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### RESEARCH ARTICLE

#### EFFECT OF CONTINUOUS PROFESSIONAL DEVELOPMENT ON STUDENTS ACADEMIC PERFORMANCE IN NINE YEARS BASIC EDUCATION SCHOOLS OF RWANDA CASE OF NYARUGURU DISTRICT

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#### Abstract

**Background:** This study investigated the effect of continuous professional development on students' Academic performance in nine-year basic education schools in Nyaruguru district, Rwanda. The specific objectives were to identify continuous professional development Programmes practiced in nine years' basic education in Rwandan schools, to analyze the students' academic performance due to continuous professional development in Rwandan schools and to assess the influence of continuous professional development on student's performance in nine-year basic education schools in Rwanda. This study is useful to all stakeholders in education sector such as public institutions, decision makers, district authorities, head teachers, teachers, learners and scholars. The researcher applied a descriptive correlational study, targeting 5 head teachers, 150 teachers and 88 School based mentors. This study selected respondents and key informants purposively and randomly. A study sample of 243 respondents was obtained by use of Yamane's formula.

**Materials and Methods:** Information was analyzed using statistical package for social sciences version 26.0 to generate descriptive statistics in terms of frequency, percentage, mean and standard deviation. Inferential statistics were produced in terms of correlation and regression coefficient for determining size effect between variables.

**Results:** English proficiency factors indicated that 79.2% strongly agree that Educational document preparation, and 82.6% strongly agreed that Teaching techniques, 79.9% strongly agreed that Course content, 77.2% strongly agreed that Classroom management show continuous professional development Programmes in Nyaruguru District, Rwanda, Results on the students' academic performance 79.4% strongly agreed that improved academic performance, 82.6% Strongly agreed that high national examination. Additionally, 77.9% Strongly agreed that improved personality development 68.5%. Strongly agreed that improved personal development, 78.5% strongly agreed that improved academic performance indicates student academic performance. Results from objective three reveal a strong positive correlation between academic performance improvement, educational document

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preparation, teaching techniques, course content, and slow learners' treatment, suggesting effective policies and professional development time, and that they were positively and statistically correlated since most of their levels of significance were greater than 0.05 in association.

**Conclusion:** It is advised that the Ministry of Education and the REB (Rwanda Education Board) develop effective policies and devote adequate time for CPD in schools. They should also organize school principals to enhance CPD practice. To offer effective, ongoing professional support for teachers, it is strongly suggested that certified CPD facilitators be recruited and principals skilled in educational leadership and management be hired throughout all secondary schools across different districts. Relevant professional training programs should be developed in response to the unique training requirements of professors. To do this, competent authorities at all levels must pay close attention to this issue. To improve their abilities, school principals should emphasize CPD and actively involve themselves in peer learning. There is a need to carry out a research on The study recommends more research into the effects of continuous profession development on teacher's performance in teaching career.

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### ..... **Introduction:-**

Every job route and career progression need CPD to be effective. CPD is also required for good results in teaching as a vocation. CPD is also crucial for academic performance improvement. Education is critical in society for every individual. A community may prosper socially and economically by building shared values and culture (Jasmeane, 2015). According to the OECD (2016), low school performance can lead to consequences for people as well as economic growth. Poor academic achievement for children as early as 15 can lead to educational dropout and unemployment in low-wage jobs. When a large proportion of the population in a nation lacks basic information, it's for a long time economic success suffers. According to Jimmy (2014), low achievement among pupils in science-related subjects may be attributed to a number of reasons, including a scarcity of science professors, a lack of the scientific community laboratories, a lack of educational and instructional tools, and a lack of student interest.

Most youngsters are forced to pursue science by professors or families because of their outstanding performance, but they lack an innate enthusiasm for the subjects. Secondary educational institutions lack guidance as well as counselling programmes. Students need encouragement and assistance from their family members, guardians, instructors, and other individuals educational. As a result, substantial modifications are necessary to improve the learning environment with the goal to encourage youngsters to choose science as their field of study. If grandparents and grandparents play an active role in encouraging and motivating students to study science, there will be considerable improvements not only regarding academic achievement but also as they prepare for a better future career. Mathematical is a subject that is poorly accomplished in the country of South Africa (Reddy et al, 2016).

Globally, The American National Science Teacher Association (NSTA) acknowledged the need for teachers to continue their professional development in both academic and pedagogical expertise. One of the standards for competent science teachers, standard six, is to always work to increase their knowledge and comprehension of the constantly evolving body of information about both subject matter and science pedagogy (NSTA, 2021). This criteria illustrates the distinct opinion that CPD happens as a consequence of individual, purposeful actions made by teachers. This is what a lifelong learner who is accountable and introspective looks like. According to the NSTA, empowering teachers would counter providers' conceptions of CPD and encourage them to cooperate with teachers as partners who can take the initiative in their own professional development rather as just as trainees who take in what is available. The instructional strategy improves student learning (Isola, 2019). This scholar believes that it is always possible to adapt, improve, and develop new teaching-learning activities.

In all educational activities that take place within or outside of the institution, it is commonly understood that the teacher serves as the key facilitator (Craft, 2020). The focus of all educational activities and curriculum is a teacher.

Many authors think that the most crucial factor influencing students' learning is the caliber of their teachers. It is common knowledge that teaching has one of the largest memberships of any profession in the world. Isola (2019) and Munna (2021) argue that teaching is an interactive process that involves both the learner and the educator. These professors argued that helping mankind is education's main objective. Student achievement and the caliber of a teacher are related (Isola, 2019). This implies that good teachers boost student performance, and that good teachers must be competent in order to achieve this performance. Because of their knowledge, the instructor can apply fresh information, behavior, abilities, and skills.

CPD systems have developed at different speeds, leading to a significant difference in professional experience (Lawrence T. Sherman & Kathy B. Chappell, 2018). These experts claim that in certain nations, CPD has moved away from formal didactic delivery methods and single profession educational designs and toward creative, dynamic, and learner-centered educational models.

Continuous professional development (CPD), according to Lawrence T. Sherman and Kathy B. Chappell (2018), has evolved substantially in the United States over the last 20 years as a strategy for ensuring that educators are engaged in lifelong learning and retaining teacher competency. CPD used to be mostly teacher-focused, classroom-style, didactic lectures delivered away from the workplace with little input from the learners. According to Antonio (2019), literacy teacher educators in Canada, the United States, England, and Australia, the aim has been to primarily expose classroom instructors to CPD, making them direct role models for students.

According to Evelina et al. (2018), pre-service and in-service professional development for teachers is an important component of their job. According to Evelina Galaczi, Andrew Nye, Monica Poulter, and Helen Allen, teaching competencies are intricate concoctions of knowledge, abilities, comprehension, values, and attitudes that result in effective action under many conditions. They continue to assert that no one individual is likely to possess every competency, much alone have attained them all to the same level, due to the diversity and complexity of competencies required for teaching in actual societies.

If any country wants to achieve successful teacher professional development aimed at long-term quality teaching and learning, a responsible government must own, administer, drive, and promote INSET. It is common practice in developed countries to invest in teacher professional development (Yangambi, 2021). The Kenyan government took over 8,000 primary school teachers with no formal training when the region gained independence in 1963, highlighting the necessity for CPD for competent teachers in the region (Akyeampong, 2013). The problem, however, is that the CPD and INSET systems in Kenya, Malawi, and Zambia are only operational for a short period of time (Banda, 2013).

Banda claims that although case-study countries like Malawi and Zambia had some form of CPD, its volume and scope were rather constrained since in-service training was primarily focused on giving new certificates to unqualified instructors. The majority of countries supplemented their public CPD offerings with a sizable number of short courses offered by NGOs and donor efforts, generally in geographically constrained areas (Banda, 2013).

In Rwanda, Since 1998, the Rwandan government has focused on an economic development plan aimed at transforming the country into a middle-income nation by 2020. According to Vision 2050's concept framework, Rwanda should achieve high middle-income level by 2035 and a high-income category by 2050. A medium-term planning framework is being utilised to implement the 2030 Agenda for Sustainable Development (Vision 2050) across consecutive five- as well as seven-year periods. The National Strategy for Transformation (NST-1) (Republic of Rwanda, 2017), which covers the years 2017 through 2024, is aligned with this ESSP. Additionally, it is consistent with Agenda 2063 (African Union, 2015), a strategic plan for the socioeconomic transformation of Africa over the course of the next 50 years through the implementation of already-existing initiatives for the continent's development and progress.

The teacher CPD system was created to illustrate how multiple stakeholders may leverage teacher competencies to increase the impact of teacher CPD and educational administration. Teacher training colleges (TTCs), the University of Rwanda College of Education (UR-CE), sector and district education officers, interviews with important stakeholders, and fieldwork in schools all contributed to this work. The system identifies the organizations and people in charge of each stage of CPD, beginning with pre-service teacher education (REB, 2019).

Administrative and technical organizations oversee the countrywide implementation of CPD initiatives. Administrative support includes things like CPD supervision, implementation, finance, monitoring, and assessment. The deputy head teacher or the head teacher receives reports from and receives data from mentor trainers and school-based mentors (SBMs). According to UR-CE (2020), school-based mentors (SBMs) and school subject leaders (SSLs) also have a part to play in the planning and execution of CPD in schools. Technical support includes the provision of resources, the formation of communities of practice (CoP), and the coordination of SBM training and development with the aid of Development Partners (DPs) and UR-CE (REB, 2019).

According to the University Of Rwanda- College Of Education (UR-CE), Rwanda's educational environment is quickly developing. The educational environment is evolving, and teachers must adjust to new norms, technology, and teaching and learning techniques. Evidence also suggests that professional development for teachers can improve student performance and instructional methods (UR-CE, 2021). According to Guskey (2015), high-quality CPD is critical to improving education. The manner in which teachers instruct has an impact on how their students learn.

Teachers must thus modify their lessons to ensure that pupils can grasp them (REB, 2019). Therefore, it is crucial that teachers keep learning throughout their careers. Pre-service education, induction, coaching, mentorship, and community of practice or teacher collaboration are all included in the lifelong learning process that CPD is a part of (UR-CE, 2021). The main objective of this study was find out the effect of continuous professional development on students' Academic performance in nine-year basic education schools in Nyaruguru district, Rwanda. It was guided by the following specific objectives :

1. To identify continuous professional development programmes practiced in nine years basic education in Rwandan schools.
2. To analyze the students' academic performance due to continuous professional development in Rwandan schools.
3. To assess the influence of continuous professional development on students' performance in nine-year basic education schools in Rwanda.

## **Theoretical Framework**

### **Social Learning Theory (SLT)**

SLT sees observation as a way to learn and develop one's own knowledge (Bandura, 2017). SLT presupposes sophisticated mental modeling of observed behaviors and the ensuing creation of new behaviors, although this does not include physical imitation of other people's activities. Both the significance of entering a classroom having a mental model or image of the lesson and the relevance of observational learning have been cited as crucial processes in teacher development (Lortie, 2015; Rowlands, Thwaites, & Jared, 2015).

The degree to which instructors think they will succeed with a course of action in a certain situation affects the way they choose and create behaviors. Self-efficacy refers to this self-control mechanism inside SLT. It is the conviction that a person has regarding the degree of success they will encounter when they behave in particular ways in particular settings. Self-efficacy includes emotive elements like confidence, drive, and the ability to create in addition to cognitive abilities and underlying skills. Previous studies have discovered a link between instructors' self-efficacy, effective teaching practices, and student accomplishment. According to Woolfolk, Rosoff, and Hoy (2020), teachers with lower levels of efficacy are more pessimistic about student motivation, support tight classroom discipline, and rely on extrinsic rewards and deterrents to motivate pupils to study. Although self-efficacy is a crucial factor, the larger theoretical framework is what is taken into account in this study.

As previously stated, the heart of SLT is observational learning and mental modeling of observable behaviors. Teachers (re)construct behaviors for use in the classroom. A lot of behavior, according to Bandura (2017), becomes habitual and does not need to be modeled or planned in advance.

Beginning instructors observe other teachers' practices and imitate them, modifying and (re)producing them in the classroom (Lortie, 2002), which is consistent with SLT. Feedback, responses, and self-evaluation all have an impact on how successfully a teacher teaches. With time, practices essentially become routine. As educators, we copy the predominantly traditional teaching of more seasoned colleagues because we recognize that it is a safe and reliable technique. We enter into an established didactic contract based on conventional and conservative teaching methods as a result (Brousseau, 2017).

To facilitate this renegotiation, SLT contends that teachers must have the necessary pedagogical knowledge in the form of mental models of potential and alternative practices, pedagogies, and behaviors, as well as a sufficient level of self-efficacy to put such approaches into practice (Guskey, 2020).

It is critical to remember the social and contextual impacts that provide a hurdle to innovation. Within SLT, they have a regulating function that is mediated by self-efficacy. When our behaviors are questioned, we may begin to doubt their long-term success and adjust our behavior. Similarly, if we propose an innovative method and it receives opposition or negatively responded likely by students, parents, or colleagues, we are likely to be less confidence in the approach. Finally, we may change our actions to reflect a more respectable mindset. According to research (Berman & McLaughlin, 2018), innovative teachers exhibit high levels of self-efficacy in the classroom. Along with the influence of people, the working environment, employment expectations, the type of training, and the institution where it occurs can all have an impact on behavior. It has been proven that these outside influences have a big influence on how teachers teach (Leinhardt, 2020).

SLT appears to give a viable theoretical framework for defining and comprehending professional learning, according to the aforementioned criteria. A study was undertaken utilizing a PD program to investigate this further and the explanatory potential of SLT. Three components were identified using SLT and an iterative review of the data. These were: 1) the teacher's knowledge; 2) the teacher's belief in his or her own efficacy; and 3) social, contextual, and environmental effects. Teacher knowledge aspects of data include references to the teacher's knowledge and how that information has evolved as a result of professional development and teaching.

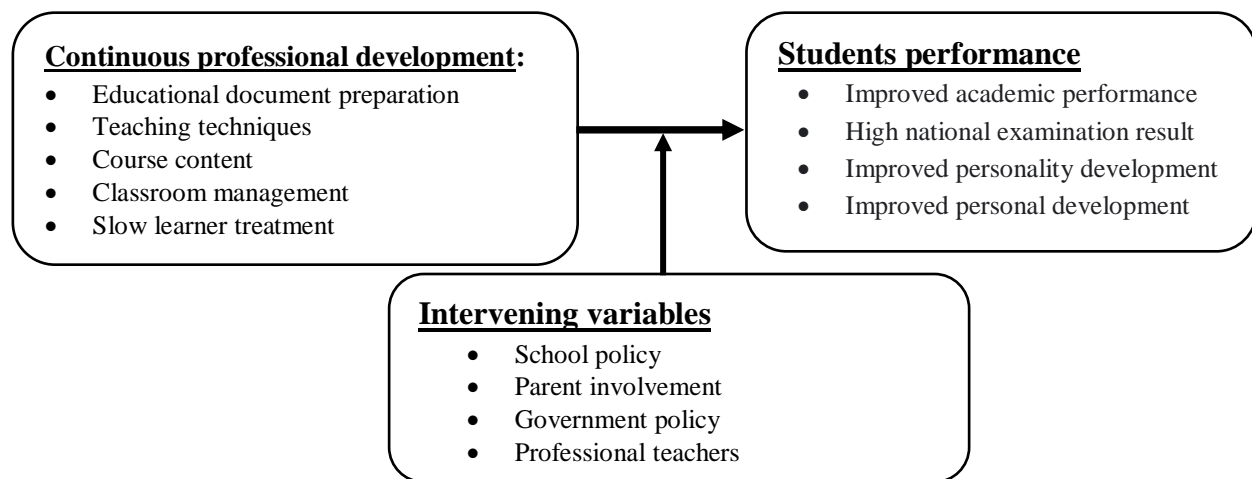
In SLT, knowledge is referred to be internalized models of potential actions. A proposal of observational learning and behavior modeling may be made if SLT has a reasonable level of descriptor and explanation ability.

Explicit allusions to confidence, drive, or a willingness to incorporate cutting-edge methods into their instruction are examples of teacher self-efficacy beliefs. Self-efficacy, on the other hand, may have a detrimental consequence. Social, contextual, and environmental effects are aspects of professional development and teachers' experiences that are related to student, parent, or colleague expectations that may have an impact on what the teacher does in the classroom. This component also considers the aspects connected to the effects of the nature of teaching as a profession. These three components provide the framework for linking the data from the PD example to SLT.

### Conceptual Framework

This part is divided into two subsections: continual professional development as an independent variable and student performance as a dependent variable, with the following components:

#### Independent variable Dependent variable



Source: Researcher; Documentation, October 2022

Figure 1:-Conceptual Framework.

The investigation is based on the interrelationships between the variables in the research topic. It will investigate the relationship between the independent variable (continuous professional growth), the dependent variable (student performance), and the intervening variables.

The independent variable, which is continuous professional development indicated by Educational document preparation, Teaching techniques, Course content, Classroom management and Slow learner treatment, works with intervening variables such as School policy, Parent involvement, Government policy and Professional teachers and determine the dependent variable, which is student performance. This means that continuous professional development may not effectively have any significant influence on the student performance in 9YBE schools without considering other intervening factors.

## Research Methodology:-

### Research Design

Grinnell (2019) described research design as the study's process, from issue conception to research findings. This study employed both a descriptive and a correlational research approach. A correlational research methodology will be used in this study to determine the association between ongoing professional development and student achievement in nine-year basic education institutions in the Nyaruguru area. A descriptive study design, according to Orodho (2005), is used in preliminary and explanatory investigations to allow researchers to acquire information, summarize, present, and interpret for the aim of clarity. This descriptive research strategy was employed since it allowed for the fast collection of data from a large number of respondents. The primary basis of this study was descriptive and correlational research employing hybrid methods to acquire data.

### Target Population

According to Bailey (2014), the population is a universal object over which study was conducted. The ideal research approach would be to collect information from the whole community; this provides maximal coverage of the group under study. Teachers, SBMs, and head teachers from chosen 9YBE schools in selected sectors of Nyaruguru district, Southern province, are the study's population and are expected to offer information and data linked to the study's research objectives.

### Sample Size

Before identifying the participants in this study, it is vital to explain how the sample size is established. The following mathematical method developed by Taro Yamane (1967) is used to calculate sample size; where  $n$  is the sample size,  $N$  is the population size, and  $e$  is the margin of error or degree of confidence.

When the population is fewer than 10,000 people, a smaller sample size can be employed without compromising accuracy (Morris, 2008); this is known as the modified minimum sample size. The following formula is used to compute it: sample size: The formula for sample size:  $n = \frac{N}{1+N(e)^2}$  therefore  $n = \frac{610}{1+610(0.05)^2}$ ;

$n = \frac{610}{1.6075} = 242.06$ ; then the sample size is 243 respondents. This means that the total sample population will be 610 respondents their sample size is equal to 243 population

this formula:  $n = \frac{N}{1+N(e)^2}$ ;  $n$  is the intended sample size,  $e$  represents the likelihood of error (0.05 for 95% confidence level), and  $N$  represents the population size estimate.

**Table 1:-** Sample Size.

No	Sectors	Number of Teachers	Number of School based mentors	School Headteacher
1	RUHERU	30	20	1
2	NYABIMATA	20	8	1
3	BUSANZE	30	20	1
4	MUNINI	30	20	1
5	KIBEHO	38	20	1
<b>Total</b>		<b>150</b>	<b>88</b>	<b>5</b>

Source: Documentation, 2022

### Sampling Technique

By gathering and analyzing data, the method of sampling examines a population (Kenton, 2022). As a consequence, a randomly selected population was questioned during this research, utilizing a random sample number generated in Microsoft Excel.

### Data Collection Methods:-

This section describes data gathering strategies that was be used in data analysis, such as questionnaires and documentation research procedures, as follows:

#### Data Collection Instruments

The questionnaire was the researcher's principal method of obtaining data from respondents. The questionnaire comprises a series of closed-ended inquiries covering themes that are anticipated to emerge from respondent knowledge about and the researcher distributes these types of questionnaires to participants in order to obtain knowledge regarding their participation in the research objectives. This research benefited from document studies in order to investigate other sources and get additional information by analyzing related published papers, reports, periodicals, journals, and policy reports. This is significant because the researcher analyzed various publications in order to provide a comparison framework for analysis and assessment for readers; hence, the researcher utilized this documentary approach to conduct and get secondary data.

### Research Findings and Discussion:-

#### Demographic Characteristics of Respondents

This research gathered data on gender profile, age group, education level, teaching experience in teaching primary schools located in Nyaruguru district, Rwanda.

#### Gender of Respondents

Respondent's gender profile was very important in assessing to assess effect of continuous professional development on students' performance in nine years basic education schools of Rwanda.

**Table 2:-** Gender Profile of Respondents.

	Teachers		SBMS		Headteachers	
	N	%	N	%	N	%
Male	89	59.3	35	38.8	3	77.7
Female	61	40.7	55	61.2	5	33.3
<b>Total</b>	<b>150</b>	<b>100.0</b>	<b>90</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>

**Source:** Primary Data (2023)

According to the information given in Table 2, 89 (59.3%) of the teachers who participated in this study are male, while 61 (40.7%) are female. 35 (38.8%) of the SBMs who participated in this study are male, while 55 (61.2%) are female. In the case of Head teachers , 77.7% are male and 33.3% are female. There is a gender balance due to the fact that there were female and male participants in this research. (Habyarimana, 2020) intervention, which examines the impact of continuous professional development (CPD) on quality teaching and learning in schools, using the Teacher-Change Theory framework. The research, involving principals and educators, recommends CPD for increased empowerment.

### Presentation of Findings:-

The data gathered in accordance with the research objectives and dependent variables is evaluated in the study. From 241 respondents, the study gathered both qualitative and quantitative data. The study identified continuous professional development programmes practiced in nine years' basic education in Rwandan schools, analyzed the students' academic performance due to continuous professional development in Rwandan schools and assessed the influence of continuous professional development on student's performance in nine-year basic education schools in Rwanda

### The Continuous Professional Development Programmes Practiced In Nine Years' Basic Education In Rwandan Schools

The research identified the identify the continuous professional development programmes practiced in nine years' basic education in Rwandan schools. The following statements were proposed: Educational document

preparation indicate continuous professional development programmes ,Teaching techniques indicate continuous professional development programmes, Course content continuous professional development programmes and Classroom management indicate continuous professional development programmes. The following tables show how the participants Respond to the following statements.

**Table 3:-** Teachers perception on the continuous professional development programmes practiced in nine years' basic education in Rwandan schools.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
	Educational document preparation indicate continuous professional development programmes	9	6.0	7	4.7	8	5.4	7	4.7	118		
Teaching techniques indicate continuous professional development programmes	2	1.3	7	4.7	8	5.4	9	6.0	123	82.6	1.503	1.171
Course content continuous professional development programmes	5	3.4	7	4.7	9	6.0	9	6.0	119	79.9	1.537	1.17
Classroom management indicate continuous professional development programmes	8	5.4	8	5.4	12	8.1	6	4.0	115	77.2	1.537	1.17

**Source:** Primary Data (2023)

The findings in Table 3 demonstrated teacher's perceptions on continuous professional development programmes practiced in nine years' basic education in Rwandan schools in the Nyaruguru district. As a result, 118 (79.2%) of Teachers agree that Educational document preparation indicate continuous development programmes, and 123 (82.6%) strongly agreed that Teaching techniques indicate continuous professional development programmes, 119(79.9%) strongly agreed that Course content indicate continuous professional development programmes, 115(77.2%) strongly agreed that Classroom management show continuous professional development programmes in Nyaruguru District, Rwanda. According to Kozu (2021), with his research which looked at how teacher professional development (CPD) was implemented in FagitaLekoma Woreda Primary Schools and how it affected education quality. Questionnaires and interviews were used to collect data from teachers, principals, and woreda education office supervisors. In several aspects, such as access to new ideas and professional engagement, the results revealed that respondents' agreement on CPD implementation was higher than predicted. In other metrics, however, there was no significant discrepancy between predicted and computed averages. The survey also discovered no statistically significant differences in the level of CPD implementation.

**Table 4:-** School Based Mentor's Perception Towards Continuous Professional Development Programmes Practiced In Nine Years' Basic Education In Rwandan Schools.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
	Educational document preparation indicate continuous professional development programmes	0	0.0	3	3.3	5	5.6	7	7.8	75		
Teaching techniques indicate continuous professional development programmes	0	0.0	3	3.3	5	5.6	2	2.2	80	88.9	1.344	1.051



Course content indicate continuous professional development programmes	5	5.6	3	3.3	1	1.1	5	5.6	76	84.4	1.400	1.068
Classroom management indicate continuous professional development programmes	4	4.4	4	4.4	4	4.4	6	6.7	72	80.0	1.466	1.072

**Source:** Primary Data (2023)

Data presented in Table 4, 75 (83.3%) strongly agreed that Educational document preparation indicate continuous professional development programmes 80(88.9%) strongly agreed that Teaching techniques indicate continuous professional development programmes, 76(84.4%) strongly agreed that Course content indicate continuous professional development programmes, 72(80.0%) strongly agreed that Classroom management indicate continuous professional development programmes. Sternberg (2023) looks into the effect of continual professional development on teacher performance in a Dubai private school. A survey form was used to obtain data from 150 instructors. According to the data, ongoing professional development improves teacher effectiveness considerably. The study's shortcomings include its emphasis on a single case and the need to explore more situations in the future.

**The Level Of The Students’ Academic Performance Due To Continuous Professional Development In Nyaruguru District, Rwanda**

**Table 5:-** Teachers Perception On The Students’ Academic Performance Due To Continuous Professional Development In Nyaruguru District.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Improved academic performance indicate student academic performance	8	4.6	6	3.4	4	2.3	18	10.3	139	79.4	1.434	1.025
High national examination result indicate student academic performance	4	2.7	4	2.7	5	3.4	13	8.7	123	82.6	1.342	.883
Improved personality development student indicate academic performance	7	4.7	5	3.4	7	4.7	14	9.4	116	77.9	1.477	1.056
Improved personal development student indicate academic performance	8	5.4	8	5.4	14	9.4	17	11.4	102	68.5	1.677	1.175
Improved academic performance student indicate academic performance	7	1.9	7	1.9	8	5.4	10	6.7	117	78.5	1.516	1.112

**Source:** Primary Data (2023)

According to the information depicted in Table 5, 139 (79.4%) strongly agreed that Improved academic performance indicate student academic performance, 123 (82.6%) Strongly agreed that High national examination result indicate student academic performance. Additionally, 116(77.9%) Strongly agreed that Improved personality development indicate student academic performance, 102 (68.5%). Strongly agreed that Improved personal development indicate

student academic performance, 117 (78.5%). Strongly agreed that Improved academic performance indicate student academic performance. Savopoulos (2022) assessed the influence of the Continuous Professional Growth (CPD) Program on the professional growth of teachers in Pakistan. The survey included 3158 government boy's primary schools in the districts of Faisalabad, Okara, Sargodha, and Sheikhpura. According to the findings, more than 90% of respondents agreed or strongly agreed that CPD improved teachers' effectiveness. District Sheikhpura had the most favorable view, while district Faisalabad had the least favorable. CPD was more influenced by urban areas.

**Table 6:-** SBMs Perception On The Students' Academic Performance Due To Continuous Professional Development In Nyaruguru District.

Statements	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
Improved academic performance indicate student academic performance	4	4.4	3	3.3	2	2.2	9	10.0	72	80.0	1.422	1.016
High national examination result indicate student academic performance	4	4.4	3	3.3	4	4.4	8	8.9	71	78.9	1.455	1.040
Improved personality development indicate student academic performance	5	5.6	4	4.4	4	4.4	9	10.0	68	75.6	1.733	1.234
Improved personal development indicate student academic performance	6	6.7	5	5.6	8	8.9	11	12.2	60	66.7	1.577	1.199

**Source:** Primary Data (2023)

Results presented in Table 6 show that 80.0% strongly agreed that improved academic performance indicates student academic performance, and 78.9% strongly agreed that high national examination results indicate student academic performance. Additionally, 75.6% strongly agreed that improved personality development indicates student academic performance, and 66.6% strongly agreed that improved personal development indicates student academic performance. In general, the respondents indicate that improved academic performance, high national examination results, improved personality development, and personal development strongly indicate student academic performance. (Simpeze, 2023) on The influence of a mentoring and instruction program on secondary school educators in Rwanda's Nyabihu District is investigated in this study. According to the findings, instructors frequently deal with time limits, language hurdles, school leadership impact, and poor communication. Despite its benefits, only 19.3% of non-trained instructors participated in the training program. The study suggests a broader approach to professional growth.

**The Influence Of Continuous Professional Development On Student's Performance In Nine-Year Basic Education Schools In Rwanda**

**Table 7:-** Correlation Between Continuous Professional Development On Student's Performance In Nine-Year Basic Education In Nyaruguru District, Rwanda.

Education document preparation	Pearson 1 Correlation	Teaching Techniques	Course Content	Classroom management	Slow learner treatment	Improvement of academic performance	High national examination result	Improved personality development	Improved personal development

		Sig. (2-tailed)																		
		N	240																	
Teaching Techniques	Pearson	.387**	1																	
	Correlation																			
		Sig. (2-tailed)	.000																	
		N	240	240																
Course Content	Pearson	.180**	.426**	1																
	Correlation																			
		Sig. (2-tailed)	.005	.000																
		N	240	240	240															
Classroom management	Pearson	.212**	.363**	.296**	1															
	Correlation																			
		Sig. (2-tailed)	.001	.000	.000															
		N	240	240	240	240														
Slow learners treatment	Pearson	.069	.046	.066	.059	1														
	Correlation																			
		Sig. (2-tailed)	.287	.482	.307	.362														
		N	240	240	240	240	240													
Improvement of academic performance	Pearson	.781**	.251**	.133*	.134*	.027	1													
	Correlation																			
		Sig. (2-tailed)	.000	.000	.023	.038	.672													
		N	240	240	240	240	240	240												
High national examination result	Pearson	.805**	.270**	.145*	.165*	.887**	.030	1												
	Correlation																			
		Sig. (2-tailed)	.000	.000	.025	.011	.000	.638												
		N	240	240	240	240	240	240	240											
Improved personality development	Pearson	.855**	.276**	.122	.136*	.031	.865**	.885**	1											
	Correlation																			
		Sig. (2-tailed)	.000	.000	.059	.036	.637	.000	.000											
		N	240	240	240	240	240	240	240	240										
Improved personal development	Pearson	.693**	.309**	.073	.708**	.675**	.760**	.748**	.695**	1										
	Correlation																			
		Sig. (2-tailed)	.000	.000	.023	.000	.000	.000	.000	.000										
		N	240	240	240	240	240	240	240	240	240									

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

\*Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2023)

Findings from Table 7 indicated A strong relationship was established Improvement of academic performance and the following statements as follows, with Educational document preparation (r=.781 \*\*, p-value=0.000), Teaching

Techniques (.270\*\* p-value=0.000), with Course Content (.133\*, p-value =0.023) Classroom management: (r=.134\*, p-value=.038). Therefore Because the p-value was less than 0.05, The association is positive, implying that Improvement of academic performance effect Educational document preparation, Teaching Techniques , Classroom management: Slow learners treatment , and vice versa.

For High national examination result A strong relationship was established with Educational document preparation at (r=.805\*\*, p-value=0.000), Teaching Techniques (.251\*\* p-value=0.000), with Course Content (.145\*, p-value =0.025) Classroom management: (r=.165\* p-value=0.000). Slow learners treatment (r=.675\*\*, p-value=0.000). Because the p-value was less than 0.05, the connection is positive, implying that Improvement of academic performance effect Educational document preparation, Teaching Techniques , Classroom management: Slow learners treatment , and Slow learners treatment , and vice versa. For Improved personal development A strong relationship was established with Educational document preparation at (r=.693\*\*, p-value=0.000), Teaching Techniques (.309\*\* p-value=0.000), with Course Content (.073\*, p-value =0.025) Classroom management: (r=.708\*\* p-value=0.023). with Slow learners treatment (r=.887\*\* p-value=0.000). Because the p-value was less than 0.05, The correlation is positive, implying that Improved personality development effect Educational document preparation, Teaching Techniques , Classroom management as well as Slow learners treatment , and vice versa. (Olivier, 2019) examines the effect of continuous professional development (CPD) on academic achievement in Rwanda's Karongi district public secondary schools. CPD helps teachers develop their abilities and improves student achievement, according to the findings. The study also discovered a high relationship between CPD and better academic achievement, suggesting that effective policies and adequate time for CPD in schools need to be implemented. According to the data, CPD can dramatically increase student performance in school.

### Conclusion:-

Reconsidering findings from this present research, it concludes: According to the first research objectives, the study reveals that in Nyaruguru District, Rwanda, respondents believe continuous professional development programs are evident in educational document preparation, teaching techniques, course content, and classroom management.

The researcher reveals that the study found that most respondents strongly agree that improved academic performance, high national examination results, improved personality development, and personal development indicate student academic performance.

Results from objective three reveal a strong positive correlation between academic performance improvement, educational document preparation, teaching techniques, course content, and slow learners' treatment, suggesting effective policies and professional development time, and that they were positively and statistically correlated since most of their levels of significance were greater than 0.05 in association.

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