



Available Online at EScience Press

**International Journal of Education Foundations**

ISSN: 3078-7866 (Online), 3078-7858 (Print)

<https://ijef.esciencepress.net>

RESEARCH ARTICLE

## Challenges of Teachers' Professional Development in Improving Instructional Practices: Evidence from Kaliua District, Tanzania

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All authors contributed equally to this research.

### Article History

Received: 12 June 2025; Accepted: July 03, 2025; Published: August 30, 2025.

### ABSTRACT

This study aimed to assess the challenges facing Teacher Continuous Professional Development (TCPD) on quality instructional practices in public primary schools in Kaliua District, Tabora region. This study utilized mixed research and a convergent research design to a sample size of 91 participants which were drawn using purposive sampling for DEO, WEO and head of schools and simple random sampling for teachers. The data collection was conducted interviews and questionnaires. Quantitative data was analysed using SPSS, while qualitative data underwent thematic analysis to identify key themes. The study identified several significant barriers, including insufficient time due to heavy workloads, lack of funding, inadequate access to high-quality training, and a mismatch between TCPD content and the actual needs of teachers. These challenges hinder teachers' engagement in professional development and ultimately impact the quality of instructional practices. Additionally, pressures to meet curriculum demands and the absence of ongoing support after training exacerbate these issues, resulting in stagnation in teaching quality. To enhance the effectiveness of TCPD programs, the study recommends implementing flexible scheduling to accommodate teachers' workloads and increasing budget allocations for professional development initiatives. Establishing robust follow-up mechanisms and ongoing support systems can improve the application of newly acquired skills in the classroom. Furthermore, fostering a culture of collaboration among educators through peer support networks and actively involving teachers in the design of TCPD content can help create more relevant and effective professional development experiences. By addressing these recommendations, educational leaders can significantly improve teaching quality and student outcomes in the region.

**Keywords:** Instructional practices; pedagogies; quality; profession; collaborative learning

### INTRODUCTION

Professional development is the continuous process that teachers go through to better their practices, knowledge, and abilities to be more effective teachers. To keep teachers up to date on the latest developments in their subject areas and creative teaching methods, it consists of seminars, workshops, and cooperative learning opportunities (Tantawy, 2020). Teachers will be

equipped to execute evidence-based practices, incorporate new technology, and adapt to changing educational landscapes. The process of increasing a teacher's academic status as well as their ability to fulfil their professional responsibilities both within and outside of the classroom can be understood as part of their professional development. With the help of their own voluntary efforts, teachers can become better

teachers by developing a deeper understanding and awareness of both themselves and their students. This process is known as continuous professional development (TCPD), which is the collection of systematic activities designed to prepare teachers for their jobs. It includes initial training, induction courses, in-service training, and continuous professional development within the school setting (Pokhrel & Behera, 2016).

The goal of professional development is to improve teaching and learning skills through both formal and informal experiences, such as attending workshops, mentoring, and professional meetings reading professional publications and watching documentaries on television about academic subjects, among other things (Sancar & Deryakulu, 2021). The emergence of technology in the twenty-first century has also had an impact on academic affairs, as digital tools and online platforms are now essential to the professional development of educators. Continuous learning is promoted by webinars, online courses, and collaborative networks that give instructors access to resources worldwide. The significance of continuous training to fulfil the changing demands of students and the educational system is becoming increasingly recognized, as evidenced by the professional development of teachers. Effective professional development for teachers has a discernible impact on their work in and outside of the classroom, particularly because a sizable portion of teachers worldwide lack the necessary training (UNESCO, 2015).

Instructional practices cover a broad spectrum of methodologies, ranging from more modern and interactive techniques to conventional lecture-style training. Efficient teaching methodologies take into account a range of learning styles, integrate technology where needed, and prioritize active participation, creating an atmosphere that stimulates critical thinking, problem-solving, and retention of information (Choi & Lee, 2020). ). Educators frequently modify their methods of education according to the curriculum, pupils' requirements, and grade level. Because of this versatility, teachers may design dynamic and interesting lessons that suit each student's learning style and promote an inclusive and happy learning environment. Instructional practices are essentially the instruments that teachers employ to direct instruction with the ultimate goal of maximizing student comprehension and performance (Francisco & Celon, 2020).

Countries all over the world have been working on

strategies to ensure the provision of quality education for all in alignment with the United Nations' agenda of education for all and the Sustainable Development Goal for Education (SDG4) to guarantee comprehensive and reasonable quality education and stimulate enduring learning chances for all (UN, 2015). Teachers' professional development has been implemented differently in the world depending on the educational system of the country (Sancar et al., 2021). For instance, in USA the districts and individual schools commonly practice the trends in professional development for teachers in various ways like: Online professional development, graduate programs, higher education and teacher mentoring. Teachers' professional development has been of paramount success to the education system of the USA. The reported merits of teachers' professional development programs in the USA are improved teaching quality, the programs enhance teachers' skills, knowledge, and teaching methods, leading to better classroom instructions and improved student outcomes.

Just like any other country in the world, Tanzania has been implementing some programs to expand the quality of education at all levels of education. However, the country has continued to face a lot of challenges some of the challenges include a lack of competent teachers, a Shortage of teachers due to deployment, a shortage of desks, shortage of teaching and learning materials, whereby all those challenges have resulted into low performance in national examination for standard VII pupils (Donath & Owens, 2023). The government needs to employ more teachers if the quality of education is to be sustained in primary schools. Nevertheless, increasing the budget for education for classroom construction is equally important. Despite all those well-intentioned initiatives, primary education in Tanzania is still facing a lot of quality issues including an overloaded curriculum, poor stock of textbooks and other training and studying materials. Others are poor physical facilities, and inadequate finance which leads to poor performances in standard seven national examinations and an increased number of school dropouts, especially among girls.

Currently, the Government of Tanzania under the Tanzania Institute of Education have established a continuous professional development program for in-service teachers (TCPD) abbreviated in Swahili acronyms (MEWAKA). The program intends to raise teacher's competence, sharpen teaching and learning

skills and equip teachers with the ability to handle teaching and learning challenges in their working station (TIE, 2021). The implementation of TCPD has been done in schools whereby based on school context the school administration selects one day among the workdays of the week and the school internal coordinator through the prepared program guide facilitates the program by reinforcing teachers' innovations and creativity to achieve the program objectives. The area is encountering education challenges including the inadequacy of competent teachers due to poor implementation of teachers' professional development programs, Shortage of teachers due to deployment, shortage of desks, shortage of teaching and learning materials, and poor infrastructures. Poor parental engagement in children's education, and poor managerial staff among schools Thus the situation needs government efforts to address these challenges to provide quality education. It is from the ground the researcher intends to assess the extent to which the implemented TCPD program has enabled teachers the acquisition of quality instructional practices in their teaching and learning sessions in public primary schools in Kaliua District.

## LITERATURE REVIEW

### Theoretical Review

This study was guided by Transformative Learning Theory which was proposed by Jack Mezirow in the 1970s. Its main concept is that learning involves a fundamental shift in one's perspective or worldview, often triggered by a disorienting dilemma, leading to critical reflection and personal transformation (Dirkx, 1998). Transformative learning theory explores how individuals can undergo profound shifts in their perspectives, beliefs, and behaviours through critical reflection and self-examination. It emphasizes the importance of questioning assumptions, fostering open-mindedness, and embracing new perspectives to facilitate personal and intellectual growth (Mezirow, 1991).

Transformative learning theory has profound implications for teachers' professional development, fostering a paradigm shift in their perspectives, beliefs and practices. The theory assumes that, adults undergo transformative learning when they critically reflect on their assumptions, prompting a restructuring of their worldview. In the context of teacher professional development, transformative learning can empower educators to challenge ingrained teaching methods,

embrace innovative pedagogies and adapt to evolving educational settings (Sterling, 2011). Harrisburg (2001) stated that reflective practices encourage teachers to engage in critical self-reflection help them identify and question their preconceived notions about teaching and learning.

By examining their experiences, beliefs and assumptions, teachers can embark on a transformative journey that leads to a deeper understanding of their practice and a willingness to explore alternative approaches. Furthermore, collaborative, and experiential learning opportunities play a pivotal role in applying transformative learning theory to teacher development. Professional learning communities and collaborative workshops create spaces for educators to share experiences, challenge each other's perspectives, and collectively explore new teaching methodologies. Engaging teachers in real-world, experiential activities allows them to confront and reassess their existing beliefs, fostering transformative shifts in their teaching approaches (Taylor, 2008).

Moreover, transformative learning allows participants to go beyond acquiring facts and information. It encourages a deeper understanding by promoting critical thinking, reflection, and the ability to question assumptions. It is in this line the theory suits the study as the TCPD program is an ongoing process. Moreover, the transformative theory relates to the study as it facilitates adaptability and innovation, in which teachers must be adaptable and open to incorporating new ideas and methodologies in teaching. Furthermore, the theory emphasizes teachers explore diverse perspectives aiming at building their capacity in the face of evolving educational landscapes.

### Empirical Literature Review

#### Challenges facing TCPD programs on quality instructional practices

Education in any country is formed and moulded by teachers, who play a crucial role in the educational system. That leads to the saying that, "The quality of the teacher, the quality of the education system". Also, the quality of teachers in the education sector brings quality education which will be instrumental to the transformation of individual worth, beliefs and attitudes (Olalekan & Modupe, 2020). The study shows that teachers often face challenges in accessing and benefiting from TCPD. Also, a study conducted by Aakre, (2022) in Norway on teacher education challenges reforms. The study based on a qualitative study of Norwegian teacher education for primary

school teachers. In the study, both qualitative and quantitative data were collected. Major data was collected from policy and curriculum documents and more than thirty years of experience in teacher's education. The study concluded that the reforms are based on a perception that professional teachers are crucial for pupils learning and development. However, there is no clear consensus on which factors are most important. The applications of teacher education programs are still very low, and, in the autumn of 2022, the teacher's organizations began a long-term strike for among other things, higher wages. However, teachers have also lost autonomy in their profession. Thus, the TCPD program can enhance the acquisition of quality instructional practices among public primary teachers if teachers are to be provided with full autonomy and awakened the consensus of the program.

Abyoni et al. (2020) from Ghana explored work environment factors influencing the application of teacher professional development in Ghanaian basic schools. The study explored the work environment factors that support or constrain the application of teacher professional development initiatives in Ghanaian basic schools using 15 purposively selected teachers from one educational district. Findings from the study showed that apart from the head teacher's support through the provision of the required training materials, peer support through a culture of showed norms. Also, beliefs and values and opportunities to store knowledge during school-based in-service training (INSET). The study advocated on lack of time too rigid and inflexible school timetables, teacher workload and inadequate teaching and learning resources constrained effective transfer of professional development of teachers. The study concluded that educational policymakers and training practitioners used to support infrastructures that would empower head teachers to be resourceful to equip teachers with the required teaching and learning facilities to facilitate the transfer of their learning. The review implies that for the growth of professional development among teachers, the government should provide teachers with equitable materials that should ensure students are delivered with knowledge for their academic achievements. More than that, there should be the provision of opportunities for acquiring new knowledge, refining existing skills as well as fostering innovation among teachers. These aspects can help to support career growth, and collaboration and can encourage self-reflection in their teaching process.

Jacob et al. (2020) conducted a study in Nigeria on staff development programs for primary education teachers, challenges and the way forward in the study secondary data was used to support the points raised in the article. Through secondary sources from print material and online publications by recognized institutions and individual authors, the study revealed many challenges. The challenges include inadequate funding, lack of strategic plans, poor implementation of staff development policies, institutional corruption, and poor internal school administration of staff development programs for teachers. Further, the study addressed unstable educational policies, political instability and lack of data/information on training need gaps in schools. This implies that for the government to solve these challenges, it should emphasize the need for training assessment of basic schools, develop an action plan, and develop a financial plan for implementation set up an effective monitoring and evaluation system. Also, there should be insurance on policy continuity and alleviating all institutional corruption in the ministries. In Ethiopia, Dea and Lerra (2022) investigated school-based continuous professional development activities, implementation and challenges in government primary schools of Wolaita Zone. The study found that teachers have inadequate access to continuous professional development (CPD) activities and are less satisfied with them. Moreover, financial cost, location, timing and suitability of provision workload, personal circumstances knowledge of opportunities, school policy and CPD facilitators were found to be the inhabiting factors for the implementation of CPD. Thus, the study concluded that the implementation of TCPD activities at the government primary school level in the Wolaita zone was not adequate and facing challenges. From this point of view, to reduce these challenges there should be the creation of a conducive environment for continuous development for teachers. The government should provide resources, offer diverse learning opportunities, tailor development plans, recognize and reward teachers as well as provide supportive infrastructure to facilitate teachers' development.

Mwakabenga and Komba's (2019) study from Tanzania on the correct status of teacher professional development in Tanzania focused on predominant perspectives on the concepts and provision modalities. The researcher identified challenges facing teacher's professional development in Tanzania. The challenges include a lack of explicit policy and guidelines for

teacher professional development, limited knowledge of teacher professional development among teacher professional development stakeholders, predominance of traditional approach to teacher professional development and ineffective organisation of teacher professional development activities. Therefore, to achieve quality education, there is a need to solve these challenges hindering teacher’s continuous professional development.

**METHADODOLOGY**

This study employed a mixed research approach and a convergent research design. The target population included 1,950 participants which made the sample size of 91 respondents comprising 1 DEO, 2 WEO, 6 head teacher and 82 teachers. Participants were drawn using purposive sampling for head teachers, WEO and DEO and simple random sampling for teachers. The study aimed to address the inadequacies in teachers' professional development programs in the area, informed by the researcher's familiarity with the context. In this study, data collection was conducted using two primary instruments: semi-structured interviews and questionnaires. Semi-structured interviews allowed for

flexibility and depth, targeting the District Education Officer, Ward Education Officers, and head teachers, while questionnaires gathered data from teachers across 6 selected primary schools. To ensure the validity and reliability of these instruments, both face and content validity were assessed, and reliability was checked using the split-half method which came out to be 0.8. Data collection procedures included obtaining necessary permissions from relevant authorities and ensuring ethical considerations, such as informed consent and confidentiality, were upheld. Quantitative data was analysed using SPSS, while qualitative data underwent thematic analysis to identify key themes.

**FINDINGS AND DISCUSSION**

This section presents and discusses the results concerning the challenges facing TCPD on quality instructional practices.

**The Challenges Facing TCPD on Quality Instructional Practices**

Teachers often face challenges in accessing and benefiting from CPD. Therefore, Table 1 presents the results of such challenges.

Table 1. Challenges facing TCPD on quality instructional practices.

Item	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Insufficient time due to heavy workload	3	5.2	2	3.4	5	8.6	35	60.3	13	22.4
Lack of fund for professional development programs	5	8.6	5	8.6	8	13.8	24	41.4	16	27.6
Inadequate access to quality training	6	10.3	2	3.4	12	20.7	24	41.4	14	24.1
Mismatch between the content for continuous professional development and the actual needs of teachers	4	6.9	10	17.2	10	17.2	15	25.9	19	32.8
Pressure of meeting curriculum demands thus making it difficult to prioritize continuous professional development	4	6.9	2	3.4	11	19	26	44.8	15	25.9
Inadequate support and follow-up after the initial training sessions	7	12.1	16	27.6	13	22.4	16	27.6	6	10.3
TCPD fails to address the specific needs and challenges faced by teachers in the classroom	14	24.1	25	43.1	9	15.5	4	6.9	6	10.3

**Source:** Field Data (2024)

Table 1 outlines the challenges faced by educators regarding Teacher Continuous Professional Development (TCPD) and their impact on the effectiveness of these programs.

**Insufficient Time Due to Heavy Workload**

A significant 60.3% of respondents agree that insufficient time due to a heavy workload is a major

barrier to participating in TCPD, with an additional 22.4% strongly agreeing. Only 8.6% are neutral, while 3.4% disagree and 5.2% strongly disagree. This indicates that heavy workloads are a substantial impediment to engaging in TCPD, suggesting that addressing time constraints could improve participation and effectiveness. To enhance TCPD participation, it may be necessary to integrate these programs more flexibly into teachers' schedules or reduce their workload, ensuring that they have adequate time for professional development activities. Besides the quantitative results, the respondents were supposed to show the challenges facing TCPD. During interview, one interviewee had this to say:

Time constraints are a significant issue, as teachers often struggle to balance CPD with their instructional and administrative duties. Financial limitations can restrict the scope and quality of CPD offerings, while varying levels of engagement from teachers can impact the effectiveness of these programs. Some educators may resist new methods or view CPD as an additional burden rather than an opportunity for growth (Interview, August 2024).

These challenges can undermine the effectiveness of CPD programs, making it difficult to ensure that all teachers benefit equally from professional development efforts. As supported by Yeboah and Wontepaga (2020), lack of time too rigid and inflexible school timetables, teacher workload and inadequate teaching and learning resources constrained effective transfer of professional development of teachers.

#### **Lack of Funds for Professional Development Programs**

In terms of funding, 41.4% of respondents agree and 27.6% strongly agree that a lack of funds is a significant issue for TCPD. Meanwhile, 13.8% are neutral, and 8.6% each disagree or strongly disagree. This highlights a clear concern regarding the financial resources available for TCPD programs. Addressing funding issues is crucial for ensuring that TCPD programs are accessible and effective. Increasing budget allocations for professional development could help mitigate this challenge and support the creation of more robust and widespread TCPD opportunities. Moreover, during interviewee, one WEO added that:

Lack of enough fund is a challenge, as budget constraints can restrict the availability and scope of CPD opportunities. Additionally, resistance to change among some teachers can hinder the effective implementation of new practices learned during CPD sessions. There can also be a lack of alignment between CPD content and the specific needs of teachers, leading to disengagement or ineffective application of new strategies (Interview, August 2024).

Further, Jacob et al (2020) added that challenges include inadequate funding, lack of strategic plans, poor implementation of staff development policies, institutional corruption, and poor internal school administration of staff development programs for teachers. This suggests that for CPD programs to be effective, they must be designed with flexibility and relevance in mind. Addressing time and financial constraints while ensuring that the content is tailored to the needs of teachers can help overcome resistance and maximize the impact of professional development efforts.

#### **Inadequate Access to Quality Training**

The table shows that 41.4% of respondents agree and 24.1% strongly agree that inadequate access to quality training is a challenge, with 20.7% remaining neutral. Conversely, 10.3% strongly disagree and 3.4% disagree. This suggests that access to high-quality training is a significant concern for many educators. Improving access to quality training is essential. Ensuring that TCPD programs are readily available and meet high standards can enhance their effectiveness and relevance for teachers. Moreover, when interviewed head of school B said that:

Many teachers struggle to access quality training opportunities due to geographical limitations and a lack of funding for professional development." They noted, "The few available training sessions often do not meet our teachers' specific needs, leaving them feeling unprepared." Furthermore, they expressed concern that "without proper training, teachers cannot effectively implement new strategies in the classroom. This situation has led to a cycle of stagnation in teaching practices, ultimately affecting student learning outcomes (Interview, August 2024).

This implies that the inadequate access to quality training highlights a critical gap in professional development that can adversely impact instructional effectiveness. If teachers are not equipped with relevant skills and knowledge, their ability to adapt to new teaching methods diminishes, resulting in a stagnation of educational quality. This can lead to lower student engagement and achievement, perpetuating systemic issues within the educational framework. Addressing these access issues is essential for fostering a more effective teaching environment that benefits both educators and students. Similarly, Salwa and Jasem (2020) provided that, teachers' current professional development challenges include a limited number of training centres, and redundant training programs for curriculum content.

#### **Mismatch between TCPD Content and Actual Needs**

A notable 32.8% strongly agree and 25.9% agree that there is a mismatch between the content of TCPD and the actual needs of teachers. Additionally, 17.2% each are neutral or disagree with this statement, while 6.9% strongly disagree. This reflects a concern that TCPD content may not be adequately aligned with teachers' real-world needs. To address this issue, TCPD programs should be designed to better align with the specific needs and challenges faced by teachers. Tailoring content to practical classroom requirements could improve the relevance and impact of these programs. Moreover, Salwa and Jasem (2020) revealed that uneven ratio of supervisors to teachers, a lack of strategy to improve teachers' professional development, unqualified trainers and a shortage in the numbers of existing training programs.

#### **Pressure of Meeting Curriculum Demands**

The data shows that 44.8% agree and 25.9% strongly agree that pressure to meet curriculum demands makes it difficult to prioritize TCPD. Meanwhile, 19% are neutral, and 6.9% each disagree or strongly disagree. This suggests that curriculum pressures are a significant barrier to engaging in TCPD. To overcome this challenge, TCPD programs may need to be more flexible or integrate more effectively with curriculum requirements, helping teachers manage both curriculum demands and professional development. As stated by Boloyi, (2023) professional development is not adequate to cater for all information needed by teachers during curriculum

implementation. Thus, due to the limited time allocated for the professional development of teachers, they are left with limited and unclear information to pass to learners during the curriculum implementation.

#### **Inadequate Support and Follow-up after Training**

According to the table, 27.6% agree and 27.6% strongly agree that inadequate support and follow-up after initial training sessions is a problem. Additionally, 22.4% are neutral, while 12.1% strongly disagree and 16% disagree. This indicates that ongoing support is a key issue. Providing continued support and follow-up after initial training is crucial for ensuring the long-term effectiveness of TCPD. Implementing mechanisms for ongoing assistance could enhance the impact of professional development efforts.

#### **TCPD Failing to Address Specific Classroom Needs**

Lastly, 43.1% of respondents strongly agree and 24.1% agree that TCPD fails to address specific classroom needs. Only 15.5% are neutral, while 10.3% agree and 6.9% strongly disagree. This underscores a significant concern that TCPD may not be meeting the practical needs of teachers. TCPD programs should be revised to better address the specific challenges and needs that teachers face in the classroom. Ensuring that professional development is relevant and practical can enhance its effectiveness and value.

#### **Limited Access to High-Quality Professional Development Opportunities**

In many public primary schools, especially in rural or under-resourced areas, teachers may have limited access to high-quality professional development opportunities. This could be due to geographical isolation, budget constraints, or a lack of available programs that address specific needs. Without access to effective PD, teachers may struggle to improve their instructional practices, leading to stagnation in teaching quality. In line with Mwakabenga and Komba (2019), limited access to quality professional development is due to lack of explicit policy and guidelines for teacher professional development, limited knowledge of teacher professional development among teacher professional development stakeholders, predominance of traditional approach to teacher professional development and ineffective

organization of teacher professional development activities.

### **Inadequate Time Allocation for Professional Development**

Teachers often have packed schedules filled with teaching responsibilities, administrative duties, and extracurricular activities. As a result, they may have insufficient time to participate in meaningful professional development activities. When PD is rushed or crammed into already busy schedules, teachers are less likely to fully engage with the material or apply what they've learned in their classrooms. As stated by Jacob et al (2020) the PD challenges include inadequate funding, lack of strategic plans, poor implementation of staff development policies and poor internal school administration of staff development programs for teachers. These challenges in to the large extent contribute to inadequate allocation of time to conduct professional development among teachers.

### **Resistance to Change and Innovation**

Some teachers may resist new methods or strategies introduced through professional development due to comfort with established routines or scepticism about the effectiveness of new approaches. This resistance can be rooted in a lack of confidence, fear of failure, or past experiences with ineffective PD programs. Such resistance can limit the impact of TCPD on improving instructional practices.

The additional challenges underscore critical barriers to the effectiveness of Teacher Continuous Professional Development (TCPD) in public primary schools. Key issues include insufficient time due to heavy workloads, lack of funds, inadequate access to quality training, and misalignment between TCPD content and teachers' needs. These factors hinder teachers' ability to fully engage with and benefit from professional development opportunities. Specifically, the heavy workload and curriculum pressures limit the time available for TCPD, while financial constraints and inadequate training access prevent the delivery of high-quality development programs. Additionally, the mismatch between TCPD content and practical classroom needs, coupled with insufficient support and follow-up, further diminishes the impact of these programs. Generally DEO and WEO were also able to show the challenges facing TCPD on quality instructional practices. During interview session, the DEO said that:

The primary challenge we face is the overwhelming workload that teachers carry, which leaves them with little time for professional development. Many of our programs are underfunded, making it difficult to offer the high-quality training that teachers deserve. Also, we often find that the content of these programs does not align with what teachers need in their classrooms, which leads to disengagement. Overall, they expressed concern that without addressing these issues, the effectiveness of TCPD will remain limited (Interview, August 2024).

This underscores critical deficiencies in the Teacher Continuous Professional Development (TCPD) framework that directly impact its efficacy. The overwhelming workload faced by teachers not only limits their availability for professional development but also contributes to burnout, which can further diminish their engagement and effectiveness in the classroom. Underfunding of training programs exacerbates this issue, resulting in a lack of high-quality, relevant training opportunities that are essential for teachers' growth. Additionally, the misalignment between training content and classroom needs fosters disengagement, as teachers may feel that professional development is not applicable to their real-world challenges. Without addressing these fundamental issues, the TCPD initiatives are unlikely to yield meaningful improvements in teaching quality, ultimately affecting student learning outcomes. Moreover, the WEO added that:

I see first-hand how financial constraints restrict our ability to organize meaningful training sessions for teachers. Teachers are eager to learn, but when the training does not match their practical needs, they feel frustrated and unprepared. Moreover, there is also a need for better follow-up support after training to ensure that teachers can implement what they've learned. Thus, without ongoing investment and alignment of training content, the potential benefits of TCPD will not be realized (Interview, August 2024).

This reveals significant challenges in the implementation of TCPD that hinder its effectiveness. Financial constraints restrict the organization of meaningful training sessions, limiting opportunities for

teachers to enhance their skills and knowledge. When training content fails to align with teachers' practical needs, it not only fosters frustration but also undermines their confidence in applying new strategies in the classroom. Moreover, the lack of follow-up support means that teachers do not receive the necessary guidance to translate what they've learned into practice. Without sustained investment and a focus on relevant training, the potential benefits of TCPD will remain unfulfilled, ultimately affecting the quality of education provided to students. In support, Dea and Lerra (2022) asserted that teachers have inadequate access to continuous professional development (CPD) activities and are less satisfied with them. Moreover, financial cost, location, timing and suitability of provision workload, personal circumstances knowledge of opportunities, school policy and CPD facilitators were found to be the inhabiting factors for the implementation of CPD.

### CONCLUSIONS AND RECOMMENDATIONS

The findings highlight significant challenges faced by teachers in accessing and benefiting from Teacher Continuous Professional Development (TCPD) programs, impacting the quality of instructional practices. Key barriers include insufficient time due to heavy workloads, lack of funding, inadequate access to quality training, and a mismatch between TCPD content and teachers' actual needs. These challenges not only restrict teachers' participation but also undermine the effectiveness of professional development efforts. Furthermore, the pressure to meet curriculum demands and the absence of ongoing support after training exacerbate these

issues, leading to a stagnation in teaching quality and limiting opportunities for professional growth.

To enhance the effectiveness of TCPD programs, it is crucial to implement flexible scheduling that accommodates teachers' workloads, thereby allowing adequate time for professional development activities. Increasing budget allocations for TCPD initiatives can ensure the availability of high-quality training opportunities tailored to teachers' specific needs. Additionally, establishing robust follow-up mechanisms and ongoing support systems post-training can significantly improve the application of newly acquired skills in the classroom. Finally, engaging teachers in the design of TCPD content can foster greater relevance and applicability, ultimately leading to more meaningful professional development experiences and improved instructional practices. Furthermore, it is essential to promote a culture of collaboration and openness among educators by fostering peer support networks and professional learning communities. These platforms can encourage teachers to share experiences, resources, and strategies, thereby reducing resistance to change and enhancing confidence in adopting new practices. Additionally, schools should prioritize the inclusion of teacher feedback in the planning and evaluation of TCPD programs to ensure that the training offered aligns with their real-world challenges and needs. By actively involving teachers in the decision-making process, educational leaders can create a more responsive and effective professional development framework that ultimately contributes to improved teaching quality and student outcomes.

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