paper, it did not fulfill the selection criteria despite it seeming relevant based on title and abstract.

2.3 Data analysis:

Most of the researcher employed interviews, observation, and content analysis for data collection, and with the help of NVIVO software, they did qualitative analysis for their studies.

In quantitative studies, both descriptive and inferential statistics were employed. In descriptive statistics, mean, frequency, percentages, and inferential statistics include both parametric statistics (t-test and t-test) and non-parametric statistics (chi-square) were utilized for analysis of the data. A statistical package for social sciences was used in quantitative analysis.

3 Results:

The following results/conclusion had been drawn after a keen study of related articles with the theme and described in the form of a table.

Table no 02: Results of studies

Sr.no	Author	Year	Methodology	Results
01	Banegas, D. L.	2009.	Quantitative, simple random sampling, Questionnaire	The teacher believes that their pedagogical skills improved due to CPD
02	Bantwini	2019	Qualitative, interview	CPD did not cater to the challenges and complexities of the primary level

				teacher.
03	Luneta, K.	2012	Qualitative, Review of literature	If a teacher is part of the CPD structure then it will be more beneficial for them and have a more positive impact on their performance.
04	Darling-Hammond, L.	2000	Qualitative, content analysis	Teacher commitment and their part in professional activities enhance their teaching.
05	Darling-Hammond, L.	2003	Quantitative, Questionnaire	For the development of good teachers (novice and experienced) good salaries and continuous professional development where necessary.
06	Desimone., Garet, M. & Birman, B. F.	2002	The longitudinal study, Purposive sampling.	Activities of professional development focused more on instructional practices rather than active learning opportunities.
07	Dudzinski, M., Roszmann-Millican, M., & Sbank, K	2000	Qualitative, content analysis	Suggest changes in the CPD program. Licensure and certification of special educators with the help of the CPD program should be introduced.
08	Du Preez, P., & Roux, C.	2008	Qualitative, discourse analysis	The process of professional development of activities should relate to the teachers, not the teachers.
09	Evans, L.	2017	Quantitative, Questionnaire	Anagogical model of learning should be used for the effective professional development of teachers.
10	Ganser, T.	2000	Qualitative, interview	Activities of CPD according to the need of context and individual and trainer adopt an ambition approach.
11	Guskey, T. R.	2003	Quantitative, Questionnaire, Random sampling	Every individual is different from each other that is why they need different activities for their continuous professional development.
12	Hill, H. C., Schilling, S. G., & Ball, D. L.	2004	Experimental research, Randomization pretest post-test	Develop measures of knowledge adopted for the professional development of mathematics teachers.
13	Johnson, S., Monk, M., & Swain, J.	2000	Qualitative, follow up interviews, classroom observation	The reflective practice is adopted for the continuous professional development of the teachers.
14	Johnson, S., Hodges, M., & Monk, M.	2000	Qualitative, interview	Effective utilization of teaching model. Activities of continuous professional development are more focused on teacher change and teacher development.
15	Luneta, K.	(2006).	Qualitative, interview	Continuous Professional development

				would be more effective if it is conducted by a senior teacher (mentor).
16	Newmann, F. M., King, M. B., & Youngs, P.	2000	Qualitative, field notes	Comprehensive professional development of teachers is more related to the leadership of institutions and the capacity of the institution rather than external factors.
17	Odden, A., Archibald, S., Fermanich, M., & Gallagher, H. A.	2002	Qualitative, interview	This study provides a cost-effective framework for the CPD of teachers. CPD categories in terms of six cost; teacher time, training and coaching, administration, materials, equipment and facilities, travel and transportation, and university tuition and conference
18	O'Sullivan, M. C.	2002	Qualitative, follow up interviews	Self-evaluation, peer coaching, and workshop handouts were more effective strategies for the professional development of teachers.
19	Walling, B., & Lewis, M.	2000	Qualitative, content analysis	Continuous Professional development focused on the identity development of teachers.
20	Lessing, A., & De Witt, M.	2007	Quantitative, Questionnaire, Random sampling	Findings showed a positive attitude towards workshops in CPD regardless of their age, gender, teaching experience, and qualification.
21	Opfer, V. D., & Pedder, D.	2010	Qualitative, interview	CPD activities are effective and beneficial for England teachers.
22	McArdle, K., & Coutts, N.	2010	Mixed method questionnaire for quantitative and interview for the qualitative aspect	Collaborative engagement and reflection are significant components of CPD.
23	Pedder, D., & Opfer, V. D.	2010	Qualitative, interview	Lack of strategic management for effective implementation of the CPD process. Provide suggestions for policy and practice.
24	Herbert, S., & Rainford, M. (2014).	2014	Qualitative, case study	CPD is helpful for the professional and personal growth of the individual.
25	Holmes, B.	2013	Qualitative, case study	Online learning communities play a valuable role in the CPD program for teachers. Teachers got benefits from social networking and online mode of education.
26	Faulkner, F., & Kenny, J.,	2019	Qualitative, interview	Develop a framework for professional development and teacher learning.

	Campbell			
27	Bantwini, B. D.	2019	Mixed method	With the help of collaboration with colleagues, a person grows professionally and develop self-confidence. The study showed a positive attitude towards CPD.
28	Parsons, S. A., Hutchison, A. C., Hall, L. A., Parsons, A. W., Ives, S. T., & Leggett, A. B.	2019	Qualitative ,content Analysis	CPD activities were effective and beneficial for teachers if they were implemented appropriately.
29	Melesse, S., &Gulie, K.	2019	Quantitative, Questionnaire, interview	The positive influence of CPD on the quality of teaching of primary teachers.
30	Schostak, J., Davis, M., Hanson, J., Schostak, J., Brown, T., Driscoll, P., ... & Jenkins, N.	2010	Mixed method qualitative interview observation, Quantitative, Questionnaire	A valuable and effective tool for the professional growth of the student-teacher. Lack of educational opportunities was available for the student-teacher.
31	Main, K., &Pendergast, D.	2015	Quantitative, Questionnaire	The potential relationship between teacher efficacy, CPD, and student learning outcome was observed.
32	Bartleton, L.	2008	Qualitative, case study, interview	CPD provides multiple advantages in updating subject knowledge and enhance the reflection and collaborative skills of teachers.

Remarks /conclusion:

With the help of the current literature available on continuous professional development, a systematic review had been conducted. After reviewing these articles, we can conclude that the activity of CPD has significantly valuable in the preparation of teachers. It affects teacher's skills, attitudes, knowledge at their workplace. This study showed that to gain maximum benefits from CPD it must be according to the need of teachers and institutions. The teacher should play a focal role in these activities so that they will enhance the efficiency and effectiveness of the teaching process. The scope of CPD is wide it is difficult to cover all the aspects that are related to its whole process. CPD is extensive and performs diverse roles to enhance teachers. Many studies showed the effectiveness of the CPD process or activity for the professional development of teachers.

4.Discussion:

The professional development training program such as the continuous professional development program is the one in which the teacher's role is prescribed with the substantiated content and the pedagogical approach content and it is confirmed for the teachers bolstered by the epistemological role including some of the effective approaches of teaching (Bartleton, 2008; Opfer, & Pedder, 2010; Johnson, Hodges & Monk, 2000). The main and primary purpose of the continuous development program is the improvement in the quality of teaching which directly affects the performance and the achievement of the students as well. This professional training program helps the teachers to work on their weaknesses and the strengths they have. This provides a continuous assessment to the teachers of their performance, content, and knowledge, pedagogical content knowledge, etc., for the betterment of the students' performance (Schostak et al., 2010; Main & Pendergast, 2015; Bantwini, 2019).

However, the continuous development programs are launched or organized not only for making improvements in the quality of teaching and its effects on student's performance but also it is used to bring changes in the attitude, skills, behaviors, and knowledge of the teachers and the students according to the demands and the standards of the modern world (Opfer, & Pedder, 2010; Holmes, 2013).

Similarly, it is the quality of the effective and efficient teacher that he/ she knows how his/ her every individual student learns, what are the standards of his/ her performance, and to what extent he/ she can be achieved. An excellent teacher applies theories of teaching and learning more efficiently in the classroom for making his/ her lessons more appropriate by linking these theories with the current changing and modern situations. An effective teacher took care of the relevance of the subject matter as well as the understandable language or the mode of delivery of instructional material to facilitate his/ her students to the maximum extent. This is also the quality of a good and effective teacher that he/she possesses a deep understanding of the situations and knows the problems that the students faced in the classroom or outside of their classroom (Melesse & Gulie, 2019; Parsons et al., 2019).

However, continuous professional development programs are important to organize for the teachers and their impacts are reviewed from the different researches. The review of the continuous professional development (CPD) programs suggests some reasons for the teachers as:

Continuous professional development programs are used to make improvements in the professional / job skills of the teachers both individually and collaboratively (Johnson, Hodges, & Monk, 2000). Teachers play an effective role as active learners as well who actively participated in every activity to facilitate his/ her students afterward (McLaughlin & Zarrow 2001), and also they play an actual and the tangible task to assess their students, observe them and reflect their experiences for the improvements (McArdle & Coutts, 2010; Herbert & Rainford, 2014; Faulkner, Kenny, Campbell & Crisan, 2019).

This Continuous professional development program is used to make improvements in the career development of the teachers and ensure quality teaching (Schostak et al., 2010; Main & Pendergast, 2015). This program

elaborates on the experiences and the knowledge of every teacher individually and collaboratively. When a teacher enters the world of teaching then he/ she has a collection of information and knowledge and then he/ she relates his/ her previous knowledge with the new and the current situations by experiencing new situations (Melesse& Gulie,2019; Parsons et al.,2019).

It enables the teachers to bring changes in their teaching styles and adopt changes for the betterment of the student's performance (Desimone, Porte, Garet, Yoon & Birman, 2012; Schilling & Ball, 2014).

So the continuous development programs have their unique importance in the professional career of the teachers and some of its major components are necessary for every teacher and the Department of Education paid the dues for these necessary training components (Pedder& Opfer, 2010; Main& Pendergast, 2015).

Hence, every individual teacher has been directed from the departments to complete the duration of these training programs at the end of their academic years. The duration of these courses and training programs vary as the situation and the need such as they might be of one day workshop, seminar, conference or they might be consisted of 2-3 months or a year, depending on the need. The principles of different institutions have also reported their presence in these programs for their professional development (Johnson, Monk & Swain, 2000; Hill, Schilling & Ball, 2004).

The collaborative approach is used in the development of the skills of the teachers. This is designed and used to involve the teachers to use new technological strategies in their teachings and develop the skills in the students such as high-quality critical thinking skills, problem-solving based learning skills, and the teachers introduced the students with real-life situations through which they possess themselves to be able to solve their problems in the guidance of their teachers (Ganser, 2000; Guskey, 2003; Evans, 2017) suggested that in the areas such as the rural ones the collaborative approach is suitable to make the students connected with the active learning situations.

In the rural areas the collaborative approach, small group teaching approach, distance learning is mostly used. In these areas, the multiple- intervention strategic approach is most effectively used by the teaching professionals to meet the standards and the demands of that particular community and the society as a whole (Desimone, Porte, Garet, Yoon & Birman, 2002; Schilling & Ball, 2014).

In continuous professional development programs, another approach is a mode of professional training that is also used such as the school-based continuing continuous professional development programs, in which some of the school staff members are targeted to take this professional training. In this Continuous professional development training program, those practitioners are included who have the same concerns and they share common concerns of education (Hill, Schilling, & Ball, 2004; Johnson, Monk & Swain, 2000).

School focused continuing continuous professional development program is like the school-based continuing continuous professional development program and the main focus of this school focused program is the whole staff of the school who share common concerns (Johnson, Monk, & Swain, 2000; Hill, Schilling & Ball, 2004).

There is a list of in-exhaustible methods and the modes of the continuing continuous professional development programs and the key challenge in it is the planning and the potentials of the professional development training to match between the purpose of the training and the methods used (Pedder & Opfer, 2010; Newmann, King & Youngs, 2000). Several common methods are used in these professional development training programs such as; action research, small group collaboration, distance learning programs, self - directed learning programs, off-job training sessions, on job professional development programs, personal reflections, experiential assignments, and the tasks, case study discussions, student's examination work (McArdle & Coutts, 2010; Herbert & Rainford, 2014); Faulkner, Kenny, Campbell & Crisan, 2009).

The collaborative approach is important in the professional development of the teacher as it provides real-life situations to the teachers to experience the new strategies to solve the problems. This is designed and used to involve the teachers to use new technological strategies in their teachings and develop the skills in the students such as high-quality critical thinking skills, problem-solving based learning skills, and the teachers introduced the students with real-life situations through which they possess themselves to be able to solve their problems in the guidance of their teachers (Hill, Schilling, & Ball, 2004; Johnson, Monk & Swain, 2010; Bartleton, 2008).

A collaborative approach is one of the excellent approaches in Continuous professional development as it provides real-life experiences about the classroom atmosphere and it tends the teachers to make changes in their teaching styles and the strategies to cope with the changing demands and the standards of the modern world (Odden, Archibald, Fermanich & Gallagher, 2002). This approach is successful in a way that the teachers provide effective and efficient enough coaching to the students to understand the world and the challenges outside of their classroom many types of research (Desimone, Porte, Garet, Yoon & Birman, 2002; Schilling & Ball, 2004) supported the effective coaching in this perspective to support the collaborative approach to skills development.

Hence, coaching is a powerful and efficient tool for teachers. It involves the teachers to understand the students by using evaluation tactics, diaries, demonstration and the modeling skills, voice and video recordings, lesson studies and case study discussions, examining the student's work, teaching practice, feedback sessions from the peer groups (Dudzinski, Roszmann-Millican & Sbank, 2000; Du Preez & Roux, 2008).

They described reflection as 'the process of making informed and logical decisions on educational issues and assessing and evaluating the results of such decisions based on these informed and logical perspectives' (Opfer, & Pedder, 2010; Holmes, 2013).

Proposed that there is a great link and a deal between the teacher's decision making and the logical interpretation of these decisions as the teacher assess it based on examining the experiences he/ she has (Guskey 2003; O'Sullivan, 2002; Banegas, 2019).

The decisions have the reasons based on the philosophies and the teaching practices and the questioning answering sessions. This approach is mainly based on the reflection of the experiences that the teacher had to make their

teachings more adorable and effective (Walling & Lewis, 2010; Lessing,& De Witt, 2017;Banegas, 2009).

An effective designing and evaluation of a continuous professional development program include the needs- analysis which is obtained from the teachers. The needs- analysis includes the assessment of the needs and the priorities of the goals (Guskey 2003;Bartleton,2008).

The researches and their reviews showed that there is a reason behind the failure of the continuous professional development programs, which is the lack of actual need assessment of the teachers. Most teachers have little opportunity to collaborate and share experiences and reflect on their experiences (McArdle& Coutts,2010; Walling & Lewis,2000).The review possesses that the continuous professional development programs must be organized to their full extent to achieve the goals of betterment and improvement in the quality of teaching and professional development of the teachers which directly affects the performance of the students (Guskey 2003; O'Sullivan, 2002;Banegas, 2009).In the end,it was concluded that CPD is a highly effective source for teachers to gain novel knowledge and skills to improve their efficiency and effectiveness in their classrooms.

5.Recommendations:

Based on research outcomes, it is suggested CPD should facilitate teachers for their progress formally or informally. The activities of CPD should be monitored by conducting authority for the gain of its maximum returns. It is suggested future researcher should conduct this type of systematic review to find out the hurdles which conducting authority is facing in its implementation process.

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