

Institutional Continuous Professional Development as a Tool for Improving Lecturer Performance in Private Higher Education Institutes in Botswana

GOLDEN CHIKARI
NORMAN RUDHUMBU
DOUGLAS SVOTWA

Botho University, Gaborone, Botswana

Keywords

Continuous professional development
biographic characteristics
performance strategies
teaching learning

Continuous Professional Development is the strategy schools, colleges and universities employ to ensure that teachers and lecturers continue to develop and enhance their professional practice throughout their career lives. The aim of the study was to find out the lecturer's views towards Continuous Professional Development and the relationship between Continuous Professional Development and lecturer performance in private higher education institutions in Botswana with regards to variables such as gender, work experience, age and educational qualifications. A quantitative research paradigm was adopted and the survey was used as a strategy of inquiry. The collected data was analysed using SPSS package Version 20 and the interpretation was based on Pearson's R. The findings were that, lecturers in Private Higher Education Institutions viewed Continuous Professional Development positively and regard it as a panacea for professional growth, efficiency and teaching effectiveness. They also perceived strategies for Continuous Professional Development implementation as satisfactory that a lot more with regards to stakeholder involvement was required. The study further showed that biographic characteristics such as gender, experience and qualifications had a positive relationship on lecturer performance after Continuous Professional Development training while age did not have a positive influence on lecturer job performance after going through Continuous Professional Development programmes.

Introduction and background to the study

People in a wide variety of professions and businesses participate in Continuous Professional Development (CPD) to learn and apply new knowledge and skills that will improve their performance on the job. CPD is widely acknowledged to be important in the pursuit of improvements in teaching and learning (Hargreaves, 1994; Harland & Kinder, 1997; Craft, 2000). The need for teachers' in-service professional development has been top on the educationists' agenda though there are several interpretations of teacher's professional development (Mphale, 2014). An employer who provides good opportunities for CPD and a positive learning environment to support learners will be more attractive than another (McDonnell & Zutshi, 2010). CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning (Janet e t al, 2005). In the educational systems, such as schools, colleges and universities-public or private, CPD refers to many types of educational experiences related

to an individual's work. This type of learning is also the only way educators can learn so that they are able to better their performance and raise student achievement (Mizell, 2010). Professional development refers to many types of educational experiences related to an individual's work. When people use the term "continuous professional development," they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university (Donnelly, Dove & Morales, 2002)

Day (1999) argues that professional development consists of all natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which teachers review, renew and extend their teaching. CPD is an ongoing process of education, training, learning and support activities (Bolam, 2004). CPD is the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers (Donnelly, Dove, & Morales, 2002; O'Sullivan, 2011).

McDonnell and Zutshi (2010) pointed out that CPD is an on-going, planned learning and development process, which enables workers to expand and fulfil their potential, contribute to work-based and personal development. Blundell, et al (2005) pointed out that there is a substantial body of evidence on the contribution of education to economic growth refuting. CPD should give teachers the opportunity to share and analyse experiences and practices in teaching and learning, in order to create innovative vision and strategies and strengthen a positive attitude towards personal and institutional change (Burbank & Kauchak, 2003). It is the only strategy institutions (public and private, business and civic, profit and non-profit) have to employ to strengthen workers' performance levels. However, CPD can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer. Other names, including staff development, in-service, training, professional learning, or continuing education are also used, however the purpose is the same, that is, to improve learning for lecturers and students. Known as CPD, this education - is usually in the form of workshops, seminars and training courses (Mphale, 2014)

Good teaching is not an accident. While some educators are more naturally gifted than others, all effective teaching is the result of study, reflection, practice, and hard work. An educator can never know enough about how a student learns, what impedes the student's learning, and how the educator's instruction can increase the student's learning. Professional development is the only means for educators to gain such knowledge Mizell (2010) believes that, whether students are high, low, or average achievers, they will learn more if their educators regularly, engage in high-quality professional development.

Private Higher Education Institutions, in Botswana, are mesmerized with this CPD concept mainly because of the cut-throat competition in this sector. To attract students, Private Higher Education Institutions, in Botswana, need to have highly competent staff with regards to knowledge creation and delivery skills, CPDs are perceived the panacea to this. The research

therefore sought to examine the effectiveness of CPD training in enhancing educator performance in Private Higher Education Institutions in Botswana.

Research problem

The history of CPD dates back to 1986 by the Construction Industry Council (UK). Friedman et al. (2000) posit that it is still the most commonly used approach the world over to develop staff in this modern and ever-changing world of work. CPD is the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life. Observations with regards to CPD programmes in private higher education institutions in Botswana show that institutions engage in it for the purpose of productivity, professional growth, attracting and retaining talent. McDonnell (2005) and also (Adelman, Donnelly, Dove & Morales, 2002) argue that CPD applies to the whole workforce, across all its organisations and settings. It applies to all workers and managers.

Despite the above stated importance of CPD there is no known research that has been conducted to examine how CPD improve the performance of lecturers in private higher education institutions in Botswana. This research aims to fill the research gap and contribute to the body of knowledge in this critical concept of continuous personal and professional work development

Research aim

To investigate the role of CPD in enhancing the performance of lecturers in PHEIs

Specific research objectives

1. To establish the views of lecturers towards CPD in PHEIs.
2. To examine the strategies being used to implement CPD in PHEIs.
3. To establish whether biographic characteristics of lecturers have an effect on lecturer receptivity to CPD Training.

Hypotheses

1. There is a significant statistical relationship between gender and lecturer performance after undergoing CPD training
2. There is a significant statistical relationship between age and lecturer performance after undergoing CPD training
3. There is a significant statistical relationship between qualifications and lecturer performance after undergoing CPD training
4. There is a significant statistical relationship between experience and lecturer performance after undergoing CPD training

Significance of the study

This study will influence the development of effective policies and strategies on CPD on lecturer performance in PHEIs

Literature review

The concept of continuous professional development

CPD is all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Day, 1999). A definition of CPD might refer to any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process (Bolam, 2004). CPD is the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the needs of the professional, the employer, the profession and society (O'Sullivan, 2011)

Researches in education reveal that CPD courses help educators improve their skills and, ideally, rise among the ranks. Educators are lifelong learners. In fact, ongoing education is a requirement for educators of every public school level, from kindergarten through to university (Mphale, 2014). Research by Ofsted (2006) reveals that CPD was most effective in schools whose senior managers understood fully its potential for raising standards and were committed to using it as key driver for school improvement. Ofsted (2006) further argues that the best results occurred where CPD was central to the schools' improvement planning and that schools which integrated performance management, school self-review and development and CPD into a coherent cycle of planning improved the quality of teaching. Further studies by CPD helps teachers stay up to date with new trends; learn fresh strategies, techniques, methods for classroom teaching based on research (Mphale, 2014, Donnelly, Dove, & Morales, 2002). The generally accepted idea behind professional development is that of gained and increased skills and knowledge among professionals. Many educators achieve better student performance if and only if professional development focuses on what each educators needs to fine-tune his or her classroom practice.

Benefits of professional development for educators

The goals of CPD are, to enable workers expand and fulfill their potential, to contribute to work-based and personal development to assess against competencies and organisational performance and to develop activities that increase knowledge, experience and understanding, and improves performance by enabling lifelong learning (Day, 1999). Riches and Morgan (1989) were the first to point out that, of all the resources at the disposal of a person or an organisation it is only people who can grow and develop and be motivated to achieve certain desired ends. The attainment of targets for the organization is in their hands and it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing, which is at the heart of HRM and optimum management.

Arguing for CPD O'Sullivan (2011) pointed out the following reasons for schools to engage in CPD as the need to keep abreast of new developments in terms of knowledge, skills and technology so as to ensure continuing competence in their current job, the need to enhance the teachers' knowledge and skills to be able them to initiate and respond to changes in the working

environment, to meet the additional roles that may be demanded of them and to develop the teacher's personal and professional effectiveness as well as to increasing job satisfaction. Fullan (1991) defines CPD as the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement. According to Fullan (1991) CPD goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping employees like educators, not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. That is, professional development, in broad sense, refers to the development of a person in his or her personal role. Surely, professional development enhances competence of all members in a learning community to pursue their life-long learning (Villegas, 2003).

Accordingly, in this research, CPD refers to the informal learning experiences by lecturers that are carried out at the work place during working time and through workshops, peer presentations, guest speakers and departmental workshops without leaving their stations. Mizell (2010) argues that, despite the effect on the bottom line, professional development can boost educators' careers, preparing them for supervisory positions and helping them get pay increases. When teachers participate in professional development, it can be good for the students, too. Research has revealed that students of national board certified teachers who completed additional professional development courses have been shown to score higher on achievement tests for many educators, accomplishments like this make the investment in professional development well worth the effort.

Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of educators to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. Lifelong learning should be for all aspects of life and meet a variety of needs and objectives. It should foster personal and collective development, stimulate achievement, encourage creativity, provide and enhance skills, contribute to the enlargement of knowledge itself, enhance cultural and leisure pursuits and underpin citizenship and independent living (O'Sullivan, 2011; Donnelly, Dove & Morales, 2002).

Gallagher (2007) pointed out that, there are challenging questions about how we nurture and promote good practice with novice practitioners and how we support progression for experienced staff. New educators need extra support because they juggle an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other educators (Fletcher, Strong & Villar, 2005). Left to themselves, they may develop counterproductive behaviors. With extra support, however, new educators learn more effective practices to apply to daily challenges. Most importantly, research shows that new educators who received intensive mentoring had a significant effect on student achievement after as little as two years (Serpell & Bozeman, 1999).

Professional development yields three levels of results: (a) educators learn new knowledge and skills because of their participation; (b) educators use what they learn to improve teaching and leadership; and (c) student learning and achievement increase because educators use what they learned in professional development. The results of professional development can be assessed through techniques such as surveys, tests, observations, video recordings, and interviews. If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, professional development is worth the cost (Mizell, 2010).

All schools should be places where both adults and students learn. Educators and administrators who routinely develop their own knowledge and skills model for students that learning is important and useful. Their ongoing development creates a culture of learning throughout the school and supports educators' efforts to engage students in learning. A school that organizes team-based professional development and expects all educators and administrators to consistently participate—though for different purposes, at different times, in different ways — demonstrates that it is serious about all educators performing at higher levels. As a result, the entire school is more focused and effective (Mizell, 2010).

With all the types of professional training available, educators are sure to benefit from honing their craft, but these programs aren't without their downsides. There are a few downsides to professional development too. This comment rings across kitchen tables, through grocery store aisles, on the side-lines at soccer games, and in the break -rooms in local businesses (Mizell, 2010). Thus, it can be time-consuming and costly. Professional development courses take up some of an educator's free time, unfortunately again, allowing time for training activities during the school day creates a logistical dilemma. Along with in-service days, some schools may opt for early-release or late-start days, so educators can learn new skills without their students around. At Private Higher Education Institutions, in Botswana, this is usually done during weekends and when students are on semester break.

How CPD benefits organisations

Mizell (2010) has the following perspective regarding CPDs in organizations; i) help maximise staff potential by linking learning to actions and theory to practice. ii) Help human resources professionals to set SMART (specific, measurable, achievable, realistic and time-bound) objectives, for training activity to be more closely linked to business needs. iii) Promote staff development. This leads to better staff morale and a motivated workforce and helps give a positive image/brand to organisations. iv) Add value; reflecting it will help staff to consciously apply learning to their role and the organisation's development and v) linking to appraisals, this is a good tool to help employees focus their achievements throughout the year. Researchers have shown that teachers' success in professional development enhance the results of students (Stecher et al, 2006).

Hien (2009) warned that, if teachers do not work hard to equip knowledge of the subject matters, they may be trapped in their teaching career. They may be unconfident in teaching, they may be embarrassed when teaching a lesson or a concept that students know well about,

they may be confused when some naughty students insist that what the teacher has told is not true.

Continuous Professional Development Strategies

Principles underpinning CPD according to O'Sullivan (2011) are that the development of CPD should be planned and systematic. The educational process should be underpinned by a number of key principles such as: i) the recognition that our early education does not equip us for all our working lives ii) the individual learner is responsible for managing and undertaking CPD activity, and the effective learner knows best what he/she needs to learn. iii) the learning process is continuous in a systematic cycle of analysis, action and review, iv) learning objectives should be clear and should serve organisational needs and patient needs as well as individual goals and v) the process is planned and based on identifiable outcomes of learning achieved.

As organisations shift the responsibility for personal development back to the individual, the ability and insight to manage one's own professional growth is seen as a key strength. O'Sullivan, McConnel and McMillan (2011) point out that, effective CPD, which is participative in nature, should encourage teachers to evaluate their pedagogical beliefs and practices, to critically reflect on their professional practice and working environments and to engage in professional collaboration.

Whatever the professional development route an educator chooses, one thing's for sure: He or she must meet certain professional obligations depending on the school, district, state and subject. Much of the teacher training outlined in individual professional development plans still takes place in off-site workshops, conferences and training sessions. In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For educators and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices (Mizell, 2010).

Most of the learning often takes place in the school itself and can be targeted to an educator's specific needs, such as the age of the students being instructed or the subject being taught. Educators can collaborate with each other about instruction issues, as well as observe other educators in the classroom, receive coaching or mentoring, or set off on a self-prescribed research mission. Experts are brought in for in-service training, a time in which educators are released from teaching duties during regular school hours so they can hone new skills.

In addition, an increasing number of educators are receiving training outside these traditional settings. Many educators are turning to online sources that provide individualized professional development. While learning at home has its advantages -- such as flexible scheduling and no commutes -- there's another distinct advantage budget-strapped school districts are discovering, too. Online resources aren't as expensive. Instead of bringing in experts to offer pricey daylong presentations, there are low-cost or even free online lessons available -- many of which can be integrated into a district's existing improvement initiatives (Maisano, et al, 2011). Donnelly (2002) suggested a number of strategies for successful teacher professional development. Firstly each educator creates an individualized professional development plan based on the age of students in his or her classroom, the subject taught or any specialized

knowledge he or she desires to learn, such as instruction techniques for special education students. Secondly, personalized plans usually detail the educator's goals, the resources necessary to gain these new skills and the expected outcome.

The professional development plan must align with district, state and national standards, as well as fit within the framework of the National Staff Development. A supervisor, such as the school principal, or the local school board approves each educator's plan. The plan can vary from educator to educator; there isn't one clear-cut path to professional development. In addition to individualized professional development plans, many schools may create staff development plans designed to enrich the careers of educators and other employees, including paraprofessionals who assist in the classrooms. A CPD strategy is essential for service improvement and good people management. CPD applies to the whole workforce, including careers (McDonnell & Zutshi, 2010; McGill & Beaty, 2001)). This means administrators may bring in special speakers or trainers, to instruct school staff as a group.

Methodology

The aim of the study was to explore work based continuous professional development as a tool for improving lecturer performance in private higher education institutes in Botswana. The population was limited to all private higher education lecturers.

Research Design and Sample Size

The research employed a descriptive survey design hence the descriptive statistics was used to analyse the data and identify any existing trends. The latest SPSS version 20 package was used. The sample was randomly selected and consisted of 240 lecturers which was 30% of the total population.

Data Analysis

The analysis sought to answer all research questions that have been identified in the study. A structured questionnaire was the main data collection instrument in this study. Part A of the instrument sought for demographic characteristics of lecturers like gender, age, experience and qualification, race, the second section of the questionnaire aimed to seek views of lecturers towards CPD programmes while the third part sought to find out the strategies used to carry out CPD programmes in PHEIs in Botswana. Pearson's correlation was used to investigate the degree of relationship. For easy of analysis, the following were used: SA (Strongly Agree) +A (Agree) =A (Agree); SDA (Strongly Disagree) +DA (Disagree) =DA (Disagree) and N (Neutral) remains as Neutral

Results and Discussions

From the findings in Table 1, lecturers viewed CPD positively as 78.6% strongly viewed CPD as of great value to their teaching professional and career development confirming Janet (2005)'s findings that CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. To support these findings Mizell (2010) argues that this type of learning (CPD) is also the only way educators can learn so that they are able

to better their performance and raise student achievement. The above overwhelming views of lecturers on the importance of CPD seems to confirm the findings of O'Sullivan (2011) and Donnelly, Dove, & Morales (2002) that CPD is the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the needs of the professional, the employer, the profession and society. McDonnell and Zutshi (2010) also claimed that an employer who provides good opportunities for CPD and a positive learning environment to support learners will be more attractive than another.

Table 1: Strategies being used to implement CPD in PHEIs

Strategies	Agree %	Neutral %	Disagree %
It is the responsibility of each lecturer and immediate supervisor to plan his/her own development programme	64	18	18
At different stages his/her career there will be a need for each lecturer to address a different range of skills.	72	5	23
In planning a CPD programme the lecturer needs to consider maintenance, broadening and improvement of skills and knowledge.	77	9	14
Objectives should be set by each lecturer to achieve his/her CPD programme	77	9	14
CPD activities undertaken are related to these objectives.	59	14	27
Relevant work experience should form part of the development plan.	87	5	8
The individual lecturer should consider how to monitor progress towards their objectives, either on his/her own and/or in conjunction with the employer where relevant.	82	9	9
For many lecturers their CPD programme is integrated with their development programme agreed with their employer.	59	18	23
Some CPD involve interaction with other lecturers, and in particular lecturers from other organisations other than their own school.	64	9	27
The lecturers ensure compliance with any CPD requirements set by their association	59	27	14

The research findings revealed that 87% of the lecturers agreed that relevant work experience should form part of the development plan, 82% had a belief that, where relevant, each individual lecturer should consider how to monitor progress towards his/her objectives, either on his/her own and/or in conjunction with the employer while 64% said that it is the responsibility of each lecturer and immediate supervisor to plan his/her own development programme. This concurs with Helen, (2005) when she points out that, effective CPD is participative in nature and the ability and insight to manage one's own professional growth is seen as a key strength. Dove (2002) asserts that each educator should create an individualized professional development plan. It can therefore be concluded that lecturers felt that they need autonomy with regards to strategizing their CPDs.

The findings also revealed that 77% of the lecturers agreed that in planning a CPD programme the lecturer needs to consider maintenance, broadening and improvement of

skills and knowledge and that the objectives should be set by each lecturer to achieve his/her CPD programme. However 64% of the lecturers agreed that some CPD should involve interaction with other lecturers, and in particular lecturers from other organisations other than their own school this is also suggested by McDonnell and Zutshi, (2010). A CPD strategy is essential for service improvement and good people management. CPD applies to the whole workforce, including careers. This is also confirmed by McGill & Beaty (2001) when they suggested that administrators may bring in special speakers or trainers, to instruct school staff as a group.

Almost 60% of the lecturers agreed that at their institutions CPD activities undertaken are related to their objectives, for many lecturers, their CPD programme is integrated with their development programme agreed with their employer and that the lecturers ensure compliance with any CPD requirements set by their association. This was quite worrisome since absence of the above highly compromises the best strategies for CPD

Hypothesis testing to confirm results

Hypothesis 1

There is a significant statistical relationship between gender and lecturer performance after undergoing CPD training.

Table 2: Relationship between gender and lecturer performance

		Symmetric Measures			
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	0.087	0.214	0.393	.699 ^c
Ordinal by Ordinal	Spearman Correlation	0.016	0.219	0.071	.944 ^c
N of Valid Cases		240			

There is a strong significant statistical relationship between gender and lecturer performance after undergoing a CPD programme. The above means that there are strong differences in performance between male and female lecturers after undergoing CPD training. A Pearson's R of 0.699 revealed this. The findings counter, Hustler, et al (2003) who argue that there is very little differentiation between the opinions of male and female teachers with regards to CPD after CPD training.

Hypothesis 2

There is a significant statistical relationship between age and lecturer performance after undergoing CPD training.

Table 3 Relationship between age and lecturer performance

Symmetric Measures		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
	Gamma	-0.429	0.232	-1.728	.084
Ordinal by Ordinal	Spearman Correlation	-0.327	0.184	-1.548	.137 ^c
Interval by Interval	Pearson's R	-0.28	0.177	-1.303	.207 ^c
N of Valid Cases		240			

In this research, a Pearson's R of 0,207 shows that there was low significant statistical relationship between age and lecturer performance after undergoing CPD training. There is very little differences in performance between lecturers of different ages after undergoing CPD Training. However, besides performance, Hustler (2003) argues that younger teachers were keen that their individual needs were met by CPD.

Hypothesis 3

There is a significant statistical relationship between qualifications and lecturer performance after undergoing CPD training.

Table 4: Relationship between qualifications and lecturer performance

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
	Gamma	0.125	0.402	0.309	0.757
Ordinal by Ordinal	Spearman Correlation	0.068	0.219	0.303	.765 ^c
Interval by Interval	Pearson's R	0.037	0.218	0.167	.869 ^c
N of Valid Cases		240			

There was a very high significant statistical relationship between qualifications and lecturer performance after undergoing CPD training. A Pearson's R of 0.869 unearthed this. The above therefore revealed that there are performance differences between lecturers with different educational qualifications confirming Blundell, e t al (2005) who pointed out that there is a substantial body of evidence on the contribution of education to economic growth refuting Berg (1970)'s long standing argument that better educated teachers are often rated as less productive

Hypothesis 4

There is a significant statistical relationship between experience and lecturer performance after undergoing CPD training.

Table 5: Relationship between experience and lecturer performance

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig. ^c
Ordinal by Ordinal Gamma	-0.029	0.285	-0.102	.919
Ordinal by Ordinal Spearman Correlation	-0.021	0.215	-0.094	.926 ^c
Interval by Interval Pearson's R	0.046	0.222	0.204	.841 ^c
N of Valid Cases	240			

There was a high significant statistical relationship between experience and lecturer performance after undergoing CPD training. A Pearson's R of 0.841 reflected that. The above findings revealed that there were significant performance differences between lecturer's experience and job performance after CP

Conclusion

Based on the above findings it is concluded that:

1. Lecturers in Private Higher Education Institutions in Botswana view CPD positively and regards it as a panacea for professional growth, efficiency and teaching effectiveness
2. Strategies for CPD implementation were perceived to be just satisfactory that a lot more with regards to stakeholder involvement was required.
3. The following biographical characteristics (gender, experience and qualifications) have a positive influence on lecturer performance after CPD training. There was low correlation between the lecturer's age with job performance after going through CPD programmes.

References

- Adelman, N., Donnelly, M. B., Dove, T., Tiffany-Morales, J., Wayne, A., & Zucker, A. (2002). *The integrated studies of educational technology: Professional development and teachers' use of technology*. Washington DC: US Department of Education.
- Blundell, R., Dearden, L., Meghir, C. & Sianesi, B. (1999). Human Capital Investment: The Returns from Education and Training to the Individual, the Firm and the Economy. *Fiscal Studies*, 20 (1-23)
- Bolam, R., McMahon, A., Stoll, L., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of educational change*, 7(4), 221-258.
- Burbank, M. D., & Kauchak, D. (2003). An alternative model for professional development: Investigations into effective collaboration. *Teaching and teacher education*, 19(5), 499-514.
- Craft, A. (2002). *Continuing professional development: A practical guide for teachers and schools*. London: Routledge.
- Day, C. (1999). Professional Development and Reflective Practice: Purposes, Processes and Partnerships. *Pedagogy, Culture & Society*, 7(2), 221-33.
- Donnelly, M. B., Dove, T., Tiffany-Morales, J., Adelman, N., & Zucker, A. (2002). Technology-related professional development in the context of educational reform: A literature review. Arlington, VA: SRI International.
- Fletcher, S., Strong, M., & Villar, A. (2005). *An investigation of the effects of variations in mentor-based induction on the performance of students in California*. Sydney: Australia.
- Fullan, M.G. (1991) *The New Meaning of Educational Change*. New York: Teachers College Press.
- Friedman, A., & Phillips, M. (2004). Continuing professional development: Developing a vision. *Journal of education and work*, 17(3), 361-376.
- Gallagher, L. (2007). Continuing education in nursing: a concept analysis. *Nurse education today*, 27(5), 466-473.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.

- Harland, J., & Kinder, K. (1997). Teachers' continuing professional development: framing a model of outcomes. *British Journal of In-service Education*, 23(1), 71-84.
- Hien.T (2009) *Towards an Effective Teachers Professional Development in DFLSP*. Vietnam: Hanoi.
- Janet, G., Day, C., Lindsay, G., Daniel, M & Harris, A., (2005). *Evaluating the Impact of CPD*. London: University of Warwick.
- Maisano, M., Banker, D., & Long, E. (2011). Secondlife – technology facilitating the paradigm shifts from pedagogy to practice for continuous professional development. *American Institute of Higher Education 6 th International Conference Proceedings*, 4(241).
- Mcgill, I., & Beaty, L. (2001). *Action Learning: a guide for professional, management and educational development*. USA: Stylus Publishing Limited.
- Mcdonnell, F., & Zutshi, H. (2010). *Inspiring practice: a guide to developing an integrated approach to supervision in children's trusts*. London: Teaching Primary Care Trust.
- Mizell, H (2010) *Why Professional Development Matters*. Oxford: Learning Forward.
- Mphale, L. M. (2014). The Effectiveness of Teachers' Professional Development Initiatives in Enhancing Teachers Growth in Botswana Secondary Schools Education. *International Journal of Scientific Research in Education*, 7(1), 75-90.
- Ofsted (2006). *The logical chain: continuing professional development in effective schools*. London: DESTDA
- O'Sullivan, J (2011) Continuing professional development. *Journal of Clinical Nursing* 20(23-24) 3561-3566
- Serpell, Z., & Bozeman, L. (1999). *Beginning teacher induction: A report on beginning teacher effectiveness and retention*. USA: National Partnership for Excellence and Accountability in Teaching.
- Stecher, B., LE, V. N., Hamilton, L., Ryan, G., Robyn, A., & Lockwood, J. R. (2006). Using structured classroom vignettes to measure instructional practices in mathematics. *Educational Evaluation and Policy Analysis*, 28(2), 101-130.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
-