



Continuous Professional Development Processes and Tutors Social Construction of Knowledge in Public Teachers Training Colleges in Central Kenya

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Abstract

In the wake of educational reforms globally, teachers are expected to upgrade themselves. Continuous Professional Development (CPD) for teachers is key tool that would keep them abreast with the demands of teaching and learning activities in the 21st century. The social construction of knowledge has to do with how teachers' interactions through CPD training enhance their creation of knowledge. The purpose of this paper was to find out how tutors in public primary diploma teacher training colleges socially construct knowledge through different CPD training processes. This study was conducted in Murang'a and Kamwenja Teachers' Training Colleges of Central Kenya. It adopted a qualitative approach. Research instruments used were in-depth interview schedules for tutors and principals, key informants, and focus group discussions for tutors. The sample size for the study consisted of 38 participants; two principals, 30 tutors, and six key informants from the Ministry of Education. Tutors were selected through a proportionate random sampling while the principals and key informants were purposively sampled. Piloting was done at one Teachers' College. Qualitative data was analyzed and reported in narrative form. Although findings indicated that several processes are employed in CPD training such as collaboration, mentoring, reflection, team teaching, peer to peer observations, collaboration was identified as the most preferred form. The study concluded that collaboration is a key ingredient for CPD training, especially when compounded by other supportive factors such as common context and environment to further the process. The study recommended that there is a need to devise more inclusive and tutor-friendly CPD training processes that are based on needs analysis.

Key words: *Continuous Professional Development, Competency-Based Curriculum, Social Construction of Knowledge, Teacher Training, Team Teaching*

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1.0 Introduction

Teaching is a highly dignified, splendid, distinguished, and noble profession in which teachers occupy a crucial place in the education system and the improvement of the education system (Habib, 2017; Halder & Roy, 2018). Demand for competent teachers through effective teaching has been the conversion in diverse contexts across several global platforms on education and learning (Akram, 2018; Kini & Podolsky, 2016; Podolsky, Kini, & Darling-Hammond, 2019; Soodmand & Doosti, 2016). The demand for effective teachers has seen the formulation of several interventions to improve the teaching effectiveness of teachers in diverse countries through their respective ministries of education and higher learning (Ahmad & Kumar, 2019; Aucejo, Coate, Fruehwirth, Kelly, & Mozenter, 2019; Roy & Halder, 2018). Some of these interventions include teachers' motivation, increase in remuneration, Continuous Professional Development training, improvement of working conditions, reduction of teachers' workload, better terms of work, and teacher monitoring (Paolini, 2015; Rosenshine, 2018; Seidel and Shavelson, 2017).

A survey of studies carried out in countries such as the United States of America; Great Britain; some Asian countries such as China, Japan, Indonesia, India, and Pakistan; African countries such as Nigeria, Ghana, South Africa, Senegal, Tunisia; and Kenya among other countries reveals that teachers training institutions have had to revise their teacher training curriculum to produce more competent teachers who would in turn deliver effectively in their teaching /learning activities (Akram, 2018; Kikegbusi & Eziamaka, 2016; Podolsky et al., 2019). Due to the high demand for effective teachers and trainers in the education sector across the globe, Continuous Professional Development programmes have been devised to help teachers to become more effective in their teaching/learning duties (Hardman, 2017; Dachi, Elliot, Hebuzor, Ntekini and Buhinda, 2015).

In Kenya for instance, there is a dawn for education reform as evident in the Competency Based Curriculum (CBC) (Akala, 2021). Due to this change in the education sector, Continuous Professional Development for teachers is a key strategy as far as the implementation of this curriculum is concerned. However, studies have revealed that the majority of teachers have not been well prepared to handle these changes as they lack an understanding of the concept of the Competence Based Curriculum (Momanyi and Rop, 2020). Kenyan Government through its endeavor to improve the quality of education and through its agencies such as the Ministry of Education has envisaged Teachers Continuous Professional Development to be conducted regularly (Ministry of Education, 2018). One of the common TCPD programs that are usually conducted among tutors in Public Teacher Training Colleges (PTTCs) in Kenya is the school-based teacher development (SbTD) programme which is usually conducted country-wide to train tutors on different and upcoming for diverse immersing ideas in the education reform (Bunyi, Wangai, Magoma, & Limboro, 2013).

Kennedy (2005) discussed some of the examples of Continuous Professional Development models used for training while highlighting their strengths and weaknesses. They include training, award-

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bearing, deficit, cascade, standards-based, coaching or mentoring, community of practice, action research, and transformative models (Kennedy, 2005). Additionally, (Gathara, 2010) is of the idea that the training model is effective in introducing new knowledge to teachers while an award-bearing model of Continuous Professional Development can be used to encourage quality assurance and continuity among teachers (Bunyi et al., 2013). The author also observes that the Deficit model is appropriate in providing a solution in individual teacher performance. To Saljooghi and Salehi (2016), the cascade model is widely used in disseminating information from a few trained Key Resource Teachers (KRTs) to other teachers, the Standards-based Model emphasizes on the strict observance of teachers to the set standards in the education system (Ravhuhali, Kutame, & Mutshaeni, 2015). In addition, the Coaching or Mentoring Model on the other hand covers many CPD models but is done on a one-to-one confidential basis between two teachers while the Community of Practice Model involves more than two teachers but not on confidential grounds (Mwai & Muchanje, 2018). To conclude is the Transformative Model which has to do with the combination of many Continuous Professional Development models with the point of transforming a teacher to improve themselves (Betemariam, 2017). The above discussion points to the models that are used in Continuous Professional Development training, and which help tutors in the social construction of knowledge.

1.2 Statement of the problem

Globally and specifically in Kenya, there has been a special emphasis on the need to achieve quality and lifelong learning. In response to this, various strategies have been employed to achieve the same. A review of various studies has confirmed that CPD for teachers is one of the interventions that can be used to achieve the same. Several studies have also indicated on the many benefits that are associated with teachers engaging in Continuous professional training. Additionally, the Kenyan government through the Ministry of Education has spent huge sums of money to cater for teacher CPD programmes (NESSP, 2018). On the same note, the Teachers' Service Commission has also been emphasizing for teachers to undergo Mandatory CPD trainings. However, what is evident is that despite all the above efforts, studies conducted in Kenya still report on the gap on what are the best processes to be used for teachers' CPD training as evident in teachers' dissatisfaction with the current ones (Kagama and Irungu, 2018; Susan & Imonje, 2019). Therefore, this study intended to fill this gap by interrogating various CPD processes that are used in teachers' social construction of knowledge.

1.2 Objective of the study

The objective of the study was to analyze the role of Continuous Professional Development processes on tutors' social construction of knowledge.

2.0 Literature review

Teachers' learning has never been a single process but rather involves an interplay of different processes. Notably, studies have indicated that when each of these processes are effectively employed in training it leads to teacher learning (Evans, 2014; Simiyu, Bwire, and Ondigi, 2020). Additionally, a review of many studies has revealed that there are many processes that further

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teacher learning such as reflection, action research, mentoring, communities of practice, team teaching, peer-to-peer learning, visits to other institutions of learning, informal dialogues with colleagues regarding how to handle a concept /concepts and individual research amongst others (Desta, Chalchisa and Lemma, 2014) amongst others. What is evident in all these practices is the aspect of social interaction and dialogues that enable teachers to construct knowledge.

Further to many Continuous Professional Development training processes that can be employed is the aspect of environment. Studies have reported on the need for according to teachers, a supportive environment to promote their social construction of knowledge whenever they attend Continuous Professional Development programmes (Gathara, 2010; Evans, 2014; Simiyu, Bwire, and Ondigi, 2020). A supportive environment will be from the employer or administration or both, in terms of according to teachers' time and funding to attend the training. In Kenya, Gathara (2010) reveals that teachers learning is because of social interactions among teachers. The study findings also indicated that a supportive environment is of the essence in supporting the social construction of knowledge. The limitation in the above studies is that while they focused on teachers at selected public high schools in Kenya, the current study focused on tutors at public teacher training colleges, hence a justification for the need to conduct the current study.

Collaboration/Communities of Practice/Study Groups

Collaboration is defined as a process of Continuous Professional Development training where teachers work with their other colleagues on a regular basis (Bantwini,2019). Collaborative practices have been reported to further teachers' learning (Cordingley, Bell, Rundell and Evans, 2003; Morris, 2011; Allen, Pianta, Gregory, Mikami and Lin,2011; Avalos ,2011; Wever, Vanderlinde, Tuytens & Aelterman,2016; Kempen and Steyn, 2016; King,2019). Similarly, through collaboration, teachers are empowered and enabled to negotiate their knowledge and skills, they are made active constructors of knowledge. Through collaborative programs, teachers engage in dialogues based on their teaching and learning processes, with the sole purpose of improving their knowledge, and skills amongst other benefits. Kennedy (2005) reveal that collaborative practices are gaining popularity as a way of teacher learning. Through collaborative practices, teachers are allowed to share insights with other teachers and generate new skills and knowledge, discussion, and feedback, which they find useful in their teaching activities (Wever, Vanderlinde, Tuytens, and Aelterman, 2016).

Team teaching

Team teaching said that it promotes staff development and improves the learning outcomes since teachers organize what is similar learning communities of practice. It also encourages subject specialization and makes teachers perfect their competencies in these areas.

Various studies have underscored the powerful impact of team teaching on teacher construction of knowledge. For instance, a study conducted by Hadimatheuo, (2018) confirmed that through team teaching teachers are empowered to discuss ideas and ask questions on certain concepts that they may be posing difficult to them, in addition to sharing knowledge with their peers. This finding is

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in tandem with a study that was carried out by Anuar (2019) who reported that through team teaching, teachers can learn more from each other. The resultant effect is the fact that they become more powerful and confident in handling their teaching and learning activities.

Mentoring

Mentoring as a continuous professional development process furthers professional renewal among teachers. In Saudi Arabia, a study carried out by Mansour, El-Deghaidy, Alshamrani, and Aldahmash (2014) maintains that mentoring helps teachers to construct their professional knowledge. Similar findings are found in a study carried out by Ndebele and Dagogo (2022) who found that mentoring practices have a positive impact in empowering teachers' learning through Continuous Professional Development programmes. Desta, Chalchisa, and Lemma's (2018) study found that the mentoring approach was one of the platforms in which teachers learn. Gathara (2010) found that mentoring was one of the effective platforms for helping teachers learn. Additionally, the study found that through mentoring approaches, teachers were more positioned to revise their teaching and learning process.

Peer to peer observations/coaching

Peer coaching enables teachers to acquire a lot from their colleagues. In this way, they are enabled to acquire more knowledge related to their professional activities through the various discussions that they engage in (Alam, Aamir & Shahzad, 2016). Kempen and Steyn's (2016) study reveals that through peer-to-peer coaching teachers become more confident in their teaching /learning activities. Similar findings are found in a study conducted by Trust (2016) who found that peer-to-peer observations empower teachers to construct knowledge and subsequent improvement in their practice. Peer coaching is enabled through social interactions that occur through platforms such as discussions and social media walls like WhatsApp groups. However, a study carried out by Anuar (2019) recommended a need to offer a supportive environment and adequate time to enable teachers to learn from each other.

Given the above discussion, it is evident that different processes that are employed in conducting CPD programmes have an impact on how teachers construct knowledge. While the above literature has indicated the various CPD processes that are employed in CPD training, it is evident that most of the studies still underscore some of the teething problems associated with the processes used in teacher training for instance; the cascade model of CPD has however been criticized as one of the main models of CPD training having shortcomings such as not according teachers enough time and so it does not as well address teacher training, (Watene, Choge and Kodak, 2020; Makindi, Adhiambo and Gikuhi (2016). Additionally, Betty (2016) who blames this model for CPD training in Kenya as a contributor to the apathy towards CPD arguing that it is time to change. Additionally, they reveal that even when teachers attend these programmes they do not benefit much, Njuguna (2018) and Chepkemoi, Ahmed, and Kipnetich (2013) reveal that CPD programmes are hardly conducted, thus denying teachers a chance to improve their skills amongst other benefits. This therefore justified the need to conduct a study on how teachers construct knowledge professionally through different approaches.

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It is the view of the researcher that there was a need for a deeper understanding of the relationships that exist among these processual factors, which has the potential to lead to an explanation of how tutors construct knowledge. The current study sought to interrogate these aspects of the different processes within the Bronfenbrenner theory of human development and Social constructivist theory of learning by Vygotsky, Brunner, and Piaget., by interrogating on how they interact and facilitate in tutors' construction of knowledge through the acquisition of continuous professional development.

3.0 Methodology

3.1 Research area

The research was carried out in two selected public primary teachers training colleges in central Kenya. The researcher purposively chose this research site for reasons of accessibility and timing of the study; secondly is that the two colleges are considered to be among the leading teacher training colleges offering quality and effective service delivery.

3.2 Research design and sampling procedures

The study employed a qualitative approach. The study used an exploratory research design. Purposive sampling was used to select the research sites, principals, and key informants. Additionally, proportionate sampling was used to select tutors to ensure gender representativeness among them. The study used a sample size of 38 respondents. They were distributed as follows; thirty tutors, two principals, and six key informants drawn from the Ministry of Education.

3.3 Data collection instruments

The study employed two research instruments; in-depth interviews and focus group discussions. The principals and key informants were interviewed through in-depth interviews while tutors were interviewed through in-depth interviews and focus group discussions.

3.4 Instruments validation and reliability procedures

Both construct and content validity were used. To achieve content validity, once research instruments were developed, they were forwarded to supervisors for approval. For the construct validity, it was achieved through the delta phi technique and the factor analysis method. To achieve the reliability of the study, a pilot study was carried out in one of the public teacher training colleges in Kenya. Additionally, other strategies employed to achieve trustworthiness in the study included triangulation, member checking as well as administering research instruments in a more consistent manner.

3.5 Data analysis

Qualitative data was analyzed through thematic analysis. Reporting was done in narrative form and voices within the research report, although data that was in quantitative form was analyzed through descriptive statistics and reporting was done in the form of frequencies and percentages.

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3.6 Ethical considerations

The ethical approval for this study involved obtaining clearance from Moi University graduate school and a research permit from the Ministry of Education. The research sought the participants' to be involved in the study, ensured confidentiality.

4.0 Results and Discussion

4.1 Socio-demographic characteristics of respondents

The study involved 32 participants with at least Bachelor's degree in Education most of whom were between the ages of 31 and 50. The long serving teachers in the study had taught for over 21 years while most of them had served for between 10-20 years. These findings are as presented on Table 4.1 below.

Table 4.1: Demographic Characteristics of the Respondents

Variable	Frequency	Percentage
Age		
31-40	2	6.2
41-50	18	56.2
50 and above	12	37.5
Gender		
Male	22	68.8
Female	10	31.3
Education		
Diploma	0	0
Bachelor's Degree	10	31.3
Masters	20	62.5
PhD	2	6.2
Experience in teaching (Years)		
10-15	2	6.5
16-20	4	12.5
21 and Above	26	81.2

4.2 Collaboration /communities of practice/study group

The study established that the majority of the respondents preferred the collaborative process as a form of constructing knowledge. Some of the mentioned advantages of engaging in this approach include; helping teachers learn some of the best pedagogical practices that are research-based based, and helping teachers discover communities of practice that will have a positive impact on their classroom delivery.

During an in-depth interview, one of the respondents had this to say;

“There has been a growing concern to improve teacher quality in Kenya. However, the majority of teachers in Kenya are not suitably qualified. Majority

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who join institutions for training leave and graduate with scant and sometimes inappropriate teaching skills. This calls for a need to reskill the teachers continuously” (M5,58 years).

The observation of a 58-year-old reveals the significant role of a collaborative approach in furthering teachers’ learning.

Similarly, this finding was reported during a focus group discussion where a respondent agreed that when CPDs are carried out, study networks or collaboration works although it’s loosely done. He commented that;

“Most teachers work in silos. We currently have a TSC Policy that requires Teacher Induction Mentoring and Coaching (TIMEC). Team teaching happens in an unstructured format, study networks and collaboration happens but not very rooted”. (M11,56 years)

The sentiments from a 56-year-old male This simply outlines more evidence inclined to develop innovative methods of Community Practice. This finding concurs with studies done by Baptise, Kampire, and Karegeya, 2022; Bantwini,2019; Sin,2016, who reported that study networks and collaboration teachers learn from each other as they share ideas, experiences, discussions as well as give feedback on the learning process.The study also established that tutors reported having continued to learn from their colleagues’ new knowledge, skills, and pedagogical approaches. In addition, they reported that in their various colleges, community learning was highly enforced among tutors. This was well documented during one of the in-depth interviews where a respondent commented that;

“Collaboration is the same as that of forming a community of practice or peer conversation platforms. In this case, teachers do share experiences and best practices. Through this process, teachers build and strengthen solidarity, and professional learning in addition to providing a platform for them to strengthen their abilities. Other benefits include identifying opportunities for further enhancement of the student outcomes in teaching practices.” (M4,53 Years)

From the above response, it is evident enough that through collaboration practice, tutors are empowered to think through and over how they conduct their teaching-learning activities, at the same time they are enabled to compare the same with their peers and learn new skills and knowledge to improve their professional practice.

This finding was crisscrossed during one of the FGD discussions where one of the FGD groups had this to say concerning tutors constructing knowledge through collaborative practices;

“In-service training is the game changer as it is done collaboratively with all the key stakeholders the national government the ministry of education, Kenya

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National Examinations Council, and Kenya Institute of Curriculum Development”

It is worth the effort as it helps build the teachers’ capacity and enhances the teachers’ visibility. The process should have been done before changing the teaching curriculum. Individual tutors should take responsibility for improving themselves to enhance career development, the initiative to be undertaken by the key stakeholders. Sometimes, the platforms are also used to channel teachers; welfare issues about better remunerations” (F,12)

What is evident from the above observations is that there is the need to employ more improved methods of collaborative activities that involve a multi-agency approach; in the case where the existing government structures will be employed in addition to other actors as an intervention for quality education.

4.3 Team teaching

The study finding also found that the majority of the respondents constructed knowledge through team teaching. This was confirmed during an in-depth interview where a respondent supported that team teaching is the best form of promoting CPD. She stated that;

“Team teaching promotes our knowledge and our performance and makes work easier. It equips us with more knowledge so that we can deliver the content better. Waiting for the government to organize and execute the programs takes a lot of time and is slow’.

‘The government’s intention on CPD is good about the idea and the time allocated for this. However, there are no strategies or structures for monitoring and evaluation to ensure that the intended outcome is achieved.’ (F5,43 years)

Additionally, this observation was noted during one of the focus group discussions where team teaching was also mentioned as one of the best forms of promoting Continuous Professional Development programmes.

“Team teaching as a process promotes our knowledge and our classroom performance, so it makes our work easier. It equips us with more knowledge so that we can deliver the content better. Waiting for the government to organize and execute the programs takes a lot of time and is slow.’

‘The government’s intention on CPD is good about the idea and the time allocated for this. However, there are no strategies or structures for monitoring and evaluation to ensure that the intended outcome is achieved.’(M6,55)

Based on the responses, it can be deduced that team teaching as a process, enhances professional development, consequently, this leads to an improvement in the student outcomes as teachers

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organize what is similar learning. In addition, it encourages subject specialization as teachers perfect their skills.

It can also be argued that team teaching, which is a key requirement in TPAD, which is conducted through lesson observation, is done to ensure that tutors are at par with the expected requirements. As a requirement, it furthers both the monitoring and evaluation process in the Continuous Professional Development implementation. What is evident from the observation made by a 52-year-old female is that team teaching as a CPD training practice is highly valued by tutors, going by the fact it offers them an opportunity to improve on their practice. The findings corroborate with a study carried out by Hadimatheuo, (2018) who found that through team teaching teachers are empowered to discuss ideas and ask questions on certain concepts that they may be posing difficult to them, in addition to sharing knowledge by their peers. Additionally, a study carried out by Anuar (2019) confirms that through team teaching, teachers can learn more from each other, the resultant effect being the fact that they become more powerful.

In a nutshell, argued that team teaching, which is a key requirement in TPAD, which is conducted through lesson observation, is done to ensure that tutors are at par with the expected requirements. As a requirement, it furthers both the monitoring and evaluation process in the Continuous Professional Development implementation.

It was also evident that tutors also encountered in their endeavor to practice team teaching. During an FGD meeting, a respondent had this to say regarding the above;

“In as much as we try to work as a team but sometimes when you try to bring in a new idea, people don’t take it positively. They take it as though you are trying to impose your knowledge on them... So, the best thing is to cool down as you wait for an opportunity to arise from elsewhere or look for self-defined strategies of CPDs” (F13,39 years)

The sentiments from a 39-year-old respondent highlight on the teething problem that tutors encounter in their endeavor to practice team teaching. It is also an indicator of the need for the college administration to provide a supportive environment to facilitate tutors in practicing team teaching. This observation is consistent with Bronfenbrenner theory of Bio Ecological theory of human development (2005) which emphasizes the role of a supportive environment in facilitating the development of an individual. In the case of this study, it can be equated to tutors' social construction of knowledge through working cordially with other tutors.

In conclusion, through team teaching and as a TPAD requirement in the new curriculum, lesson observation is done to ensure the tutors align with the requirements. This process enhances the monitoring and evaluation of processes in the implementation of CPD. The management at the institutional level develops programs that ensure monitoring and evaluation processes are done effectively. The majority of the respondents ascertain this by acknowledging that class visits are periodically conducted for accountability and the successful implementation of the CPD program.

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4.4 Mentoring

The study confirmed that the majority of the respondents confirmed that they also preferred the mentoring process as a way of constructing knowledge. During one of the in-depth interviews, a respondent had this to say in response to the role of mentoring;

“In my early years of teaching, I was mentored by the head teacher. He inducted me into teaching and explained all the ‘dos’ and ‘don'ts’ of teaching.

When I changed from secondary school to college, I was received very well and mentored by the senior members of the department. We would then attend workshops and seminars to enhance our teaching skills. From the positive experience, I agree that CPD is a great program although it has bottlenecks” (M3,57 years).

The observation of a 57-year-old male is a pointer that mentorship plays a crucial role in internal CPD as experienced within the institutions. Similar findings were confirmed in studies conducted by Kombo (2008) and Gathara (2013) who found that mentoring practices as a form of novice teacher induction to conducted at the institutional level have proven powerful in teacher learning.

A similar finding was found during a focus group discussion where a respondent had this to say;

“We understand our problems better and we can identify the gaps and training needs. Externally you would also get subject experts. The immediate problems are sorted out through internal training and now through the teacher professional development tool kit (TPD). Other forms of training that equip the teacher with special needs and a broader range of knowledge (M4,54 years)

Additionally, the study findings revealed that mentoring happens often at institution or department levels. In one of the focus group discussions, a respondent had this to say;

“This mostly happens when a tutor is newly posted in a station. She receives guidance from more experienced members of the department. Mentoring has been related to personal growth. This process has been described as involving a pairing of an experienced teacher with one who is a novice, for discussions/sharing of ideas on areas such as leadership and management, current teaching and learning process amongst other issues”. (F6,39 years)

The program encourages the identification and adoption of the best practices emanating from the wider interaction with other models as practiced by other institutions. This is then used to model organizational goals. During an in-depth interview, one of the respondents observed that modeling good practices is important in shaping organizational direction and to setting a vision with clear organizational goals. He commented that:

“As an administrator, I have to inspire the tutors and encourage them for both inter-school and intra-school engagement. The main focus is to get them

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interested in CPD practice the same as they come back to the schools with enthusiasm' (M7,51 years)

These findings are confirmed in studies conducted by Mansour, El-Deghaidy, Alshamrani, and Aldahmash (2014), and Ndebele and Dagogo (2022) who affirmed on the effectiveness of the mentoring practices in facilitating teacher construction of knowledge through CPD programmes. In summary, what is evident from the above reporting is that in-house training is very effective in tutors' social construction of knowledge. Interacting with other teachers, benchmarking and mentoring seem to be been very enriching for the teachers to learn a lot as contrasted to how much they learn during their four-year degree training programme. It widens their horizon and acts as a game changer in their teaching career.

4.5 Peer-to-peer observations

The study revealed that social media platforms are very useful in supporting peer-to-peer learning in the process of constructing knowledge through CPD. As further probe is made into the perception of CPD and construction of knowledge, the group were in agreement that mentorship programs and community of practice play a great role in for improvement in pedagogical skills, reinforcement in tutor's expertise, improvement in students' outcomes, integration in ICT, building quality learning environments, syllabus coverage amongst other benefits and enable s the teachers to customize their teaching methods based on the learners' diversity.

During an individual in-depth interview said that she preferred coaching in the form of peer teaching as another approach used in enhancing tutors' social construction of knowledge. She quotes that;

“Coaching in most cases is done through peer teaching. Most teachers construct knowledge through Continuous Professional Development through interaction and dialogue with their peers. Knowledge is evolving and so there is a need for teachers to adjust accordingly to fit the changing times. This is especially important since from the on-set of Competency-Based Curriculum, there are different platforms created for sharing knowledge and experience referred to as a community of practice (CoP)”

In addition, another respondent had this to say about peer coaching/observation;

“This approach is a recommendation from the employer (Teachers Service Commission). It is clearly outlined in the teacher professional development tool kit under lesson observation. It is usually a process that encourages positive feedback from teachers, especially about how they deliver the content delivery in addition to classroom management.

The above study findings concur with studies conducted by (Alam, Aaamir, and Shahzad,2016) who reported that it helps teachers to learn from their peers, and subsequently, this helps them to

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gain more knowledge on how to approach their professional development; building professional reflective practice (Hope, Sonia, Tim and Bronwen,2018) and lastly is that it empowers them to become more confidence in their teaching and learning capacity.

This discussion therefore concludes that peer-to-peer observations are made possible through diversified social media platforms as long as a teacher has a smartphone then he/she is good to go into the entire world and understand and learn from diversified socio-cultural orientations.

5.0 Conclusions and recommendations

From the above findings, several approaches can be employed in Continuous Professional Development training. The study has also found that there is a growing recognition of different phases of change, that in one way or the other have an impact on tutors' learning. The study has also found that there is no single preferred process that can be termed as the best approach for tutors' learning through Continuous Professional Development training. However,

the cascade model of CPD training is not effective for tutoring the social construction of knowledge. All in all, among the many processes used, the collaborative activities form of Continuous Professional Development has been quoted as an effective one that enables tutors to socially construct knowledge. These collaborations are at times done at the college level where tutors collaborate with their colleagues or even between researchers or other tutors. Additionally, the findings also indicate that there is an array of factors that determine how effective each process is, and again this also depends on how best it is implemented.

Based on the above study findings, the study recommended the following items;

i) The study recommends a collaboration between the Teachers' Service Commission and the Ministry of Education on the need to develop a more inclusive and tutor-friendly CPD model based on the need analysis which is carried out from time to time using a teachers' professional development toolkit.

ii) The study also recommends that the Teachers Service Commission develop follow-up mechanisms for those who have completed the courses to ensure that the courses do not assume the one-stop workshop/program approach that usually shrouds most in-service programs. This would also minimize the possibility of course graduates reverting to their former teaching practices. It would be valuable to extend the fieldwork component of the programs School-based allow the course facilitators to consolidate the change initiatives into the school systems, and thereby provide support where necessary.

Suggestions for further research should be carried out on tutors and administrators in private teachers' training colleges to establish their experiences on the role of continuous professional development in their social construction of knowledge. This is because they operate under the Ministry of Education policies guiding teachers retooling as a way of achieving education quality in the country.

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Acknowledgments

I am deeply indebted to the two selected colleges that were included in this study for permitting me to conduct the research in their institutions. Special gratitude also goes to the tutors, principals as well as key informants who provided data for the study. Lastly, I wish to extend my appreciation to Moi University and NACOSTI, Kenya for permitting me to conduct this research. I would also like to thank the co-authors for their support in preparing this article.

Conflict of Interest

The authors declare no potential conflicts of interest concerning the research, authorship, and publication of this article.

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