

**THE ROLE OF PROFESSIONAL ASSOCIATIONS IN THE CONTINUING  
PROFESSIONAL DEVELOPMENT OF TEACHERS: THE CASE OF THE HOME  
ECONOMICS ASSOCIATION OF ZAMBIA**

**BY**

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## AUTHOR'S DECLARATION

I, **NAMBULA GEORGINA NDOPU** hereby declare that the work presented in this dissertation is my own original work and that it has not been previously submitted for a degree at this or any other university.

Signed: Ndopu.....

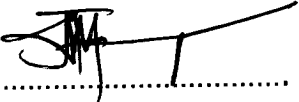
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## **DEDICATION**

This work is firstly dedicated to my beloved husband, Moses Changala, for being supportive and understanding throughout this study. It is, secondly, dedicated to my children, Bwalya, Nalishebo and Mulenga who stood by me and inspired me to endure and successfully complete this work.

## APPROVAL

This dissertation of Nambula Georgina Ndopu is approved as partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Administration of the University of Zambia.

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## **Abbreviations**

AIDS	Acquired Immune Deficiency Syndrome
AHEA	American Home Economics Association
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
HEAZ	Home Economics Association of Zambia
HIV	Human Immuno Virus
ICT	Information and Communication Technology
IFHE	International Federation of Home Economics
LMS	The London Missionary Society
MIT	Massachusetts Institute of Technology
MOE	Ministry of Education
NEC	National Executive Committee
NGO	Non Governmental Organization
NGOCC	Non Governmental Organizational Coordinating Committee
PEO	Provincial Education Officer
USA	The United States of America
ZERP	Zambia Educational Rehabilitation Project

## **ABSTRACT**

The study was designed to investigate and assess the role professional associations play in the Continuing Professional Development of teachers, taking the Home Economics Association of Zambia (HEAZ) as a case study. The study's objectives were to examine the extent to which HEAZ contributed to the Continuing Professional Development of its members; to find out the mechanism HEAZ had put in place to monitor and evaluate the Continuing Professional Development activities of its members; to establish what links there were between HEAZ and the Ministry of Education in the promotion of career development and upward mobility of Home Economics teachers; and to evaluate the role that HEAZ played in the design and development of Home Economics curriculum. The population of the study comprised 500 respondents who included teachers in selected Basic and High schools, the Provincial Education Standards Officer, the Senior Education Standards Officer and HEAZ officials in Lusaka province. The sample consisted of 100 respondents comprising teachers, Head Teachers and Home Economics officials in the schools under study.

The study employed the quantitative and qualitative methods to collect data. Respondents were subjected to questionnaires and 30 minutes long semi-structured interviews. Quantitative data were analyzed using the Statistical Package of Social Science (SPSS) to generate tables of frequencies and percentages. Data were analyzed qualitatively to come up with the most significant categories of themes.

In 2007 Home Economics was among the subjects that were taught in Zambia's Basic Schools, High Schools and Colleges. It was a practical subject like Industrial Arts and Art and Design. In Zambia, Home Economics was pioneered by the missionaries.

HEAZ faced a lot of challenges, ranging from inadequate funds to implement Home Economics activities; inadequate research; Home Economics not being taught in most Basic Schools; misplacement of qualified Home Economics teaching staff to other academic subjects by some Head Teachers; poor infrastructure; to closure of Home Economics Departments in some schools.

The findings of the study were intended to assist policy makers in the Ministry of Education and other stakeholders to make decisions that were to promote and improve HEAZ as a professional association. The findings further sought to highlight the gaps and weaknesses that existed in the HEAZ Continuing Professional Development programmes and activities in order to improve and make them more effective and relevant to the needs of its members and, ultimately, raise the status of Home Economics.

The biggest role that Professional Associations had played in the Continuing Professional Development of teachers in Zambia, in this case, the Home Economics Association of Zambia (HEAZ) as shown in this study was that it had helped teachers of Home Economics in various ways, among them, the sharing of information and knowledge and updating their teaching methods.

The study showed that the majority of the respondents had not been accorded an opportunity to participate in the designing of the Home Economics Curriculum.

The study recommended, among other things, that MOE should ensure that the Senior Education Standards Officer (SESO), Home Economics should be part and parcel of designing the Home Economics curriculum. It further recommended teachers to take part in curriculum designing should be recommended by the SESO unlike the current situation where he or she was bypassed in order to lessen the possible development of an inappropriate curriculum. It also recommended that Government, through MoE, should allocate resources to all subjects fairly and equitably. Additionally, MoE should give first priority to intensive training of Home Economics teachers on the use of locally available materials in order to lessen dependence on expensive imported materials which schools failed to procure largely because of erratic funding by the government.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Preview**

An Education system's stakeholders include children, parents, teachers, and partners in educational delivery and other employees in educational administration. Among all these, teachers are the major stakeholders in terms of educational administration in that they are the ones that teach. They are the ones that impart the learners with knowledge and skills, hence the need to look at the problems they encounter and the training they undergo. The Ministry of Education (1977: 61) refers to the teacher as the key person in the entire education system and programmes of a country. It is for this reason that the teacher should be learned and be a learner. The teacher is learned in that he / she has undergone initial teacher training programmes while he / she is a learner in that he / she continues to acquire new knowledge, skills and techniques. The Ministry of Education (1977: 61) and MOE (1996: 115) see vital education as being dynamic and thus urges the teacher not to 'be satisfied with either his / her present knowledge or his / her professional competence, but to make every effort to develop further in order to grasp new techniques and knowledge and cope with the rapidly changing Zambian society.'

The Ministry of Education (1996:115) further notes that teacher education is a continuous process that must extend throughout the individual's years of actual teaching. It therefore, follows that 'as with other professionals, teachers have a responsibility to themselves and to their profession to deepen their knowledge, extend their professional skills and keep themselves up-to-date on major developments affecting their profession' (Mwanakatwe, 1973:120)

The Continuing Professional Development of teachers is an important ingredient to the improvement and enhancement of their skills and competencies. Continuing Professional Development entails continuous participation in relevant skills and enriching activities provided by professional bodies such as associations and other ongoing professional gatherings.

The Wikipedia Free Encyclopedia (2007) defines Professional Associations as organizations, usually non-profit making that exist to further a particular profession, to protect both the public interests and the interests of professionals. This entails that professional bodies may act to protect the public by maintaining and enforcing standards of training and ethics in a given profession as well as protect the image of the profession and its members

Professional bodies perform several functions some of which include the professional certification to indicate a person possessing a qualification in a subject area. Sometimes membership in a professional body is synonymous with certification while at other times it is required for one to be legally able to practice the profession.

Many professional bodies also act as learned societies for the academic disciplines underlying their professions. As part of their self-governing mandate, professional associations are usually responsible for licensing of practitioners in their field. Furthermore, a person is usually prohibited from advertising as a "professional" unless he/she is a member in good standing of the relevant professional association.

The Ministry of Education (1992) notes that teaching is a profession requiring a high level of education, specialized training and a strong degree of personal commitment. It further argues that this professional status of teachers would be considerably enhanced if they constituted a professional body with its own code

of conduct. However, strategies and debate on how this could be done are still being worked out. Though such a body does not exist, the Ministry of Education has taken care of teachers' needs through Professional-Subject- Associations which are small bodies with the view of improving the teaching of their respective subjects and building on teachers' pedagogical skills and content know-how to suit current techniques in education.

### **1.1 Background**

Home Economics is among the subjects that are taught in Zambia's Basic Schools, High Schools and Colleges. It is a practical subject like Industrial Arts and Art and Design.

Home Economics started as a field in the 1880s and sought to change the poor conditions of people's lives in the United States of America (USA) through an education that highlighted the role of a woman in the home

Home Economics is defined by Wikipedia, the free encyclopedia (2007:1) as

*An academic discipline, which combines aspects of consumer science, nutrition, cooking, parenting and human development, interior decoration, textiles, family economics, housing, apparel design and resource management. The study also combines social science including its emphasis on the well being of families, individuals and communities as well as natural science with its emphasis on nutrition and textile science.*

The researcher therefore defines Home Economics as a discipline which aims at teaching and promoting various specialty areas of human welfare which directly

*barriers against girls' education.*  
*(Snelson, 1990, 36)*

On the 18<sup>th</sup> of August 1973, teachers and lecturers of Home Economics and Home Economics Organizers from all regions of Zambia converged at Kabulonga Girls Secondary School to look into the challenges of teaching and lecturing in Home Economics and to find solutions to these challenges. This national meeting gave birth to the Home Economics Association of Zambia (HEAZ).

This study was prompted and necessitated by the fact that, despite HEAZ being in existence for a relatively long period of time (since 1973) and having qualified teachers in the field, the teaching of Home Economics dropped in standards and quite a number of schools did not offer the subject. Furthermore, many schools in the country had rooms which had been designated for the teaching of Home Economics. However, in a number of cases the rooms were not being used to the benefit of Home Economics but were being used for the teaching of other subjects. In some cases these rooms were modified in such a way that it was impossible to use them for the teaching of Home Economics again. As if this was not enough qualified Home Economics teachers in such schools were being assigned other academic subjects to teach, some of which they had not been trained for.

In addition, a report of the 33<sup>rd</sup> Home Economics Association of Zambia's National Conference held in Solwezi in August 2006, revealed that the HEAZ Chairperson bemoaned the following as being the challenges faced by the Association;

- Inadequate funds to implement Home Economics activities.
- Inadequate research.
- Home Economics not being taught in most Basic Schools.

- Misplacement of qualified Home Economics teaching staff among other academic subjects by some Head Teachers.
- Poor infrastructure.
- Closure of Home Economics Departments in some schools.
- Marking of Home Economics examinations done by teachers not trained in Home Economics.
- Fashion and Fabrics component not taught by most schools.
- Lack of support from some school managers who look at Home Economics as being an expensive subject to run.
- Low promotion prospects for Home Economics teachers.
- Integration of Home Economics with other subjects had diluted the effective teaching of Home Economics.

It is surprising and disheartening to note that a Subject Association, whose main aim at formation was to change the face of the subject, promote the training of new teachers and change people's negative attitudes towards pupils and teachers who underwent the learning and training of Home Economics was in 2007 thirty four years old and still facing more or less the same challenges.

## **1.2 Problem Statement**

It had been generally observed that despite HEAZ being in existence for a relatively long period of time (since 1973) it has not had systematic, sustainable and effective Continuing Professional Development activities and programmes to enhance professional competencies of its members. Instead, there had been spontaneous and loose presentation of papers on selected topics and displays of samples of pupils' practical works at annual HEAZ conferences. Furthermore, despite having qualified teachers in the field, quite a number of schools did not offer Home Economics and such teachers were assigned to teach other subjects. It had also been observed that the subject had over the years been given a low



status to the point where it was not recognized as a passing subject at the Grade Seven leaving examinations.

### **1.3 Purpose**

The study aimed at examining and highlighting the contribution of HEAZ to the professional development of its members and the teaching of Home Economics. This was with a view to gaining insight into problems and challenges affecting Home Economics teachers in their quest to effectively teach the subject and equip themselves with relevant additional skills and competencies as well as advance in their careers.

### **1.4 Objectives**

The objectives of the study were:

1. to examine the extent to which HEAZ contributed to Continuing Professional Development of its members.
2. to find out the mechanism HEAZ had put in place to monitor and evaluate Continuing Professional Development activities of its members.
3. to establish what links there were between HEAZ and The Ministry of Education in the promotion of career development and upward mobility of Home Economics teachers.
4. to evaluate the role that HEAZ played in the design and development of the Home Economics curriculum.

### **1.5 Research Questions**

The study sought to answer the following research questions:

- 1 What role did HEAZ play in the Continuing Professional Development of its members?
2. How did HEAZ monitor and evaluate teachers' Continuing Professional Development activities?

3. How effective was the collaboration between HEAZ and the Ministry of Education in the promotion of career development and upward mobility of Home Economics teachers?
4. What role did HEAZ play in the design and development of the Home Economics curriculum?

### **1.6 Significance of Study**

The findings of the study were intended to assist policy makers in the Ministry of Education and other stakeholders to make decisions that would promote and improve HEAZ as a professional association. Furthermore, the findings were intended to highlight the gaps and weaknesses that existed in the HEAZ Continuing Professional Development programmes and activities in order to improve and make them more effective and relevant to the needs of its members. In addition, they sought to highlight possible challenges that the association faced with a view to strengthening and enabling it to better deliver to its members.

### **1.7 Limitations of the Study**

Due to limited resources such as time and finances, field visits were only conducted in a few selected schools in Lusaka Province. The study was conducted during the busiest terms of the year, (term 2 and 3), making it difficult to access some of the targeted officers in schools and at the Provincial Offices. It was also quite difficult to access valuable information on Professional Subject Associations. Lastly, the busy schedule at the researcher's place of work made it extremely difficult to fully concentrate on the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 The Meaning of Continuing Professional Development**

Professional needs of teachers cannot be developed in one training programme, however well structured it may be. The teacher's professional growth and development takes place over the years at a rate which depend on a number of factors which may include provision of in-service courses or Continuing Professional Development activities. Continuing Professional Development is a continued process of learning activities and experiences that help build teachers into knowledgeable, skilled, responsible and effective individuals in their jobs from the beginning to the end of service. Teachers acquire initial professional teaching techniques and skills from pre-service colleges of education to enable them teach as well as to be employed as teachers.

There are two main options for in-service training or Continuing Professional Development. There are short term and long term training packages. The short term training package should focus attention on the cascade system where the teacher is at the centre of all training activities. (MOE; 2007)

On the other hand, the long term training package usually means that the teacher will undertake a more thorough and complex course lasting for a minimum of three months. These options will, therefore, depend on the areas of need in the professional development for different individual teachers. For example, Muzumara (2007) notes that there are various categories of teachers based on their levels of academic and professional qualification. Consequently each category has specific needs in professional development hence the need to address their special needs as professionals. For instance, many teachers with years of teaching experience express still the need for some form of professional development in different areas of their day-to-day responsibilities. Subsequently

'newly trained graduates, though with a lot of content knowledge, lack pedagogical skills that are essential in the delivery of the subjects that they are trained in'. (Muzumara: 2007:94)

Additionally teachers need to attend to their own personal development in chosen areas of specialization which means, "Concentration of effort on a limited field of endeavor," (Ivancevich and Matteson: 1992: 111) For example the MOE (1977:61) advise that the teacher should have a good command of the subject he or she teaches and be resourceful in translating his or her knowledge into effective learning experiences for his or her students.

Muzumara (2007:89) points out the importance of specialization by stating that, "the most common need for teachers is to broaden their science subject knowledge if they are to teach the subject effectively and confidently." Content knowledge of any given subject is very important as Muzumara further points out teachers need to be exposed to different aspects of science education of varying degrees through systematic and well structured programmes both at pre-service and in-service levels.

Similarly, Grossman and Richert's (1988) study of knowledge growth in two teacher education programmes cited in Avalos (1995) for example show that one programme's focus on subject matter was related to particular kinds of changes in secondary teacher education students' conceptions of subject matter. These changes were not present for the student teachers who participated in a teacher programme which emphasized things other than subject matter. This study's revelation therefore, is that a teacher who is well vested in methodology and class management may fail to deliver effectively if he/she lacks the content knowledge of his/her subject. In this respect , Continuing Professional Development and in-service programmes should be tailored to match the stage

or condition of the teacher who is to benefit from it. (Huges etal (eds), 1975 and Muzumara, 2007)

It is clearly shown from various studies discussed that teachers need initial pre-service training to prepare them for the teaching profession and above all need all types of professional learning undertaken beyond their initial training. This is what is meant by Continuing Professional Development.

Craft ( 1996) cited in Muzumara (2007:92) acknowledges the fact that through in-service education teachers undergo professional development and cites the following as being among other methods of professional development learning approaches:

- School based courses.
- Off-site courses of various lengths.
- Receiving on- the- job coaching, mentoring or tutoring.
- Self-directed study.
- Using distance learning materials.
- Personal reflection.
- Job-shadowing and rotation.
- Collaborative learning.
- Experiential assignments
- Teacher placement.

Craft further states that the method to be adopted will depend on the type of learning experiences required by the target teachers, the resources available and its delivery mechanism.

## **2.1 The Need for Continuing Professional Development**

Education is an important aspect in any given society. It plays a very significant and crucial role in the development of human resources of society. In general education is defined as a preparatory process for life. This entails that education

is the preparation for every aspect of living; that is, for the satisfaction of people's material needs, the growth of their personal talents as well as their personal character. It is above all, the vehicle to national development and prosperity. Ashman and Elkins (1990) describes education as the widening of consciousness and the liberation from restriction in the cognitive and emotional fields. They further state that this opening of the mind has consequences for understanding of conditions in the external objective world, for acquisition of knowledge and of subjective developments. They go on to say that the expansion of consciousness implies education towards individual autonomy.

The Ministry of Education (1992) recognizes teachers as being one of the chief determinants of this educational effectiveness in that they are the ones who shape children's intellectual formation and promote their desire and ability to learn. The Ministry of Education goes on to say that as such; teachers should be proficient in the subjects they teach by continuing to be learners themselves, advancing in the knowledge of their subjects and improving their teaching skills. This entails Continuing Professional Development (CPD). Consequently, Manchishi et al's studies carried out in 1995 under the Zambia Educational Rehabilitation Programme (ZERP) of the Ministry of Education, cited in Mulundano (2006:19) show that by the late 1990s, In-Service Education would become highly recognized and a vital component of professional development.

It is further noted by the Ministry of Education (2007: v) that the economic and social changes together with the health related problems such as the HIV/AIDS, cholera and malnutrition, that had hit Zambia in recent years brought in tremendous change and development in Zambia's education. This in turn called for initiatives and programmes which would impact heavily on the teaching and learning processes in schools. The teacher input in this case will be through 'preparation and delivery of effective lessons emanated from teacher's resourcefulness, which is derived from the training that teachers undergo, both

In-Service Teacher Education and Continuing Professional Development'(Ministry of Education 2007: v).

The Ministry of Education (1977 :70,1996: 108, 2007:v) and Mwanakatwe (1973: 119) support the fact that a teacher is not a product of chance and that initial training, in- service education and Continuing Professional Development underpin what the teacher can accomplish in school. This entails that when teachers access a variety of reading and reference materials, their lessons are enriched and subsequently students benefit through improved learning outcomes. In addition, Lockhead and Verspoor (1991:62) cited in Mwale (2007 M.Ed. Thesis), point out that researchers have supported findings that 'the academic and professional training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students. Therefore, the need for Continuing Professional Development is to improve input of personnel and the product, in this case the teacher and the student respectively. A study carried out by the Polytechnic Southwest (1989:13) on in-service education and Continuing Professional Development in agreement with Lockhead and Vespoor (1991:62) in Mwale (2007,15 Thesis unpublished) says:

*The ultimate aim of all in-service and continuing professional development is the improvement of pupil/student learning through the development of teachers as reflective, autonomous professionals who have not only developed a range of skills but also a broad knowledge of understanding of the subject content and of the conceptual framework of teaching and learning.*

In extension of this, in-service training and Continuing Professional Development at its best is responsive both to teachers as individuals and to teachers as they

function in their workplace. Therefore, to be successful it has to be the 'product of continuing negotiation between those planning and delivering the course and those for whom it is intended.' (Polytechnic Southwest:1989:13)

## **2.2 History of Professional Associations**

MOE (2007:2) report on the Investigation of Administration and Management of professional associations in the Ministry of Education acknowledges the establishment and existence of a number of professional associations established to compliment the Ministry's efforts in implementing educational programmes and activities. There is no literature pin-pointing a wholesome beginning of these teacher associations but their history in the Ministry of Education can be traced back to the early 1970s. For example the Home Economics Association of Zambia (HEAZ) was first registered with the Registrar of Societies on the 18<sup>th</sup> August 1973. However, the establishment of these associations was necessitated by the 1966 Education Act of Zambia CAP 134 section 28 of the Laws of Zambia which provided for the establishment of teacher associations.

The office of the Registrar of Societies is a statutory body established under the Registrar of Societies Act Chapter 119 of the laws of Zambia. It has a role to register and regulate societies in Zambia and to enhance good governance. The office of the Registrar has clearly stated guidelines on the requirements for the application for registration and the submission of annual returns. However, not all organizations and societies are expected to register with the Registrar of Societies, especially those that are covered by an Act of Parliament in their respective Ministries. For example, in the case of the Ministry of Education, the Act provides for the recognition of the teacher associations by the Minister.

MOE(unpublished) through the Directorate of Standards and Curriculum carried out a study which highlighted the following as being professional associations in existence in the Ministry of Education; Sports and Subject Associations,



Administrators' Associations, Head teachers' Associations, Principals' Associations and Provincial Education Officers' Associations. The study's main aim was to assess the current status and operations of the associations. Its terms of reference included governance issues; structural organization and administrative issues as well as to make recommendations on how MOE could improve the organization, financing and operation relationships to make associations more efficient and effective in their service delivery. In its findings the study revealed that the various associations that operated in the Ministry played a vital role of promoting professionalism among their members. However, the study also noted some weaknesses despite the recognition and support that the Ministry attached to the various associations. These included, inadequate funding, poor accountability of available funds, and more attention paid to sports at the expense of subject associations to mention but a few.

Professional associations act to protect the public by maintaining and enforcing standards of training and ethics in various professions. This is to ensure that professionals act and behave in such a way that they do not deviate from the ideals and principles of their respective fields. For example, in America, the first Home Economics Association was founded after a series of conferences that sought to define the nature of the field between 1899 and 1909 at the Lake Placid. The American Home Economics Association (AHEA) was, therefore, formally organized in 1909. Its aim was to maintain high standards of professional ethics, practice and competence in Home Economics by providing services to AHEA members which supported their professional goal of improving the quality of life by helping individuals and families to make the best use of their resources. (Stage et al; 1997; 12)

Similarly, other largely feminized service professions such as Nursing, Social Work, Librarianship and Home Economics struggled to establish professional identities. After a concerted struggle, Home Economists developed their own

credentials and began to earn advanced degrees in the field. In 1922, Cornell University awarded its first Masters' degree in Home Economics and in 1930, its first Ph.D. in the field. This successful development allowed Cornell Home Economics graduates to attain membership in the Ithaca Branch of the American Association of University Women, in 1949.

The successes of Cornell Home Economists together with that of their professional body (AHEA) spread locally and internationally, thereby giving rise to other Home Economics Associations such as the New York State Association of Extension Home Economics, among many others, in America and the Home Economics Association of Africa (HEAA) in Africa.

At global level, the International Federation for Home Economics (IFHE) is a professional organization that is serving professional Home Economists. The aim of IFHE is to strengthen the Home Economics profession so that it can act as an advocate for families and a quality of life that enhances human development throughout the world. (Stage et al; 1997; 20) The International Federation of Home Economics holds council meetings for its executive members every two years. It is at such meetings that programs are defined. The Federation's congress meetings for members are held every four years with the recent two being held at Cape Town of South Africa and Australia respectively.

In Zambia, when the Home Economics Association of Zambia was founded in 1973, it sought to improve the professionalism of its members through the achievement of the following objectives:

- to facilitate the acquisition and sharing of knowledge by members.
- to promote and popularize the status of and the need for Home Economics in all forms of educational levels throughout the Republic.

- to accelerate the Zambianisation of all aspects of Home Economics including the syllabus and the implementation thereof at all levels.

In order to survive and prosper in today's competitive environment, many professions are undergoing a substantial metamorphosis in terms of their identity and culture, that is, philosophy, beliefs, values and goals. Moreover, this cultural transition typically means the employee value system must be re-oriented to bring them back into harmony with the new culture of hard work, productivity and professionalism. Professional associations' functions must serve as an internal consultant and change agent in managing this cultural transition and effectively resolving professional issues for the betterment of their membership and society at large. (Code of Ethics: Council Rules, Regulations and Procedures, Unpublished: 8)

### **2.3 Effective Management of Professional Association's CPD Programmes**

There is inevitable need to have conditions that favour and enhance effectiveness in leadership management and task performance. It is such favourable conditions which lead to organizational (school) effectiveness on one hand, and professional associations' improvement on the other. Organizational effectiveness is an all encompassing concept that includes a number of components, (Ivancevich and Matteson;1992;30). One of the crucial managerial tasks, therefore, is to maintain the optimal balance among the various components, such as finances, equipment, apparatus, books and new tools. For example, Mulundano (2006)'s study which looked at Managing Professional Development of Teachers highlighted lack of finances as one of the challenges faced by managers in managing Professional Development activities. Similarly, MOE (1996: 28) observes that "If science, technology and practical subjects are to be properly taught and meaningfully learned in schools, they will require not

only teachers who are competent to teach these fields, but also schools that are adequately supplied with equipment, apparatus and relevant books.

It is therefore, important that Professional Associations whose aims include promoting professionalism and improvement in their respective fields take keen interest in seeing to it that the Association's administrative organs seriously look into these challenges.

Recent researchers argue that, in the last few years, changes in society and theories of learning and teaching have created new pedagogical challenges requiring educators to reshape learning environments and to reform classroom activities. ( McCarney: 2004 : 30) For instance, the introduction of Information and Communication Technology (ICT) into the education system is creating a new educational environment, transforming the educational process and modifying the role of the teacher. This in turn requires computers in the classrooms to enable effective learning and teaching.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Research Design**

Both quantitative and qualitative procedures were used in the study. In order to gain insight into the role played by Professional Associations in the Continuing Professional Development of their members and the teaching of Home Economics, a case study was used. Quantitative and qualitative paradigms represent two extremes of a continuum. The qualitative paradigm is a positivist research approach which involves the use of numerical measurement and statistical analysis of measurements to examine phenomena. (MANCOSA;2003;60). In addition, the quantitative approach has an advantage of placing premium on objectivity and reliability of findings. The data in this approach is collected through the use of questionnaires, interviews and experiments.

In contrast, the qualitative paradigm uses non-mathematical procedures (descriptions, narratives and content analysis) in interpreting findings. Qualitative research often reveals depth of understanding and richness of detail. The findings of this approach often have greater validity and less artificiality. Data collection in this approach involves administering of questionnaires, interviews, focus group discussions, observations, from records and documents. The study employed the combination of the two paradigms so as to draw on both positivism and phenomenology. Additionally, the weaknesses of one method are balanced by the strengths of the other, thereby increasing the reliability and validity of findings.

### **3.1 Target Population**

The population of the study comprised 500 respondents who included teachers in selected Basic, High schools, Colleges of Education, personnel at the Office of the District Education Board Secretary (DEBS) the Provincial Education office and the Ministry of Education Headquarters in Lusaka district.

### **3.2 Sample**

The study used the purposive sampling techniques from the above stated institutions. This was because it was easy and practical to get relevant information from officers who were associated with the training and teaching of Home Economics. The sample consisted of 100 respondents, who included 1 Provincial Education Standards Officer, 1 Senior Education Standards Officer, 10 School Managers, 6 HEAZ Officials and 72 basic and high school teachers. These were selected from 3 districts in Lusaka Province namely Chongwe, Kafue and Lusaka.

### **3.3 Research Instrument**

Questionnaires and interview guides were developed and then used in data collection. These were complemented by focus group discussions and further information was collected through documentation of records of HEAZ activities.

### **3.4 Data Collection**

Prior to proceeding with data collection, permission was sought from offices of the Lusaka District Education Board secretary and the Provincial Education offices. An introductory letter from the Assistant Dean Post Graduate Studies facilitated the obtaining of permission from the two offices mentioned above. The researcher was therefore, able to work with the target population with ease, as they cooperated and provided the necessary information.

Data were collected through administering of questionnaires to Home Economics teachers and HEAZ Officials. Interview guides to gather more information from

the PESO, SESO and School Managers were used. Further information was gathered from focus group discussions, and document analysis to retrieve data from records.

### **3.5 Data Analysis**

The quantitative and qualitative data analysis techniques were used to process the data. Computer generated tables for frequencies and percentages were used to analyze questionnaire data. Qualitative data were analyzed through content analysis of the interview responses, and focus group discussions.

## CHAPTER FOUR

### DATA PRESENTATION

#### 4.0 Introduction

This chapter presents the findings of the study that aimed at examining and highlighting the contribution of HEAZ to the professional development of its members and the teaching of Home Economics.

The study was conducted in three districts of Lusaka Province namely Chongwe, Kafue, and Lusaka in the following schools: Palabana, Lusaka West, Olympia, Kamwala, Mumuni, Lusaka Girls and St. Patrick's, all these being Basic Schools and Kabulonga, David Kaunda, Kamwala and Roama Girls High Schools. The sample comprised Home Economics officials, teachers and head teachers in the schools under study.

#### 4.1 Data from Teachers

##### Sex of respondents

Table 4.1 below shows the sex of the respondents. As can be seen from the table below, the majority of the respondents, 45 (97.8%) were female while only one respondent, representing 2.2% was male.

Table 4.1: Sex of respondents (n = 46)

Sex of respondent	Frequency	Percent
Male	1	2.2
Female	45	97.7
Total	46	100.0



**Age of respondents**

Respondents were asked to indicate their ages. Their responses are shown in Table 4.2 below. As can be seen from the table, most of the respondents, 19 (41.3%) indicated that they were in the age range of between 31 – 35 years old. Nine (19.6%) respondents said they were in the age range of between 41 – 45 years old while 8 (17.4%) respondents each said they were in the age range of 36 – 40 and above 45 years respectively. The rest, 2 (4.3%) indicated that they were in the age range of between 26 and 30 years old.

Table 4.2: Age of respondents (n = 46)

Age	Frequency	Percent
26 – 30	2	4.3
31 – 35	19	41.3
36 – 40	8	17.4
41 – 45	9	19.6
Above 45	8	17.4
Total	46	100.0

As can be noted from the table above, the majority of respondents were above 30 years, implying that they had worked for some time. They, therefore, needed to professionally refresh themselves and further build capacity through a variety of Continuing Professional Development activities.

**Marital status of respondents**

Table 4.3 below shows that the majority of the respondents 29 (63.0%) indicated that they were married. This was followed by those who said were single and widowed, representing 8 (17.4%) each. The least was that one who said was divorced.

Table 4.3: Marital status of respondents (n = 46)

Marital status	Frequency	Percent
Single	8	17.4
Married	29	63.0
Divorced	1	2.2
Widowed	8	17.4
Total	46	100.0

### Position held at place of work

Respondents were further asked to indicate what position they held at their places of work. As can be seen from table 4.4 below, out of 45 respondents, 34 (75.6%) of the respondents indicated that they were class teachers while 8 (17.8%) said "head of department". The rest indicated "subject specialist, senior teacher and Acting Head of Department", representing 1 (2.2%) each.

Table 4.4: Position held at place of work (n = 45)

Position held	Frequency	Percent
Class teacher	34	75.6
Head of Department	8	17.8
Subject specialist	1	2.2
Senior teacher	1	2.2
Acting Head of Department	1	2.2
Total	45	100.0

**Number of years served in current position**

As regards the number of years the respondents had served in their current positions, the majority of the respondents, 20 (43.5%) out of 46 indicated that they had served for two years. This was followed by those who said “three years”. Four respondents indicated that they had served one year while another four said they had served five years in their current positions. The remaining three respondents said they had served for four years in their current positions. This implied that there was slow career progression and advancement in terms of promotion amongst Home Economics teachers.

**Highest academic qualification**

When asked to indicate the highest academic qualifications the respondents had, almost all the respondents, 36 (97.3%) out of 37 said they had Form five or Grade twelve academic qualification. Only one respondent representing 2.2% indicated as having Form three or Grade nine as his/her highest academic qualification.

Respondents were further asked to indicate “other” highest academic qualifications they possessed. The findings of the study showed that out of 13 respondents 4 (30.8%) said “Diploma in Education”; 2 (15.4%) “Primary teacher’s diploma”; 2 (15.4%) “University degree”; and “Counseling certificate”, “Diploma in Home Economics”, “Primary and secondary teachers’ diploma”, representing 1 (7.7%) each.

**Category of highest professional qualification**

Respondents were further asked to indicate their highest professional qualifications. Table 4.5 below shows the highest professional qualifications of the respondents. As can be seen from the table, the majority of them, 34 (73.9%) indicated that they had a diploma while 7 (15.2) said they had a

degree. The remaining five respondents, representing 10.9% said they had a certificate as their highest professional qualification.

Table 4.5: Category of highest professional qualification (n = 46)

Category	Frequency	Percent
Certificate	5	10.9
Diploma	34	73.9
Degree	7	15.2
Total	46	100.0

**Institution where highest professional qualification was obtained**

As regards the institution where the respondents had obtained their highest professional qualification, 21 (45.7%) out of 46 said “Copperbelt Teachers’ College”, while 10 (21.7%) said “National In-services Teachers’ College”. Seven of the respondents said “University of Zambia”. Two respondents said “Luanshya Technical and Vocational Teachers’ College”, and another two respondents said “Malcolm Moffat Teachers’ College”. The rest of the respondents (4) said they obtained their highest professional qualifications from Kasama Teachers’ College; David Livingstone Teachers’ College; Solwezi Teachers’ College; and “International Learning Institute”.

**Major and Minor field of study whilst at College, University or Institution**

Respondents were asked to indicate their major and minor fields of study whilst at college, university or institution. Table 4.6a and table 4.6b below shows the major and minor fields of study undertaken by the respondents.

Table 4.6a: Major Field of study (n = 42)

Field of study	Frequency	Percent
Home Economics	37	88.1
Geography/Psychology	1	2.4
Adult Education	2	4.8
Technology	1	2.4
Fashion and Fabrics	1	2.4
Total	42	100.0

As can be seen from table 4.6a, the majority of the respondents, 37 (88.1%) said they took Home Economics as their major field of study, while two respondents, representing 4.8% said they took Adult Education as their major field of study. The rest of the respondents (3) said they took Technology, Fashion and Fabrics and Geography/Psychology as their major fields of study.

As regards the minor field of study, table 4.6b below shows that 6 out of 16 respondents representing 37.5% said "Religious Education", while 3 (18.8%) respondents said "English Literature and Languages". Two respondents each representing 12.5% said "Photography" and "Physical Education", respectively.

Table 4.6b: Minor field of study (n = 16)

Field of study	Frequency	Percent
Photography	2	12.5
English Literature and Languages	3	18.8
Religious Education	6	37.5
Civics	1	6.3
Physical Education	2	12.5
Administration	1	6.3
Food and Nutrition	1	6.3
Total	16	100.0

The table also shows that three respondents said that they took “Civics”, “Administration” and “Food and Nutrition”, as their minor fields of study.

**Number of years in teaching major subject of specialization**

Respondents were further asked to indicate the number of years they had been teaching the major subject of specialization. Table 4.7 below shows the number of years each respondent had been teaching their major subject of specialization. As can be seen from the table, 13 (29.5%) respondents said “5 – 9 years”, while 11 respondents each said “1 – 4 years” and “20 years and above”, representing 25.0% each. Five other respondents representing 11.4% said “10 – 14 years”, while another four (9.1%) respondents said “15 – 19 years”.

Table 4.7: Number of years in teaching major subject (n = 44)

Years	Frequency	Percent
1 – 4	11	25.0
5 – 9	13	29.5
10 – 14	5	11.4
15 – 19	4	9.1
20 years and above	11	25.0
Total	44	100.0

**Knowledge about Home Economics Association of Zambia**

The study sought to find out from the respondents what they knew about the Home Economics Association of Zambia. Table 4.8 below shows the responses from the respondents. As can be seen from the table, the majority of the respondents, 30 (69.8%) indicated that “an association aimed at promoting and improving the teaching of Home Economics” while 13 (30.2%) respondents said “an association that looks at the welfare of Home Economics teachers”.

Table 4.8: Respondents’ perception of Home Economics Association of Zambia (n = 43)

Perception	Frequency	Percent
An association which looks at the welfare of Home Economics teachers	13	30.2
An association aimed at promoting and improving the teaching of Home Economics	30	69.8
Total	43	100.0

**Membership to HEAZ**

Respondents were asked to indicate whether they were members of Home Economics Association of Zambia. Table 4.9 below shows their responses. The table shows that almost all respondents, 39 (84.8%), were members of the Home Economics Association of Zambia. Only a few of the respondents, 7 (15.2%) said they did not belong to HEAZ.

Table 4.9: Membership of respondents (HEAZ members or not) (n = 46)

Response	Frequency	Percent
Yes	39	84.8
No	7	15.2
Total	46	100.0

For those who indicated that they were members of the Home Economics Association of Zambia, a further question was asked to them to indicate if they had ever participated in the Home Economics Association activities. All the 39 (84.8%) respondents said they had participated in the HEAZ activities.

**Aspects of Home Economics Teaching covered during the sessions**

Another issue that the study sought from the respondents was on the aspects of the teaching of Home Economics which were covered during HEAZ activities. Table 4.10 below shows the activities covered during HEAZ meetings.



Table 4.10: Aspects of the Teaching of Home Economics covered during HEAZ sessions (n = 33)

Aspects	Frequency	Percent
Marking of examinations	6	18.2
HIV/AIDS and consumer protection	1	3.0
Use of teaching aids/materials	4	12.1
Importance of Home Economics as a subject to the community at large	2	6.1
Food, nutrition and needle work	4	12.1
Schemes of work, lesson plan, and examinations	6	18.2
Teaching methods	9	27.3
Total	33	100.0

Out of 33 respondents 9 (27.3%) said "teaching methods", while 6 (18.2%) respondents said "marking of examinations" and "schemes of work, lesson plans, and examinations". Four (12.1%) respondents said "use of teaching aids/materials" while another four (12.1%) respondents said "food, nutrition and needle work". Two (6.1%) other respondents said "importance of Home Economics as a subject to the community at large", while one (3.0%) respondent said "HIV/AIDS and consumer protection".

A further question was asked to indicate at what level of education these aspects were tackled. Table 4.11 below shows the responses to the question. The table shows that out of 38 respondents, the majority, 20 (52.6%) said "All the levels", while 7 (18.4%) said "Basic and Secondary levels". Six other respondents, representing 15.8% said "Basic level". The rest, 5 (15.8%) respondents said "Secondary level"

Table 4.11: Level of education at which the teaching aspects of Home Economics were covered during the sessions (n = 38)

Level	Frequency	Percent
Basic	6	15.8
Secondary	5	13.2
All levels	20	52.6
Basic and Secondary	7	18.4
Total	38	100.0

Respondents were also asked to give reasons for their responses to the question: “At what level of education were they tackled”. Table 4.12 below shows their responses. As can be seen from the table, the majority, 15 (68.2%) respondents out of 22 respondents said “because the activities cover all levels of education” For those who said “Basic level”, the reason advanced was that “because HEAZ has concentrated on supplying equipment to Basic schools”, representing 5 (22.7%). On the other hand, 2 (9.1%) respondents said “because this is where most basic methods are tackled”.

Table 4.12: Reasons for level disparities (n = 22)

Reasons	Frequency	Percent
Because HEAZ has concentrated on supplying equipment to Basic schools	5	22.7
Because the activities cover all levels of education	15	68.2
Because this is where most basic methods are tackled	2	9.1
Total	22	100.0

**Contribution of HEAZ activities to the teaching of Home Economics, career progression and promotion of teachers as perceived by the respondents.**

As regards to how the activities of HEAZ had helped the respondent in as far as the aspect of teaching the subject of Home Economics was concerned, out of 34 respondents, 17 (50.0%) said "helped on how to apply new methods in the teaching of Home Economics", while 11 (32.4%) indicated "to be creative and innovative on how to use the available local resources". Two respondents, representing 5.9% said "handling of examinations", while one respondent said "not much". On the other hand three respondents, representing 8.8% said "none at all since HEAZ only aims at raising funds for the association".

Respondents were further asked to indicate how HEAZ activities had helped them in their career progression. Most of the respondents, 8 (38.1%) said "nil" while 7 (33.3%) said "helped me further my pursuit for Home Economics studies". Three respondents, representing 14.3% said "to be hard working and self reliant", while two respondents representing 9.5% said "learn leadership skills". Only one respondent (4.8%) indicated "has not helped me much".

On the question whether HEAZ had helped the respondents with prospects of being promoted, nearly all of them, 28 (96.6) out of 29 said "none at all". Only one respondent representing 3.4%, however, said "it has given me an opportunity to handle special pupils (deaf and blind)".

**Other ways in which HEAZ activities had benefited the respondents and the school**

Finally, respondents were asked to indicate other ways in which HEAZ had helped them and the school. Table 4.13 below shows other ways in which the respondents and the school had benefited from HEAZ activities.

Table 4.13: Other ways in which HEAZ activities had benefited the respondents and the school (n = 30)

Other ways	Frequency	Percent
None at all	6	20.0
Learn to cook different dishes/school given a stove and refrigerator	3	10.0
Have acquired other approaches to the teaching of the subject	9	30.0
Have made head teachers appreciate the subject	1	3.3
Has encouraged the use of local resources	9	30.0
Has helped in the re-opening of the department in the school	2	6.7
Total	30	100.0

The table shows that out of 30 respondents, 9 (30.0%) said “have acquired other approaches to the teaching of Home economics” yet another 9 (30.0%) said “has encouraged the use of local resources”. This was followed by six respondents, representing 20.0% who said “none at all”. Three respondents, representing 10.0% said “learnt how to cook different dishes and that the school was given a stove and a refrigerator”. Two (6.7%) respondents said “it has helped in the re-opening of the Home Economics Department in the school” while one (3.3%) respondent said “it has made head teachers appreciate the subject”.

## **4.2 Data from Head teachers**

### **Sex of respondents**

An equal number of male and female head teachers (i.e. five each) were interviewed for the study.

### **Age of respondents**

Respondents were asked to indicate their ages. Their responses were as follows: three said they were in the age range of between "44 – 46 years" while another three said "48 – 51 years". Two indicated they were in the age range of between "31 – 41 years", yet another two respondents said "52 years and above".

### **Position held at place of work**

Like the teacher respondents, head teacher respondents were also asked to indicate the position they held in the school. Out of the ten respondents, five said they were "head teachers" while three indicated that they were "deputy head teachers". The remaining two said that they were "Acting head teachers".

### **Number of years served in current position**

As regards the number of years the respondents had served in their current positions, out of the 10 respondents, two indicated that they had served for "two years" while two said "three years". This was followed by two respondents who said "six years". One respondent indicated that he/she had served for "one year" while another said had served for "eight years".

### **Grade level of the school**

Head teacher respondents were also asked to indicate the grade level of the school they were running. The majority of the respondents said they were

running a "Grade one" school" while two respondents said they were running a "Grade two" school.

### **Number of female and male academic staff in the school**

The respondents were further asked to indicate the number of female and male staff that the school had.

#### **Number of male teachers in school**

As regards the number of male teachers in the school, two of the respondents, said they had between "1 – 10" teachers. Majority respondents said they had between "11 – 20", while one respondent said he had between "21 – 30" teachers. Two respondents (10.0%) said had between "31 – 40" teachers.

#### **Number of female teachers in school**

As regards the number of female teachers in the school, three respondents indicated that they had between "11 – 20" teachers. Four respondents said they had between "31 – 40" teachers while another three respondents said they had between "41 – 50" teachers.

### **Number of trained teachers in Home Economics**

Respondents were asked to indicate the number of trained teachers in Home Economics and their responses were as follows: three respondents said "one" trained teacher, while another three respondents said "two" trained teachers. On the other hand, one more respondents said "three" trained teachers while three respondent said "four" trained teachers.

A further question was asked to the respondents to indicate as to whether their school rooms were designed for teaching Home Economics. Nearly all the respondents, 9 out of 10 said "yes" while only one respondent said "no".

### **Challenges met in the running of Home Economics in the school**

The head teacher respondents were also asked to indicate the challenges that they faced in the running of Home Economics in the school. Out of the 10 head teachers who responded to the question, 9 said they faced lack of funding, facilities and equipment, while one respondent said he/she faced lack of teaching materials, funding and over enrolment of pupils.

### **Invitation to any of the HEAZ meetings or activities**

As regards invitation to any of the HEAZ meetings/activities, 5 out of 10 head teachers said "yes" while the other 5 said "no".

For those who said "yes", a further question was asked to them to indicate at what level the meeting/activities were held and the following emerged: 3 out of 4 said that they were invited at "District level", representing 75.0%, while one respondent (25.0%) said at "National level".

Furthermore, the respondents were asked to indicate some aspects of the meeting which they found beneficial to them in the running of Home Economics in the school. Two out of four respondents said "use of local environment to improve the teaching of Home Economics". One respondent said "lesson preparation, tie and die" while another respondent said "sensitization of head teachers on the importance of Home Economics".

### **The benefits of HEAZ meetings/activities to Home Economics teachers**

On whether HEAZ meetings/activities were beneficial to the Home Economics teachers the majority of the respondents (8) out of 10 said "yes" while only two said "no".

For those who responded in affirmative, a further question was asked to them to indicate in which way the meetings/activities conducted by HEAZ benefited the teachers of Home Economics and their responses were as follows: Out of 6 respondents who responded to the question, three said "they encouraged resourcefulness and motivated learners" while another three said "provided a forum for sharing knowledge/information".

As for those who said "no", a further question was asked as to why the meetings/activities conducted by HEAZ did not benefit the teachers of Home Economics. One respondent said "no feedback from the teachers" while another respondent said "no change at all despite the Head of Department of Home Economics attending these meetings".

When asked as to whether the activities of HEAZ were beneficial to the pupils, all the 10 respondents said "yes".

As regards reasons for their affirmative responses, 6 respondents said "pupils learnt life skills", while 3 said "they encouraged pupils to be resourceful and appreciate the local environment". One respondent did not respond to this question.

### **Advice to HEAZ officials in the planning of activities**

As regards advice to HEAZ officials, 4 respondents said "implementation of HEAZ activities be done at school level and that HEAZ should hold regular meetings" while the other 4 respondents said "HEAZ should train Home Economics teachers on the use of locally available materials". One respondent said "need to assist remote areas with necessary materials" While one respondent said "no idea, never attended HEAZ meetings before".



### **Promotion of teachers to higher positions**

Respondents were asked to indicate whether there was any teacher of Home Economics who had been promoted to a higher position. Out of the 7 respondents who responded to this question, 4 said "no" while 3 said "yes".

For those who said "yes", they were further asked to indicate the number that was promoted and to what positions.

One respondent indicated that "one" teacher was promoted to the position of "head teacher" while another said that "one" teacher was promoted to the position of "Deputy Head teacher". The other remaining respondent indicated that "two teachers" were promoted to the position of "Deputy Head teacher".

### **4.3 Data from HEAZ Officials**

#### **Sex of respondents**

The majority of the respondents (5) were female while only one respondent was male.

#### **Age of respondents**

Respondents were asked to indicate their ages. Their responses were as follows: three respondents indicated that they were in the age range of above 45 years old while two respondents said they were in the age range of between 41 – 45 years old. Only one respondent was in the age range of between 31 and 35 years old.

#### **Marital status of respondents**

All the six respondents said they were married.

### **Position held at place of work**

Respondents were further asked to indicate what position they held at their places of work. Out of 6 respondents, 3 indicated that they were class teachers while 1 said "head of department". The rest (2) said "farmer" and "head teacher", respectively.

### **Number of years served in current position**

As regards the number of years the respondents had served in their current positions, the five respondents answered as follows; "one year"; "two years"; "three years"; "four years" and "six years".

### **Highest academic qualification**

When asked to indicate the highest academic qualifications the respondents had, the majority of the respondents 5 said out of 6 "Form five or Grade twelve" while one respondent did not indicate the highest academic qualification possessed.

Respondents were further asked to indicate "other" highest academic qualifications they possessed. Out of the five respondents, only one said "Certificate in Food Production". The rest (5) had no other higher academic qualification.

### **Category of highest professional qualification**

Respondents were further asked to indicate their highest professional qualifications and the following emerged: the majority of the respondents (5) said "diploma" while one said "Certificate".

### **Institution at which highest professional qualification was obtained**

As regards the institution where the respondents had obtained their highest professional qualifications, 2 out of 6 respondents said "Copperbelt Teachers' College", while the other 2 respondents said "National In-services Teachers' College". One respondent said "Luanshya Technical and Vocational Teachers' College" yet another one respondent said "Solwezi Teachers' College".

### **Major and Minor field of study whilst at College, University or Institution**

Respondents were asked to indicate their major and minor fields of study whilst at college, university or institution. As regards the major field of study, the majority of the respondents (5) said "Home Economics", while one respondent, said "Fashion and Fabrics".

As regards the minor field of study, one respondent said "Physical Education" while one respondent said "English Literature". One more respondent said "none".

### **Number of years in teaching major subject of specialization**

Respondents were further asked to indicate the number of years they had been teaching their major subject of specialization. The following were the responses: 2 respondents said "5 – 9 years", while 3 said "20 years and above". Only one respondent said "10 – 14 years".

### **HEAZ membership**

HEAZ officials were asked to indicate as to who were eligible for HEAZ membership. Their responses were as follows: 2 respondents said "anyone interested in Home Economics" while another two said "Home Economics teachers and anyone interested in Home Economics". One respondent said "all

teachers”, yet another one said “Education officers, Home Economics teachers and outsiders”.

HEAZ officials were furthermore asked to indicate as to whether there was a mandatory subscription for membership to be paid. All the six respondents said “yes”.

For the respondents who said “yes” a further question was asked to them to state the conditions for HEAZ membership. One respondent said “people who teach Home Economics and interested government members”, while another one respondent said “affiliations”.

### **Professional Programmes held for HEAZ members**

Furthermore, the HEAZ officials were asked to indicate whether their association held any professional Programmes for its members. The majority of the respondents, 5 out of 6 said “yes” while one respondent said “no”.

### **Activities during HEAZ meetings**

As regards activities that took place during HEAZ meetings, three respondents out of six said “subject analysis/marking orientation”. This was followed by two respondents who said “assessment of curriculum/syllabus”, while one respondent said “displays, health talks and report writing”

### **Ways in which HEAZ activities helped members professionally**

HEAZ members were asked to indicate ways in which the HEAZ activities helped its members. The majority of the respondents, 5 said “updating teaching methods”, while only one respondent said “helped learn how to conduct examinations and display skills”.

### **Persons responsible for organizing HEAZ activities**

Respondents were also asked to indicate the persons responsible for organizing HEAZ activities. 3 of the respondents said "Zone, District, Province and National committee members", while 2 of the respondents said "teachers, Ministry of Education officials, community and Non Governmental Organizations". One respondent said "District executive members".

### **Facilitators of the HEAZ Programmes**

As regards the facilitators of the HEAZ Programmes, 2 out of 5 respondents said "District, and Provincial committee members", while one respondent said "Ministry of Education, teacher members, NGOCC and community". One respondent said "Ministry of Education, NGOs, NEC", yet another respondent said "District executive members".

### **Topics or subject areas covered during HEAZ sessions**

Respondents were further asked to indicate what topics or subject areas were covered during the HEAZ sessions. Their responses were as follows: 4 said "Food and Nutrition, Home Management, Needle Work and Health Education". One respondent said "HIV/AIDS, Needle Work, Cookery, Health Education and Home Management" while another respondent said "Examinations, Syllabus, and Teaching Methods".

### **How HEAZ monitored the standards of teaching Home Economics in institutions of learning.**

The study sought to find out how the HEAZ monitored the standards of teaching Home Economics in schools. The responses from the respondents on this matter emerged as follows: Out of the 4 respondents , 3 said "through Zone and District representatives", while only one respondent said "through mock examinations and displays"

### **How the HEAZ evaluated the standards of teaching Home Economics in institutions of learning.**

As regards how HEAZ evaluated the standards of teaching Home Economics, 4 out of 5 respondents said "through displays and mock examinations" while one said "through workshops"

Respondents were also asked to indicate whether they worked in collaboration with the Ministry of Education as far as HEAZ activities were concerned. All the 6 respondents said "yes".

The respondents were furthermore asked to state how they collaborated with the Ministry of Education. All the 6 respondents indicated that "all Programmes are under the Ministry of Education/got permission from MoE to conduct meetings". When asked as to whether the Ministry of Education assisted in funding HEAZ activities, again all the 6 respondents said "yes".

As to whether HEAZ activities did enhance the prospects for promotion for Home Economics teachers, all the 6 respondents indicated that it did. A further question was asked to the respondents to indicate ways in which HEAZ activities enhanced the promotion of Home Economics teachers. Of the four respondents who responded to this matter, 2 said "by exchanging views on the subject", while another 2 respondents said "by recommending active HEAZ members to the Ministry of Education".

### **How HEAZ activities promoted career development of Home Economics teachers**

Respondents were also asked to indicate how the HEAZ activities promoted the career development of Home Economics teachers. Two respondents said "helped in giving skills to teachers" while another two respondents said "encouraged teachers to improve their academic and professional qualifications".

### **Provision of membership certificates**

Respondents were asked to indicate as to whether HEAZ provided its members with membership certificates. All the 6 respondents said “no”.

Furthermore the respondents were asked to give reasons for their response to the question “Do HEAZ provide a certificate of membership to its members?” Four out of five of the respondents said “Never seen one except receipts”, while one respondent said “funding has not been sufficient enough to produce certificates”.

### **Provision of members with guidelines on how**

#### **Home Economics should be taught at various levels**

Respondents were asked to indicate as to whether HEAZ provided members with guidelines on how Home Economics should be taught at various levels. All the 6 respondents said “yes” to the question.

Furthermore the respondents were asked to indicate in what form the guidelines were. The majority of the respondents (4) said “through sharing of methodologies during workshops and conferences while 2 said “by ensuring that all schools have the syllabus”.

### **How HEAZ ensured that the Guidelines were adhered to**

HEAZ officials were also asked to indicate how HEAZ ensured that the guidelines were adhered to. The majority of the respondents (5) said “by making follow-ups through District workshops”, while one said through workshops at Zone, District, Province and national levels.

### **Participation in the designing of the Home Economics curriculum**

Respondents were asked to indicate as to whether the HEAZ took part in the designing of the Home Economics curriculum. Out of the 5 respondents who responded to the question, 3 said "no", while 2 said "yes".

For the respondents who said "yes", a further question was asked to them to indicate how the HEAZ participated in the designing of the Home Economics curriculum. All the Two respondents said "some teachers teaching Home Economics are involved in the writing of books and the syllabus. As for the respondents who said "no", 3 respondents said "we are not given the opportunity", while one respondent said "designers can be non-HEAZ teachers working with HEAZ members".



## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

This section discusses the findings of the study to establish the role of professional associations in the Continuing Professional Development of teachers in particular, the Home Economics Association of Zambia. The discussions in this section are presented by theme and each theme attempts to answer a particular research question for this study.

#### **5.1 The role of HEAZ in the Continuing Professional Development of its members**

As regards the role that HEAZ played in the Continuing Professional Development of its members, the study revealed that both head teacher and HEAZ official respondents indicated that they had benefited from HEAZ activities. The study shows that out of 6 head teacher respondents, three indicated that HEAZ activities had encouraged them to be resourceful and motivated while three respondents said it had helped them share information and knowledge. Data from HEAZ officials on the other hand, indicated that most of the respondents said it had helped them update their teaching methods while one respondent said he/she was helped to learn how to conduct examinations and display skills.

Data from Focus Group Discussions with Home Economics teachers also revealed the various types of CPD activities went on in schools. Outstanding among them were Teacher Group Meetings (TGS) in which respondents indicated that teachers from their respective departments came together at least twice a term to discuss and share ideas on how to teach/present certain difficult topics in their subjects of specialisation. In short, TGS specifically focused on

methodologies/and pedagogy. The knowledge and skills acquired were of prime importance as they were in turn used in the teaching of subjects. This finding was in line with the Ministry of Education (1977) report which referred to the teacher as the key person in the entire education system and programmes of a country. It is for this reason that the teacher should be learned and be a learner. The teacher is learned in that he/she undergoes initial teacher training programmes while he/she is a learner in that he/she continues to acquire new knowledge, skills and techniques. The Ministry of Education (1977) and (1996) see vital education as being dynamic and thus urges the teacher not to 'be satisfied with either his/her present knowledge or his/her professional competence, but should make every effort to develop further in order to grasp new techniques and knowledge and cope with the rapidly changing Zambian society.'

## **5.2 Monitoring and evaluation of teaching standards**

In order to establish how the HEAZ monitored and evaluated the standards of teaching Home Economics in schools, the study sought information from the HEAZ officials. The study revealed that the most commonly used method of monitoring the standards of teaching Home Economics in schools was through Zone and District HEAZ representatives as indicated by the majority of the HEAZ officials (3 out of 4). Evaluation on the other hand was done through displays and mock examinations as reported by 4 out of 5 HEAZ officials. The other way in which the standards were evaluated as reported by 1 out of 5 HEAZ members was through Zonal, District, Provincial and National workshops.

Monitoring and evaluation are vital aspects of an on going programme in that they show whether the programme is on course and achieving its intended purpose. Monitoring is the routine process of data collection and measurement of

progress toward programme objectives. Evaluation on the other hand, is an activity that is devoted to collecting, analyzing and interpreting information on the need for implementation, effectiveness and efficiency of a programme.

The methods of monitoring and evaluation of the teaching of Home Economics revealed by the study were lacking and needed revisiting. Effective monitoring and evaluation are planned from the onset and should be integrated into performance management procedures and the professional association's self-evaluation.

### **5.3 Collaboration between HEAZ and the Ministry of Education in the promotion of career development and upward mobility of Home Economics teachers**

Career development and upward mobility of Home Economics teachers depended most on how effective the collaboration was between HEAZ and the Ministry of Education. To this effect the study sought to find out whether there existed an effective collaboration between HEAZ and MoE. The findings, from interviews with the Provincial Standards Officer (PESO) revealed that there was indeed partnership between the HEAZ and MoE. The PESO interviewed said that the MoE allocated money which was used for National Conferences, Workshops, Training of Home Management Assistants and Executive meetings for subject associations and takes keen interest in the coordination of subject association's activities and their running (MoE/101/58/ memo of 3<sup>rd</sup> January 2008 addressed to all Provincial Education Officers). In addition, Standards Officers at Province and District levels were part of the association executive committees as overseers (i.e. all Senior Education Standards Officers – Practical Subjects (SESO PS) and District Education Standards Officers (DESO). (MoE Report of the investigation of Administration and Management of PEOs, DEBs, Principals, Heads, Sports and Subject Associations in selected institutions in Lusaka Province, unpublished).

The interview with the PESO confirmed the partnership between HEAZ and MoE where allocation of funds to assist with the running of workshops, conferences and the training of Home Management Assistants was concerned but was rather silent on the aspect of upward mobility of Home Economics teachers.

The literature on the existence of professional (subject) Associations in the Ministry of Education is significant and relevant to the study in that it highlights the importance of Professional Associations as one of the ingredients in capacity building, professional growth and advancement of members. The academic and professional training of teachers, therefore, has a direct and positive bearing on the quality of their performance and, ultimately, the progress and achievement of their pupils.

#### **5.4 The role HEAZ played in the development of the Home Economics curriculum**

As regards the role which HEAZ played in the development of the Home Economics curriculum, the study revealed that the majority denied HEAZ playing a part in designing the Home Economics Curriculum. The reason behind this non participation by HEAZ was that the members were not given an opportunity to do so as reported by most of the respondents in the study. Data collected from an interview with the Senior Education Standards Officer (SESO Home Economics) revealed that HEAZ and the teachers had very little input in the design and review of the Home Economics curriculum. The interview with the SESO further revealed that when CDCs sit to review the curriculum/ syllabuses, such meetings were supposed to be chaired by SESOs of respective subjects of specialization. Similarly, for the Home Economics teachers to represent the others in the designing or review programme were supposed to be recommended to CDC by

the SESO. However, that was not the case. Another problem was that the designers of the curriculum were at times teachers who did not teach Home Economics or those that had for a long time left the service through retirements and were invited to work with the Curriculum Development Centre (CDC). This finding is very worrisome because lack of participation by the stakeholders may entail a wrong curriculum being developed. A study by the Polytechnic Southwest (1989:13) on in-service education and Continuing Professional Development alludes that the ultimate aim of all in-service and Continuing Professional Development is the improvement of pupil/student learning through the development of teachers as reflective, autonomous professionals who have not only developed a range of skills but also a broad base of knowledge of the subject content and of the conceptual framework of teaching and learning. As such, their participation in activities and programmes that concern field of specialization was very important.

However, the study also revealed that two respondents did agree that HEAZ members participated in the designing/development of the Home Economics curriculum by involving the teachers of Home Economics in writing books and other teaching/ learning materials.

The findings of the study confirms what was discussed in the literature review that the initial training that one acquires as a professional is not enough for him/her to effectively practice throughout his./her working life. There is an inevitable need for him/her to sharpen the skills and competencies from time to time through one form of Continuing Professional Development programmes and activities ranging from training, workshops, seminars, study groups, academic and professional presentations and attachments. This is because teachers operate in a dynamic and fast changing world characterized by rapid

technological progress and advancement to which they should appropriately respond even as they contribute to the teaching-learning process.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Conclusion**

The significant role that Professional Associations had played, in this case, the Home Economics Association of Zambia (HEAZ), in the Continuing Professional Development of its members as has been highlighted in the study, is that it had helped the teachers of Home Economics in various ways, among them the sharing of information and knowledge on various aspects of Home Economics and updating their teaching methods. It had also helped teachers learn how to conduct credible examinations and display leadership skills. The additional knowledge, skills and competencies acquired are of major importance as they would help teachers to more effectively teach Home Economics and develop professionally as individuals.

Furthermore, since teachers are key persons in the entire education system and programmes in the country, they needed to constantly acquire or grasp new techniques, knowledge and skills in order to cope with the rapidly changing Zambian society and the global world, and professional subject associations, such as HEAZ provided an appropriate platform.

The study revealed that through HEAZ, the Ministry of Education had provided financial resources for various activities pertaining to the teaching of Home Economics. For example, most Basic Schools in Lusaka had received equipment such as stoves and refrigerators in order to facilitate the teaching-learning process. Nevertheless, the aspect of upward mobility and promotion of Home Economics teachers is handled by the Ministry of Education without much input from HEAZ.

However, the study also revealed that vital aspects such as curriculum designing, monitoring and evaluation of HEAZ activities had not been accorded the seriousness they deserved. For instance it was noted that Home Economics teachers and the SESO had very little input in the design and review of the Home Economics curriculum.

The idea of Professional/subject associations in the Ministry Of Education is a brilliant one and should be encouraged because they promote and enhance teacher professionalism. It can, therefore, be noted from the foregoing that despite the mentioned shortcomings, HEAZ had greatly contributed to the continuing professional development of Home Economics teachers in Zambia.

## **6.2 Recommendations**

Arising from the above findings and discussion, this study made the following recommendations:

1. MOE should ensure that the SESO (Home Economics) was part and parcel of the designing of the Home Economics curriculum. This would ensure that the curriculum is relevant, appropriate and responsive to all the three levels of education in Zambia.
2. Government resources should be fairly and equitably allocated to all subject areas; Home Economics inclusive.
3. HEAZ should put in place a well planned system of monitoring and evaluating standards of activities both at school, Zone and District levels if it were to ensure effectiveness in its functions and goal achievement.



4. HEAZ should pick a leaf from the Home Economics Association of America and come up with a news letter that would keep the members up to-date with professional information. In the same line with that, HEAZ should open a website that would enable its members and other interested parties to access a wide range of professional information, research, on-line short courses and other relevant information.
5. MoE should give priority to intensive training of Home Economics teachers on the use of locally available materials in order to lessen dependence on expensive imported materials which schools fail to procure largely due to erratic government funding.
6. HEAZ should institute a thorough evaluation of the Association's functions and service delivery so that it pin-points its areas of weakness and attend to them to avoid occurrence of similar problems even after being in existence for so many years.
7. HEAZ should design intensive short courses for the purpose of giving additional knowledge and skills to certificate-holding Home Economics teachers in Basic Schools in order to bridge the gap between them and their diploma-holding counterparts.
8. HEAZ should make structural and organisational changes to make it more responsive to the needs of its members and other stakeholders so that more broad-based participation is promoted.

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## **APPENDICES**

## **APPENDIX 1**

### **THE UNIVERSITY OF ZAMBIA**

#### **DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES SCHOOL OF EDUCATION**

#### **DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

#### **QUESTIONNAIRE FOR TEACHERS**

The Role of Professional Associations in the Continuing Professional development of teachers: The case of Home Economics Associations of Zambia (H E A Z)

#### **INTRODUCTION**

This questionnaire is intended to collect information from teachers of Home Economics in Lusaka district on the continuing professional development of teachers. The aim of the study is to examine and highlight the contribution of Home Economics Association of Zambia to the professional development of its members and the teaching of Home Economics. It also seeks to highlight possible challenges faced by the association. The findings will be used for the improvement of H E A Z as a professional body and the teaching of Home Economics.

All the information you provide will be treated in a strictly confidential manner.

Please do not write your name. Respond by either ticking ☐ or writing the response in the space provided.

**SECTION 1**

1. Sex:            Male ☐            Female ☐

2. Age: 25 and below years ☐

26 - 30 years ☐

31 - 35 years ☐

36 - 40 years ☐

41 - 45 years ☐

Above 45 years

3. Marital Status:

Single ☐

Married ☐

Divorced ☐

Widowed ☐

4. Position held at place of work-----

5. Number of years you have served in the position.

0 - 5 years

6 - 10 years

11 - 15 years

16 - 20 years

21 - 25 years

Above 25 years

**SECTION 2**

6. What is your highest academic qualification?

Form 3 / grade 9

Form 5 / grade 12

Other

Specify -----



7. What is the category of your highest professional qualification?

Certificate

Diploma

Degree

Others

Specify -----  
-----

8. At which college, university or institute of did you obtain your highest professional qualification?

-----  
-----

9. State your major and minor field of study whilst at college, university or institute.

Major -----

Minor -----

10. For how long have you been teaching your major subject of specialization?

1 – 4 years

5 – 9 years

10 – 14 years

15 – 19 years

20 years and above

**SECTION 3**

11. What do you know about the Home Economics Associations of Zambia (HEAZ)?

-----  
-----  
-----

12. Are you a member of HEAZ? Yes ☐ No ☐

13. Have you ever participated in HEAZ activities?

Yes ☐ No ☐

14. What aspects of the teaching of Home Economics were covered during the session(s)?

-----  
-----

15. At what level of education were they tackled?

a) Basic	<input type="checkbox"/>
b) Secondary	<input type="checkbox"/>
c) Tertiary	<input type="checkbox"/>
d) All	<input type="checkbox"/>

Give reasons for your answer-----

-----

16. How have HEAZ activities helped you in the following areas?

a) Teaching of Home Economics: -----  
-----

b) Career progression: -----

-----

c) Promotion (if any): -----

-----

17. Mention any other ways in which HEAZ activities have been  
beneficial to you and your School? -----

-----

-----

-----

**END OF QUESTIONNAIRE**  
**THANK YOU FOR YOUR COOPERATION**

## **APPENDIX 2**

### **THE UNIVERSITY OF ZAMBIA**

#### **DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES SCHOOL OF EDUCATION**

#### **DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

#### **QUESTIONNAIRE FOR HEAZ OFFICIALS**

The Role of Professional Associations in the Continuing Professional Development of teachers: The case of Home Economics Associations of Zambia (H E A Z)

#### **INTRODUCTION**

This questionnaire is intended to collect information from teachers of Home Economics in Lusaka district on the Continuing Professional Development of teachers. The aim of the study is to examine and highlight the contribution of Home Economics Association of Zambia to the professional development of its members and the teaching of Home Economics. It also seeks to highlight possible challenges faced by the association. The findings will be used for the improvement of H E A Z as a professional body and the teaching of Home Economics.

All the information you provide will be treated in a strictly confidential manner.

Please do not write your name. Respond by either ticking ☐ or writing the response in the space provided.

**SECTION 1**

1. Sex:            Male ☐            Female ☐

2. Age: 25 and below ☐

26 - 30 years ☐

31 - 35 years ☐

36 - 40 years ☐

41 - 45 years ☐

Above 45 years

4. Marital Status:

Single ☐

Married ☐

Divorced ☐

Widowed ☐

4. Position held at place of work-----

5. Number of years you have served in the position.

0 - 5 years

6 - 10 years

11 - 15 years

16 - 20 years

21 - 25 years

Above 25 years

**SECTION 2**

5. What is your highest academic qualification?

Form 3 / grade 9

Form 5 / grade 12

Other

Specify -----

6. What is the category of your highest professional qualification?

Certificate

Diploma

Degree

Others

Specify -----  
\_\_\_\_\_

8. At which college, university or institute of did you obtain your highest professional qualification?

-----  
-----

9. State your major and minor field of study whilst at College, University or Institute.

Major -----

Minor -----

10. For how long have you been teaching your major subject of specialization?

1 - 4 years

5 – 9 years

10 – 14 years

15 – 19 years

20 years and above

**SECTION 3**

11. Who are eligible for HEAZ membership?  
.....  
.....  
.....
12. Is there mandatory subscription for membership to be paid?  
YES ☐ ☐
13. Are there any other conditions for membership?  
YES ☐ NO ☐
14. If your answer to the above question is “yes” state them.  
.....  
.....  
.....
15. Does HEAZ hold any professional programmes for its members?  
.....  
.....  
.....
16. Mention the activities that take place during such meetings.  
.....  
.....
17. In what way do you think these activities help develop HEAZ members professionally?  
.....  
.....  
.....
18. Who are involved in the organisation of HEAZ activities?  
.....  
.....  
.....
19. Who facilitates the HEAZ programmes?  
.....  
.....  
.....



20. What topic or subject areas are covered during the HEAZ sessions?  
.....  
.....  
.....  
.....
21. How does HEAZ monitor the standards of teaching home economics in schools, Colleges and University?  
.....  
.....  
.....
22. How does HEAZ evaluate the standards of teaching home economics in schools, Colleges and Universities?  
.....  
.....  
.....
23. Do you work in collaboration with the Ministry of Education as far as HEAZ activities are concerned?
- YES ☐ NO ☐
24. If 'Yes' state how:  
.....  
.....  
.....
25. If 'No' why not?  
.....  
.....
26. Does MOE assist in funding HEAZ activities?
- YES ☐ NO ☐
27. Do HEAZ activities enhance prospects for promotion of Home Economics teachers?  
.....  
.....  
.....

28. If so in which way?  
.....  
.....  
.....
29. How do HEAZ activities help in promoting career development of Home Economics teachers?  
.....  
.....  
.....
30. Does HEAZ provide its members with membership certificates?  
YES ☐ NO ☐
31. Give reasons for your answer.  
.....  
.....  
.....
32. Does HEAZ provide members with guidelines on how Home Economics should be taught at various levels?  
YES ☐ NO ☐
33. If answer to the question above is yes, in what form?  
.....  
.....  
.....
34. How does HEAZ ensure the guidelines are adhered to?  
.....  
.....  
.....
35. Does HEAZ participate in the designing of the Home Economics curriculum?  
YES ☐ NO ☐

36.

If the answer is yes, say how.
37.

If the answer is no, give reasons why.

**END OF QUESTIONNAIRE**  
**THANK YOU FOR YOUR COOPERATION**

**APPENDIX 3**

**THE UNIVERSITY OF ZAMBIA**

**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
POLICY STUDIES.**

The Role of Professional Associations in the Continuing Professional Development of Teachers: The Case of Home Economics Association of Zambia (HEAZ)

**INTERVIEW SCHEDULE FOR HEADTEACHERS**

Date: .....  
District/Zone:.....  
School:.....  
Position:.....  
Age:.....  
Sex:.....  
Years in Service:.....  
Years Served on Current Position .....  
Grade of School:.....  
Number of Academic Members:..... Male:..... Female:.....  
Number of Support Staff: ..... Male:..... Female:.....  
Number of Trained H/Economics Teachers .....

- 1. Does your school have rooms designed for Home Economics?
- 2. What are the challenges that you have met in the running of Home Economics in your school?