

**EFFECTIVENESS OF SCHOOL BASED CONTINUING
PROFESSIONAL DEVELOPMENT IN THE PROVISION
OF LITERACY TEACHING SKILLS TO GRADE 1-4
TEACHERS IN SELECTED SCHOOLS OF LIVINSTONE
DISTRICT-SOUTHERN PROVINCE, ZAMBIA**

BY

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DEDICATION

To my beloved husband Rev. Fr. Katete Jackson Jones who has been my support and pillar, my children Eunice, Wynette, Sumbiwitu, Neseho and Julius for their profound understanding, my beloved parents Godfrey and Melita Muwina being the beacon of my education from my tender age and my brothers and sisters. Your support and encouragements have been an inspirational to me and made me realise my fullest potentialities in educational pursuits. I dearly love and cherish you all.

DECLARATION

I, Mizinga Catherine, do hereby declare that this dissertation is a representation of my own work and that it has not been submitted previously for a degree at this or any other University. All the other persons' works have dully been acknowledged

Signed:

Date:

APPROVAL

This dissertation by Mizinga Catherine is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education (Literacy and Learning) by the University of Zambia

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ABSTRACT

Continuing Professional Development (CPD) in Zambia plays a very important role in the development of education. It has been observed that the literacy levels in Zambia were as low as 65% in 2015 revealing a drop from the 70.6% in 2013 according to UNESCO. This could be attributed to poor teaching techniques and knowledge in literacy teaching. Despite the emphasis on school based teacher development and the considerable developmental activity that exists among teachers; their development in literacy skills remains a relatively an unexplored field.

The study sought to assess the effectiveness of school based CPD in the provision of literacy teaching skills to grade 1-4 teachers as a way of enhancing literacy skills and improve the educational standards in Zambia especially in literacy.

A survey was applied in order to get more views from a larger sample and a case study because only one district was picked out of several. Data was sought through interviews, focus group discussions, questionnaires, observations and an assessment for the learners. The sample selected for this study included one hundred (100) teachers, ten (10) School In-service Training Co-ordinators (SIC), one (1) District Resource Centre Co-ordinator (DRCC) and sixty (60) learners.

The findings of the study showed that most schools had general school based CPD programmes in which literacy was fused in when there was need especially from the Ministry of Education programmes just to fulfil routine procedures. They did not have CPD programmes in literacy teaching skills despite having a lot of challenges in this area. Teachers were not involved in most of the planning for the CPD in literacy programmes instead it was it was from ‘top to bottom’ pattern of planning. The content of the CPD plans revealed that only a minimal percentage of literacy was included in the plans. Teachers felt that adequate time should be allocated for literacy training especially for the revised curriculum unlike what was on the ground. The CPD programmes didn’t have proper monitoring and evaluation procedures

In view of the findings, recommendations were made. The study recommends that the Ministry of Education should enhance the school based CPD policy in literacy paying particular attention to the contents in the revised curriculum. Funding should be increased for the enhancement of school based CPD in literacy. Ample time allocation towards school based CPD should be

considered The Ministry of General Education needs to enhance the CPD policy and widen it in the area of literacy in schools in order to have an equitable quality education.

Decision making should be taken to the grassroots since they are the ones who can easily identify the needs and know what needs to be done. A good example is Kenya where a Primary Education Project (PRP) was set up to disburse funds directly to schools to build capacities of teachers in various ways, which included financial management and use of instructional materials, (UNESCO: 2007).

School managers should fully participate in management programmes as this would help them to sharpen their management skills and in turn monitor and evaluate CPD programmes in their schools to track their progress in literacy.

Key words: *Continuing Professional Development (CPD), Literacy teaching skills, professional development*

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LIST OF ACCRONYMS

ANOVA	Analysis of variance
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
DES	Department of Education Skills
DRC	District Resource Centre

DRCC	District Resource Centre Coordinator
INSERT	In- service Training
MOE	Ministry of Education
MOGE	Ministry of General Education
NPEAT	National Partnership excellence and accountability in teaching
OECD	Organisation for Economic Cooperation and development
PD	Professional Development
SBCPD	School based continuing professional development
SIC	School in-service coordinator
SPRINT	School Programme of in-service Training for the term
SPSS	Statistical package for social sciences
UNESCO	United Nations Educational, Scientific and cultural organisation
ZIC	Zonal in-service coordinator

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter mainly focuses on the historical development of Continuing Professional Development (CPD) from the international and local studies. It outlines the evolution of Professional Development from its inception to date especially in Zambia. The chapter also highlights the importance of literacy as the basis for all the other subject areas.

Finally the chapter concludes by presenting the statement of the problem, the purpose of study, the objectives, the research questions, the significance of the study, delimitation, limitations and the operational definitions.

1.1 Background

Teacher development in Zambia and world over is a by no means an ending cycle of teacher learning that starts with initial teacher training and continues for as long as a teacher remains in the profession. The fact that teaching is a public profession places teachers in the spotlight of societal expectations of continually finding ways to improve learning. The way to make this possible is by enabling teachers to continue to evolve in the use, adaptation and application of their art and craft (Lange, 1990:250). Hence, the term Continuing Professional Development (CPD) implies, all the activities in which teachers engage in during the course of a career which are designed to enhance their work (Day & Sachs, 2004:3). Such activities were intended to result in on-going teacher learning, a process by which teachers moved towards expertise (Kelly, 2006). The terms Professional Development (PD) and CPD, are often used in a broad sense to refer to all forms of formal and less formal learning undertaken by experienced teachers during the course of their career (Craft, 2000). Teachers undertake learning during their careers not because they lack knowledge but because there is an obvious need for teaching professionals to cater to the needs of a continually and rapidly changing education systems and the world at large. Furthermore, considering that learning is socially situated, teacher development cannot be separated from their professional social experiences (Roberts, 1998) which are part of their work

context. CPD is commonly used at an institutional/school level (Mann, 2005) for the enhancement of teaching skills.

In the United States of America the term CPD is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s. It was chosen because it did not differentiate between learning from courses, and learning 'on the job'. The term is now common to many professions world over. CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. Arguably, the change in terminology signifies a shift in emphasis away from the provider and/or employer, towards the individual. In other words, the individual is now responsible for his or her lifelong career development, under the umbrella of the school based CPD

In Zambia CPD can be traced from as early as 1939 at the then Jeans school, in Chalimbana. From late 1950s to the early years after independence, in-service training received increased emphasis.

In 1990s, educationists further realised that instead of relying on the colleges for the provision of in-service training, it was useful to introduce In-service Education for Teachers (INSERT) at the school level so as to provide opportunities for teachers to participate in the more valuable and important programmes related to their needs

In 1994, the Ministry of Education initiated a project called Action to Improve English, Mathematics and Science (AIEMS) designed to improve the quality of education through the development of a sustainable system of In-service Training for Teachers (INSERT) in the primary schools. This project didn't include the improvement of literacy teaching skills for the grade 1-4 teachers, hence creating a gap in the education system.

The Ministry of Education in 2010, was offering a variety of non credit CPD programmes and activities in schools. These were and are still very important for enhancing classroom performance of In-service for the Term (SPRINT). The system is based on small teacher groups which meet on regular basis to discuss professional issues.

The primary aim for the literacy and learning curriculum for primary teachers diploma is to equip student teachers with skills for building strong foundation for teaching learners to read and write (Primary Teachers Diploma curriculum for colleges of Education 2014) However this has

not considered the need to enhance the literacy teaching skills for the trainee teachers so that as they graduate and join the teaching profession, they would be closing the gap which exists in terms of literacy teaching skills as this is the basis for acquiring knowledge in all study areas.

According to the National literacy framework (2013) Literacy is a key driver for transmission of knowledge, skills and values to trainee teachers Therefore the syllabus for literacy teaching skills must be up to date in order to make sure sufficient literacy teaching skills are imparted into the trainee teachers. These are the same teachers who are sent in the field to transfer or impart the literacy knowledge, skills and values in to the learner. The unfortunate part of the curriculum is that literacy has been combined with English language thereby limiting the content (literacy has less number of periods compared to English Language) to be taught and leaving the teacher with less knowledge on how to handle literacy lessons. The other teaching courses such as mathematics and science stand out isolated and taught for three years without bringing in any combinations. From the above scenario it is clear that Zambia doesn't train teachers to specifically teach literacy. The only option trained teachers have in terms of literacy skills enhancement is through school based CPD.

Zambia has a very clear policy in equipping teachers with skills to effectively teach literacy and a structure supporting systematic professional development and growth of the members of the teaching profession, but it is not clear how effective this system is in the provision of literacy teaching skills to grade 1-4 teachers bearing in mind that Zambia doesn't have teachers specifically trained to teach literacy.

There is evidence from the Primary Teachers Diploma curriculum (2014) that effective teachers of other subjects tend to possess developed knowledge base in those subjects. Such a knowledge base appears to consist of knowledge about content, knowledge about children and their learning and knowledge about how to teach the subject effectively. It has not yet, however, been established that effective teachers of literacy are in a similar position with regard to their 'subject'. One who is trained to teach languages cannot be considered as a literacy teacher as the content for the two subjects have differences as evidenced by the study done by Poulson & Radnor, (1996).

1.2 Statement of the problem

Only around 63 percent of Zambians aged 15 to 24 are literate, according to UNESCO (2015), placing the country well behind its neighbours in the Southern African Development Community. In 2013, according to the British Council (2013), the literacy rate in Zambia stood at 70.6%, 25th out of 54 countries in Africa, 142nd out of 193 countries worldwide. The difference in the two percentages shows a decline in literacy levels. This could be attributed to the outdated instructional methods and inadequate training of teachers in literacy teaching skills resulting in the poor learner performance.

Despite the emphasis on school based teacher development and the considerable developmental activity that exists among teachers; their development in literacy skills remains a relatively an unexplored field. It is against this background that the researcher embarked on a study to assess the effectiveness of school based CPD in the provision of literacy skills to grade 1-4 teachers as a way of enhancing literacy skills and improve the educational standards in Zambia especially in literacy. Hence our research problem was how effective is school based CPD in the provision of literacy skills to teachers of grade 1-4?

1.3. Purpose of study

The study sought to assess the effectiveness of Continuing Professional Development (CPD) in the provision of literacy teaching skills to the grade 1-4 teachers.

1.4. Objectives

The objectives of the study were to:

1. establish whether schools have school based CPD programs in literacy.
2. analyse the content for school based CPD in Literacy
3. assess teachers' views on school based CPD in the provision of literacy teaching skills to grades 1-4 teachers.
4. assess the impact CPD in literacy for teachers has on the learners' performance.

1.5. Main Research question

How effective is school based CPD in the provision of literacy skills to the grade 1-4 teachers?

Specific research questions

1. What sort of CPD programmes in literacy do schools have?
2. What are the contents of the school based CPD material in literacy?
3. What are teachers' views on CPD training in literacy?
4. Is there any difference in the learners' performance due to the CPD in literacy training teachers received?

1.6. Significance of the study

It is hoped that the District Resource Centre Coordinators, the school INSERT Coordinators and the school administrators might use the findings to enhance professional development among the lower primary (grades 1-4) school teachers. It is also hoped that the findings might be used by schools to improve the CPD in literacy programmes. The findings might be a contribution to the body of knowledge and may stimulate further research in similar areas.

1.7. Delimitation

The study was conducted in some selected schools of Livingstone District in the Southern Province of Zambia.

1.8. Limitations

Since the study focused on Livingstone District and in only some selected schools, the findings of the study may not be generalised to all the schools in the district and above all to all the schools in the country.

1.8. Operational definitions

School Based Continuing Professional Development (CPD)	A programme for In-service training for teachers within the school
In-service training (INSERT)-	refers to the planned activities practiced both outside and inside school primarily to develop professional knowledge for teachers
Literacy-	Minimum skills required by an individual in order to fluently read and write legibly for mutual communication to take place between and among people.

Ministry of General Education-	Refers to the ministry in charge of educational matters in Zambia
District Resource Centre –	These are offices for the person in charge of the District office resource centre
District Resource Centre Coordinator	Someone in-charge of the district
School Inset Coordinator (SIC)-	The teacher in charge of school professional development
Teacher Group Meeting-	These are small groups for teachers put together by the SIC to share educative ideas
Teacher’s resource Centres-	These are offices for the person in charge of the resources for staff development
Teacher Resource Groups-	This is a group of teachers in charge of resources
Zone Inset Coordinator-	This is the person in charge of the Zone offices
ZONE-	A cluster of four to five primary schools grouped together for the sake of conducting cost effective in-service training programmes
Zonal Resource Centres-	Offices for the Zone and the Zonal personnel.
Effectiveness-	The value, usefulness, success or efficiency of CPD in the provision of literacy skills

1.9. Summary

The chapter has focused on the historical background of CPD and the importance of literacy skills as a basis for all other subjects in the education curriculum through the analysis of the Primary Teachers Diploma curriculum.

The next chapter will look at the literature review, theoretical and conceptual frameworks.

CHAPTER TWO

Literature Review

2.0. Overview

This chapter reviews the relevant literature to the topic under study. The literature focuses on the effectiveness of school based continuing professional development in the provision of literacy teaching skills to grade 1-4 teachers.

The chapter also outlines the ‘adult learning’ theory and the conceptual framework as the basis for the study. The review of the necessary literature has been done under the following themes: definition of CPD, CPD in literacy and learning, studies on the contents in literacy and studies from teachers’ views on CPD training in literacy.

Available published literature in Zambia on the provision of literacy skills through school based continuing professional development (SBCPD) is very scanty, mostly recorded in government documents such as circulars, minutes of conferences, seminars and workshops. Most published studies are in mathematics (Numeracy), science and English Language.

2.1 Theoretical Framework

The theory adopted in this study was ‘adragogy theory’ and forms the foundation to the theoretical framework under reference because teachers are considered as adult learners and their CPD trainings should apply all the strategies and methodologies of adult learning.

For someone to stand in front of a group of educators and demonstrate a learning strategy is not easy and should not be taken lightly. Teachers can be a very tough group because they are not children but adults. When dealing with teachers’ training sessions, integrity, values, and reverence are necessary attitudes one must assume before delivering a training session for staff. Of course credibility and relevance are subsets of the real issue that underpins the professional development of teachers.

The real concern lies in the vast differences between child learners and adult learners. That should be obvious, but the execution of most professional development illustrates that the differences have not been fully considered. When professional development providers deliver

Professional Developments by lecturing, for example, the delivery method itself works against the very principles of how adults learn.

One of the primary thinkers on adult learning was Dr. Malcolm Knowles who developed the theory of andragogy to explain how adults learn differently from children. Knowles' theory was based on a few basic assumptions about adult learners: that adults are independent learners, that adults carry with them a lifetime of experiences, that adults must see an immediate application of the learning, and that adults are more driven by an internal as opposed to an external need to learn.

From the above assumptions, Knowles projected four principles that should be considered when developing a training or learning experience for adults. These are:

- Adults must be involved in the planning of their learning. To involve teachers in planning, a focus group of teachers with a representative sample of all staff can be created. Poll the focus group about their professional development needs. Discuss, share, and brainstorm. List all answers from the participants on a chart or on a visible board. Allow each member of the focus group to suggest which topics are a priority to them. Consider all the priority topics and that should be taken as the professional Development agenda for the year or the term. The Administrators of the school, School in-service and Zone in-service coordinators should be included in the planning within the school to provide staff development.
- Experience provides the basis for the learning activity. Think of the vast and divergent levels of experience present in the teaching staff. Veterans and new ones, different philosophies, different contents. Many staff may have experience in career sectors other than public education. When building an effective professional development plan, school leaders must take into consideration the experience capital present in the audience.
- The professional development must have immediate relevance and impact on teachers' lives. This may be the most important part of developing an effective Professional Development. A professional development session at the end of a long day of teaching about some abstract theory or philosophical framework will not go over well. But offer a

PD to the teachers about how to cut their work load in half by using Google docs, you've got a blockbuster.

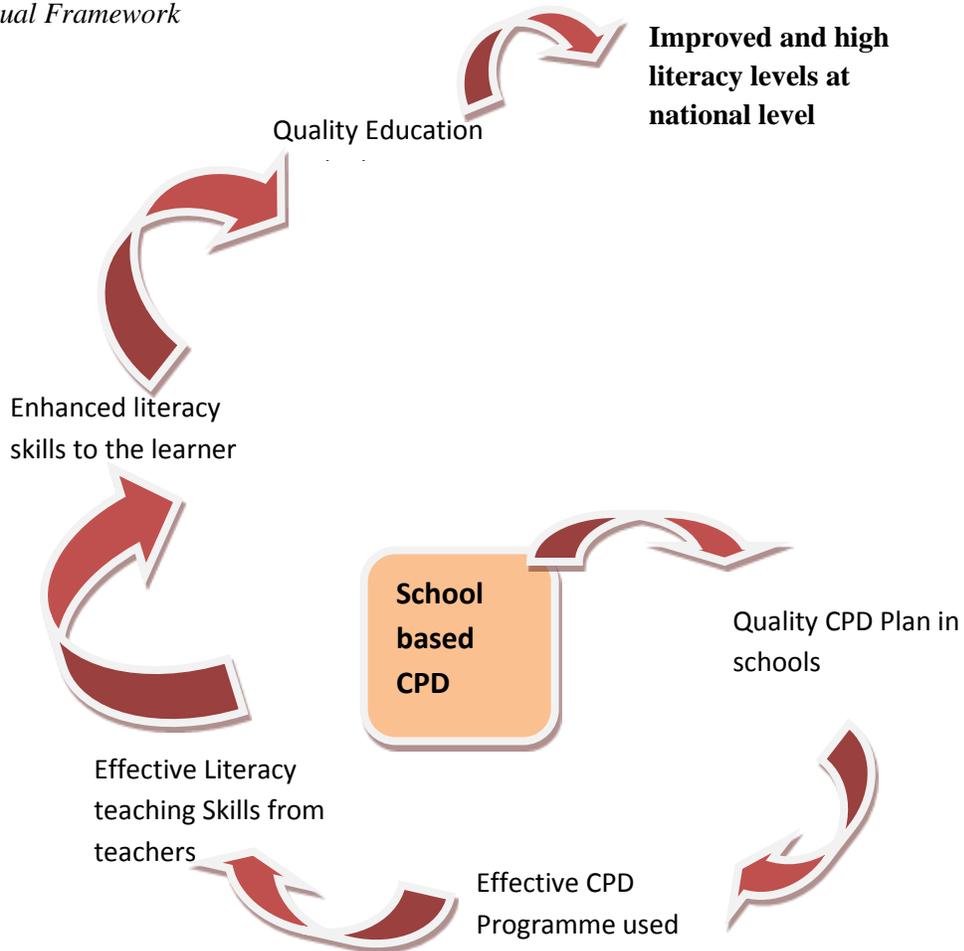
- Adult learning is problem-centred. Adult learners must have time to analyse, think, reflect, and assimilate the new knowledge they receive at any professional Development. Real world assignments with task-oriented instruction will appeal to adult learners. They must experience the learning, and once they've experienced it, they must apply it. Adults prefer to process information by doing something with it. Active experimentation creates a problem-centred approach to a Professional Development session that clarifies and creates more relevance for the teachers.

The different old strategies such as lecture or workshop methods for Professional Development sessions will not cultivate the professional growth of a teaching staff. To encourage a culture that values knowledge and growth, professional development formats that support adult learning must be used. Creating learning communities, peer coaching, collaborative action research and live lesson observations all support the principles of adult learning.

2.2. Conceptual Framework

The conceptual framework in this study was based on the concept that education could be greatly improved if its personnel, in this case teachers, are on constant basis, subjected to in-service training now called Continuing Professional Development (CPD). Researchers have supported findings that “the academic and professional training of teachers has a direct and positive bearing on the quality of the performance and consequently on the achievement of students” (Avalos and Haddad 1981, Husen, Saha and Noonan 1978, Schiefelbin and Simmons 1981). These views are also supported by the Ministry of Education policy documents, Educating our future (1996), Educational Reforms (1977), Focus on learning (1992) and Zambia Education Curriculum Framework (2015). These documents emphasise the importance of in-service training for teachers especially at individual level. It is for this reason that, teacher education and development is considered as a process that needs different training support at different stages of the continuum (Crag et al, 1998).

Figure 1: conceptual Framework



The framework above is an illustration of the process and the outcomes of a well organised and effective school based CPD. Improved and quality literacy levels in the nation start from schools through school based CPD which should be well organised and is applied effectively by teachers for the benefit of the learners. If teachers are not equipped with proper and effective literacy teaching skills, learners would be fed with poor quality literacy skills thereby promoting poor quality education and low literacy levels across the nation would be the outcome. But when teachers are equipped with effective literacy teaching skills through well organised and effective school based CPD, the desirable results for both the teachers and the learners would be achieved and above all the nation's literacy levels would be raised and improved with high quality.

2.3. Defining Continuing Professional Development (CPD)

A review of literature reveals that there is no agreed definition of Continuing Professional Development (CPD). The definition of CPD can vary according to the focal point of some authors when they write about particular issues and a specific subject which does not appear to

represent the entire scope of professional development. Evans (2002) states that “definitions of teacher development are almost entirely absent from the literature; even those who are generally considered teaching writers in the field do not define precisely what they mean by the term” (pg. 124)

Educational reforms around the nature of knowledge, types of activities, delivery methods, government agendas, individual agenda and models of development are all factors which have influenced the definition the definition of professional development as Grassman (1994) outlined professional development as activities such as workshops, study groups, action research and professional conversation between teachers (as cited in Evans,2002)

Craft, (2000) outlined professional development in a broad sense as covering all forms of learning teachers undertake from courses to private reading. It is used to describe the updating of teachers’ knowledge and skills. Frechthing and Katzenmyer (2001) argued that CPD is not only about knowledge but also about teaching skills. These authors add that the core of professional development and its goals are to deepen and broaden subject-specific content knowledge.

Both Fenstermacher and Berliner (1983) added attitudes as further trait to the concept of professional development. Guskey’s (2000) definition supports that of Fenstermancer and Beliner (1983), in that professional development refers to knowledge, skills and attitude. However, Guskey (2000) included in his definition the continuity and sustainability aspect of professional development. He suggested that professional development is an intentional, on-going, systematic process of activities aimed at positive improvement and change. Feiman-nemser (2001) suggests professional development means transformation in teachers’ practice individually as well as with others when sharing practice and knowledge.

Although these definitions of professional development provide different perspectives, they do not contradict each other. Rather, their integration can offer an insight into definitions of professional development. Moreover, a close look at professional knowledge of teachers, reveals that knowledge includes many different types and subject knowledge is the only one type of professional knowledge of teachers. Thus the meaning of professional knowledge in its broadcast sense needs to be addressed.

In light of various definitions of CPD that are presented in literature review, CPD is operationally defined for this study as; a range of professional activities designed by multiple stakeholders in order to support serving and newly deployed teachers.

2.4. Studies on the provision of continuing Professional Development (CPD)

On the global level, there has been much research into CPD, including three major reports which have been used in this study. Soulsby and Swain (2003) carried out a study in the United Kingdom that examined an award creating in- service training (INSERT) scheme provided by Department for Education and Skills (DfES). This scheme offered teachers an opportunity to carry out their own research into specific subject-areas. They argue that this type of subject based training is vital to stimulate the intellectual interest of a highly qualified workforce. They also contend that such schemes are likely to have a positive effect on recruitment and retention within the teaching profession. However, this type of training has often been overshadowed by centralised training which is linked to government policy. Soulsby and Swain make a connection between the teacher workload difficulties and the need for subject based professional development activities.

Their position was very clear. Whilst it might be convenient for schools and governments to tailor professional development according to their perceived short term needs, this is not a sustainable position. CPD should be seen as a long- term investment in developing teachers' skills and professionalism.

The Evidence for Policy and Practice Information and coordinating centre, conducted a study the impact of collaborative CPD on classroom teaching and learning. (EPPI 2003) This included CPD such as teacher research, of the kind of reviewed by Soulsby and Swain. It found that sustained collaborative professional development with colleagues, Local Education Authorities (LEAs) or Higher Education Institutions (HEIs), had a positive effect on teaching and learning in almost all of the cases reviewed. This supports the case made by Soulsby and Swain for the provision of subject based profession development

MacBeath and Galton (2004) carried out a research in UK entitled a life in Secondary Teaching: finding time for learning. Despite positive implications for school improvement, a study by Macbeath and Galton commissioned by the National Union of Teachers (NUT) found that subject-based professional development opportunities for many teachers were being severely

curtailed. As part of a wider study that examined the issue of workload amongst secondary school teachers. They discovered that on average, teachers were spending three days a year on training for national initiative. The report quoted the concerns of several teachers about the teaching requirements of the National curriculum, suggesting that teachers are finding it increasingly difficult to challenge the existing orthodoxies of subject teaching within current institutional structures.

The 1995 MORI survey of CPD suggested that arrangements for CPD could be somehow unplanned failing to link sufficiently to school development plans personal development planning and teacher appraisals. They were therefore, interested to discover whether this situation had changed during the subsequent decade.

The study revealed that attitudes amongst head teachers varied in relation to CPD issues. Many were keen to base the CPD activities of their teachers on performance assessments, mapping their agreed learning needs for the following year. In this way training was used as part of a policy to identify individual strengths and weaknesses. This training would then be taken into account when teachers applied for threshold assessments, eventually taking them up to a higher pay scale.

Borko (2004) conducted his study in England on quality in teacher's CPD programmes. The aim of the study was to evaluate the quality in teachers' CPD programmes such as the content and the presentation. From their findings, they discovered that the quality of the CPD programmes was of low quality so much that it compromised the standard of education. To help young people learn the more complex and analytical skills they need to operate in the 21st century, teachers must train in the ways that develop higher order thinking and performance. The research didn't go deeper to establish the kind of training and skills needed for the teachers to improve their methodology to develop higher order of thinking and performance apart from CPD in general. While it is important to check the quality of the CPD plans for the teachers and establish the contents, the study should have gone further to develop the needed teaching methods for them to acquire the skills needed to help the young people. Teachers must be offered more effective professional training in literacy teaching skills.

An enquiry into CPD for teachers was a study undertaken by Gray (2005) whose aim was to review current subject based professional development opportunities in five states of Nigeria to identify gaps in the teaching profession and to make recommendations for future provision of the

much needed one. The study identified very vital areas of CPD provision at different levels such as planning, evaluation, monitoring and children's learning needs but didn't break down to school based and was done in general. However the study was very important to this study as the subject areas were very well tackled and recommendations such as early and valuable planning, monitoring and evaluation for improved provision in future were given. Even though the study was on specific study areas, it should have gone further to discuss the literacy aspect as it is a basis for all other subject areas. Literacy teaching skills for primary school teachers should have been a priority in this study so that the study doesn't seem very general. Teachers engage themselves in CPD at different levels, points and ways in their careers; hence the need to break down the study to school based CPD and subject areas as this study has done.

Steyn (2010) did a research on Educators' perceptions on CPD for teachers in South Africa with an aim of investigating the perceptions teachers have towards CPD in South Africa. Information was collected through the use of questionnaires, interviews and focus group discussions. The findings were that, certain aspects of CPD such as workshops and seminars where teachers discussed and brainstormed would fuel professional development while others such as lectures would restrict or inhibit it and disadvantage teachers. Another finding was that principles of schools felt that there was some degree of collaboration between principles and their educators/teachers. The study was very valuable to the body of knowledge as it brought the perceptions teachers had towards CPD. However, the study didn't attach any subject areas such as Literacy, Mathematics or science to the study hence making it difficult to generalise the findings in all areas. Teachers may have different perceptions in different subject areas.

Meke and Rembe (2014) did a study on Primary School Teachers' Preferences on the implementation of CPD programmes in Malawi. The aim of the study was to analyse the views of primary school teachers in Zomba Rural Education District in Malawi on their preferences as regards the implementation of CPD programmes in various schools. Questionnaires were used as the main source of information. The findings of the studies revealed that residential CPD was better than the non residential ones. This was because the residential CPD dealt with the challenges at hand rather than dealing with the symptoms of what seemed to be the challenge. Funding and low levels of technology in Malawi were a hindrance to effective CPD for teachers.

Although Zambia has a few studies on CPD, Mwale, (2006) did a study under ‘an investigation in the effectiveness of resource centres in providing CPD to high schools’. The study used questionnaires and individual interviews to reach its findings. Resource centre coordinators and the head teachers were interviewed from high schools. The study revealed that resource centres were not fully utilised in order to enhance the CPD programmes. It was also established that the weakness of resource centre coordinators contributed highly to the ineffectiveness of resource centres in the provision of CPD to teachers in various districts.

In as much as the study was beneficial in the area of the provision of CPD, it focused on secondary schools. The best would have been to start from primary schools which are foundations of education. The study was too general as it didn’t refer to any specific individual subject areas such as literacy, mathematics or science.

Mataka (2011) is another Zambian who conducted a study to assess teacher’s views of school based CPD in basic schools. Questionnaires, focus group discussions and individual interviews were used to collect data for the study. The study revealed the different views teachers have on school based CPD including the benefits and its importance at a basic school level. The weakness in the study was that it was just interested in the views and how effective CPD can be in the provision of Literacy skills to lower primary teachers despite the study being undertaken at a primary level. Views are very important in the planning and implementation of educational programmes such as CPD. However, the study had weaknesses in that the study didn’t include the effect of CPD to the primary school teachers but only looked at the views.

2.5. The concept of Literacy

According to OECD, (2009) Literacy is defined as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a range of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

The definition adopted by the Department of Education and Skills (DES), in the National Strategy for Literacy and Numeracy (DES, 2011) notes that: literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken

language, printed text, broadcast media, and digital media. (DES, 2011, p. 8) Literacy is more than having the ability to read and write. It is about helping children to communicate with others and to make sense of the world therefore, the curriculum must include oral and written language and other sign systems such as mathematics, art, sound, pictures, Braille, sign language and music. Literacy also acknowledges the nature of information communication technology, and many other forms of representation relevant to children including screen based (electronic games, computers, the internet, television).

From the researcher's observation, there seems to be no standard international definition of literacy as none of the definitions captures all its components. However, UNESCO's (1978) definition of 'functional literacy' suggests that a person is functionally literate when he or she is able to engage in all the activities in which literacy is required for effective functioning of his or her group or community's development. Literacy, therefore, refers to a content bound variety of reading, writing and numeracy skills acquired and developed through processes of learning and application in schools and in other settings appropriate to youth and adults.

2.6. Studies on Continuing Professional Development in Literacy

This theme was challenging in that most available literature was either for CPD or Literacy only at both international and national levels.

The International Literacy Centre (2014) conducted a study in London with an aim to evaluate the provision of literacy teaching skills to the trainer of trainers. Questionnaires and interviews were used to collect data for the study. The study revealed that the trainers who attended quality and relevant training offered valuable training to their fellow teachers and that CPD training enabled trainers to address the literacy needs effectively and confidently after the training. The research demonstrated that sustained professional development which is closely linked to practice had greater impact on teachers' professional practice than short courses. However the study had flaws when it came to conducting training for the other teachers as time was limited. The allocated time became a hindrance to effective training that the trainers could not exhaust the materials planned for it. Besides such studies are only beneficial to the people who have been targeted to be trained as trainers and not the implementers (teachers on the ground) such as the lower primary school teachers hence the gap for this study.

Another study was based on 'A tool Kit for Active learning and teaching.' In England The aim of the study was to help teachers use the resources around them to come up with learning and teaching aids for literacy in primary schools. The study was designed to provide teachers with exciting and practical tool kits for enhancing literacy skills through active methods of teaching and learning. The weakness in this study was that it was more interested in the provision of tool kits for enhancing literacy skills through active methods of teaching and learning set in the National literacy and Numeracy strategy. Although the study provided a clear overview of literacy and examines active methods to aid the teaching of reading, writing and oral language in main stream classes there was no consideration of how teachers would use the materials after receiving the tool kits. It is therefore important to consider CPD as an avenue for training on how teachers could use the tool kits. The other aspect is that making a tool kit is not the same as the delivery of literacy teaching skills to teacher.

Lawton (2007) did a study on Inclusive Learning approaches for Literacy, Language, Numeracy and ICT skill in business studies. The study was conducted in Australia. The aim of the study was to investigate the possibility of incorporating various subject areas in business studies. The tools which were used to collect the data were observation checklist, interviews and focus group discussions. The findings revealed that it was possible to incorporate other subject areas in business studies such as literacy, numeracy, language and ICT skills. However the study didn't look at how teachers would be trained to gain the knowledge of inclusive learning approaches. In as much as it is important to use inclusive learning approaches, it is also important to consider the teachers' ability to do it. It is therefore vital to consider CPD as an option to help the teacher gain the skill for inclusive learning approaches. The weakness of the study was that it concentrated on the possibility of inclusiveness without consideration of how teachers would do this.

2.7. Studies on Teachers' Views on Continuing Professional Development

High quality literacy teaching demands high quality literacy teachers and any education system must attempt to maximise the expertise of teachers in teaching literacy. In order to direct improvements in the selection, training and professional development of teachers of literacy most profitably, a great deal can be learned from a study of those primary school teachers

identified as effective in the teaching of literacy. Studies have been conducted both nationally and internationally on the views of teachers on CPD.

From an international level, Goodall et al (2005) conducted a study for the Department for Education and Skills with the aim of evaluating the impact of CPD. It was established that many teachers felt unprepared for the role of leadership both in terms of knowledge of the field and in particular in terms of evaluation of the impact of CPD undertaken. Further the findings revealed that teachers felt that evaluation never took place due to constraints of time and lack of resources. From the findings, teachers felt that there was need for a nationally accepted generic role specification for the post of a CPD leader. If leaders lack leadership direction it is difficult to lead others. It is therefore imperative for the Ministry and school administrators to give direction to would be CPD leaders by way of training them prior to taking up the leadership role. Poor leadership hinders quality performance in teachers.

Another study was done by Wai-Yan (2011) in China with a title ‘teachers’ perceptions and competencies in CPD in literacy. His aim was to explore teachers’ perceptions of CPD activities in literacy and competencies framework in the CPD policy. The data was collected through the use of questionnaires and interviews. The findings revealed that teachers preferred higher academic study most but slightly preferred production of publications for their CPD. This meant that teachers were not interested in preparing their own training materials for CPD in literacy. The effect of such attitudes is that the real needs are not met because the few who would prepare the materials would consider their own needs. The involvement of everyone at school level in the formation of CPD policies enables schools to advance and be focused.

Sparks (2002) also conducted a study in West Africa on the commitment of participants to professional development. He collected data through questionnaires and observation checklist. The findings were that teachers had negative and positive views over CPD in terms of their commitment to CPD. Teachers would not attend CPD meetings giving several excuses or they would attend but they would not implement what has been agreed upon. In situations where teachers were committed to CPD training, enthusiastic, respectful and well organised CPD leaders were involved who motivated the other teachers. It was also revealed that CPD took into account teachers’ existing knowledge, experience and needs since the participants were involved

in determining the topic and content while others had the view that CPD sessions should be planned with school system goals in mind and be given the opportunity to provide feedback on the P.D activities. It was further revealed that during training programs, teachers were given an opportunity to share their ideas and experiences with each other.

Despite the positive views from teachers, the participants did not recognise the usefulness of CPD activities just as it was affirmed by the findings by Barnard (2004) who discovered that teachers placed many barriers upon themselves in the area of staff development and many did not see the importance of staff development.

Furthermore, the findings revealed that teachers felt that CPD facilitators did not take into account the existing knowledge, experiences and needs as well as the school system goals which were vital components.

2.8. Summary

The reviewed literature in this chapter either had literacy or CPD separately and a few included both. This created a gap in the studies undertaken and this study tried to fill it.

. The chapter also outlined the theory and the conceptual framework as the basis for the study.

CHAPTER THREE

Methodology

3.0. Overview

This chapter presents the methodology employed during the study. It constitutes the following research design, target population, sample and sampling techniques, research instruments, data collection procedure, data analysis and validity and reliability.

3.1. Research Design

A concurrent (where both qualitative and quantitative data was collected at the same time) data collection method was used in order to overcome the weakness in using one method and to achieve a holistic understanding of CPD programmes plus the provision of literacy teaching skills. Qualitative data was collected by use of open ended questions through interviews, focus group discussions and training observations done by the researcher. Quantitative data was collected through close-ended questions given to the teachers and learners. Triangulation was used in order to counteract the weaknesses associated with both qualitative and quantitative research.

3.2. Target population

The target population comprised of all grade 1-4 teachers; school In-service Coordinators, District Resource Centre Coordinator and learners from Livingstone District. At the time of the research, there were 337 grade 1-4 teachers and 37 Primary Schools in Livingstone District. 100 grade 1-4 teachers were targeted for self administered questionnaires and 16 grade 1-4 teachers for focus group discussions. 10 School In-service Coordinators and 1 District Resource Centre Coordinator were targeted for individual interviews. 60 learners were targeted to seat for an assessment in literacy.

3.3. Sample and Sampling Technique

In order to select the appropriate sample, the study used multi-stage cluster sampling. This involved selecting the sample in two stages. Cluster sampling was used as opposed to simple random sampling in that there are many primary schools with several teachers such that a simple random sample would have resulted in a bigger than required sample size. In this case, the clusters were different primary schools in Livingstone district which were listed. 10% of the total number of schools and 30% of the total number of teachers were randomly selected from different clusters. These were then visited for interviews, questionnaires distribution and training session observation. This was done in order to achieve a rich and varied collection of information. In all the ten (10) schools all the School In-service Training co-ordinators and one hundred (100) that is 30% of the total number of the grade 1-4 teachers in the district, were selected for the study. A total of sixty (60) learners were targeted for an assessment to validate the findings of the study so as to obtain rich information. The researcher also interviewed the District Resource centre Co-ordinator (DRCC).

3.4. Research Instruments

In order to achieve triangulation, a number of data collection methods were used. These included questionnaires, interview schedules, focus group discussions, observation check list and an assessment test. In order to comprehensively collect dependable and reliable data, the following instruments were used:

➤ **Semi-structured questionnaires** (*Appendix 2.4*)

These were administered to the 100 purposefully selected teachers from the 10 selected schools and took into account all the four research questions (page 4 of chapter one) of the study. The questionnaires were the main research instruments of the study. (*Appendix 2.3*)

➤ **Semi- structured interview schedules** (*Appendix 2.2*)

These were administered to the School In-service Coordinators (SICs) and the District Resource Centre Coordinator. This was to make sure the correct information is collected to confirm the responses from the questionnaires. The two categories had to be interviewed separately because they deal with teachers and the CPD training programmes at different levels.

➤ **Focus Group Discussions (FDGs)** (*Appendix 2.1*)

The target group was the grade 1-4 teachers. This instrument was chosen in order to get more information that may have been left out from the questionnaires through the use of follow up questions. It was important to use this instrument because it is more reliable than the questionnaires.

➤ **Observation Checklist** (*Appendix 1.0*)

The target group was the grade 1-4 teachers. The instrument was used in tangent with other data collection methods to offer a more nuanced and dynamic appreciation of situations that cannot be easily captured through other methods.

➤ **Document Analysis**

Different documents related to the study were analysed in order to get a clear view of what the researcher was looking for; that is the school based CPD training in relation to the provision of literacy teaching skills for the grade 1-4 teachers.

➤ **Assessment Test** (*Appendix 2.6*)

- Three schools and 60 grade two learners, 20 from each school were involved in the assessment to ascertain the effectiveness of school based CPD in literacy. Three teachers were selected purposefully, two females and one male although gender had no effect it was important to balance. The level of CPD training was considered as the first teacher attended six trainings, the second three and the third once. The test comprised of questions derived from the training topics found in the CPD literacy plans and had been taught by all the three sampled teachers and the learners involved.

The instrument was used to measure the degree of mastery of a set of learning outcomes and to establish the impact of the teachers' training in literacy teaching skills through CPD. It was important to establish the effect of CPD on the learners without which the research wouldn't be complete. Teachers may receive the literacy teaching skills but the measurement can only be reflected through the learner's performance.

3.5. Data Collection Procedure

Data was collected by the researcher between September, 2015 and February, 2016. Permission was sought from the District Education Board Secretary (DEBS). From the schools, permission was sought from the head teachers of each school and class teachers gave permission for the assessment test.

Qualitative data was collected using unstructured open ended questionnaires. This allowed in-depth interviewing which permitted greater depth meaning.

Interview schedules which had an outline of topics to be discussed were used to guide interviews as the kind of information required. Details that were not brought out initially were solicited through follow up questions. The individual interviews and the focus group discussions were recorded and later transcribed and coded accordingly.

In order to provide supplementary information to enhance the researcher's understanding of the programme and the environment in which the programme was being implemented, the other data collection technique that was used was content analysis of the written materials and programmes content and any other documents related to CPD and Literacy were analysed to determine the knowledge and skills the CPD training was supposed to develop, the goals intended to achieve.

Observation of a training session for teachers was done and a checklist was used to ascertain whether the CPD training had the literacy component and if so what type was it? The main contents from the checklist were the topics if at all were in line with the researcher's objectives, the level of knowledge the facilitator had on the topic, the participation and response from the participants in the training, whether the objectives were met or not, the questioning technique used and the responses give from both the facilitator and the participants and the relevance of the content to the researcher's interest. Learners were assessed through a test in literacy to establish the effect of the literacy skills acquired by the teachers through CPD.

3.6. Data Analysis

For quantitative data, the statistical package for social sciences (SPSS) was used to analyse the collected data to generate frequencies and percentages from the questionnaires and test results. Summary descriptive statistics and the analysis of variance (ANOVA) were used to test the differences in the assessment test in order to check whether the difference was significant or not.

The analysis of quantitative data was given in form of frequencies and percentages by use of unvaried analysis.

Qualitative data was analysed through coding and classifying data. The aim of context analysis was to make sense of the data collected and to highlight the important messages, features and findings.

The data collected through interviews and focus group discussions were transcribed and classified according to generated themes. In this method, verbal and behavioural data was categorised for the purposes of classification, summarisation and tabulation. Content analysis was used on the data collected through observations and document analysis.

3.7. Validity and Reliability

The validity of the data depended on triangulation that is the use of more than one method to collect data on the same topic. This was done as a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic which involves different types of samples as well as methods of data collection and to capture different dimensions of the same phenomenon. The methods used in this study for the purposes of triangulation include interviews, focus group discussions, observations, document analysis, assessment of learners and literature review. After focus group discussions and interviews, the researcher asked the participants whether what was recorded was what they said in the discussions as a way of validating data. The study was conducted in the natural settings of the participants which involved looking at behaviour as it occurs in its natural setting with no attempts of intervention on the part of the researcher. For ethical reasons, no names were recorded in any part of this dissertation without permission from the participant.

3.8. Summary

The chapter presented the methodology employed during the study. The next chapter will present the research findings by use of the research questions of the study.

CHAPTER 4

RESEARCH FINDINGS

4.0 Overview

This chapter presents the findings of the study. The first section gives the demographic and personal characteristics of the sampled teachers of grades 1-4, the School In-service Coordinators (SICs) and the District Resource Centre Coordinator (DRCC). This will be followed by presentation of the study findings which have been organised according to the research questions which were;

- What sort of CPD programmes in literacy do schools have?
- What are the contents of the school based CPD material in literacy?
- What are teachers' views on CPD training in literacy?
- Is there any difference in the learners' performance due to the CPD in literacy training teachers received?

4.1. Characteristics of respondents

Hundred questionnaires were returned from four zones in Livingstone District. The distribution of the respondents according to zones were as follows; 40 (40.0%) from Libala, 20 (20.0%) from Holy Cross, 20 (20.0%) from Mulwani, and 20 (20.0%) from Shungu. 10 School In-service Coordinators (SICs) and 1 District Resource Centre Co-ordinator (DRCC) were interviewed individually. Three focus group discussions were conducted from three zones each of the two groups had 5 participants and 1 group had 6 participants. In total there were 16 participants for focus group discussions. Three training observations were conducted from three different zones. Sixty pupils were assessed in Literacy. The total number for all the participants in this study was 180.

4.2. Gender

98 (84.4%) were female and 29 (25%) were male. The results show a representation of both genders, although the female counterparts seemed to be more than the male counterparts. This is because there were more female teachers handling grades 1-4 at the time of the research.

4.3. Teaching Experience

Twenty (20) teachers representing 17.2% had been teaching between 2-5 years, Forty-six (46) representing 39.6% had been teaching between 6-10 years, forty-two representing 36.2% had been teaching between 11-15 years, and 8 representing 22.0% had been (42) teaching for more than 15 years.

4.4. Academic qualifications

110 teachers had grade twelve school certificates, 4 with General Certificate of Secondary Education and 2 had form five certificates. It was discovered that those who had grade twelve school certificates also underwent initial teacher training which included literacy teaching skills compared to the other two groups. Therefore, the 110 teachers had more knowledge of literacy than the 6.

4.5. Professional qualifications

20 (17.2%) had primary teachers' certificates, 45 (38.7%) teachers had primary teachers' diploma, 50 (43.1%) had primary teachers' degree and one (1%) did not state. All the respondents were class teachers teaching grades 1-4 except one who was the District Resource Centre Coordinator (DRCC) at the time of the research. 10 held positions of School In- service Coordinators (SICs) apart from being class teachers.

4.6. The first question was: What sort of CPD programmes in literacy do schools have?

The respondents were asked to give their own understanding of CPD and their responses were as follows:

Continuing Professional Development (CPD) consists of reflective activity designed to improve an individual's quality, knowledge, understanding and skills. CPD supports individual needs and improves professional practice. Others said it refers to the process of tracking and documenting

the skills, knowledge and experience that one gains both formally and informally as you work, beyond any initial training. One respondent summarised it as a record of what one experiences, learns and then applies.

Findings from the Questionnaires

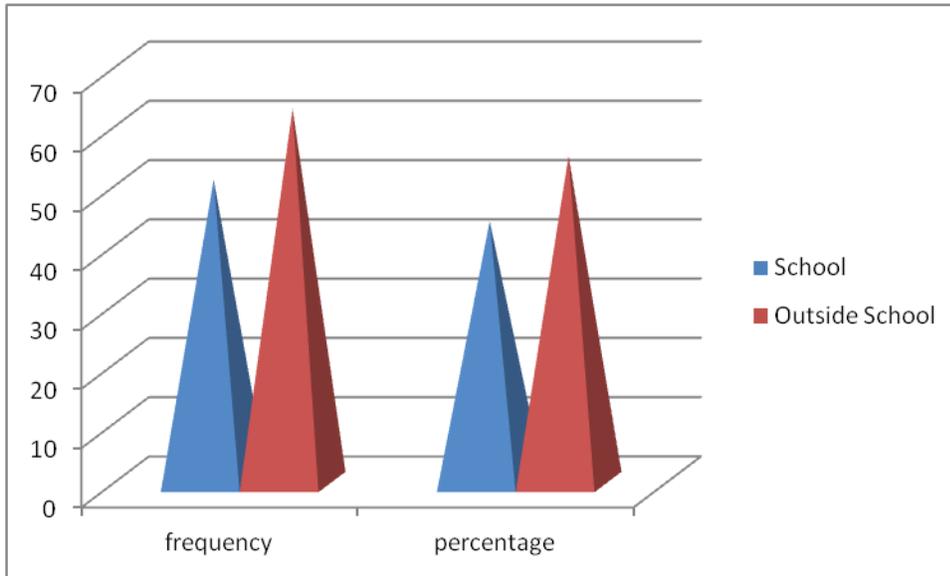
The table below is a reflection of the findings from the questionnaires. The general picture is that the schools have school based CPD in literacy and activities are taking place as shown in the table below.

Table 1: findings from the questionnaire

S/N	VALUE	RESPONSE	FREQUENCY	%
1	Do schools have school based CPD in literacy?	Yes	100	100
		No	-	-
1 (a)	Do you have any CPD training in Literacy in your school?	Yes	100	100
		No	-	-
1(b)	How often do you hold school based CPD in literacy?	Once a year	52	52.0
		Once a term	36	36.0
		Once a month	12	12.0
1 (c)	Where was the venue?	School	41	41.0
		Outside	59	59.0
1(d)	How many times have you been trained in literacy through school based CPD?	2-3 times	57	57.0
		4-5 times	33	33.0
		6and above	10	10.0
1 (e)	Has the training/s changed your teaching methodology in literacy?	Yes	46	46.0
		No	10	10.0
		Partly	44	44.0
1 (f)	Does the school have literacy plans?	Yes	49	49.0
		No	51	51.0

The table below shows the frequency and percentages of the training venues for 104 CPD trainings held in the last five years.

Figure 2: Training Venues



104 literacy trainings were conducted in the district in the last five years, out of these it was reported that 51 were held at school level representing 44% and 63 were either held at Zonal or District level representing 56%.

Participants expressed concern over the venues for the CPD trainings that were held outside their teaching environment, because such trainings were more on general training and never met their needs as respective schools. One participant stated that:

The best CPD one can ever have is the one that tackles the in-house difficulties unlike the Zonal or District one because they do not know where our problems are

Findings from the Focus Group Discussions

The participants confirmed that schools had school based CPD in Literacy although not very active. One participant said that:

Those programmes are always available in form of Teacher Groups, Lesson study, GRACE and many others in the schools but putting them

to good use is where the problem is as they go on without direction but just as a formality

Asked whether trainings were taking place according to their plans, participants said that trainings were ongoing except Literacy was rare although lesson studies for mathematics, science and English language. One teacher said that:

Literacy was not a priority but the newly introduced lesson studies in other subjects have always been considered important.

Others argued that in their schools, literacy trainings were ongoing although not on regular basis. Mostly the SICs attended the zonal trainings and in turn would train them. One teacher said that:

Well, the trainings are ongoing especially the ZICs and the SICs are called for the trainings and in turn they train us.

The participants mentioned that the number of times they held school based CPD highly depended on personal, institutional funding, school circumstances and educational authorities. The SICs were asked to state the number of times they had planned to hold school based CPD training in a year, term, month or week. It was revealed that the number of times was unclear as it depended on the availability of funds and also whenever there was need especially on the revised curriculum for literacy. One participant explained that:

“for us to fulfil the plans for literacy training in schools, we need funding and if there is no funding it is difficult for us to train the teachers no matter how urgent the situation may be and so the number of times can’t be determined”

Most of the planned trainings within the schools did not take place because of the poor planning at times from the administrators, the District Resource Centre Coordinators, School In-service Coordinators or lack of funding or experts in the area of need. One teacher lamented:

“You can have a plan and a need but due to poor planning, we have been planning to have CPDs especially in literacy because of the revised curriculum, but each time we have just reached a dead end. Sometimes administrators are to blame because of their lack of interest in literacy skills or is it lack of knowledge?”

The participants mentioned that the CPD trainings for literacy that were conducted were conducted thrice or twice a year especially when funds were available and the resource personnel identified. In the most difficult times the trainings only took place once a year.

“ the trainings we had were conducted twice last year, and these were successful because teachers’ initiatives were involved, we organised our own resources, otherwise following the national policy and channels, we shall just remain behind while others are progressing”

Most of the planned trainings were not conducted within the school but outside especially at the zonal level and facilitated by the District or the zonal co-coordinators. Participants mentioned that most of the trainings were attended by the SICs and the ZICs and these were conducted outside the school premises especially at the Resource Centre or at the College of Education. One participant complained that:

“When the training is at the Resource Centre or at the College of Education, it involves a lot of other schools and our specific needs are not met. It actually becomes useless if the topic under training was already tackled by some of the schools. The best is to hold the trainings locally because as a school you know your weaknesses”

Others attributed the failure to hold CPD trainings to lack of seriousness from the teachers themselves as some have the attitude of ‘I know it all’. They felt that they had been trained enough and they didn’t need to be trained anymore. One teacher complained that;

“Some teachers are so discouraging because they think they know it all. Those who seriously consider such trainings are termed as ‘underdogs’ in the training profession. They are not serious at all”

Others stated that the trainings were boring because the facilitators were not knowledgeable enough hence staying away from trainings.

“We only attend CPD meetings because we are forced to otherwise there is no benefit from some of the so called trainings because the facilitators are so boring that they make you even dose. They are not knowledgeable and their presentations are usually disorganised. In such cases we decide to stay away”

The District Resource Centre Coordinator (DRCC) confirmed that schools have school based CPD in literacy and explained during the interview the organisation and approaches the district uses in training teachers in Literacy through CPD. He said that:

“When it comes to professional development, ‘one size does not fit all’ one type of CPD was not sufficient for all types of teachers because they have different needs in their careers. That is why we offer implementation models designed to fit the teachers’ needs, including full school based training provided by us especially for the Zone In-service Coordinators and School In-service Coordinators”

The ZICs and SICs would in turn train the teachers in their various schools either Zonal or school levels. Those who would perform above average would be used as school based CPD trainers in various categories and subjects.

The DRCC explained that the District uses a combination of approaches in the training of teachers to ensure that professional development was sustained. He explained that:

We as a District Resource Centre combine initial training; follow up training, peer coaching and administrators' training to ensure that professional development was sustained in all the schools in the district.

He added that keys to literacy trainers were experts in literacy and had significant experiences as teachers and / or administrators. Administrators were involved so that they could relate to what teachers were doing in their classrooms. The DRCC stated that based on the latest policies, the training produced tangible and long lasting results;

We base our literacy plans and trainings on the latest policies and so far we have produced tangible and long lasting results from the schools that have participated and followed the training coupled with the monitoring and evaluation from both the administrators and their peers.

Below is a CPD training framework from the District Resource Centre (DRC) which is used in order to enhance the school based CPD in literacy programmes in the district.

Figure 3: Organisation of Continuing Professional Development DRCC



From the above framework, the DRCC explained that The District Resource Centre was in-charge of CPD programmes in all the Zones (clusters) in the District. He further stated that:

“As DRC, we make sure that training components tarry with the initial training for teachers so that there is a linkage with the CPD training in literacy because initial training acts as a basis for our planning”

The DRCC reported that workshops and trainings were held for the administrators, Zonal and School in-service Coordinators who in turn would train teachers from various zones and schools.

As you are aware that there are a lot of schools with many teachers in the district, it is not possible for the DRCC to train all the teachers in their various schools, but when the leaders are trained, they in turn help us to train their fellow teachers in small groups called teacher groups and the administrators are supposed to do the monitoring and evaluation of all the programmes under CPD

It was also reported that sometimes schools would be picked and used as pilot samples for the new programmes and policies. Teachers were trained and implementation was done. The outcomes were analysed and given recommendations on what should or should not be done in order to improve the teaching of literacy.

He further stated that the literacy plan was broken down into terms and then into weeks following the literacy syllabus for the grades 1-4.

The literacy plan is divided into weeks and Week 5 is meant for assessment. Each learner is assessed and the performance is well tabulated. Further, the weaknesses and the strengths are reflected in the results and possible remediation is instituted for both the learner and the teacher just in case the teacher was the cause of the weakness.

According to the response from the DRCC, the CPD literacy plans were available although a few schools were utilising them effectively.

“The DRCC generates the literacy plans which are made available to all schools in the district but the problem is that teachers are not interested in these plans. We have tried to motivate them to use them but it has been difficult to convince them”

The DRCC explained that there were challenges being faced by the District Resource Centre (DRC) which inhibited them from implementing school based CPD in literacy.

“Some of the challenges we face are financial limitations as the funding cannot sustain the number of teachers to be trained within the limited funding. Poor turnout during holidays is another challenge as most teachers are engaged in upgrading themselves in various Universities either from diploma to degree or certificate to diploma”.

Another challenge sighted by the DRCC was that during the term, teachers couldn't train for a long time except for a few hours or just a day because of the classes they had to handle. He further stated that experts demanded a lot of money to be paid to them hence this becoming a hindrance the training plan. The biggest challenge came from the teachers' attitude as they were not interested in the training due to various personal reasons or 'the know it all' attitude. However, the DRCC stated that he had put in place a register to record those teachers who would miss the trainings although it wasn't very helpful.

Findings on the frequency of CPD training in literacy and other areas

Table 2: Mixed CPD trainings

value	No of times attended CPD training	Frequency	Percentage
CPD training (general)	2-3 times	42	36.2
	4-5 times	35	30.1
	6 and above	39	33.6
Literacy training through CPD (elsewhere)	2-3 times	62	53.4
	4-5 times	45	38.7
	6 and above	07	6.0
School based CPD training in Literacy	2-3 times	71	61.2
	4-5 times	40	34.4
	6 and above	05	4.3
Not trained		02	1.7

The table above shows the frequency of the teachers' attendance at mixed CPD trainings at different levels. 42 (36.2%) attended general CPD training between 2-3 times, 35 (30.1%) 4-5 times and 39 (33.6%) 6 and above times. Those that were trained in literacy through school based CPD 62 (53%) attended between 2-3 times, 45 (38.7%) 4-5 times and 7 (6.0%) 6 and above times. Concerning those that were trained in literacy at the school level that is school based CPD indicated that 71 (61.2%) attended the trainings between 2-3 times, 40 (34.4%), between 4-5 times and 5 (4.3%) attended 6 and above times. From the respondents 2 (1.7%) had never attended any kind of CPD training.

4.7. The second research question was: What are the contents of the school based CPD material in literacy plans?

Table 3: Findings from the questionnaires

VARIABLE	RESPONSE	FREQUENCY	%
What are the contents of the school based CPD literacy plan?	Lesson planning in literacy	2	2.0
	Effective literacy teaching	1	1.0
	Teacher group meeting	2	2.0
	Teaching mathematics	2	2.0
	How to teach literacy	10	10.0
	Lesson study	20	20.0
	Teaching maths, science and English	4	4.0
	How to teach reading and writing	9	9.0
	PLP training	2	2.0
	Assessment and record keeping	4	4.0
	Teacher group meeting	3	3.0
	Literacy and numeracy	2	2.0
	Literacy teaching methods	13	13.0
	Initial literacy	3	3.0
	Literacy games	4	4.0
	How to enhance reading skills	4	4.0
	Making a teaching kit in literacy	4	4.0
	Teaching techniques	9	9.2
Teaching aids in science	2	2.0	

The table above shows the findings from the questionnaires. The responses show different contents found in the literacy plan used for CPD training in various schools.

From the focus group discussions and individual interviews, the following were recorded as topics in the school based CPD plans:

- Literacy lesson study
- Methodologies in teaching literacy,
- reading and writing in local language,
- sounds in a local language,
- phonemic awareness as a key to reading,
- linking initial training to the CPD training in literacy and
- techniques in literacy teaching

92% of the responses stated that the content for literacy included in the CPD training was appropriate. The SICs stated that the content was appropriate except that it was combined with other subject areas. It was revealed that the leaders were the ones who selected the content to be included in the literacy plan which was described as unfortunate especially that the teachers handling the lower grades were not involved in the selection of the content.

Teachers expressed concern on attitude accorded to school based CPD in literacy by the authorities or the administration as it was sometimes negative. They echoed that they depended on it to develop the literacy teaching skills which they needed in their profession. They further stated that they couldn't depend on the teaching skills they acquired during their initial training, as it was inadequate. One participant stated;

“The skills we received during our initial training are not sufficient for us to handle the literacy classes. You know very well that the curriculum has been revised, new skills and topics have been added and you do not expect a three months initial training in literacy to hold. The Ministry of Education is not serious in the implementation of such programmes. That is why as a nation we are always lagging behind”.

The researcher analysed the documents availed and observed three training sessions from various schools within the zone and the following topics were appearing under training items;

- Reading programmes according to the term's work,
- effective literacy teaching, teaching skills in literacy,
- how to teach reading and writing in literacy,
- how to help learners to breakthrough in literacy,
- assessment in literacy, how to handle initial literacy,
- reading and writing games, language games,
- How to improve teaching skills,
- How to make learning and teaching materials for literacy,
- How and when to use literacy materials and word building through the use of syllables.

4.8. The third question was; what are the teachers' views on school based CPD training in literacy?

Respondents felt that schools were not very supportive to individual teacher development needs and interests especially that the individual CPD needs and interests varied greatly from what DRCC planned for literacy teachers' development. One teacher said:

Schools are not supportive in individual teacher development as they feel it is a waste of resources. They would rather train more teachers following the plan from DRCC. This discourages a lot of us from training in the areas where we need instead we move from primary to secondary teaching.

Teachers stated that they often took it upon themselves and helped each other through consultations from some well informed and experienced teachers which made their CPD needs be met. They focused on different aspects as compared to what administrators and the District Resource Centre may have had to offer.

Value	Frequency	Percentage
Linkage	60	60%
No Linkage	40	40%

Linkage between initial training and the CPD in literacy training

As stated in the table above, 60% of the respondents indicated that there was a linkage between initial training and the CPD trainings in literacy although in some cases the linkage was very minimal. 40% of the respondents said there was no linkage.

The respondents felt that more time should be allocated to trainings because they were very important in the teaching of literacy. The zone and school coordinators would be sent to train in literacy skills for a week or two and when they came back, they were expected to train the other teachers only for a day or just hours. One focus group participant said:

Training is very important for teachers because it helps them improve their teaching skills, but this habit of sending two teachers to go and train for one whole week and later send them to train other teachers in just a day or half a day is actually bringing the standards down in teaching”

Respondents also expressed the need to be allowed autonomy in choosing, organising and managing their own school based CPD. One participant stated that:

“Choosing, organising and managing of our own CPD is very important because we know what we need but when we are asked to combine with others and topics being imposed on us it doesn’t help that is why CPD has lost popularity”

Respondents were of the view that the Ministry of General Education should fund school based CPD programmes in literacy and allow teachers to engage in CPD activities even during the school term because literacy skills are required anytime. One respondent said:

“If we are to improve in our performance as teachers in the teaching of literacy, then the Ministry of Education should be serious about funding. How can they implement programmes without funding them fully?”

Respondents felt that having institutional policies that sustained CPD programmes over a period of time, and including events that focused on specific aspects in literacy that took into consideration the interests of teachers who had moved beyond the beginner stage would be more conducive of the school based CPD of experienced teachers. They also viewed CPD as a stepping stone to a more skilled literacy teacher who is able to deliver the right material to the

learners through the use of acquired skills for the best practices. One teacher from the FGDs stated that:

“I need to feel that I am somehow in touch with the current best practice. It is really critical for me because I don’t want to be tagged as unknowledgeable, am so concerned about just being sure that while I know what my experience is telling me , I also know how the approaches and methodologies are changing at this point because there are a lot of things that go full circle in your career”

A number of interviewees perceived professional learning opportunities as providing opportunities to assimilate and /or discuss new ideas and preventing teachers from falling into stalemate, as one interviewee shared her views:

“The issue for us is to not remain stagnant as teachers because learners realise when we are unenthusiastic in class and that could be the worst thing that could happen to our learners or ourselves, so I think professional development is the best approach to keep ourselves enthusiastic in our jobs”

Participants’ views expressed that one of the purposes of CPD for teachers was to have continuous improvement in professional knowledge and skills and to be exposed to a deeper understanding of teaching methods. One teacher shared her experience stating that:

“Two years ago I attended a literacy teaching skills workshop from a Non Governmental Organisation and discovered more about the basis behind Literacy learning and teaching skills which I didn’t. For instance, I never knew how to deal with syllables using the grouping method in practice and advantages and disadvantages of the grouping method, I learnt how to teach using this method bearing in mind the disadvantages and advantages of the method.”

Teachers felt that that participation in CPD activities such as literacy was very helpful to teachers to get more exposure to the subject knowledge and help them to be more adequate in their subject and pedagogical knowledge. Even teachers in this study who obtained qualifications from teacher training colleges, felt the need for refreshment in their literacy knowledge and to enhance their current standard of knowledge and skills in literacy. One teacher expressed that:

“For me, I think I graduated with a credit from a teacher training college of education, but most of the courses were related to English language teaching and other subject areas excluding literacy. This means that I need more training for me to improve my teaching skills in literacy as I need a deeper understanding of the subject, otherwise, I am afraid I don’t have adequate knowledge, when compared to others”.

Participants emphasised that they needed continuous improvement through participation in CPD activities because each teacher’s starting point to teach was varied from individuals. One teacher expressed that:

“... for an in- service teacher it is essential to have teacher training and continuous studies since every teacher’s experience is different, I suggest that the government or some tertiary institutions provide some studies connected to teacher continuous development for teachers. That would be helpful to teachers to update and upgrade their profession, especially when there are some experience sharing sessions related to or are similar to school based programmes in literacy for future development in schools, we can even complement each other.”

Respondents further felt that CPD was supposed to be an ongoing activity to keep up with the latest information about new methods and teaching skills. One of the participants said;

“ when teaching literacy or any other subject, I know where to find the teaching materials, for example, when teaching phonetics I need to find

the related materials, some of the materials can be directly or indirectly found during the CPD training.”

Respondents felt that the importance of CPD relied on its changes in the global world. They realised that CPD was important to their professional lives and the effectiveness of student learning through enhancement of teaching skills and knowledge. One teacher shared that;

It is for enhancing professional skills, of course, it is helpful to learning and teaching. It's good for the learners from different angles.

Respondents had the view that the support received from schools for CPD trainings, was in some cases not sufficient especially financially but in terms of moral support it was revealed that they received a lot of support.

The respondents were of the view that the Ministry of General Education should separate the training components for literacy from Language as it required a lot of time

The respondents stated that it was very important to hold school based CPD in literacy as it would bring change in literacy levels. They revealed that having school based CPD was better than having it outside their environment because their needs were catered for within the school.

4.9. The fourth question was: Is there any effect in the learners' performance in literacy due to CPD training in literacy skills teachers receive?

This section presents the findings from the Literacy test. Three schools were involved in this survey, one from Libala Zone (School B) and two schools from Mulwani Zone (Schools A and C). There were 60 learners involved in the test, 20 from each school. Thirty-one learners were female while 29 were males. Four learners were aged 7 years, 49 learners were aged 8 years, and 7 learners were aged 9 years. The average age of the learners was 8 years. Three teachers were involved in the study for this section. There were two females and one male. The first teacher attended CPD training six times, the second one attended three times and the third one attended only one CPD training programme.

Performance in Literacy assessment test

Table 4: Summary descriptive statistics

CPD Number	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	20	44.0526%	7.13733%	1.63742%	40.6125%	47.4927%	29.00%	58.00%
3	20	50.8000%	10.27311%	2.29714%	45.9920%	55.6080%	32.00%	68.00%
6	20	65.4762%	14.99206%	3.27154%	58.6519%	72.3005%	38.00%	90.00%
Total	60	53.8000%	14.41844%	1.86141%	50.0753%	57.5247%	29.00%	90.00%

The table above is a summary of the descriptive statistics. The statistics reveal that the performance of the learners attended by the teacher who attended only one CPD training in literacy had a mean of 44.0526% and a standard deviation of 7.13733%, the performance of the learners handled by the teacher who attended CPD training three times had a mean of 50.8000% and a standard deviation of 10.27311% and the final result from the teacher who attended six CPD trainings had a mean of 65.4762% and a standard deviation of 14.99206%. The total mean for all the sixty learners was 53.8000% and the standard deviation was 14.41844%.

The null hypothesis (there is no difference in the performance of learners in literacy regardless of the number of number of CPD training by teachers) was applied in the analysis of the assessment results.

The alternative hypothesis (there is a difference in the performance of learners in literacy) was also applied. Pupils taught by teachers who had undergone more CPD trainings performed better than those who attended less number of times. Therefore the null hypothesis was rejected.

ANOVA

Table5: Overall score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4848.215	2	2424.107	18.628	0.001
Within Groups	7417.385	57	130.130		
Total	12265.600	59			

The ANOVA was used to test differences among the three means from the results. This was used to determine whether there are any significant differences between means of three independent (unrelated) groups. This was done to specifically test the null hypothesis.

The null hypothesis was tested at a significant level of 0.05 using the analysis of variance (ANOVA) method. As shown in the table above, $F=18.628$ (2.57) $F= (2.57) = 18.628$, (0.001) the $p < 0.05$. Therefore the null hypothesis is rejected and the alternative hypothesis accepted.

Multiple Comparisons

Table 5:Dependent Variable: Overall score

LSD

(I) Number of times gone for CPD training	(J) Number of times gone for CPD training	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	3	-6.74737%	3.65450%	.070	-14.0654%	0.5707%
	6	-21.42356% *	3.61187%	.000	-28.6562%	-14.1909%
3	1	6.74737%	3.65450%	.070	-0.5707%	14.0654%
	6	-14.67619% *	3.56414%	.000	-21.8133%	-7.5391%
6	1	21.42356% *	3.61187%	.000	14.1909%	28.6562%
	3	14.67619% *	3.56414%	.000	7.5391%	21.8133%

*. The mean difference is significant at the 0.05 level.

Further analysis was done using the post hock (after the first analysis) to prove the alternative hypothesis using the least significant difference (LSD). The comparisons were based on the three teachers' participation in CPD trainings and the learners' overall score. It was revealed that a comparison between teacher A (who attended only one CPD training in literacy) and B (who attended three CPD training in literacy) the P value ($p <$) was at 0.070. This implies that it was not significant because the figure is higher than 0.05, a comparison between teacher A and C (who attended 6 CPD trainings in literacy) revealed that the P value ($p <$) was 0.000 meaning that it was significant because the figure is less than 0.05. Equally the comparison between teacher B and C reveals that the result was significant with a P value ($p <$) at 0.000, a smaller figure than the 0.05. As reflected in the table above, the comparisons show that the mean

difference is significant at the 0.05 level. Therefore, the alternative hypothesis stands as there is a difference in the learners' performance depending on the number and quality of CPD training in literacy a teacher received

4.10. Summary

The chapter has presented the findings of the study. The next chapter will discuss the research findings guided by the research objectives.

CHAPTER 5

DISCUSSIONS

5.0. Overview

This chapter presents the discussion of the study in accordance with the objectives and in the light of the literature review.

5.1. Objective 1: To establish whether schools have School Based Continuing Professional Development in Literacy

The participants defined Continuing Professional Development (CPD) in different ways such as a thoughtful activity designed to improve an individual's quality, knowledge, understanding and skills, CPD supports individual needs and improves professional practice. Others defined it as the process of tracking and documenting the skills, knowledge and experience that one gains both formally and informally as you work, beyond any initial training. One respondent summarised it as a record of what one experiences, learns and then applies.

From the definitions given by the participants, it was clear that they knew what CPD was and were aware of its importance in their career development. Although there was a good number who were unaware of the phrase; Continuing Professional Development, they knew it by other names such as teacher group meetings, GRACE, In-service training, Teacher Group meetings and lesson study. These were acceptable because they all fall in the family of CPD for teachers. It was important to define the terms first because definitions enable people to have a common understanding of a word or subject and enables them to move together when discussing an issue. The definitions enabled the researcher to go on to ask the follow-up questions.

Professional development is defined by Hassel (1999) as “the process of improving staff skills and competencies needed to produce outstanding educational results for students” As Guskey (2000, p.4) states, “One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” From the statement it is evident that professional development is a key to meeting today's educational demands otherwise teachers would remain in the old methodologies and derail the learners' performance.

It was evident from the responses from the questionnaires and interviews that all the 10 sampled schools had some kind of school based CPD in literacy programmes. Teachers participated in different forms of CPD such as whole school training, peer teaching, lesson study and observations from other teachers and self evaluation. The idea of having CPD training was beneficial to the teachers as it was in line with the MOE policy document which states that; “As with other professionals, teachers have a responsibility to themselves and to the profession, to deepen their knowledge, extend their professional skills and keep themselves up-to-date on major developments affecting their profession” (MOE,1996:115)

The above statement is in agreement with the SPRINT document (MOE/USAID, 2006) which emphasises that “Zambia has a lot of good teachers who could even be better with extra training and when they teach appropriately, learners would learn more and the nation would benefit a lot”. This can only be possible if the theory of ‘teachers as adult learners’ by Knowles, (1980) which states that; “Professional development activities shaped by adult learning theory focus on empowering teachers to develop the skills necessary for them to take responsibility for their own growth and development” is applied because this CPD is mostly applied after initial training. A teacher shifts from dependency to increasing self-directedness as he/she matures and can direct his/her own learning” Since the needs of a teacher are of immediate use, once they acquire new knowledge, they apply it to their careers in order to help the learners.

The existence of CPD plans in schools implied that teachers held CPD trainings. On further investigation it was discovered that literacy was included in the CPD plans at different levels although at a small scale. The inclusion of Literacy in the CPD plans was very vital as it was key to a sustainable future for the learners. Helping and keeping young people learning was the best way of ensuring they got the literacy skills they needed for life and work. Every young person is entitled to a higher phase of education, which generally starts around the ages of 15-18. Denying them this opportunity in the early years is destroying their future too. As young people grow and reach a higher phase in life they will have a range of options including staying on at school, going to college or university, entering work-based or community-based learning, volunteering or a combination of these, all these and many other options offer young people the opportunity to continue to develop their literacy skills.

The participants stated that the type of literacy training they underwent was appropriate but not adequate to fill the gap in their teaching career. This was due to the limited time allocated for the

trainings especially during the school term. It seemed that the organisers of the trainings were only interested in accomplishing the targets given to them by the Ministry of General Education and not the feedback from the teachers who are the programme implementers. The limited time allocation to the very important literacy trainings demoralised the teachers and sometimes became a cause for a negative attitude towards CPD in literacy.

The CPD trainings in literacy were not held frequently despite the huge emphasis from the Ministry of General Education and the inadequacy of the literacy skills from the teachers as already mentioned (chapter 4) by the interviewed teachers. From the sampled schools it revealed that CPD training in literacy was held once a year, once a term or once a month. The revelation showed that CPD in literacy was not taken serious as an important subject which leads to the improvement of other subjects for the learners, even when the respondents revealed that they had challenges in teaching literacy.

Literacy supports learning and learners need vocabulary, appearance and organisational management to manage with the cognitive loads of all subjects. Writing helps to sustain and order thought but enhanced literacy leads to enhanced confidence, inspiration and performance. It permits learners to learn on their own and also empowers them with better literacy skills. This is supported by the study done by Springfield School (2013) which alludes that “better literacy raises pupils’ attainment in all subjects.” It is therefore important that literacy training through CPD is taken seriously.

In as much as CPD is important whether at school, zonal or district level, it is very important to have internal CPD trainings as schools know their weaknesses and they are better dealt with within the school. Learners are different at each level and generalising the trainings disadvantages both the learners and the teachers.

The Ministry of Education employs new teachers year after year yet the CPD trainings in literacy are dwindling as evidenced by the number of trainings in last five years. This tendency would definitely drop the literacy levels in the nation as it had been revealed from 70% in 2013 to 63% in 2015 ratings by UNESCO.

Tereholf (2002) in examining what he called ‘teachers as adult learners’ discovered that a teacher as an adult learner needs collaboration focused on interchange with fellow teachers to give and

receive ideas and assistance. If this aspect is given precedence, teachers will not only learn for themselves but for the development of the learners as well.

It was reported that the facilitators in the CPD trainings were District Resource Centre, Zonal In-service and school In-service Coordinators. Mostly, the ZICs and the SICs would be trained by the DRCC and then they would in turn train their fellow teachers in their schools and Zones. When there was need the DRCC, ZIC or SIC would invite facilitators from the District Education Board Secretary's office (DEBS) to facilitate at District or Zonal trainings. Within schools, apart from the SICs and the ZICs, ordinary teachers would facilitate especially those who had the facilitation skills and the knowledge of the topic under discussion. However there was a concern that some facilitators had less knowledge of facilitation instead they would behave as lecturers and lecture throughout a training session. Teachers complained that in most cases they were not given an opportunity to give feedback. The type of training in such cases was not in line with the adult learners' theory, whose emphasis is on the learner's gain of knowledge during training.

Rogers (1969) developed the humanist concept of the facilitator as a catalyst, one who uses skilled questioning techniques to help clients (in this case teachers) draw their own conclusions from their personal experiences and create their own recommendation for change. The facilitator plays a key role in establishing the first frame of mind that would shape how the group would function. Therefore, a facilitator helps bring out and explains the purposes of the individual members and the group itself.

Training facilitators should be used as human resource in adult education and teachers are part of the adult learners. They should focus on the foundations of adult education, establish existing knowledge, build on it and keep it relevant. This assertion is supported by Knowles (1984) in his adult learning theory which states that; "teachers are adult learners and should not be taken as young learners because they learn from experience and out of need" The role of a facilitator therefore should be different from a trainer with subject expertise. Such a person (facilitator) will take a more leading role and take a group through an agenda designed to transmit a body of knowledge or a set of skills to be acquired.

The literacy training (chapter 4) analysis equally showed inadequacies in the literacy training especially under school based CPD. It revealed that literacy training was not taken serious but other areas of CPD such as lesson studies in Mathematics, science and English Language were given close to 70% slots in the training plan. David et al (1999) on the importance of literacy in all areas and the future of the learners states that:

“Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed”.

From the basic literacy definition which is ‘reading and writing’, in classrooms whether studying English language, mathematics, science, social studies, commerce, history or any other subject, being able to read and write at the appropriate level is essential to gaining a deeper understanding of the subject matter at hand. Quite literally, a learner’s reading and writing skills are doorways to and a means for a whole world of learning. For teachers, regardless of their classroom content or the age of their learners, providing targeted reading and writing instruction when learners’ skills are lagging when learners are still in lower grade levels (grades 1-4) is an ultimate goal to their success in school and in their future lives

5.2 The second objective was to analyse the contents of the school based continuing professional development literacy plans.

From the analysed documents, observations, interviews conducted and responses obtained from questionnaires, the contents of the literacy plans contained a minimal amount of literacy topics. Most of them were on the methodology in reading and writing such as effective literacy teaching, literacy teaching skills, how to teach reading and writing in literacy, how to help learners to breakthrough in literacy, assessment in literacy, how to handle initial literacy, reading and writing games, language games, how to improve teaching skills, How to make learning and

teaching materials for literacy, how and when to use literacy materials and word building through the use of syllables.

It was important to balance the content in the literacy plans which cut across all learning subjects. It is very common to believe that literacy instruction is only connected to teachers of language. One aspect they need to bear in mind is that all other subjects are connected to literacy be it mathematics, science, Religious Education or any other subject as already stated above. Teachers should always ask themselves as they plan, if they were teaching mathematics, history, science, or art, where literacy fits into their classroom instruction. It's common to believe that literacy instruction is entirely the charge of teachers of language, but it is not so,

Without considering the most important contents especially in relation to reading and writing, in the literacy programmes, it would be difficult for the learners to apply the much needed literacy skills in their learning and even worse in their lives.

The ultimate goal of literacy instruction with reliable content is to build learners' comprehension, writing skills and above all skills in communication. It is for this reason that content selection should be in line with the ultimate goal of literacy skills.

From the interviews conducted and the document analysis it was evident some contents included in the literacy plan were not balanced because the topics were imposed by the district leaving out the needs of the teacher who was on the ground. Most of topics were repeated almost in each and every term's work leaving out the other important components of literacy such as the alphabet and letter sounds. Such type of selection is not beneficial to the learners as they are made to miss a lot of skills. According to Brotherton, & Williams (2002), the goal of a balanced literacy program is to include the strongest elements of each component. Some of the contents such as record keeping and communication channels; in as much as they were important to the teaching profession they shouldn't have been included in the literacy plan rather should have been separated.

From the document analysis, responses from the questionnaires and the interviews conducted, 60% of the respondents indicated that there was a linkage between initial training and the CPD trainings in literacy although in some cases the linkage was very minimal. 40% of the respondents said there was no linkage. It is unfortunate that there was no link for 40% of the respondents because this means that the teachers started teaching literacy with no knowledge of

it at all. Although the initial training was not sufficient the linkage helped to boost the literacy skills that teachers needed to handle the literacy lessons. The initial training acts as the foundation for the teachers as they start their career development through CPD.

Teachers prepare learners to enter a world that is changing so rapidly, and because the teaching skills required are evolving likewise, the initial teacher training is not sufficient for them to teach literacy as Howard (2003) states; “no initial course of teacher education can be sufficient to prepare a teacher for all his/her career years”. Meaning there must be another way of enhancing the teaching skills for teachers and that way is through CPD. Jabbar et al (2013) add that “as the student body continues to change due to demographic issues there is a continuous pressure on academics to have mastery of their subjects but also to understand their students”. Continuous Professional Development (CPD) as a process by which teachers reflect upon their competencies, keep them up to date, and develop them further is a motivator to internal rather than external learning as mentioned in the theory ‘adult learners’ by Knowles (1980)

5.3. The third objective was to assess teachers’ views on Continuing Professional Development in Literacy.

Teachers felt that CPD was and is still very important in the teaching of literacy as this was and is the only way to enhance their literacy teaching skills while executing their duties in their careers. The response showed that teachers valued CPD trainings in literacy and were committed to participating in all the trainings, although there were those who were not interested in attending the planned trainings giving various reasons and excuses. They viewed CPD as their only avenue to improve their professional teaching skills especially with the changes and new developments in the education system concerning literacy. Such views were very positive and reflected an attitude of commitment and willingness to change which was also supported by the theory being used in this study which states that teachers as adult learners create their own learning environment from their own needs.

The effect of the CPD trainings in literacy teaching skills in the last five years of the respondents’ profession, revealed that CPD activities had an effect on their general professional development as well as their teaching skills as they observed positive changes in learners’ performance before and after the CPD training in literacy. This meant that the literacy topics

discussed during their CPD training in literacy boosted their literacy teaching skills in all the other subject areas such as mathematics, science and English language as they alluded to the improvement in these areas as well. This could only be attributed to the importance of CPD and the support and motivation teachers receive from their immediate employers and their colleagues.

However, 10% of the participants said there was no change in the learners' performance as the trainings they attended had no effect on them or the learners. When asked why such results, they explained that the topics were either not in line with Literacy teaching skills or the facilitators were not knowledgeable enough to help them. The response showed that such teachers were not willing to learn even from others. Within the same schools, others consult each other in the areas of concern; it seemed the 10% remained passive thereby disadvantaging the learners and they remained stagnant as teachers.

According to the analysis by the researcher, CPD in literacy teaching skills had significantly increased the standard of teaching in schools and the standard of pupil learning but had least impact on commitment to CPD by teachers as some were not committed to being trained. However, some teachers felt that CPD had given them increased confidence and particularly appreciated the opportunity to exchange ideas with other teachers.

In many cases there were feelings of having to comply with external agendas rather than self regulated ones with regards to CPD needs and provision. In schools where there were more sophisticated understanding of the processes of development and structures and systems in place to support these, teachers felt more autonomous and had a sense of ownership and were able to choose and prioritise activities. In most cases, teachers experienced the tension between personal, individual interests and needs and the demands of national, local and school initiatives for the time spent on professional development which shouldn't be the case. Instead there must be an understanding which would benefit both the teachers and the learners.

Participants felt that schools were not very supportive when it came to individual teacher development needs and interests. This was because the individual CPD needs and interests varied greatly from what DRCC planned for literacy teachers' development. When such cases arose, some teachers stated that they often took it upon themselves and helped each other through

consultations from some well informed and experienced teachers who met their CPD in literacy teaching. However, it was discovered that some support would be rendered to the teachers in form of training materials, transport (as and when funds were available), and an incentive for the facilitators mainly from the school budget.

The participants felt that more time should be allocated to trainings because trainings were very important in the teaching of literacy. The zone and school coordinators would be sent to train in literacy teaching skills for a week or two and when they came back, they were expected to train the other teachers only for a day or just hours. It is important to be considerate of the implementers of the literacy programmes because if less time is allocated to an important programme, it simply means that the skills imparted would not be in full and the end result of such is a half baked teacher who would deliver half baked lessons through the use of half baked skills. Such kind of attitude compromises the quality of an education system as emphasised by Schleicher (2013) who states that: “The quality of an education system cannot exceed the quality of its teachers and their work.”

Most of the teachers were of the view that the Ministry of General Education through the District Resource Centres should devise a system of monitoring and evaluating the CPD programmes especially in literacy teaching than what was on the ground where the SICs and ZICs only monitor and evaluate teachers’ performance only when requested by the DEBS office or the Resource centre. At times teachers were evaluated only when there was a vacancy to be filled in either in school or at DEBS office.

Those who felt that monitoring and evaluation should be enhanced were correct because monitoring and evaluation are important management tools to track progress and facilitate decision making. These tools were hardly available in the schools and it was not easy for the SICs and other administrators to measure the progress of their programmes from both the teachers and learners except for verbal evaluation and reports on what and how the training went on. The DRCC through the ZICs and the SICs should be keen to monitor and evaluate individual teachers in order to monitor the progress of the CPD programmes and advice them where they need to improve.

Continuing professional development (CPD) for this reason must be accepted as an integral part of teacher education because only continuous learning and training of teachers assures a high level of expertise and enables them to keep their professional skills and knowledge up-to-date. It shouldn't therefore be regarded only as an obligatory activity just to meet the required number of times for training in the school or district.

CPD enables teachers to keep up with the relevant and up-to-date knowledge in their field as well as with the newest pedagogical approaches which are adjusted to the needs of the 21st century. Ironically, the greatest interest in CPD should be train new teachers who may not have under gone any literacy teaching skills go about different methodologies and strategies in literacy teaching. Teachers need to view it as an opportunity to develop professionally as well as to improve their classroom teaching skills. Longer serving teachers should not necessarily be reluctant to change their practice but generally, they need to accept new pedagogical methods as easy as their younger/new colleagues. CPD should therefore primarily be focused on encouraging longer serving teachers to stay in touch with the recent developments and continue to challenge their practice.

There are several ways to encourage CPD for teachers and one of the most effective and cost efficient ways to help them refresh their knowledge and pedagogical practice is to encourage exchange of information and ideas between the teachers in their own school. If this practice is encouraged, there would be no difference in the performance of learners as all teachers would be at the same level whether they attended more or less trainings. The SICs should monitor the new teachers to increase enthusiasm and commitment for teaching as well as gaining the up-to-date knowledge and skills in respect to both literacy and pedagogical methods.

By meeting colleagues from other schools, teachers will remain in touch with different teaching styles as well as in literacy. At the same time, sharing ideas, experience and good practice helps raise education system on a higher level as a whole. It prevents the new approaches from remaining isolated to particular teachers or schools which tend to create a better approach to quality education for all the learners. The sharing helps teachers solve real life problems because adults are problem solvers and learn best when the subject is for immediate use just as the theory of adult learning states.

In some schools it was reported that for some trainings, facilitation was led by unknowledgeable people thus making the CPD trainings unbeneficial to the teachers and a sheer waste of funds and time. When unknowledgeable facilitators are used, there is a threat to the teaching profession and the academic performance of the learners as they are unaware of the type of skills to apply and unknowingly do their best to minimise the potential for breakthrough thinking for teachers.

People with different needs make unique and varied contributions to the "out of the box" thinking required. Kaner, et al, (1996) supports the need for facilitators to be knowledgeable as he states that "it is critical to the facilitator's role to have the knowledge and skill to be able to intervene in a way that adds to the group's creativity rather than taking away from it".

Zemke (1981), in reviewing studies of what adults like and dislike in trainings and meetings, concluded that "adults dislike long lectures, that they learn best from discussions with their peers, and that their self-esteem is on the line because they tend to take things personally". It is therefore imperative that new knowledge is incorporated with the old one through active participation in the use of the rightful facilitation skills because teachers as adult learners are different from children.

Timperley, Parr, & Bertanees, (2009) recommend that "the learner's needs be identified first". For teachers to achieve this, there must be a review along the lines of what learners currently know and how this is measured, followed by a statement of what the learners need to know and a strategy for moving from the current state of learners' knowledge to the desired state. Once the learners' learning needs are identified, a similar review of their teachers' learning needs can take place, including a reflection on current classroom practice and teaching theories. The motivation for a review of learning needs may come from international, national, school or classroom levels within the educational system.

When programmes are organised by people who are not involved in the teaching, it is very difficult to decide what the teachers' needs are, therefore it is important to involve them (teachers) in choosing the topics to be tackled during the training so that they benefit and in turn the learners will benefit too.

Involving teachers in the identification of learning needs acknowledges them as adult learners possessing self-direction, experience of their classroom environments, and readiness to learn the teaching practices that can help them solve problems in their classrooms. (Knowles, 1980)

Research indicates that the more involved an adult learner is with defining their learning, the more likely they are to engage with it and report a successful outcome. (Bolam & Weindling 2006)

5.4. The fourth objective was to establish whether there is a difference in the learners' performance due to CPD training for teachers

From the results of the assessment, it was revealed that the minimum score was 29.0%, the maximum was 90.0%, giving a range 61.0%. The mean score was 53.8% with a standard deviation of 14.41844. These results mean that there was wide variation in the performance of the pupils with regard to literacy. The hypothesis was as stated below

The null hypothesis was tested at a significant level of 0.05 using the analysis of variance which gave a p- value at 0.05. For this reason the null hypothesis was rejected and the alternative hypothesis was proved in the sense that learners taught by teachers who had undergone more CPD in literacy training tended to performance better than those who attended less number of times even if all the three teachers taught the topics as required by the curriculum.

The above scenario means that there is an effect of teachers' qualifications and CPD training reflected on the learners' performance in literacy between teacher A and B, C and A, then B and C The findings were in line with the findings of Adenji (1999) and Osokoya (1999) who both found out that "teachers' qualifications contributed to the students' academic achievement in literacy". Professional qualification of teachers was a major variable affecting learners' performance in literacy among the grades 1-4 learners. It is therefore essential to pay particular attention to CPD in literacy.

To prove the differences among the three groups of learners who were assessed, an Analysis of variance (ANOVA) was used to test differences among the three means from the results. This was used to determine whether there were any significant differences between means of three independent (unrelated) groups. The comparisons were based on the three teachers 'participation in CPD trainings and the pupils' overall score. The comparisons proved that the mean difference is significant at the 0.05 level.

5.5. Conclusion

It is clear that the more knowledge a teacher acquires the more impact he or she has on the learners. As observed above, the number of times a teacher attended CPD training in literacy teaching skills had an impact on the learners. The more literacy teaching skills a teacher acquires the more impact it has on the learners.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.0. Overview

This chapter presents the conclusion and recommendations of the study.

6.1. Conclusion

The main purpose of the study was to assess the effectiveness of Continuing Professional Development (CPD) in the provision of literacy skills to grades 1-4 teachers.

The study revealed that all the schools which were sampled had CPD in literacy both at school and district levels although very few teachers had been trained in literacy. The majority of those who were trained were trained in different subject areas such as English, Mathematics and science through the use of lesson study.

The content for CPD plans in schools although they contained few literacy topics; they were not followed as they were supposed to. Literacy topics were fused in as and when there was need either from the school administration or the district office for the purposes of records.

Teachers felt that they needed to be involved when plans were drawn for CPD in literacy training because they were the ones on the ground and knew what was to be included and excluded. They further felt that funding and time allocation towards CPD in literacy training should be revisited and revised. Teachers were of the view that CPD was the only way they could improve their teaching skills and it was imperative that it is taken seriously by all stakeholders.

Teachers were of the view that there were no scheduled or appropriate monitoring and evaluation tools for CPD in literacy or any other CPD programmes in the schools and stated that without monitoring and evaluation, it would be difficult to measure whether there was progress or not or whether teachers were implementing what was agreed upon or not,

The study established that there were no teachers trained specifically to teach literacy at primary schools and in most cases, there was a minimal linkage between initial teacher training courses and CPD in literacy training.

It was revealed from the study that learners taught by teachers who received appropriate and adequate literacy teaching skills performed better than those taught by teachers who received either appropriate but inadequate or inappropriate literacy teaching skills training. This meant that CPD in literacy had an impact on the learners and it was effective in the provision of literacy skills to teachers except that it was not taken seriously by MOGE, the school administrators and the teachers themselves.

6.2. Recommendations

In view of the above findings the following were the researcher's recommendations:

- ❖ The Ministry of General Education needs to enhance the CPD policy and widen it in the area of literacy in schools in order to have an equitable quality education.
- ❖ Decision making should be taken to the grassroots since they are the ones who can easily identify the needs and know what needs to be done. A good example is Kenya where a Primary Education Project (PRP) was set up to disburse funds directly to schools to build capacities of teachers in various ways, which included financial management and use of instructional materials, (UNESCO: 2007).
- ❖ School managers should fully participate in management programmes as this will help them to sharpen their management skills and in turn monitor and evaluate CPD programmes in their schools to track their progress in literacy.
- ❖ The MOGE and the DRC should provide continued support for schools and the colleges to ensure that internal/on-site CPD is of a high quality, relevant to grade 1-4 teachers and is focused on maximising outcomes and impacts for learners.
- ❖ The DRCC should provide guidance to help SICs, ZICs and teachers to recognise existing, and potential, ways of collecting valid and robust evidence of impact from CPD in literacy within their schools and assessing the impact of CPD in literacy on pupils' learning

- ❖ There is need for colleges to enhance their syllabus for literacy in order to include all areas needed by teachers as they join the profession.
- ❖ It is also recommended that, regional, school based teacher consultants, or the School In-service Coordinator (SIC) and Zonal In-service Coordinator (ZIC) should be available ‘on call’ to conduct structured observations, provide demonstrations of effective instructional techniques, and help identify resources responsive to teacher needs in literacy.
- ❖ Monitoring and evaluation are vital instruments in achieving quality; therefore, it is recommended that the standards officers, DRCC, ZICs and SICs should carry out their monitoring and evaluation duties from time to time to ensure maintenance of standards in the teaching of literacy.
- ❖ There should be a critical examination of the CPD plans for literacy by the stakeholders

6.3. Recommendations for further research

The researcher recommends that further research be done in the following areas:

- ❖ A study on the effect of CPD in literacy on the learners.
- ❖ A larger study on the quality of CPD in literacy that teachers receive.
- ❖ The impact and viability of CPD in literacy in primary schools.

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APPENDICES

1.0 Training Observation Instrument

Date: _____ Training Topic: _____

Audience: _____ No. of participants: _____

Primary Facilitator: _____

Secondary Facilitator: _____ Observer: _____

Time training Began: _____ Time training Ended: _____

Objectives of the training: What are participants supposed to learn?

INSTRUCTIONS: There are two parts to this observation instrument.

Part I:

The researcher will complete Part I first by taking **notes** throughout the exercise. On the left-hand side of the paper, what is heard and seen from both the participants and the facilitators while taking note of the following:

- How the training was set-up by the facilitator
- What participants said in response to the training instructions (were there questions?)
- What participants and facilitator(s) said during the training
- How the group debriefed the training
- How time was used
- What questions were asked
- How questions were answered

On the right-hand side of the paper **impressions** and **questions** will be written down on what was heard and seen while considering the following.

- Did the facilitator(s) set-up the training adequately?
- Was there lively interaction during the training?
- Did participants appear engaged in the training?
- How well did the facilitator monitor the training?
- Was there a clear learning objective reached during the training?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill?

Part II: Complete a **summary analysis** based on the notes taken during the training. Draw from both these notes and impressions when completing the summary.

Part I: NOTES

Data-based Observations	Interpretations/Questions/Comments

Part II: SUMMARY ANALYSIS

Use the notes taken during the training to answer the questions below.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

_____ 1. The training **objectives** were met.

_____ 2. The answers the facilitator gave to participants' questions were **clear**.

_____ 3. The facilitator provided illustrative **examples**.

_____ 4. The training was **well facilitated**.

_____ 5. The training allowed participants to practice **practical skills** related to important concepts.

_____ 6. The training was an effective way for individuals to learn important **information**.

_____ 7. Participants were **actively engaged** in the training.

_____ 8. The training **overall** was effective.

9. How did the facilitator(s) **contribute** to participant learning during this training?

.....
.....
.....
.....
.....

10. If the facilitator(s) **failed to contribute adequately** to participant learning during this training: what could he or she have done to contribute—or contribute more—to their learning?

.....
.....
.....
.....

11. How did the training contribute to helping participants practice **skills** related to course concepts?

.....
.....
.....
.....

2.1 FOCUS GROUP DISCUSSION GUIDE

Introduction

Give an explanation

Good afternoon. My name is Catherine Mizinga a Masters Student from the University of Zambia.

Thank you all for coming.

Present the purpose

We are here today to talk about your teaching experiences in literacy through the help of CPD meetings. The purpose is to get your perceptions of how CPD has affected your teaching, your learners and the curriculum. I am not here to share information, or to give you my opinions. Your perceptions are what matters. There are no right or wrong or desirable or undesirable answers. You can disagree with each other, and you can change your mind. I would like you to feel comfortable saying what you really think and how you really feel.

Discuss procedure

I will be taking notes and tape recording the discussion so that I do not miss anything you have to say. I explained these procedures to you when we set up this meeting. As you know everything is confidential. No one will know who said what. I want this to be a group discussion, so feel free to respond to me and to other members in the group without waiting to be called on. However, I would appreciate it if only one person did talk at a time. The discussion will last approximately one hour. There is a lot I want to discuss, so at times I may move us along a bit.

Participant introduction

Now, let's start by everyone sharing their name, what grade they teach, and how long they've been teaching.

Interview

- 1. What types of in service training have you attended in the teaching of literacy?*
- 2. What do you understand by continuing professional development (CPD)?*
- 3. Do you have any CPD training plan in your school? If yes what are the contents?*
- 4. How satisfied are you with the contents on Literacy skills from the CPD training plan?*
- 5. Have you exposed learners to any of the literacy skills you have received through the CPD trainings you have received?*

*Probes: Where would you have gotten this information if CPD did not provide it?
How would the information have been different?*

- 6. Are you receiving sufficient literacy training through the in service training programs you have attended?*

Probes: Tell me more about that. How did that work?

- 7. How beneficial was your pre service training which you received in teaching literacy?
Probe: Was the training sufficient for your teaching of literacy and learning skills?*
- 8. What changes does CPD bring in the teaching and learning of literacy in your school?*
- 9. How can the school respond to the changes brought by CPD in the teaching of literacy?*
- 10. How has CPD changed your teaching of literacy?*
- 11. Given an opportunity to come up with a CPD plan on the teaching of literacy, what would you include and exclude and why?*
- 12. In general what are your views on teaching literacy?*
- 13. Of the strategies introduced to you through CPD, which ones have you applied to your teaching of literacy?*

14. *What problems/obstacles have you faced in attempting to incorporate into your teaching the knowledge and skills you received through the CPD?*

Probes: *Tell me more about that.*

15. *How many of you have shared information from CPD or any other in service training with other teachers on literacy?*

Probes: *Tell me about what you shared. Tell me about why you choose to share that aspect of the training? How did this happen (through presentations, meetings, informal conversations, etc.) How have the other teachers responded? What concepts and practices have they adopted?*

16. *Describe for me any changes you noticed in your learners since your participation in the CPD programs on literacy.*

Probes: *Have their interest levels increased? How do you know that? Why do you think that is? How have your changes affected their active participation? What about their knowledge base? Skills? Anything else?*

Closure

Though there were many different opinions about literacy through CPD, it appears unanimous that _____. It seems most of you agree _____, but some think that _____. Does anyone want to add or clarify an opinion on this?

Is there any other information regarding your experience with or following the workshops that you think would be useful for me to know?

Thank you very much for coming this afternoon. Your time is very much appreciated and your comments have been very helpful.

2.3 INTERVIEW GUIDE FOR SCHOOL IN-SERVICE COORDINATORS

Introduction

Good morning/afternoon. My name is Catherine Mizinga a Masters Student from the University of Zambia undertaking a research in my study in Literacy and Learning. Thank you for sparing some time to talk to me.

Please tell about yourself, how long you have been a deputy head and the role you play in the enhancement of literacy skills to the lower primary teachers

Interview

1. Do you have any CPD activities in this school?
2. Can you describe any CPD activities your school offers or is linked to
3. How far does the current CPD impact your ability to manage school performance?
4. In your school is individual training used as part of policy to identify and improve individual strengths and weaknesses?
5. In order to meet the needs of your school in literacy through CPD, what type of provision should government be championing? How does this relate to the current system?
6. Given a chance, what would you like to see in place to ensure that Literacy needs for teachers are met through CPD activities?
7. Has any professional development been subject based? Explain more on this please.
8. How do CPD activities/ trainings build on the initial teacher training?
9. What kind of follow ups do you make for teachers who have attended/not attended any training to acquire literacy skills?
10. What kind of literacy training would you like to see made available through CPD? Why?
11. What do you think your needs in this regard might be in the next five years?
12. Any other comments?

Thank you!

2.4 SEMI- STRUCTURED QUESTIONNAIRES FOR GRADES 1-4 TEACHERS

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES

EFFECTIVENESS OF CONTINUING PROFESSIONAL DEVELOPMENT IN PROVIDING LITERACY SKILLS TO GRADES 1-4 TEACHERS

QUESTIONNAIRE NUMBER:

DATE:

Dear Respondent,

You are one of the respondents who have been selected to answer questions on the topic under study. This questionnaire is anonymous and the study is strictly for academic purposes. The answers you will supply will be treated with high confidentiality. You are requested to be as honest as accurate as possible. **DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE**

Thanking in advance,

C MIZINGA

Master of Education - Literacy and learning Student.

INSTRUCTIONS

1. Please answer all the questions in this questionnaire
2. Kindly tick or provide a brief answer in the space provided

SECTION A: DEMOGRAPHIC DATA

Kindly indicate the following information

1. Sex (a) female () (b)male ()
2. Marital status:

.....
.....

3. Teaching experience:
.....
.....
4. Position or responsibility:
.....
.....
5. Qualifications :
 - a. Academic:
.....
.....
 - b. Professional:
.....
.....
 - c. Grades taught:
.....
.....

IDENTIFICATION DATA

Please indicate the following about your school

1. Name of the school:
.....
.....
2. District:
.....
.....
3. Zone/Cluster:
.....
.....
4. What kind of training did you receive during your initial teacher training? (eg ZATEC, ZBEC)
.....
.....

5. LEVEL OF TRAINING AND PERIOD

	TYPE OF TRAINING	PERIOD	COURSE PERSUED
A	Initial Training		
B	Further Training/In service training		

6. Does this school have continuing professional development programs?
YES () NO ()
7. (a) If your answer is yes in 9 above, do you have school based training programs?
YES () NO ()

(b) If yes in b above, how often do you hold CPD trainings?

() per week () per month () per term () per year

(c) What are the contents of the school based Continuing Professional Development?

.....
.....
.....
.....
.....

8. (a) Have you ever received any training in literacy teaching?

YES () NO ()

(b) If yes in 10 a above, was the content sufficient

YES () NO ()

MEASURES PROVIDED IN FINDING OUT NUMBERS OF PRIMARY SCHOOL TEACHERS WHO HAVE BENEFITED FROM CPD IN LITERACY

9. Have you ever heard of literacy skills

YES () NO ()

10. In your opinion what do you think literacy skills are?

.....
.....
.....

11. Name any initiative in your school through which Literacy skills are acquired.

.....
.....
.....

12. Have you ever attended any in service training to acquire literacy skills?

YES () NO ()

13. Has your school conducted any of the following as part of the school based CPD program on literacy skills from 2012 to 2015?

ACTIVITY	RESPONSE	No of times attended
Lower primary CPD on literacy	YES () NO () N/A ()	
Workshop on literacy	YES () NO () N/A ()	
Seminars on Literacy	YES () NO () N/A ()	
Zonal or Cluster workshop	YES () NO () N/A ()	
Any other activities or programs	YES () NO () N/A ()	

14. If any of your answers above are NO please briefly state the reasons

15. Do you think your school is doing enough in empowering teachers with literacy skills?

YES () NO ()

16. If your answer is NO in 21 above, briefly state what you think should be done

.....
.....
.....

SECTION D

17. (a) How conversant and familiar are you with literacy skills?

.....
.....
.....

(b) If not familiar or conversant with literacy skills briefly give reasons.

.....
.....
.....
.....

(C) Does your school support school based CPD?

YES () NO ()

(d) Briefly explain your answer to question 23 (c)

.....
.....
.....
.....

18. Are you impressed with the materials and methods used in the provision of literacy skills through CPD

YES () NO ()

19. Do you think the provision of Literacy skills through CPD is a good idea?

YES () NO ()

20. If yes or no briefly explain your response.

.....
.....
.....
.....

21. Do you think grades 1-4 teachers should be involved in the planning of school based CPD literacy programs?

YES () NO ()

22. If yes or no please briefly explain your response.

.....
.....
.....
.....
.....

Thank you for your responses

2.5 RESEARCH FINDINGS

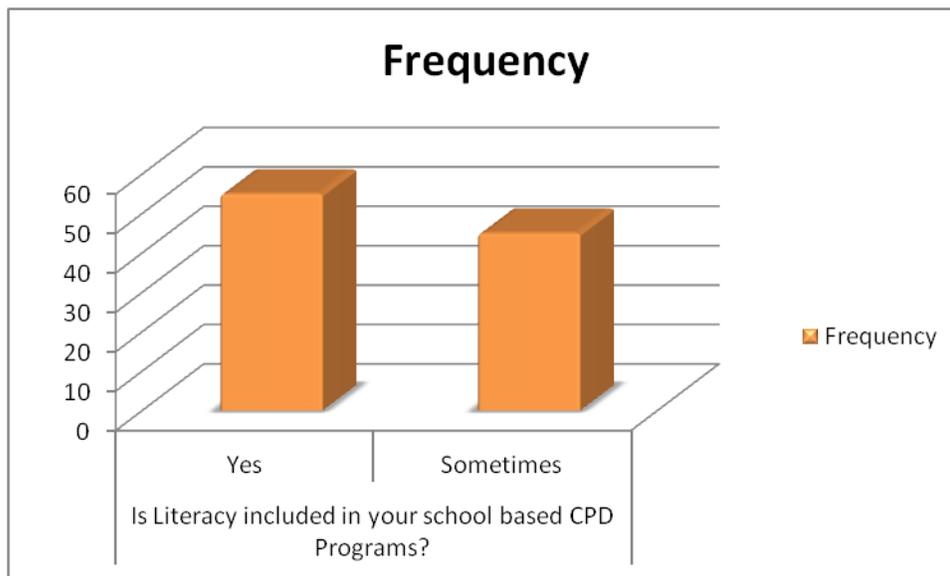
Are schools doing enough to support CPD and is CPD improved teaching of literacy?

Variable	Values	Frequency	Percentage
School doing enough	Yes	75	75.0
	No	24	24.0
Any linkages	yes	60	60.5
	no	40	40.0
Is it necessary to have school based CPD?	yes	100	100
Has it changed/improved your teaching of literacy?	yes	48	48.0
	no	10	10.0
	partly	42	42.0
Does your school support CPD programs?	yes	100	100.0

Venues for CPD trainings in the District

Venue	frequency	percentage
School	51	44
Outside School	63	55

Inclusion of literacy in the CPD programmes



2.6 ASSESSMENT TEST FOR THE GRADE TWO LEARNERS

SECTION A:

Filling in the blanks

1. Baama basazya _____



2. Bataata bayanda _____



3. Basicikolo bajisi _____



4. Matimba mwana _____



5. Basimbi _____



MABBALA AKUBELESYA

mabuku
keembe

balasobana musakwa
mupika

SECTION B:

Sound letter Knowledge

6. P

7. L

8. A

9. B

10. C

SECTION C:

SYLLABLES

Join the following syllables to form words

11. Ba

ka

12. Be

ma

13. Bi

na

14. Bo

ku

15. Bbu

ne



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

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=====
Date: 07/10/15

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS / PhD STUDENTS

The bearer of this letter Mr./Ms. CATHERINE MIZINGA Computer number 514707098 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/

Yours faithfully

Daniel Ndhlovu (PhD)
ASSISTANT DEAN (PG)- SCHOOL OF EDUCATION

cc. Director, DRGS
Dean, Education

All correspondence should be addressed
to the District Education Board Secretary
Tele/fax: 03 – 321421/322464



In reply please quote:

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

**OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 60270
LIVINGSTONE**

8th october, 2015

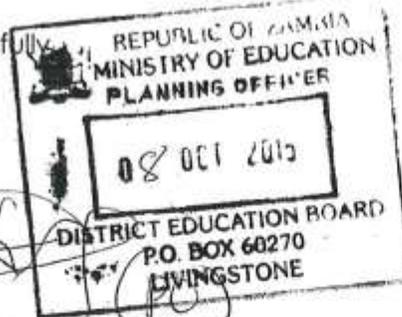
To All Headteachers,
LIVINGSTONE DISTRICT

**RE: FIELD WORK FOR MASTERS/PhD STUDENTS:MIZINGA CATHERINE
COMPUTER No.5147098**

The bearer of this letter is a Masters student with the University of Zambia ,School of Education.

Please render any assistance she may require in relation to her field.

Yours faithfully,



ASD Choola Z. N. (Mrs.)
DISTRICT EDUCATION BOARD SECRETARY
LIVINGSTONE DISTRICT