CONSTRAINTS ENCOUNTERED BY IN-SERVICE TEACHERS IN THEIR PROFESSIONAL DEVELOPMENT IN LUSAKA DISTRICT

BY

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AUTHOR'S DECLARATION

I Haabula Lillian Mutombo do solemnly declare that this research dissertation is my own work and to my knowledge, it has not been previously submitted for a degree, diploma or other qualification at this or any other University.

Author's Signature:…………………………….........Date:…………………………

Supervisor's Signature:………………………………….Date:………………………….

CERTIFICATE OF APPROVAL

This dissertation of Haabula Lillian Mutombo has been approved as fulfilling the partial fulfillment of the requirements for the award of the degree of Master of Education in Adult Education of the University of Zambia.

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ABSTRACT

This study was set out to establish constraints encountered by in-service teachers in their professional development in Lusaka district. The objectives of the study were: to establish the constraints encountered by in-service teachers in their professional development; and to identify measures to be put in place to address identified constraints. A case study research design was used in order to be able to describe the study units in details and gain more insight into the constraints in-service teachers encounter in their professional development (Kombo and Tromp, 2006). It also provided the background data for a larger study (Yin, 2003). The sample of this study was 280. The respondents comprised 56 Headteachers and 224 in-service teachers. The Headteachers were purposefully selected from the 56 targeted Basic Schools as they were a rich source of information. The 224 in-service teachers were selected using simple random sampling procedure. In this procedure, a rotary method was used to select the seven schools from each of the eight zones in Lusaka District and the four in-service teachers from each of the selected seven schools. This gave an equal and independent chance to everyone of being selected.

The data was collected by use of semi-structured questionnaires with open and closed-ended questions for both in-service teachers and Headteachers. The closed-ended questions helped as they eased the processing of research results and the open-ended questions helped in getting detailed information from the respondents. Therefore, the study used both quantitative and qualitative methods in collecting data from the respondents. Qualitative data was anlysed using a quick impressionist summary thus summarizing key findings, explanation, interpretation and conclusion (Kombo and Tromp, 2006). However, quantitative data was presented using pie charts and was analysed using Statistical Package for Social Sciences (SPSS).

The findings revealed that, in-service teachers lacked support from the MOE financially as only five out of 224 in-service teachers were sponsored; teachers were not granted paid/unpaid study leave and were not being confirmed in time. The study therefore, recommended that, the Ministry of Education should be sponsoring, granting study leave, confirming in-service teachers in time and making it a mandate to letting them go for further studies every after a specified period of time.

DEDICATION

I dedicate this work to my beloved late father Mr. Luka Haabula (MHSRIP), my mother Mrs. Martha Miyoba Haabula, my husband Dr. Namuunda Mutombo and my children Mwaambwa Mutaanzi Mutombo, Nachibambula Nsazya Mutombo as well as Jessy Namaluma Lisa Mutombo. I love you all.

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LIST OF ACRONYMS

AIA	Advanced Industrial Art
APC	Advanced Primary Course
CBU	Copperbelt University
CCE	Center for Continuing Education
CDC	Curriculum Development Centre
DEM	Diploma in Education Management
DGCP	Diploma in Guidance, Counseling and Placement
EBS	Educational Broadcasting Services
HTC	High Teacher Course
INSERT	In-service training
ITE	Initial Teacher Education
JICA	Japan International Cooperation Agency
MOE	Ministry of Education
MU	Mulungushi University
NIPA	Public Administration College
NISTCOL	National In-service Training College
NORTEC	Northern Technical College
NRDC	Natural Resources Development College
PEOs	Provincial Education Officers
PTA	Parents and Teachers Association
PTDDL	Primary Teachers' Diploma by Distance Learning

RT	Retraining Teachers
SHAPE	Self Help Action Plan for Education
TED	Teacher Education Department
UB	University of Botswana
UNZA	University of Zambia
UQT	Unqualified teachers
ZPC	Zambia Primary Course

CHAPTER ONE

1.0 Introduction

This chapter gives the background to this study which was focused on investigating constraints encountered by in-service teachers in their professional development. In order to contextualise the study, the term professional development will be defined. Its importance to humanity and the nation in particular will be explained and constraints pertaining to professional development will also be given. The chapter will also include the statement of the problem, purpose, objectives of the study, research questions, significance of the study, limitations and delimitations of the study as well as operational definitions. It also outlines the organization of the study and finally, a summary of the chapter will be provided.

1.1 Background

Professional development, which refers to skills and knowledge attained for both personal and career development, plays a vital role in the development of any nation (Hughes, 1991). Professional development is viewed as encompassing all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice (Hughes, 1991). On the other hand, professional development for teachers is seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitudes (Joyce, 1993).

Teacher professional development is key to promoting teacher quality that results into better education for the learners (Cane, 1989). High quality professional development is essential to increase educators' knowledge, skills, attitudes and beliefs so that they may enable all students to learn at high levels (Fullan, 1989). It can also be said that, educators' quality is the most important influence upon student achievement (Cane, 1989). Furthermore, a well-equipped teacher with teaching knowledge produces quality students (Blardford, 2000). In addition, educational planners see schools to have the central role to play in equipping its youth with the skills needed to fit in the current job market.

Professional development is, therefore, indisputably central to building, improving and sustaining the quality of teachers. To attain a high standard of education, the quality of the teacher must not be compromised. Fafunwa (1990) observes that professionalisation of teaching will require the introduction of in-service training programmes. Thus, staff development becomes a means to an end, the end being the improvement of the quality of

students' learning experiences. Knowing the critical role of Continuing Professional Development (CPD) for school teachers by way of training and re-training, the Ministry of Education introduced Teacher Education Department responsible for initial and in-service training. From a wider perspective, the programme is intended to improve the quality of school input, process and output. Specifically, the programme is targeted at uplifting the quality of education through capacity building for the teachers in key areas like lesson planning, content delivery and enhancing teachers' pedagogical skills. According to Cane (1989), in-service teacher training for professional development is the concern of every well-meaning nation to its nationals as the quality of teachers determines the learners' achievement and the learners' achievement has a direct impact on the development of any nation.

As earlier stated, quality teacher professional development is, amongst others, central to the production of quality learners. Every teacher has the responsibility and obligation to deliver quality education to the learners (Mosha 2006). In this respect, every teacher has a right to teacher professional development. Considering that teachers in whatever capacity, irrespective of their geographical location, are lifelong learners, the study discusses the possible constraints or impediments inherent in the development of teacher professionals. Indeed there are constraints that are encountered by in-service teachers in their professional development and these may emanate from the in-service training providers, employers, family as well as personal issues (Kelly, 2000). Given the many areas from which the constraints can emanate, this study's focus was on investigating the constraints that in-service teachers encountered from their employer. The rationale behind the study was that, constraints if not addressed can act as hindrances to the undertaking of the teacher professional development resulting into teachers' failure in coping with the educational scene that is changing rapidly (Botane, 2004). It can also result into poor delivery of education to the learners which in turn can negatively impact on national development. Educational changes cannot be addressed without adequate teacher professional development.

The study further argues that developing quality education is a responsibility the Ministry of Education must shoulder to meet the demands of the global village where teacher professional development is indispensable and inescapable. However, according to the findings of Universal Basic Education Commission (2004), in Tanzania, teacher professional development was becoming difficult to achieve. The education system generally ended up creating a poor motivating environment for teachers when it came to professional development. Institutional management was not always supportive when it came to Professional Development for teachers. Teachers were given little time for studies due to lack

of study leave. Moreover, Professional Development Programme requests were poorly handled. This was seen in situations where releasing of letters for teachers to attend Professional Development programmes were granted when the candidates were already time-barred. The vision to see the benefits associated with effective staff development was usually absent because the organisational culture did not encourage effective staff development (UBEC, 2004). However, management support is crucial in promoting teacher professional development, which would in turn facilitate the emergence and sustenance of high quality education. Their support can answer to the cause of the Millennium Development Goal (MDG) number two which is advocating for quality basic education for every child by 2015. School managers should be empowered with the ability of leadership to perform their duties including supporting Teacher Professional Development (Mosha 2006). It has been seen however that, despite Teacher Professional Development's contribution to the development and sustainability of quality in the education sector, there is evidence of inadequate opportunities to access and participate in teacher professional development. The reasons mentioned earlier place teacher professional development at the centre of scrutiny. There is need therefore, to establish and address the constraints in-service teachers encounter with their employer in their professional development in Lusaka District. Therefore, this study was undertaken to address these issues.

1.2 Statement of the problem

The Ministry of Education in Zambia has shown interest in promoting professional development by creating the Teacher Education Department responsible for teacher professional development (MOE, 1996). However, despite this well meant action, only 167 out of 4498 Basic School teachers in five years (2007-2011) were cleared to undertake professional development (TED Clearing Office, 2011). This is too small a number in five years. Therefore, there was a need to establish the nature and types of constraints in-service teachers encountered in their quest to develop themselves professionally. More specifically, the study focused on constraints as they relate to the employer of the teachers.

1.3 Purpose of the study

The purpose of the study was to investigate the constraints encountered by in-service teachers in their professional development. The study also purposed to establish what was to be done to address the constraints.

1.4 Objectives of the study

The study was guided by the following objectives:

    i.   to investigate the challenges in-service teachers encounter in their professional development; and

    ii.   to identify measures meant to address the constraints.

1.5 Research questions

The study sought answers to the following research questions:

    i.   what challenges did in-service teachers encounter with their employer in their professional development? and

    ii.   what measures can be put in place to address the constraints?

1.6 Significance of the study

The significance of this study was to provide information to educational policy makers and other stakeholders regarding the constraints in-service teachers encounter in their quest to develop themselves professionally. This information could help the educational administrators to develop appropriate actions to address the constraints and improve the education system for the benefit of the nationals at large.

1.7 Limitation of the study

This study required a wider coverage in terms of targeted schools to provide information that would have led to a wider general view of the findings regarding the constraints that in-service teachers encounter in their professional development. However, it was confined to one target district. As a result, the findings cannot be generalized to all basic schools in Zambia. Another limitation to this study was that the respondents were losing questionnaires and requesting to be given fresh ones. This resulted in financial and time loss.

1.8 Delimitation of the study

The study was conducted in Lusaka District. Furthermore, only basic schools of Lusaka District were targeted while the other three districts of Lusaka Province which have both rural and urban schools were left out. Therefore, the findings of the study could not be generalised to other districts of Lusaka province which have rural schools as well.

1.9 Operational definitions

The following words have been defined in relation to the way they have been used in this study.

In-service: This is being a full time employee.

Training: This is an organised activity aimed at imparting information or instructions to improve the recipient's performance or to help him /her attain a required level of knowledge and skills.

In-service training: This is the education for employees to help them develop their skills in a specific discipline or occupation.

In-service teacher training: This is the training of people who are already in employment as teachers to help them develop their skills in their teaching occupation.

Professional: This is a person formally certified by the professional body of belonging to a specific profession by virtue of having completed the required course of studies or practice.

Professional development: This entails the skills and knowledge an employee gains to optimize her personal development and job growth.

1.10 Organisation of the Study

The organization of the study has been arranged in the following manner: chapter one presents the background of the study on teacher professional development, statement of the problem, purpose, objectives, research questions, significance, limitations and delimitations of the study, as well as operational definitions. Chapter two however, reviews the literature related to the study while chapter three discusses the methodology that was used in data collection, presentation and analysis. The methodology include research design, target population, sample and sampling procedure, research instruments, data collection, data collection procedure and analysis. The data which was collected is then presented in chapter four and in chapter five it is discussed. Finally, chapter six gives the conclusion and recommendations based on the findings of the study.

1.11 Summary

This chapter highlighted on the background of the study, where professional development was defined and the importance of professional development was given. The statement of the problem, purpose, objectives, research questions, significance, limitation, delimitation, operational definitions and the organization of the study were also discussed.

The next chapter will review the literature relating to this study on the constraints encountered by in-service teachers in their professional development.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter contains the review of literature relating to the study on the constraints encountered by in-service teachers in their professional development. This chapter will focus on the importance of education, basic education and professional development. Thereafter, the focus will be on in-service teacher training for professional development and the education system in Zambia as well as teacher professional development in Zambia and other countries. In addition, the impact of teacher professional development on schools and pupils, the past studies on the in-service training for teacher professional development, as well as the factors that enhance and hinder teachers' participation in in-service training for professional development will be discussed. Finally, the summary of the chapter will be given.

Importance of education

Education is an important aspect for any country. It really plays an important role in economic as well as social development (Hughes, 1991). Due to this reason, in this 21st century, every country is adhering to the educational changes that are taking place in the education sector. In addressing these changes, educators and curriculum planners have been compelled to go to the drawing board to re-examine national goals, educational policies, aims and objectives to incorporate solutions into educational planning and development (Hughes, 1991). The main solution is not to remain satisfied with the initial training that is attained, but to keep on renewing or developing the in-service teachers' knowledge and skills, in order to adequately prepare them for the educational challenges that await them in the world of teaching, both within and outside their countries. According to Mohshini (1979), education is an important function of any system of education to make arrangements for further education of the educated and to provide for them an opportunity to go on refreshing their knowledge and bring it up to date.

Education is regarded as a human right as encompassed in the Universal Declaration of Human Rights. It is a very important tool for attaining the goal of equality, development and peace. It breaks the vicious cycle between poverty and illiteracy. It is a driving force for human development because it helps in uplifting the weaker sections of society by providing them with a set of useful and marketable skills. Over and above education helps in increasing

employment opportunities which in turn reduces vulnerability to poverty. The usefulness of education can only be realised if the teachers imparting this education are well prepared by means of being professionally developed.

Importance of basic education

Basic education helps in meeting one's basic needs. It helps human beings to develop their capabilities, to live and work with dignity. It also helps them to participate fully in national development and to improve the quality of their lives. Delors (1996), describes it as an indispensable passport to life. The primary education is very crucial because this is when an individual acquires the instruments for the future development of his/her faculties of reason and imagination, his/her judgment and sense of responsibility. It is at this stage when an individual learns to be inquisitive about the world (Delors, 1996). Basic Education provides to an individual the required knowledge to make optimum use of scarce resources and better use of available services especially to those who are unable to proceed to higher education due to various reasons. In realisation of the importance of elementary education towards the development of an individual, the World Education Forum, Dakar Senegal met in April 2000 and resolved that the international community must ensure that there is universal access to quality basic education. It is to be achieved and sustained by 2015. Basic education is the foundation of higher education, therefore, if the foundation is not well laid, then higher education can be hindered. In light of this, there is need for good quality of teachers equipped with appropriate skills to lay a good foundation for higher education during the basic education. It is for this reason that the education planners, value basic education.

Furthermore, basic education is the foundation for providing equal educational opportunities among the nationals. According to Siaciwena (2006), basic education equips recipients with skills and knowledge that can enable them deal with problems at personal and national levels. The quality of basic school teachers must be observed and issues that act as obstacles to teacher professional development be addressed with urgency in order to continually promote the teacher and education quality.   The Ministry of Education in Zambia, for example, states that, "The main purpose of the education system is to provide quality education to pupils" (MOE, 1996:25)**.** This statement comes in recognition of the importance of the quality education's role in economic as well as social development. This can be achieved, among others, more successfully through the teachers' professional development.

Importance of teacher professional development

It is a fact that there is dramatic global change taking place in the education system; which is likely to cause negative effects on economic development if not checked (Hughes, 1991). Simultaneously, teachers are increasingly expected to be engaged with a range of new challenges as they may be expected, for example, to create a collaborative classroom climate, promote analytical thinking, encourage good citizenship and gender-fair attitudes, deal with HIV/AIDS-related issues, and incorporate ICT into their work (Condy, 1998). Advances in technology for example, throughout the world affect teaching techniques across all subject areas. Schools are asked to teach general technology literacy and specific computer skills (Hughes, 1991). In addition, teachers are increasingly required to employ constructivist teaching approaches, a shift in the teaching and learning paradigm that will require that teachers learn more complex teaching skills than has been employed in the past.

These changes in the curriculum entail changes in the current operations of the education system which in turn, require the in-service training of teachers to enable them cope with the changes.

There is a widespread agreement that the achievement of successful schooling is crucially dependent on the quality of the teaching workforce (Husen et. al, 2003). Teacher education is responsible for developing quality teaching work-force. According to Sparks and Horsley (1990), it is generally observed that the quality of pre-service teacher education is low as it does not equip prospective teachers with requisite knowledge, skills and attitudes to perform effectively in their work-situation. In-service education of teachers is considered to be a key aspect of school improvement efforts (Sparks and Horsley, 1990). The training, retraining and updating of practicing teachers are widely recognized as essential factors in the development of teachers' quality. Teacher quality is a major factor, contributing to improvement in learning outcomes of students (Husen et. al, 2003).

Husen et. al, (2003) further observe that, given the very great importance of teacher training, it is surprising that not more emphasis is placed on its enhancement by national governments, donors and civil society organisations alike. Teacher training is a tool often neglected in the face of more immediately visible educational goals and objectives.

It should, however, be noted that quality professional development has the power to increase educators' knowledge of academic content and teaching skills. In-service training is therefore,

being used as a tool for teacher professional development. Quality professional development can also transform schools into places where all students are deeply engaged in learning and making meaning for their lives. In essence, teacher professional development should be about school improvement and professional growth (Joyce and Showers, 1988).The education that teachers receive has the potential to make a difference to students' learning and therefore warrants careful attention (Shulman, 1987). It is clear that the quality of educational outcomes depends heavily on the quality of the individual teacher. A research conducted in the United States, for example, reported that teacher quality is the single most important variable in determining student achievement (AFT 2000). It is no surprise, then, that improvements in teacher education are frequently suggested as solutions to educational problems. The quality of teachers is likely to assume even greater importance in the future, as changing needs place greater pressures on teachers (Lewin and Stuart, 2003).

Teacher professional development is attained through the teacher in-service training and there is need of understanding what it involves.

In-service teacher training

In-service teacher training for professional development is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his/her professional knowledge, interests and skills. Participating for a degree, diploma or other qualification subsequent to initial training is included within this definition (Cane, 1969). This entails that a serving teacher has to undergo in-service training after the initial training to develop his/her teaching profession.

Since the 1980s, the importance of in-service training in the professional development, and especially in education has been accepted by all (Blackburn and Moisan, 1987). In-service training is a long-term process and it is a part of continuing education that makes possible the acquired knowledge in the initial training to be renewed. Therefore, in-service training is seen as a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and develop their professional approach. Teacher in-service training can also be understood as a tool to professionalise teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovations. If we also keep in mind the characteristics of present day society, with continuous changes and adaptation to new technological, social and cultural changes, in-service training turns to be the only tool to face these changes, as well as to democratise people's access to culture, information and work.

There are two types of in-service training. These are long and short term in-service training and they are elaborated below.

Types of in-service training

The short and long term in-service training can be used for either updating employees on new ways of teaching or upgrading them to high salary scales. Both types of in-service training can be divided into local in-service training offered locally in a particular country and regional in-service trainings that are offered in countries within Africa and overseas (outside Africa) (MOE, 2000).

Short term in-service training

This type of in-service training ranges between three months and below (MOE, 2000). It includes:

    i.   Workshops, seminars and conferences;

    ii.   In-house training, thus institutional based. Institutions organize in-service training programmes meant to impart specific skills, knowledge, information, attitudes and values in their employees with a view to meeting specific needs of an organization; and

    iii.   Study tours is another short term in-service training that accords opportunities for employees to visit other institutions in order to learn about various issues of their interest. The employees can also be taken for a study tour in a specific area which may not even be of their interest but the interest of the organization.

Long term in-service training

This type of in-service training ranges from three months and above and is usually undertaken in various colleges and universities. It can be offered on full-time or through distance education.

Rationale of in-service training (INSERT)

The rationale for in-service training should be derived from the following, as stated by the MOE (1999 p.3):

  i.   the concept of education as a continuous process;

  ii.   the fact that teacher education entails pre-service and in-service training as a

matter of principle;

iii.   the belief that teaching like any other profession should have a self-renewal aspect;

iv.   that pre-service training is still preceded by inadequate formal basic education, yet it is too short to comprehensively cover initial training; and

v.   the fact that developmental problems are not only enormous but are also changing very rapidly.

Different writers have given different views regarding the purpose of in-service training and these writers and their contributions are discussed below.

The purpose of in-service training

There are various reasons for undertaking in-service teacher training. In-service training is there to meet the continuous demands of educational changes and continued need for school teachers to improve skills (MOE, 1996). Fullan (1996) states that, in-service training is important for the professional growth of every employee. He goes on to say that, the changes in the syllabi and in the curriculum are normally followed by a series of workshops to familiarise both the new and serving teachers with curricula changes and other innovations. The teachers are retrained in order to improve the quality of teaching. Bradford (2000) says, in-service training is there to enhance the teaching and learning process of pupils. However, he further explains that, the main purpose of in-service training for teachers is to enhance teaching and learning processes of the pupils. This is arrived at due to the improved methodologies and techniques that relate to certain subjects received by the teachers from the in-service training. Some in-service trainings, according to Hass (1957), are conducted mainly for newly appointed teachers to address several policy guidelines, schemes of work and general school matters which include academic and professional problems. There is need also for the teachers to receive in-service training to enable them share ideas, reflect on their work in schools and be provided with the much needed guidance (MOE, 1996). Additionally, all teachers must be taught because they are all capable of making the changes.

Having elaborated on what is involved in teacher professional development and the in-service training from which it is derived, it is also important to understand the education system in Zambia.

2.2 Education system in Zambia

Zambia's education system consists of academic training at primary, secondary and tertiary levels (MOE, 1996). It is composed of a hierarchical structure with a broad base (primary) and an apex (college or university). It is provided at three levels; basic education which is divided into two (2), middle basic (grades 1-7) and upper basic (8-9); secondary education which is also divided into two (2), secondary school (8-12) and High school (10-12) as well as tertiary education which is categorised into colleges and universities (www.govt.zm). However, the focus of this study is on the professional development of the basic school teachers which is tertiary education for the teachers in the educational levels structure.

Below is the diagram showing the educational levels in the Zambian education system (www.govt.zm).

The structure of the educational levels of MOE

TERTIARY EDUCATION
Universities (pre and in-service)
Colleges (pre and in-service)

SECONDARY EDUCTION
Grades 10-12 (high schools)
Grades 8-12 (secondary schools)

BASIC EDUCATION
Grades 8-9 (upper basic schools)
Grades 1-7 (middle basic schools)
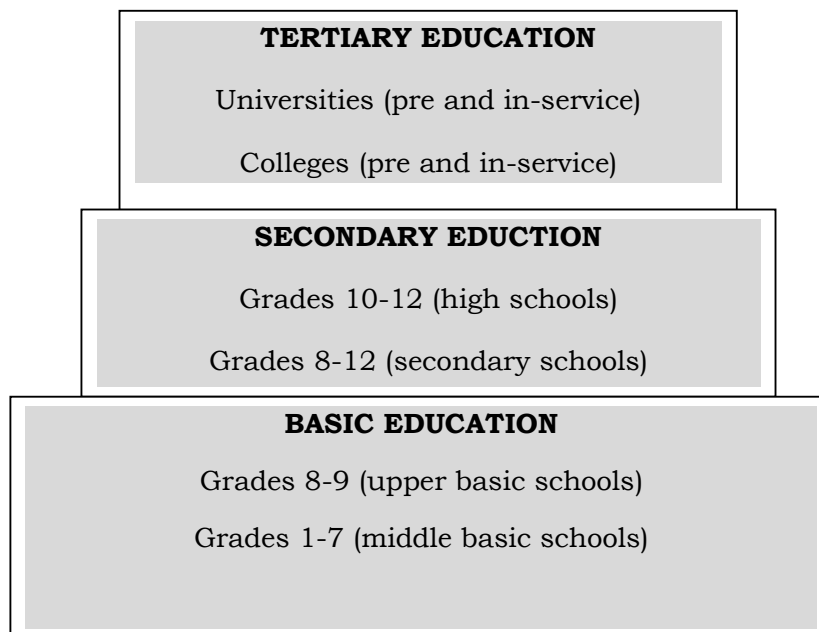
Source: www.govt.zm

As seen from the diagram above, the learner has to start from basic education via secondary to tertiary education. At tertiary level, most students study in various colleges and universities within and outside the country. In the same vein, teachers in need of professional development go back to continue with tertiary education in colleges and universities. There are a number of universities and colleges in Zambia. Most of these colleges and universities offer in-service training which is a very important aspect of providing Continuing Professional Development (CPD) to serving teachers (ZECF, 2010). However, this study

investigated the constraints in-service teachers encounter with their employers in the transition of developing their teaching profession.

Below is the Ministry of Education structure highlighting the position of the Directorate in the ministry responsible for in-service training for teacher professional development.

Ministry of Education Structure

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                    │   2 PERMANENT       │───────▶│  SUPPORT SERVICES       │
                    │   SECRETARIES       │        │  UNITS                  │
                    └─────────────────────┘        │  (ACCOUNTS, AUDIT AND   │
                               │                    │  PROCUREMENT)           │
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│  PLANNING    │      │  HUMAN           │          │  STANDARDS       │
│  AND         │      │  RESOURCE AND    │          │  AND             │
│              │      │  ADMINISTRATION  │          │  CURRICULUM      │
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│  TEACHER EDUCATION   │          │  OPEN AND DISTANCE   │
│  AND SPECIALISED     │          │  EDUCATION           │
│  SERVICES (TESS)     │          │                      │
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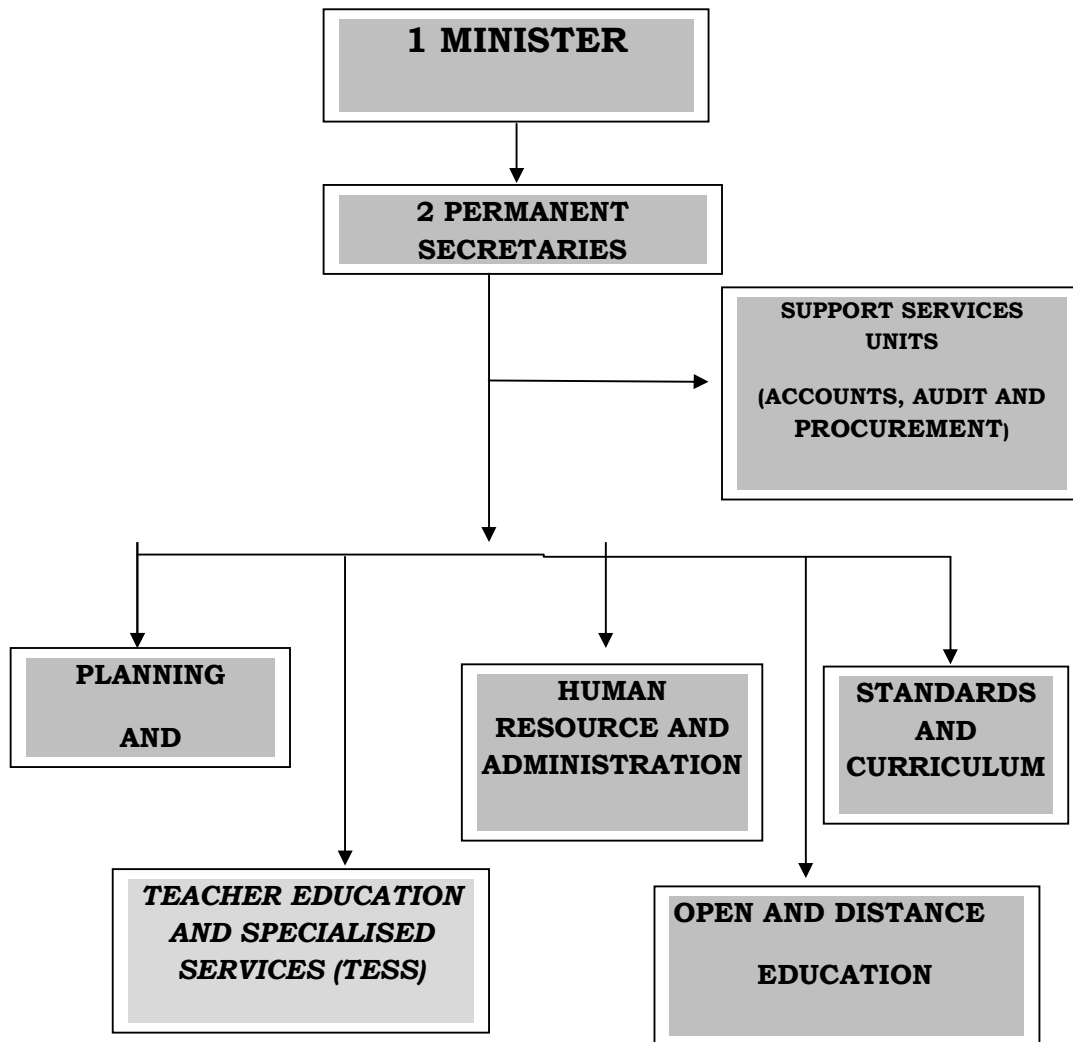
Source: www.govt.zm.

The Ministry of Education has a structure of five different directorates. Each one of them is charged with its unique responsibilities. These directorates include Directorate of Planning and Information, Directorate of Teacher Education and Specialised Services, Directorate of Human Resource and Administration, Directorate of Open and Distance Education as well as Directorate of Standards and Curriculum. Each one of these directorates is headed by a director. There are also support services units which include accounts, procurement and audit

(www.govt.zm). However, for the purpose of this study, the focus will be on the Teacher Education Department (TED) which falls under the Directorate of Teacher Education and Specialised Services (TESS). The Teacher Education Department (TED) was established in 1998. It was tentatively created to specifically deal with pre-service and in-service teacher training throughout the country (MOE, 1999). It is an essential part of the teacher development process that deals with the art of acquiring knowledge, attitudes, and skills for the teaching profession. Its mission statement, is as outlined below:

To educate our future into the 21st century by

providing Zambia with sufficient numbers of qualified

and motivated teachers, able to meet the challenges

of a dynamic and ever changing world (MOE, 1999).

The Teacher Education Department views the quality of teachers as an integral part of the education system in the country. To achieve this responsibility, TED came up with the following strategies:

    i.   raising the status of education in general and primary education in particular;

    ii.   fostering the improvement of quality in teacher education;

    iii.   promoting a delivery system that integrates fully the Initial Teacher Education (ITE) and continuing professional development;

    iv.   rationalising the existing of teacher education provision; and

    v.   decentralising in-service training to the points of delivery.

Upon realising that pre-service courses do not adequately prepare student teachers for the activities they are expected to undertake in schools as fully qualified teachers in future, the Ministry of Education introduced a number of measures to promote teacher professional development.

2.3 Measures put in place by MOE to promote professional development

The Ministry of Education in Zambia observed that, Teacher Education should be a continuous process that must be extended throughout the individual's years of actual teaching.

This is as a result of the foundation laid in the pre-service programme, which may be sound and adequate at a start, but is not sufficient for life (MOE, 1996). To strengthen this view point, the Zambian government through the Ministry of Education, instituted measures to foster the in-service training to the serving teachers. This move is in line with the suggestion of Musa'azi (1982) that professional development for teachers means that provisions should be made by educational authorities to improve the performance of the teachers from initial employment to retirement. This was aimed at raising the quality of teachers through professional development for the provision of quality education to its nationals. Notable among them were the:

a. provision of full-time in-service training programmes in colleges and universities for teachers to develop their professions;

b. provision of distance education which caters for teachers who are unable to get study leave to undergo in-service training for professional development; and

c. provision of School Based Continuing Professional Development (SBCPD) through Teacher Education Department being undertaken in schools to improve teaching/learning in classrooms.

In effecting these measures, the Teacher Education Department (TED) came up with tentative programmes to address issues of teacher professional development. For instance, where teachers need to be abreast with the incoming of new teaching methodologies, the training can take place in their respective schools in forms of workshops or seminars. This is termed as School Based Continuing Professional Development (SBCPD) (ZECF, 2010). In a situation where teachers need to undertake long term in-service training that requires a long period of time, such teachers find themselves in universities and colleges.

In-service undertaking procedure

However, the Ministry of Education (MOE) has put up a procedure for teachers to follow in undertaking in-service training for professional development.

According to MOE Information and Planning (2011), effective 2010, every year, teachers are asked to register with their district offices indicating that they would want to go for in-service training. This registration is valid for 3 years, implying that if one does not go for in-service training within this period, he/she forfeits this chance and has to register again.

Selection criteria for in-service teacher trainees

According to MOE (2002), there are conditions that serving teachers must fulfill for them to be cleared by the ministry to go for in-service training, be it short or long term and these are;

Short term training

For those that want to undertake short term training, the main requirement is that it should be relevant to both the individual's and ministry's needs.

Long term training

For long term training, the Ministry of Education require following qualifications for one to be selected for this type of training:

a. must be a Zambian citizen;
b. must be confirmed in appointment;
c. must have served a minimum of four (4) years after appointment;
d. must be remaining with at least five years in service before compulsory retirement at the completion of the course;
e. must be accepted for the course in line with his/her duties and within the determined Ministry needs; and
f. must be on the study registration list at his/her district office.

However, meeting these conditions does not guarantee study leave and sponsorship, especially if there is a shortage of teachers at the station. Furthermore, the Ministry considers each case on its merit and according to the priorities of the Ministry (MOE, 2002). It is unfortunate that conditions that do not automatically guarantee teachers to go for in-service training for professional development are put up by the employer who is supposed to be in the forefront promoting teacher quality. Whatever the case, there was need to find out what was obtaining in practice.

Funding for training

Funding for training of approved courses is the responsibility of the Ministry of Education. The ministry provides training funds in accordance with the prevailing conditions of service such as the following.

a. sponsorship is determined by the Ministry of Education and is not negotiable;

b. sponsorship is valid for the duration of the prescribed course;

c. sponsorship is offered to candidates nominated by the respective department; and

d. sponsorship is based on the availability of funds (MOE, 2002).

In addition, employees who are willing to sponsor themselves fully are encouraged to do so as long as they are cleared by supervising officers and within the prescribed conditions of service for the full period of the course (MOE, 2002). A look at the conditions that are given, entails that even if a teacher qualifies and has personal sponsorship, it is not automatic that the supervising officers would allow the teacher to go for in-service training since the Ministry has given them the mandate either to allow or not. To sum it all, the training selection criteria are mainly dependent on the Ministry of Education and the availability of funds. Indeed several measures were devised to redress the foregoing challenges. However, the problem was how to make the measure practical.

2.4 Teacher professional development in other countries

The Universal Declaration of Human Rights encompasses the right to education. Most of the member nations have made constitutional provisions for achieving the goal of Universal Education for all. The right to education, especially Universal Elementary Education (UEE), which is directed to the full development of the human personality, has its immense value for educational policy making by the nations. UNESCO's Teacher Training initiative is aimed at redirecting policies, improving institutional capacity, improving teacher quality, and stemming off the teacher shortage in order to achieve Education for All by 2015. UNESCO recognizes that teacher education is integrally related to quality education and closely linked to curriculum renewal, improved learning outcomes, and a positive school environment (UNESCO, 2003). Hence the great need for teacher professional development.

The quality of teachers is a major concern for many countries. It determines the quality of education that is offered to their nationals which in turn has a great impact on the development of a particular country. As a result of this concern, countries are conducting in-service training for professional development to their serving teachers as a way of improving the quality of education in their countries to meet the global demand of well skilled personnel in the world of work.

India

A case in point can be drawn from the experiences of India. According to the Government of India (1999), the in-service education of teachers was a sporadic affair in India prior to 1986. However, the 1986 National Policy on Education (NPE) made a great deal of emphasis on in-service education of teachers on a continuing basis to improve school quality, subsequently achieving Universal Primary Education (UPE) and Universal Elementary Education (UEE). Enormous human and material resources are still being invested into in-service education of teachers. In India, in-service education is accorded to teachers on a continuing basis since 1986. This is to deepen their knowledge of the subject(s) they are required to teach, fine-tune their existing teaching competencies and mastering a few promising new instructional strategies. This is done with a view to enable them become effective performers in their work-situation. In addition, presently every teacher is being accorded in-service education for 20 days in a year under Sarva Shiksha Abhiyan – the flagship programme of the Government of India (Sharma, 1999).

Ghana

Another case worthy of review is Ghana. According to Akyeampong and Stephens (2002), the objectives of the teacher in-service professional development programme in Ghana were to improve the overall quality of teaching and learning at the classroom level using an appreciative inquiry. These objectives were identified through a collaborative process that included working with local stakeholders to improve the quality of teaching and learning in primary schools. One principle was the recognition of the value and the potential capability of every teacher and district-level staff member. The other principle was that an ongoing programme of in-service training that reaches all teachers at the school level is an effective strategy for improving pupil learning.

The programme worked within the context of the Government of Ghana's own educational reform program aimed at improving basic education and its initiative for creating a system of free, compulsory, universal basic education, referred to as FCUBE. In addition, the programme created a core group of district-based trainers who were supposed to gradually become responsible for the implementation of the in-service training at supported schools and extend that training to other schools in the district (Kwame, and Lewin, 2002)**.** In this programme, teachers, head teachers, and circuit supervisors were able to try new methods and materials in a nurturing environment within their schools. It also helped teachers to improve

their instructional skills and practices, enabling them to have a more positive impact in their schools.

Jamaica

The government of Jamaica has been faced with the challenge to provide quality teachers for its primary and secondary institutions. In 2002, the Ministry of Education and Culture entered into a partnership with the University of West Indies to train the teachers in these schools. The programme offers opportunities to explore the blended approach as a vehicle for transformation of education and to assess how such an approach can help in the development and delivery of education opportunities. Jamaica saw the need for professional development to improve the educational area (*www.jamaicaobserver.com*).

Botswana

Botswana is another case that can provide inspiration for review. The expansion of the education system and the need for quality in education created a huge demand for qualified teachers in Botswana (Republic of Botswana 1994).Therefore, in 1999, the Government started upgrading primary school teachers from certificate to diploma levels to enable them cope with curriculum and instructional reforms. The Ministry of Education nominates and sponsors the eligible teachers for the programme. It has put a tentative programme where all the teachers are supposed to go for in-service teacher training for professional development on distance learning every after three years of their initial or previous training. Teachers are however experiencing challenges in the course of their study and the main problem is inadequate learner support. The government does not sponsor many teachers undertaking these studies (Botane, 2004).

Kenya

According to Court and Ghai (1974), Kenya's government has the responsibility of providing education to all its citizens. The Ministry of Education (MOE) ensures that the quality of education is standardized across the country. It hopes that through provision of relevant education, it can produce the much needed employable workforce. Unfortunately, it does not have adequately trained personnel to make this dream a reality across the educational spectrum. Due to the increased demand for teachers to meet this dream, many teachers were employed in Kenya's primary schools, of which a number of them were not professionally trained or certified (Court and Ghai 1974). The government of Kenya then formulated a policy of providing in-service training for practicing primary school teachers. However, it is

faced with two tough challenges relating to relevance and financing of education. To help finance education in the country, in 1988 the government adopted the policy of cost sharing in the sector. The costs were to be shared among the three main stakeholders in education: the government, parents, and the communities. This was done through the establishment of strong Parents and Teachers Associations (PTA) as well as Boards of Governors. However, this initiative did not solve the problem of the inability to meet the high cost of education in the country (*kenyaweb.co.2001*).

2.5 Teacher professional development in Zambia

In Zambia, education is generally regarded as a basic human right and is vital to the development of the nation. Education empowers people, enabling them to be proactive, to control their lives and broaden economic and social opportunities. The backbone to this is teacher professional development.

Teacher professional development programmes in Zambia started as way back as when mankind came into existence. The people of olden days used to sharpen their skills and transmitted them to their communities and their children (Rotberg, 1965). During the colonial period, the colonial masters trained their in-service teachers to better the delivery of education to the learners. They had various in-service trainings for their teachers to improve the education provision in the country and were offered in a variety of ways as is apparent below:

In-service teacher training before 1925.

The historical trend of building the capacity of teacher professionals is not a new phenomenon in Zambia. Neither did it start with the attainment of independence in October, 1964. It has a long standing history dating back to the post-slave trade era. Teacher education programmes were a result of Christian missionary activities. Missionaries were the first architects to play a facilitatory role in the history of the development of teacher professional education. Certainly, this is the case with several African countries on the continent especially in the Sub-Saharan Region. During this period, freed or ex-slaves were the first potential teacher trainees on East African soil to undertake a teacher education and training course. Although such early preparation of quality teacher professionals did not take the current form of colleges of education that we know today, it demonstrates that there was recognition of the need to build quality local teaching capacity. Although insignificant in terms of number, colleges of teacher education popularly known as training centres were established during this period**.**

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During the early years of colonial education, most of the African teachers were of poor quality (Rotberg, 1965). Teachers were ill prepared, as a result, individual missionaries, occasionally organised vacation courses in order to retrain their academic armies.

Rotberg (1965) described the in-service training that took place during the reign of the missionaries as stated below:

> *They gathered the village teachers at a station, and tried to cram fundamental knowledge in their minds. At another station in 1917 teachers were brought from outside schools so that the missionaries might make one last attempt to correct the unfortunate mistakes of their predecessors.*

Rotberg (1965) notes that, teachers could not easily understand what they were being taught or retrained on. Consequently, a recommendation was made to their Bishop and teachers were sent back to their village and ordered the people never to go near their schools because the so called teachers had nothing to teach them. This shows how professional development was valued as the key to develop the education system as well as the learners themselves. It was further noted that, the missionaries who were training these teachers were said not to have been teachers themselves. Therefore, this accounted for the failure to produce effective teachers.

In-service teacher training from 1925

In 1925 a sub-department of African Education was established in Livingstone as a result of the Phelps-Stokes Commission and a request from the General Missionary Conference. The Phelps-Stokes Commission was a high powered team of educators headed by Jesse Jones who made the comprehensive assessment and evaluation of educational opportunities for Africans (Mwanakatwe, 1968). When the Commission met the government officials and members of the General Conference, they made many recommendations one of which was on the in-service training for teachers (Gann, 1964). Following the Phelps-Stoke Commission's recommendation on in-service training, the government of Northern Rhodesia (Zambia) opened the Jeans School in February, 1930 to train African visiting teachers to supervise groups of college schools. The introduction of Jean teachers was an aspect of improvement because it changed the history of in-service training based on academic education to an in-service that was concerned more with teachers' pedagogical element (Henderson, 1929).

There was also a proposal that when the first group of Jeans teachers had gone out, reunions and refresher courses would be arranged periodically. The Directorate of Native Education headed by Latham was determined to improve the quality of teaching in schools. He requested all those schools that needed the grant-in-aid to be giving instructions in the subjects which were approved by the department of Native Education in the official curriculum. This policy direction shows how the professional development was valued. This forced the missionaries to improve their teachers through in-service training, get qualified teachers from elsewhere or train better teachers and establish normal schools.

Consequently, the Methodist, for example, sent their teachers for in-service training outside the country to secondary schools and colleges like South Africa and Tanzania. Others were sent to Munali Training Centre when it opened a junior secondary school in 1939. The White Fathers sent their teachers of the East Luangwa in Zambia to Lukuni in Malawi to train. During the 1930s, missions and the government organized annual in-service courses. The examples of such refresher course include the one that was held in Chipata for the certified teachers (Annual Report on Native Education, 1936) and the one that was held in Mazabuka as jeans supervisor's conference and refresher courses from 30th May to 10th June 1937 (Annual Report on Native Education, 1937). All these refresher courses were a form of in-service training for teachers to develop their career and they lasted for a month or less.

In-service teacher training after the 1940s.

In the 1940s, there was a new upgrading resulting from the increased upper primary schools that were built and needed to be filled with qualified teachers trained for a Higher Teacher Course (HTC). Therefore, there was great concern for the Ministry of Education to improve the serving teachers' qualifications and create chances to meet the needs of the teachers (MOE, 1954).

These trainings were taking place at Chalimbana and Chikuni, and then later David Livingstone Teachers Training College and Malcolm Moffat Teachers Training College. David Livingstone Teachers Training College introduced a new course called Retraining Teachers (RT) after phasing out the Higher Teacher Course (HTC). The new course was introduced to enable teachers acquire skills in English which led to the introduction of Zambia Primary Course (ZPC). The Retraining Teachers (RT) was received with mixed feelings and it was changed to INSERT (In-service Training). Malcolm Moffat and Charles Lwanga Colleges followed suit in offering the in-service training. Therefore, teachers had their skills and morale raised. They were also stimulated towards endeavours and the spirit of service.

Eventually, the Teachers Efficiency Bar Examinations were introduced in the early 1940s for young teachers in the field as a final check for their professional progress. It was after this examination that they became confirmed in their appointment by the Unified African Teaching Service and their salaries rose as well (NISTCOL, 1989).

In-service teacher training after independence (1964)

By 1964, the trend of in-service training was changing from the old-course based model whose purpose was to upgrade the ill-trained or less educated teachers to a new-course-based model with a variety of activities aimed at meeting some of the teachers' needs. In 1968, training in English medium was introduced at primary teacher training colleges. The scheme demanded the retraining of teachers to handle the scheme. Upon completion, these teachers were sent back to their schools to teach English medium classes and change weak areas (EMS Terminal Report, Follis 111)**.** To make in-service training effective, principles emphasized that serving teachers were to be released quickly by their authorities in order to come together in time for the beginning of the college year since some teachers had to cover long distances to reach the colleges. Regretably, the bureaucracy involved in transferring their release took a very long time (ME. File, 1967, Follis 43).

In October, 1970, the Curriculum Development Centre was established in Lusaka absorbing the English Medium Centre. The Curriculum Development Centre (CDC) was charged with the responsibilities of formulating syllabi, resource materials like books and the evaluation of the materials (MOE report, 1978). The change of the syllabi required retraining of serving teachers to the new approach. The lower and upper primary school teachers were retrained in the use of Zambia Primary Course. Many teachers were being retrained and this required a college that could accommodate this large number of teachers and this led to the establishment of the National In-service Teachers' College (NISTCOL) (MOE Report, 1978).

National in-service training college (NISTCOL)

NISTCOL, is one of the many colleges that were set up to foster the in-service training to teachers for professional development. It was opened in 1939 as Jean's Training Centre for community teachers from Mazabuka. It has since undergone a number of transformations. In 1970, the old Chalimbana teachers college ceased to operate and became purely national in-service college to serve primary school teachers and administrators. The expansion of teacher education created shortages of lecturers to meet this need, the University of Zambia offered

in-service courses to primary school teachers who became college lecturers (MOE, Report, 1978).

In 1974 there was a staffing problem in colleges and this prompted the introduction of the Diploma in Teacher Education at the Centre for Continuing Education at the University of Zambia. This course prepared capable teachers to train fellow teachers in primary teacher colleges. Upon successful completion, the teachers were promoted to Grade II lecturers on six months probation. All these were motivating factors for the teachers to be encouraged to undertake in-service training and develop their profession. On the other hand, Zambia Institute for Special Education (ZAMISE) began and continues to provide in-service training for primary school teachers who are retrained to teach in special schools for the deaf, blind and physically handicapped (NISTCOL, 1989).

In 1975 the one year courses which were called Advanced Primary Course (APC) and Advanced Industrial Art (AIA) were introduced to up-grade the qualification of primary school teachers who had the necessary school certificate qualifications. In 2001 the Primary School Teachers' Diploma (PTDDL) replaced APC (NISTCOL, 1989).

The in-service training through the radio and Zambia Television were also used where in-service programmes were broadcast and televised for teachers in the field. The programmes were prepared by the Educational Broadcasting Services (EBS). Inspectors of schools, sometimes with tutors from training colleges ran some in-service courses at regional and district levels and occasionally in schools. Having refresher courses was and still is a method of improving the efficiency of teachers in primary schools (Mwanakatwe, 1968). This kind of in-service training saved many teachers to go to far places like NISTCOL.

In-service training was funded by the central government and money was sent to regions. During the late 1970s however, there was a reduction in the provision of in-service training funds due to the difficult economic situation prevailing at the time. This made teachers to go for in-service training on self reliant basis whereby they had to pay for their transport, boarding fees and food. Sometimes however, they used school funds. As a result, the government started dealing with teachers who resided near colleges (Mwanakatwe, 1968). This shows the constraints that the teachers of that time encountered and thus this research sought to investigate if the same scenario was still obtaining in Lusaka District.

There were also a number of educational reforms that were meant to improve the education system (Educational reform 1977). One of the areas that were reformed in teacher education

was the in-service training for teachers. It was proposed that all those involved in the education enterprise (teachers, administrators, supervisors, tutors in colleges and inspectors) should participate in various in-service training programmes (NISTCOL, 1989).

2.6 Impact of in-service teacher training for pprofessional development on schools and pupil performance

In-service training for teacher professional development has increasingly attracted the attention of policy makers, researchers and other interested parties. This is as a result of the recognition of the important role it plays in improving educational quality, standards and school effectiveness**.** According to MOE (2001), good quality learning depends first and foremost on the teacher. The definition of a "good teacher" changes over time. Knowledge is a dynamic, expanding and ever changing asset, which must be renewed and up-dated continuously in order to be useful. Like other professionals, teachers have a responsibility to themselves and to their own profession, to deepen their knowledge and extend their skills. They also have to keep themselves up-to-date on major developments affecting their profession especially in areas of the learner and the subject content. They have to do this because, skills and competencies needed ten or even five years ago are not exactly the same, as those most needed today and in future. Furthermore, for a long time teachers have been using traditional methods to enhance approaches that will engage learners in activities so that learners are at the centre of the learning process. Therefore, it becomes imperative to continuously improve teachers' knowledge, skills and instructional competences to overcome this challenge (MOE and JICA, 2010).

The main business of school is that of teaching and learning and teachers are an important factor in bringing about improved learning achievements in pupils. As such, teachers' professional needs should be addressed adequately if the desired pupil performance levels are to be attained. The Ministry of Education believes that the most direct way of raising the quality of teaching and learning is through a comprehensive reform and re-direction of professional development for teachers (ELRC, 2004). This is pursued by establishing a performance culture to improve a teacher's awareness and understanding of his/her work objectives, and the performance standards expected of his/her, as well as providing opportunities to devise plans to address their needs (ELRC, 2002).

Heyneman and Loxley (1983) pointed out that the impact of teachers in developing countries is greater compared to developed countries. This is as a result of the pupils' home background

that differs between these two groups of pupils. Children from developing countries are disadvantaged due to lack of exposure to other learning materials compared to children who come from developed countries (Heneyelled, 1998). The disadvantaged children depend purely on the teacher for learning. Therefore, there is need for such teachers to frequently update their knowledge and skills for the betterment of such children. Zambia is not an exception to this situation; hence the need to continually develop the profession of the serving teachers to meet the needs of these disadvantaged children.

In recognition of the in-service teacher training for professional development, some countries have made it mandatory for teachers to be attending in-service training from time to time. Such countries include the United Kingdom, where all teachers are entitled to a number of days for in-service training and they have termed these days as 'baker days'. It is actually in their contract that all first year teachers must undergo in-service training (Blardford, 2000). This is from a belief that, effective school learning requires good teaching and good teaching requires professional development which results into exercising judgment in constructing the education of the students (Porter and Brophy, 1988). In Botswana, this belief is also shared by the government where, there is an agreement that every after three years of teaching, a teacher must go for in-service training without applying for it to sharpen their knowledge and skills for better delivery of education to the learners (Republic of Botswana, 1994).

Fullan (1996) views in-service teacher training as a powerful strategy for professional development and as a long term effective approach to institutional reform. In Texas, Furgason (1991) investigated pupils' performance against teachers' expertise among 900 schools. One of the findings of the study was that teachers' qualification and experience had a great impact on pupil performance.

The findings of a study by Thomas (1989) in New York City showed that teacher qualification accounted for more than 90% of the variations in student achievement in their class work. In consolidating this, Darling (1998) noted that teachers who spend more time in professional development activities were better teachers especially when it came to fostering higher order thinking skills and catering for individual needs. This entails that there should be a continuous self-renewal process of the teaching profession. Trevaskis (1969) undertook a study in which he established the importance of in-service training among those involved with the education of pupils in Africa. He pointed out that without in-service training in Africa, undoubtedly teachers and school standards would deteriorate.

A successful professional development of staff reflects a school managements' desire of value and support of its staff. It is therefore, important to create an enabling environment to facilitate teacher professional development (MOE and JICA, 2010). The management that takes staff development as an important aspect always shows improvement and effectiveness in raising the level of achievement of all pupils. Teaching should be regarded as a profession. It is a form of public service which requires a teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study. It also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

Professional development and training is critical to school improvement. Therefore, the school management team, which is responsible for teacher professional development in schools, must encourage teachers to attend professional development programmes. The encouragement will assist them in improving their knowledge, skills, values, and attitudes in order for them to become better equipped in the management of their classrooms (Farrel, Kerry and Kerry, 1995:115; Oldroyd, Elsner and Poster, 1996:19).

2.7 Studies undertaken on in-service teacher training

Wadimba (1982) carried out a case study based on the recommendations of Trevaskis' (1969) study on in-service training among primary school teachers in the Zambian government schools. The aim of the study was to unearth the weaknesses and strengths of the provision of in-service training among this group of teachers. He focused on the use of in-service training and the methodologies used to deliver the in-service training. The focus was on the weaknesses and strengths of the provision of in-service training, while the focus of this study is on the constraints that in-service teachers encounter with their employers. This justifies the undertaking of the current study as not being a duplicate of Wadimba's.

However, Chelu, et al. (1995) carried out a study on the Zambian government schools, describing the views of selected teachers and education managers regarding the provision of in-service training to teachers. They were gathering some proposals on how the quality and effectiveness of the in-service training in Zambia could be improved. Since that study focused on the quality and the effectiveness of the in-service teacher training, the current study's focus is on investigating the constraints that are encountered by in-service teachers in their professional development with their employer. It can therefore be seen that the current study is focusing on the other aspect of the in-service teacher training area, showing the need for it to be undertaken.

Kamwengo and Sumbwa (1998) also undertook a study on in-service training with the aim of formulating strategies for in-service education for education managers in government institutions. This study's focus was on the affairs of the school managers regarding their in-service training and not the basic school teachers. The different concerns between the previous and the current study justify the undertaking of the current one.

Inferring from the past studies, none of them focused on the constraints encountered by in-service basic school teachers with their employers. Thus, this study will bring out the issues which were not raised.

To sum up the literature review on in-service training for professional development, it is worth noting that there are factors that influence and those that hinder teacher participation in in-service training and some of them are discussed below.

2.8 Factors influencing teacher participation in in-service training

There are factors that influence in-service training for professional development. Different writers on this subject have given some of them and they are as follows:

In light of the above, the most significant factor as to why teachers should be professionally developed is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement in a positive way. Professional development has the power to increase educators' knowledge of what is contained in academic and teaching skills while changing what educators believe about students' learning and how they interact with them. Professional development can transform schools into places in which all students are deeply engaged in learning and making meaning for their lives. Raising the quality of teacher performance through teacher professional development is essential as it is believed to improve the overall performance of education (Fullan, 1989). Over and above, many governments are judged on their performance in the field of education by the outcomes learners display (Hughes, 1991).

According to Blardford (2000), there are many reasons prompting the undertaking of teacher professional development. These include the need to improve the job performance skills of an individual teacher, as well as extending the experience of an individual teacher for career development or promotion purposes. The other reasons are that of developing the professional knowledge and understanding of an individual teacher in order to fulfill his/her responsibilities more effectively, enabling him/her to anticipate and prepare for change and to

derive excitement from it as well as making him/her feel willing and competent to contribute positively to the development of the school.

Gilley and Eggland (1989) also suggest that for in-service training to be undertaken it must be feasible, affordable, and desirable. Fullan (1996) also provides a list of factors that influence in-service training to take place and these are:

i. training needs such as the education reform that calls for the widespread changes can only take place as a result of the effective professional development required in in-service training;

ii. resources; which are the driver of all the learning activities without which no learning can take place. This can be human, material or financial resources;

iii. support from administrators is very cardinal because, without it, it can be a great hindrance in the undertaking of the in-service training since the administrators are the gate keepers;

iv. organisational interest in in-service training is another important aspect that can promote or hinder the in-service training to take place;

v. individual interest is very cardinal for the learning to take place in the individual learner since learning is not a forcing matter. Where learning is forced; it does not take place;

vi. in-service training benefits can motivate the undertaking of the in-service training if they are attractive to the learners such as huge salaries after the training; and

vii. conducive conditions of service can enhance the undertaking of the in-service training. If it goes with the sponsorship of the training as a condition of service for example, everyone would be willing to undertake it;

Real change for the better is achieved through giving those working at local school level, recognition and power. In Australia for example, to enhance this, the school commission had to set up teaching resource centers, encouraged teachers to identify and meet their own in-service training needs. It also involved parents at local level, state and national level, and moved towards school-focused professional development. The teachers received full support from the school senior staff. Teacher professional development is a serious matter of concern because the tasks of schools are changing rapidly and teachers will not cope constructively with those changes in relation to themselves, their pupils, or wider society, unless they too go through the process of change (Department of Employment, Education and Training, 1988).

Changes in economic relations with the rest of the world, entails that school leavers are being sent into a very different workforce and this has placed more pressures on schools. Teachers are asked to emphasise different skills such as the ability to work in groups which is important in service industries, teaching about the world of work, organizing work experiences and initiative, as well as adaptability rather than traditional conformity and contentment (Department of Employment, Education and Training, 1988). This requires a teacher to be developed professionally and it is of vital importance that all teachers, teachers in training, administrators and educational policy makers are made aware of the current issues pertaining to education regarding the teacher professional development.

2.9 Factors inhibiting teacher participation in in-service training

Despite the importance of undertaking teacher professional development, in-service teachers encounter a number of constraints to attain it. These constraints can emanate from in-service providers themselves, families, peers, sponsorships, employers and health issues especially in this era of HIV/AIDS (Kelly, 2000). However, this study has only focused on the constraints that are encountered by in-service teachers with their employers.

Employers play a very important role in the professional development of teachers. They may decide to release teachers to go and develop their profession or they may block them. This development has prompted the undertaking of this study to find out how supportive the employers are in developing their teachers' profession in the Ministry of Education. Every employing sector in the country waits upon the Ministry of Education (MOE) to provide them with well trained personnel who will perform and develop their industries entailing that, without education one cannot perform to the required standards. Therefore, the Ministry of Education (MOE) with its teachers is placed at the centre of national development. If it fails in its provision of well qualified personnel, then, all the industries and organizations will be negatively affected as the employees will not perform to expectation, thereby leading to underdevelopment (Kelly, 1999).

There are various reasons that are given by Cane (1969), explaining why some teachers do not undertake in-service trainings to develop their teaching profession. The reasons given are that:

   a. there is no strong support for in-service training and this is evident in the study that was done in three countries (Durham, Norfolk and Glamorgan) where the primary and secondary school teachers placed in-service training low on their list of priorities to which educational funds might be devoted. They did not realize that

in-service training was professionally desirable and useful to the practitioner (Cane, 1969);

b. some teachers said that they had no professional responsibilities to prompt them to undergo re-training in order to become more aware of modern teaching techniques and approaches;

c. those nearing retirement felt that there was no need for re-training because they would be leaving the profession and the acquired re-training would be of no use;

d. others did not even understand the importance of in-service training and viewed those furthering their studies as just being interested in reading all the time (Cane, 1969);

e. some teachers find it difficult to have a replacement if they decide to attend re-training during school hours. Many teachers were willing to go for in-service training as long as the employing authority would be able to supply a replacement;

f. others may not have any difficulties in finding a replacement but they did not just want to give a burden to their colleagues while away for study during school hours;

g. most teachers were discouraged because they saw their colleagues who had completed their training not being promoted (Cane, 1969). However, it has been discovered that in some way, school Heads and local education authorities may have an upper hand on the decision as to whether the teacher can go for further studies or not. Some headteachers even encouraged teachers to resign as they go for further studies and re-join the teaching profession after they have complete. Some teachers may be deterred by the cost of in-service training: to undergo in-service training, a teacher requires tuition fees, travelling expenses if far from home, upkeep expenses, as well as, other expenses that might be required by the institution of learning;

h. others however, do not just like the idea of being away from home and find travelling very inconveniencing. Thus, they prefer learning within their locality. Family responsibilities also hinder them from furthering their education (Cane, 1969); and

i. some of them had poor academic qualifications which would not enable them to be enrolled in any college or university to further their education.

Given the various constraints encountered by in-service teachers in their professional development, it is worth finding out those that emanate from their employer. In spite of the

above inhibiting circumstances to teachers' participation in their professional development, it is evident that teacher professional development is at the centre of scrutiny. Therefore, this study was being undertaken to address these issues.

2.10 Summary

This chapter has given an overview of the literature pertaining to the study on the constraints encountered by in-service teachers in their professional development. First and foremost, the focus was on the importance of education, basic education and professional development. Thereafter, in-service teacher training for professional development and the education system in Zambia were discussed. This was followed by a look at teacher professional development in other countries and in Zambia. In addition, the impact of teacher professional development on schools and pupils, the past studies on the in-service training for teacher professional development, as well as factors that enhance and those that hinder teachers' participation in in-service training for professional development were dealt with. Indeed, it is important for teachers to be developed so as to make them reservoirs of knowledge for those who need it. They should always be refreshed as a way of preparing them for the future in order to remain ever effective in the education system (Halliday, 1999).

The next chapter will deal with methodological issues of this study. It will give a guide as to how the study was conducted in terms of the research design, the population and its sample, data collection, and analysis procedures.

CHAPTER THREE

 METHODOLOGY

3.1 Introduction

This chapter deals with the methodology of this study. It brings out the research design, the universe population, the sample population and the sampling procedure that was used. It further addresses ethical issues that were considered and the data collection instruments that were used. Additionally, the chapter explains how the data was presented and analysed. Finally, a summary of this chapter is given.

3.2 Research design

According to Kombo and Tromp (2006), a research design can be considered as the structure of the research. However, Orodho 2003) defines it as the scheme, outline or plan that is used to generate answers to research problems. It is also viewed as the conceptual structure within which research is conducted.

In this research, a case study design was used. This case involved fifty-six (56) basic schools in Lusaka District. Lusaka District was the case study area and the fifty-six (56) selected basic schools were the cases to be studied. A case study was selected because it focuses on a smaller unit, group or community (Merriam and Simpson, 1995). The other reason for this preference is that, it provides background data for a larger study (Yin, 2003).

In addition, a mixed research methodology was used in this study, comprising of qualitative and quantitative research, with the quantitative paradigm being dominant. Gay &Airasian (2000) argue that despite the differences between quantitative and qualitative research, the two paradigms should not be considered as oppositional rather as complementary components of scientific and disciplined inquiry. Mixed method research is a dynamic option for expanding scope and improving the analytic power of studies (Sandelowski 2000). Therefore, a mixed methodology research strategy was employed because there was need to capture the different facets of the study, which would not have been possible if only one strategy was used.

3.3 Universe population

A universe population refers to a larger group of objects, people, or events that have at least one thing in common, from which the study sample is taken (Kombo and Tromp, 2006). It is

also a set of people or entities to which findings are to be generalized (Merriam and Simpson, 1985). The universe population for this study consisted of 4498 in-service Basic School teachers and 97 Headteachers giving a total number of 4595 in Lusaka District.

3.4 Sample and sampling procedures

A sample is a subset of the sampling units from the universe population (Ghosh, 1992). It is also defined as the strategically and systematically identified group of people or events that meets the criteria of representativeness for a particular study (Merriam and Simpson, 1995).

The sample population was drawn from the teachers and head teachers in selected basic schools of Lusaka District. Each of these selected schools provided a total number of four (4) teachers and one (1) head teacher. The fifty-six (56) selected schools gave the sample population of two hundred and eighty (280) respondents of which two hundred and twenty-four (224) were teachers and fifty-six (56) were Headteachers.

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Therefore, the sampling procedure is simply the method used to select these individuals or objects from a population which contains the elements representative of the characteristics found in the entire group.

In this study, simple random sampling procedures were used. This method is referred to as simple random as no complexities are involved as a researcher only needs a relatively small , clearly defined population to use it (Kombo and Tromp, 2006). To select each unit on a random basis a lottery method can be used. In a random sampling, each unit of the population has the same chance as any other unit of being included in the sample (Hannagan, 1986). Therefore, this was done in order to give all the schools in the eight Lusaka District school zones and all the teachers in the selected fifty-six basic schools a chance of being selected. The simple random sampling was used per zone to select the 7 schools out of all the schools available in a particular zone. This is to mean that each one of the schools available in a particular zone was written on a piece of paper and folded. These papers were of the same colour, folded in the same way and were mixed up together. Thereafter, the lottery system was used to randomly select seven (7) papers for the sample. The same rotary system was used to select four teachers from the available teachers in a particular school. In the same manner, using a list of teachers in a particular school, each teacher's name was written on a

piece of paper which was folded, mixed together and four teachers were randomly picked for the sample.

Furthermore, purposive sampling was used to select the school head teachers who represented the employer. In a purposive sampling, the researcher purposely targets a group of people believed to be reliable for the study and in this study the Headteachers were selected using this method. The Headteachers of the selected basic schools were purposely chosen to give the information on their in-service teachers regarding professional development. This is a rich case *s*ample where a researcher chooses a few individuals whom he/she considers to be knowledgeable about the issue under study (Mortens, 1997, p. 261). Purposive sampling depends on the researcher to choose these individuals, raising the question; how does one choose some individuals and exclude others? In light of this, if used properly, purposive sampling can be a powerful tool in research to obtain necessary knowledge of the problem under study (Mortens, 1997).

3.5 Piloting the study

The data collecting instruments that were used were subjected to a pilot study before they were used in order to test them on how well they could be used to collect the final data. After the corrections were made to the instruments, they were administered for the main study.

3.6 Validity of data collection instrument

According to Cohen and Manion (1994), the most important quality of any instrument is its validity. Thus the extent to which it can measure what it purports to measure. Therefore, the validity of the data collection instrument was one of the factors considered when choosing the instrument to be used in the study.

3.7 Data collecting procedure

Before the data was collected, written permission was sought from the Assistant Dean Post Graduate Studies which was presented to the providers of the research information. At each selected school, the Headteacher was presented with an introductory letter before proceeding with the issuance of questionnaires to the teachers and the Headteacher. The data collection instruments that were used in this study were semi-structured questionnaires with closed-ended and open-ended questions for all the respondents. The closed-ended questions contained yes and no checkboxes while the open-ended questions provided spaces to elaborate on responses. The closed-ended questions were helpful because they provided uniformity in the responses and eased the processing of the research results. The open-ended

questions were used to help in collecting information that required wide ranged answers. These questions also helped in getting more detailed information from the respondents.

The data collection from all the respondents was by way of a self-administered questionnaire. This was done to explain the purpose of the study and to win the respondents trust. The other reason was to ensure prompt and timely return of the questionnaire and also to eliminate the tendency of irregularities that may crop up through mailing. They were asked to complete and return the questionnaires within two weeks.

3.8 Ethical issues in data collection

Research ethical issues to be defined are the dos and don'ts of any research undertaking and these were taken into consideration. Permission was sought from the education authorities to enable me undertake this study in their institutions and they were at liberty to accept or not. In this vain, those who accepted my request, allowed me to conduct the study while those who did not accept were not forced to do likewise. The respondents were assured of the confidentiality of the information they would give, their identity and that of the school. They were assured that, the information they would give, was for academic purposes only and their names as well as those of the school would not to be disclosed. They were also not forced to provide the information when they did not want to do so. They could withdraw from the research if they opted for that.

3.9 Data analysis

Data analysis is a systematic way of arriving at conclusions. It is a process of bringing order, structure and meaning to the mass of collected data (Marshal and Rossman, 1985). The data that was collected in this study was analysed using quantitative and qualitative procedures. These were used in order to obtain more reliable information pertaining to the study. Reliable information was obtained due to the fact that the two procedures checked each other. Thus, where the quantitative approach was weak, it was supplemented by the qualitative data and vice versa (Gay & Airasian, 2000). Quantitative data was presented and analysed using a Statistical Package for Social Sciences (SPSS), while qualitative data was anlysed using a quick impressionist summary thus summarizing key findings, explanation, interpretation and conclusion (Kombo and Tromp, 2006).

3.10 Summary

This chapter focussed on the methods that were employed in the collecting, presenting and analysing of the research information. The chapter also included the discussion on research design employed which in this situation was a case study. This included the research design and for the purpose of this study, a case study was selected. The other areas that were dealt with included the universe population, sample population, the sampling procedure, data collection instruments, data collecting procedure, piloting of the data collecting instruments, ethical issues and the data analysis procedures.

The next chapter, which is chapter four, will deal with the presentation of the research findings.

CHAPTER FOUR: FINDINGS

4.1 Introduction

The main aim of the study was to establish the constraints in-service teachers encountered from their employers in their professional development in Lusaka District. The research was undertaken in fifty-six (56) Basic Schools of Lusaka District which provided two hundred and twenty-four (224) in-service teachers and fifty-six (56) Headteachers as respondents for the study. The total number of respondents therefore, amounted to two hundred and eighty (280). The details of the data obtained from the study are presented in two parts, namely the findings from in-service teachers and the Headteachers. Furthermore, the data has been illustrated by use of pie charts and in a qualitative form where emerging themes were used. The presentation of findings is guided by research questions which are stated as follows:

    i.   what challenges did in-service teachers encounter with their employer in their professional development? and

    ii.   what measures can be put in place to address the constraints?

4.2 Profile of the respondents

This section focuses on the characteristics and responses of the respondents who were teachers and Headteachers. The first part is based on the profile of the in-service teachers while the second part is based on the profile of the Headteachers.

The profile of the in-service teachers is presented in relation to the subsequent sub-headings as shown here under. The sample population will be denoted by "n" on each of the figure presented in this chapter.

4.3 What constraints in-service teachers encounter with their employer in their professional development?

The responses for this research question are given in the subsequent pages by the in-service teachers and the Headteachers.

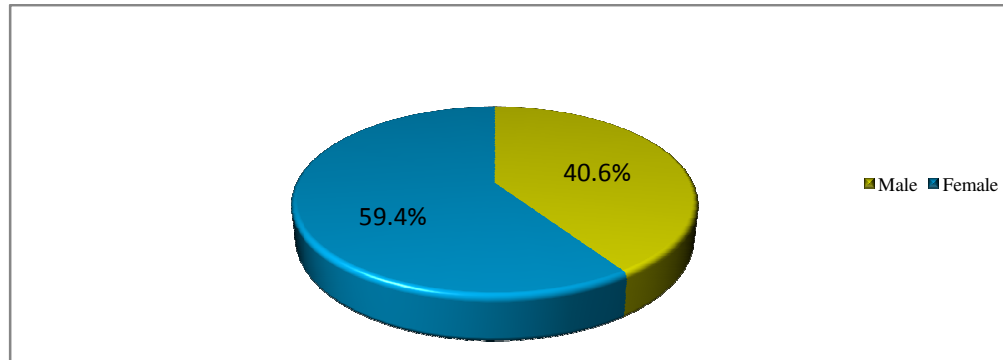**Fig.1: Distribution of teachers by sex (n=224)**

Fig.1. shows that the sample comprised 91(ie40.6%) males and 133(ie59.4%) female respondents, which gives a total sum of two hundred and twenty-four (224). Therefore, it is worth noting that majority respondents (ie133=59.4%) were females.

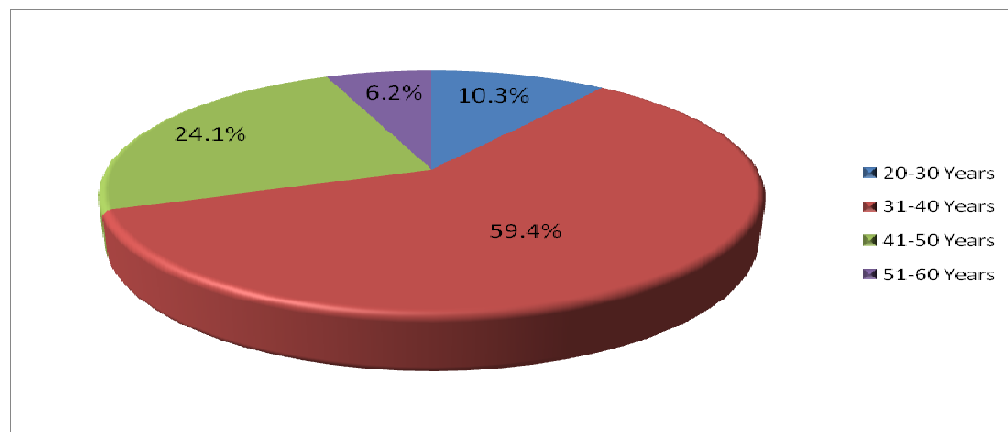**Fig. 2: Distribution of teachers by age-group (n = 224)**

Fig.2. above shows that, 23(ie=10.3%) respondents were in the age-group of 20-30 years, 133(ie59.4%) were in the range of 31-40 years, 54(ie24.1%) belonged to the age-group of 41-50 years and 14(ie6.2%) were in the range of 51-60 years of age.

It can be noted that majority in-service teacher respondents (ie133=59.4%) belonged to the age-group of 31-40 years.

Fig.3: Distribution of teachers by marital status (n = 224)
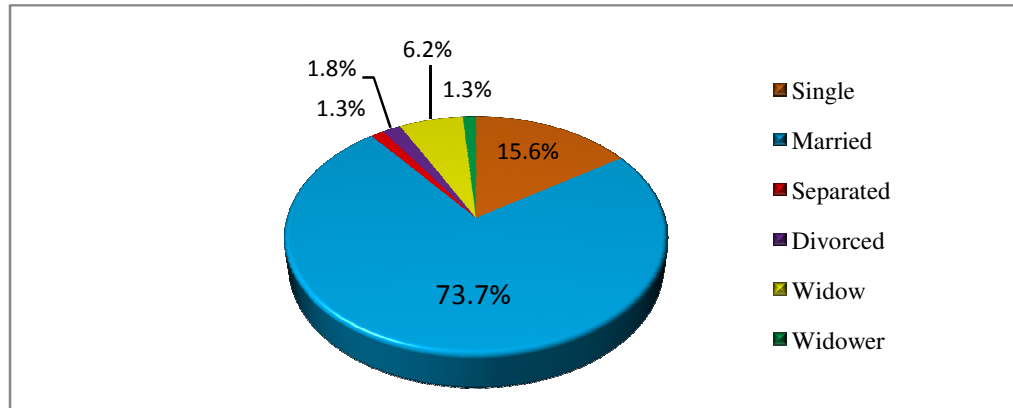
The information in figure 3 above, respondents revealed that 35(ie15.6%) were not married, while 165(ie73.7%) were married. However, 3(ie1.3%) were on separation with their spouses, 4(ie1.8%) were divorced, 14(ie6.2%) were widows and 3(ie1.3%) were widowers.

This information therefore, indicated that, majority respondents (ie165=73.7%) were married.

Fig.4: Distribution of teachers by highest academic qualification (n = 224)
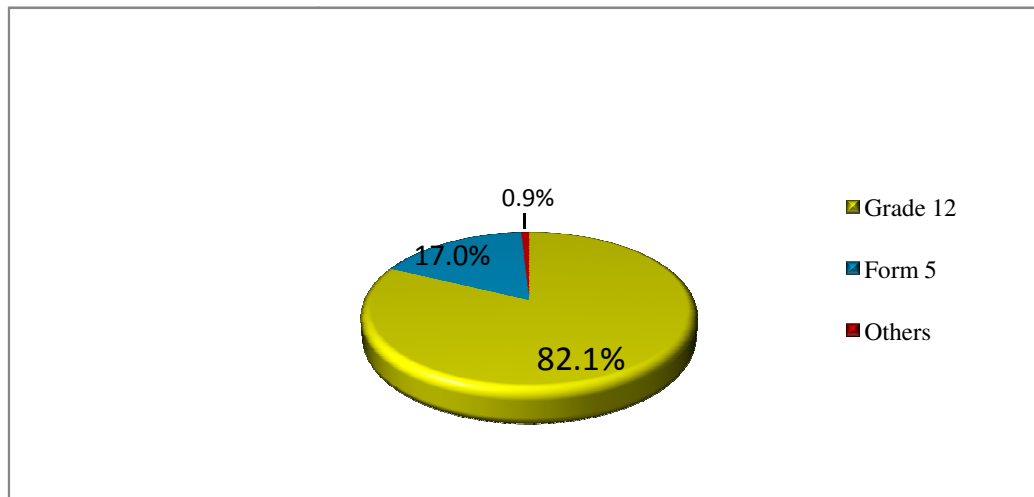
The results in Fig.4 above show that out of the 224(ie100.0%) in-service teachers who responded, 184(ie82.1%) had Grade 12 as their highest academic qualification, 38(ie17.0%) were form fives (form 5) and 2(ie0.9%) had other such qualifications as form six as their highest academic qualifications.

Therefore, the study established that majority in-service teachers who responded (ie184= 82.1%) were Grade 12 Certificate holders.

Fig.5: Distribution of teachers by highest professional qualification (n = 224)
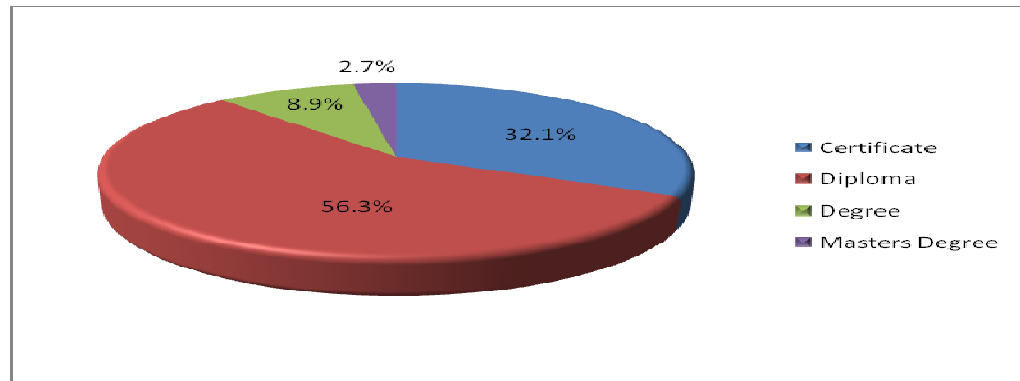
The responses in the fig.5. indicate that, 72(ie32.1%) had teachers' Certificates, 126(ie56.2%) were Diploma holders, followed by 20(ie8.9%) with first Degrees and 6(ie2.7%) holders of Masters Degrees.

However, the outstanding point is that majority in-service teacher respondents (ie126=56.2%) were Diploma holders.

Fig.6: Distribution of teachers by the period served in teaching (n = 224)
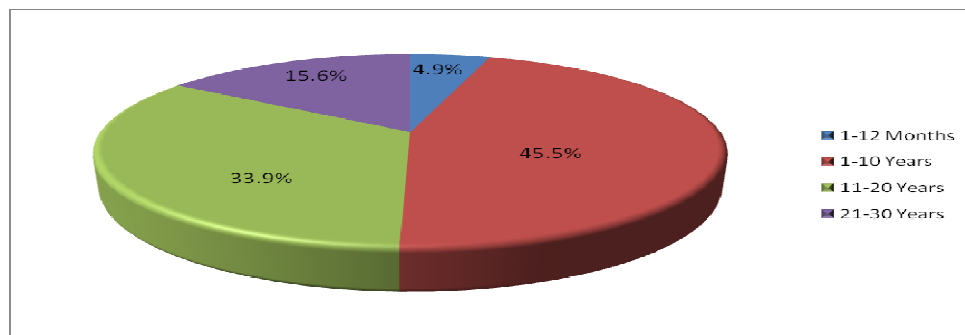
Fig.6. above indicates that, 11(ie4.9%) of the teacher respondents had served in the teaching profession for the period of 1-12 months, 102(ie45.5%) had served for the period of 1-10 years, 76(ie33.9%) were in the range of 11-20 years of service and 35(ie15.6%) had served in the period ranging from 21-30 years.

Worth noting here is that, majority in-service teacher respondents (ie102=45.5%) had served in the teaching profession for the period of 1-10 years.

Fig. 7: Distribution of teachers by knowledge of the Ministry of Education in-service training undertaking procedures (n=224).
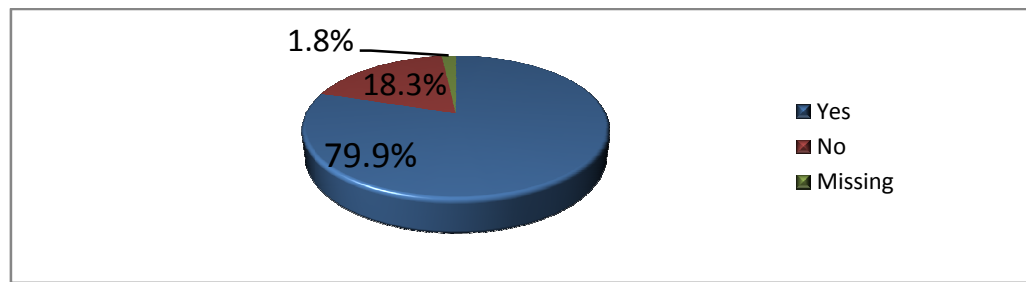
The data in figure 7 above shows that 179(ie79.9%) in-service teachers who responded had the knowledge of the Ministry of Education in-service training undertaking procedures while 41(ie18.3%) did not know the procedures. 4(ie1.8%) didn't say anything about it. These are procedures which have been put in place by the Ministry of Education as a guide for those teachers who are to undertake in-service training. They outline the requirements for undertaking teacher in-service training.

The responses given however indicated that most in-service teachers (ie179=79.9%) who responded had the knowledge of the Ministry of Education in-service training undertaking procedures.

Fig. 8:   Distribution of teachers familiar with the Ministry of Education in-service training undertaking procedures (n=224).
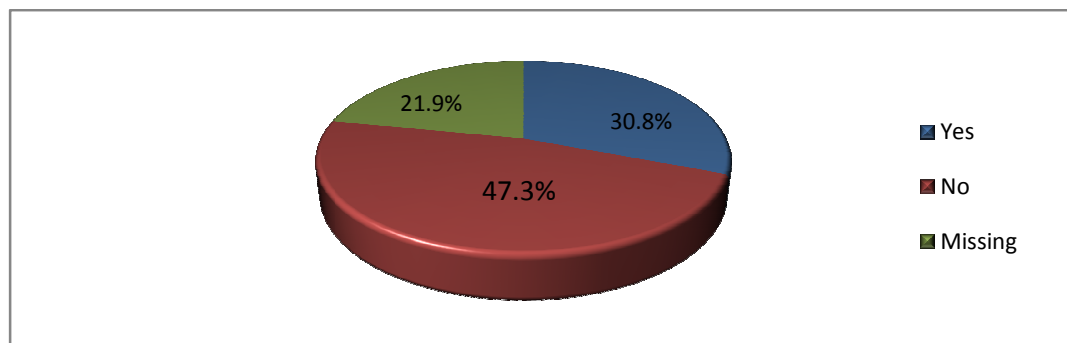
Out of the 224(ie100.0%) in-service teacher respondents, 69(ie30.8%) were in favour of the laid down Ministry of Education In-service Training undertaking Procedures while 106(ie47.3%) were not in favour of them. However, among the 49(ie21.9%) indicated as missing, 41(ie18.3%) as per figure 7, didn't know the existence of in-service training undertaking procedures. As a result, they could not tell whether or not they were favourable,

while 9(ie21.9%) knew about these procedures but did not know whether or not to term them as favourable.

Furthermore, it can be noted that majority in-service teacher respondents (ie106=47.3%) were not in favour of the Ministry of Education In-service Training undertaking Procedures.

Constraints arising from the unfavourable in-service teacher training undertaking procedures

i.   Some of the teachers who acknowledged that they knew the in-service training undertaking procedures, complained that these procedures were not favourable because there was no clear communication between the teachers and the employer over who should go for training and who should not. They saw this to be attributed to too much bureaucracy.

ii. They also complained that they found these procedures unfavourable because despite the fact that it was a requirement for the employer to sponsor the employee who needed training, the employer did not sponsor every teacher wishing to undertake in-service training.

iii. In addition, paid study leave was very difficult to secure as the employer was often reluctant to grant study leave to in-service teachers on the pretext of shortage of staff in schools.

Fig. 9:   Distribution of teachers encouraged to undertake in-service trainings in colleges or universities by the employer (n=224).
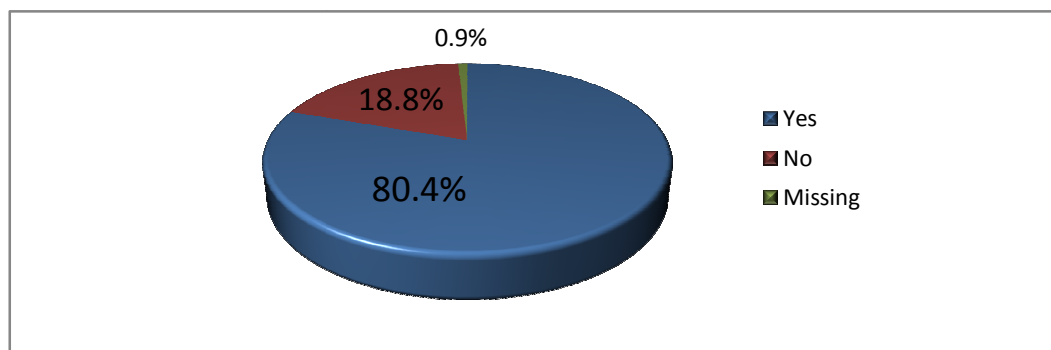
Fig.9 above shows that 180(ie80.4%) respondents were encouraged to go for in-service training to develop their professions, while 42(ie18.8%) said they were not encouraged to go for further studies by their employer.

However, what is worth noting from this information is that most teacher respondents (ie180=80.4%) were encouraged to go for in-service training to develop their professions.

Fig.10: Distribution of teachers by in-service training at a college/university (n = 224)
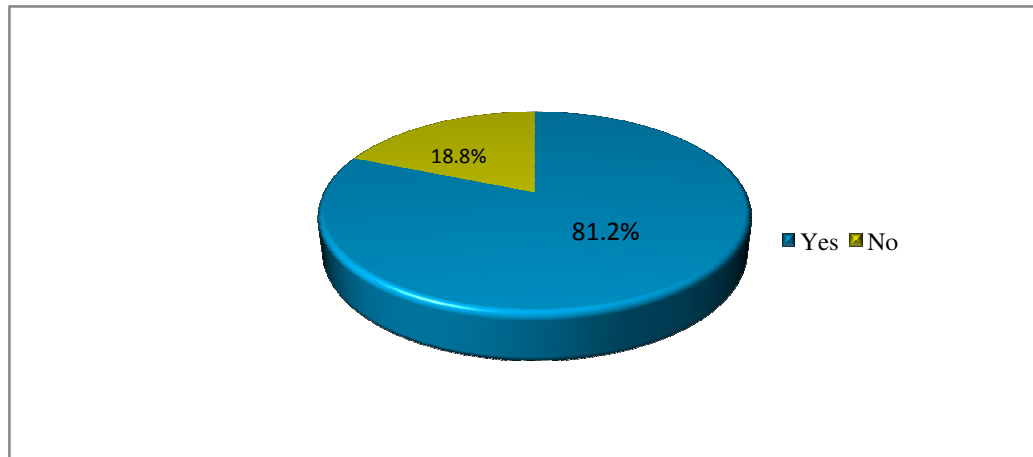
From the responses shown in Fig.10. above, among the 182(ie81.2%) in-service teachers, some have undergone and others are still undergoing in-service training in colleges or universities, while 42(ie18.8%) have not gone for in-service training to any college or university since their initial training.

The given responses show that majority in-service teachers (ie182=81.2%) had either undergone or were still undergoing in-service training in colleges or universities.

Fig.11: Distribution of teachers by who sent them for in-service training (n=224)
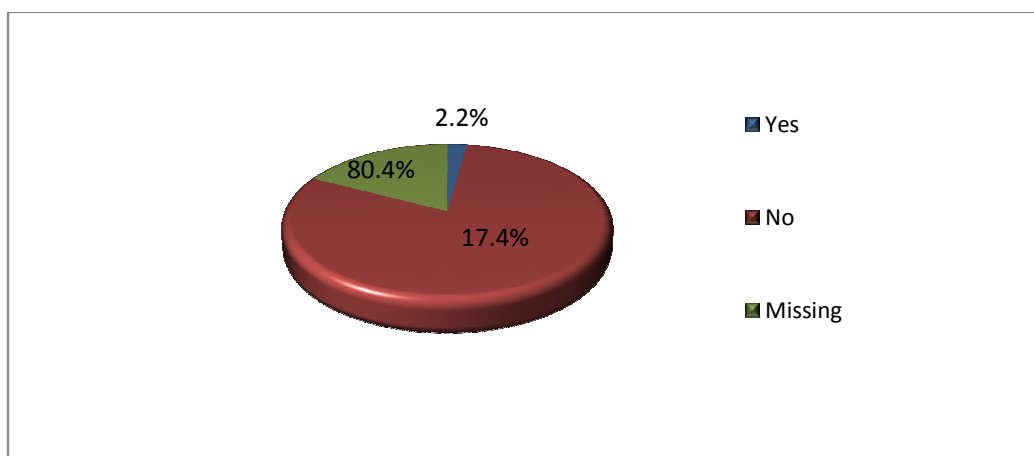
The indication on figure. 11. above, is that 5(ie2.2%) in-service teachers who responded, were sent for in-service training by their employer, while 180(ie80.4%) sent themselves.

It is worth noting however, that majority teachers (ie180=80.4%) who responded, went for in-service training without being sent by their employer.

Fig.12: Distribution of teachers by their sponsors for in-service training (n=224).
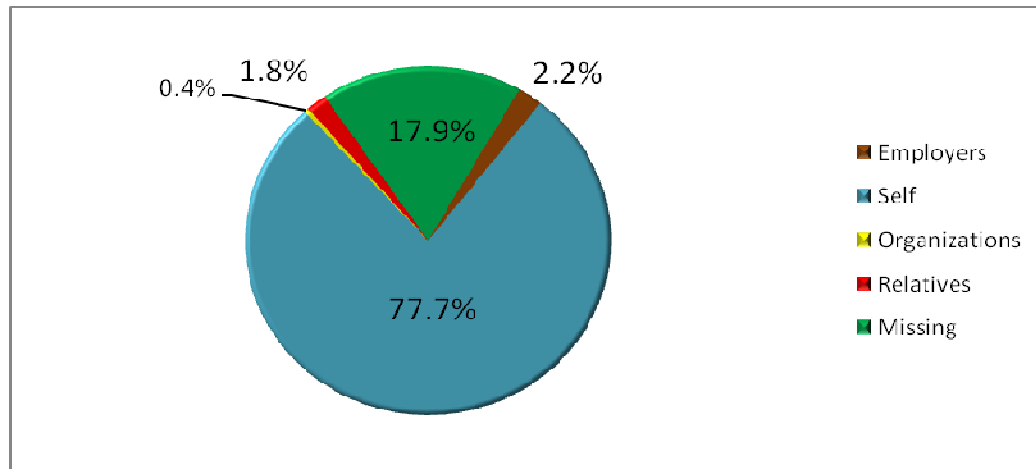
In figure.12. above, it is clear that 5(ie2.2%) in-service teachers were being or still being sponsored by the employer, 174(ie77.7%) sponsored themselves, 1(ie0.4%) was being sponsored by private organisation, 4(ie1.8%) were being sponsored by relatives, and the 40(ie17.9%), who are reported missing, comprised teachers who had never gone for in-service training.

It is then apparent that most of the teacher respondents (ie174=77.7%) sponsored themselves.

Fig. 13: Distribution of teachers by constraints encountered due to not being sent by the employer for in-service training (n=224).
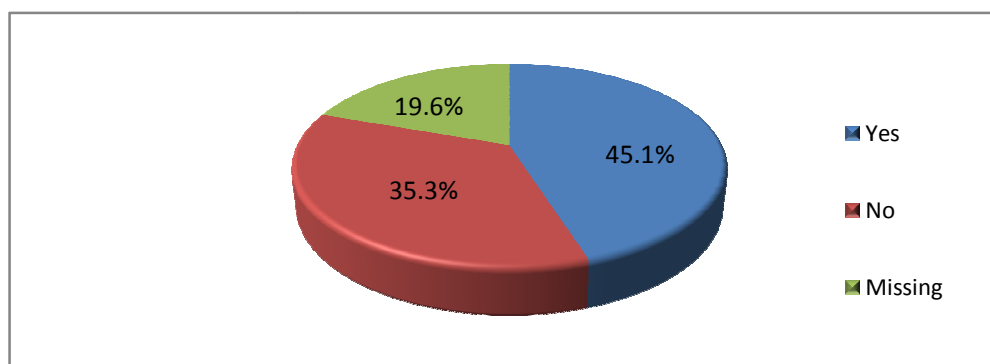
The information in figure.13. above indicates that 101(ie45.1%) teachers who sent themselves for in-service training, acknowledged having encountered constraints from their

employers. However, 79(ie35.3%) in-service teachers did not encounter any constraints with their employer despite sending themselves for in-service teacher training.

The results from the responses indicated that most of the teachers (ie101=45.1%) who sent themselves for in-service training, acknowledged having encountered constraints with their employers.

Constraints encountered as a result of not being sent by the employer for in-service Training

Most of the teachers sent themselves for in-service training in colleges or universities and this made them encounter a multiplicity of constraints as acknowledged by some of them in fig. 13 above. For example, most of these teachers were given less time to attend lectures by their Headteachers as study leave could not be granted to them and they could not be sponsored by the ministry. Teachers who were studying by distance facility also complained against Headteachers who forced them to apply for a local leave before going for residential school. Teachers saw this as a waste of leave days since they were learning during school holidays.

Reasons as to why some teachers had not gone for any in-service training in a college or university since their initial training.

Teachers were asked as to why they had not gone for any in-service training in colleges or university and various responses were given as follows:

i.   some of them said they were just reluctant to go for further studies;

ii.   teachers who used the right procedure to be cleared, encountered problems in getting the clearance from the Ministry of Education;

iii.   others were not confirmed and it was against the in-service training policy of the Ministry of Education for the unconfirmed teachers to go for in-service training;

iv.   others complained against Headteachers who never valued professional development. Such Headteachers never allowed them to go for in-service training, or victimised them even when they were able to sponsor themselves;

v.   some had not gone for any in-service training because they had not been accepted by colleges or universities when they applied;

vi.   some of them did not have favourable grade 12 results to gain them entry into a college or university;

vii.   others saw no merit in undergoing such training because they were about to retire, as such they would have nowhere to use their knowledge after training;

viii.   some of the teachers found no need of going for in-service training in colleges or universities because those who had done in-service training had not benefited anything by way of upwards salary adjustment and promotion; and

ix.   furthermore, some of them said that they were lacking sponsorship as their salaries were meager to meet the needs of their families and their studies.

Having looked at the constraints encountered by the in-service teachers in their professional development as perceived by in-service teachers, the next presentation of the findings will be the constraints encountered by the in-service teachers in their professional development as perceived by the Headteachers.

Profile of Headteachers

The profile of Headteachers is presented in relation to subsequent sub-headings as shown below.

Fig.14: Distribution of Headteachers by sex (n = 56)
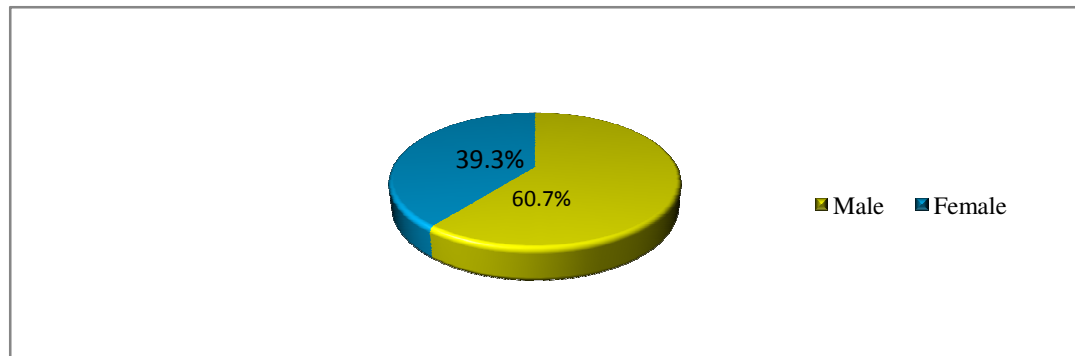
Fig.14. above indicates that Headteachers' sample comprised 34(ie60.7%) male and 22(ie39.3%) female respondents. This indication shows that there were more male respondents compared to female ones.

Furthermore, this information reveals that, most basic schools in Lusaka District (ie34=60.7%) were headed by males at the time of the study.

Fig.15: Distribution of Headteachers by age-group (n = 56)
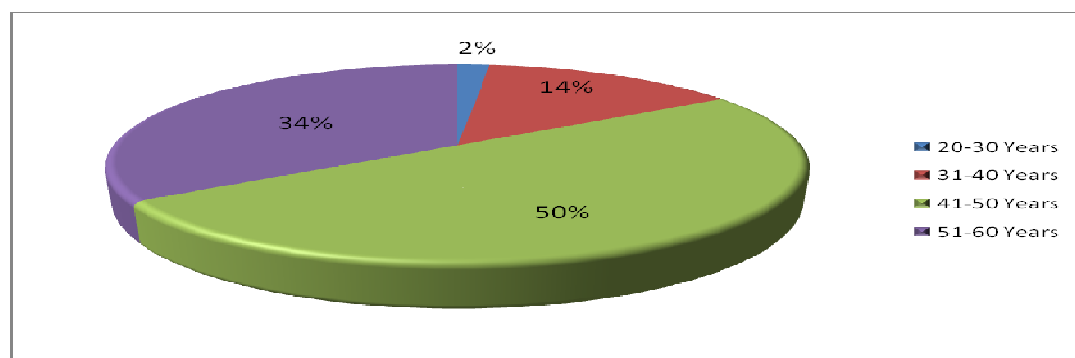
The figure above shows that, 1(ie1.8%) Headteacher was in the age-group of 20-30 years, 8(ie14.3%) were in the range of 31-40 years old, 28(ie50%) belonged to the age-group of 41-50 years and 19(ie33.9%) were in the range of 51-60 years of age.

It is apparent then that majority Headteacher respondents (ie28=50%), belonged to the age-group of 41-50 years.

Fig.16: Distribution of Headteachers by marital status (n = 56)
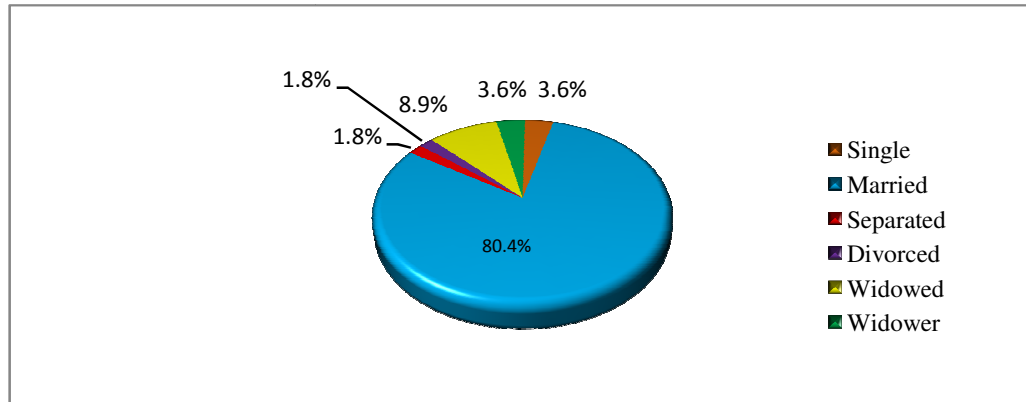
The information of the marital status of Headteacher respondents as shown in figure 16 above reveals that 2(ie3.6%) were not married, while 45(ie80.4%) were married. However, 1(ie1.8%) was on separation with the spouse, 1(ie1.8%) was divorced, 5(ie8.9%) were widows and 2(ie3.6%) were widowers.

The indication in this information therefore, is that, majority Headteacher respondents (ie45=80.4%) were married.

Fig. 17: Distribution of Headteachers by highest academic qualifications (n = 56)
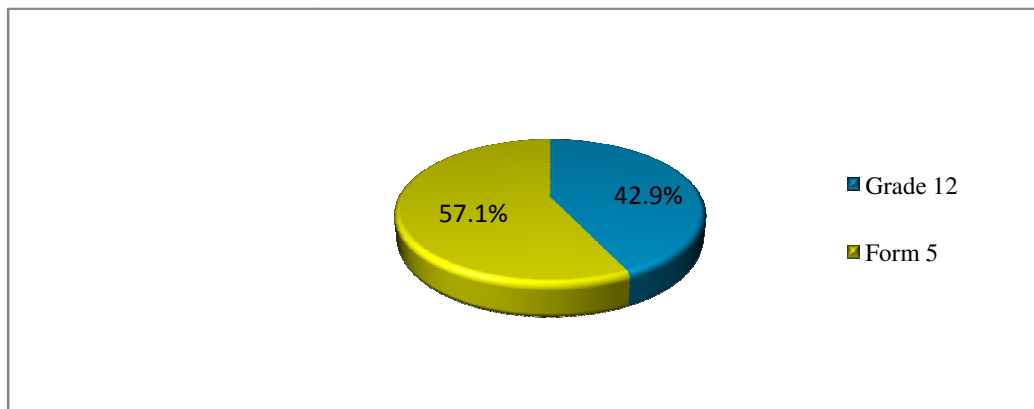
The results in fig.17. above show that out of 56(ie100.0%) Headteachers who responded, 24(ie42.9%) had grade 12 as their highest academic qualifications and 32(ie57.1%) were form fives (form 5).

Therefore, it is noted that majority Headteachers (ie32=57.1%) who were respondents had form five (Form 5) as their highest academic qualification.

Fig.18: Distribution of Headteachers by highest professional qualifications (n = 56)
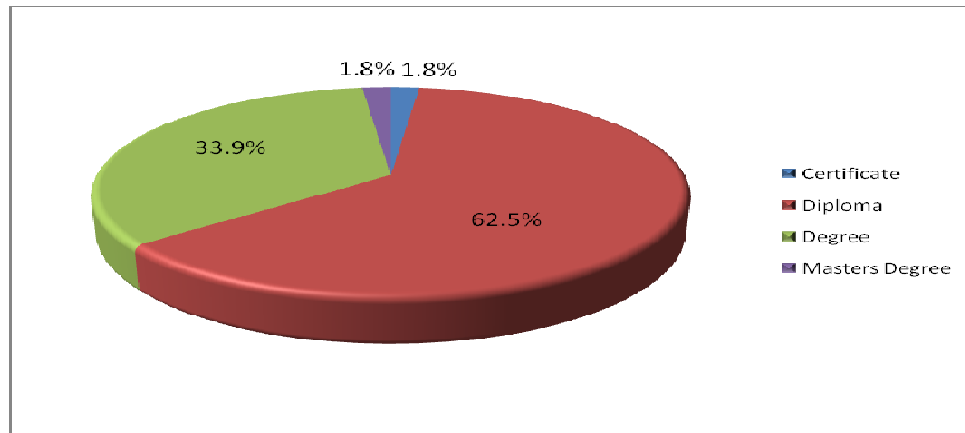
The highest professional qualification of Headteachers as indicated in the figure 18 above, reveals that, 1(ie1.8%) had teachers' Certificate, 35(ie62.5%) were Diploma holders, followed by 19(ie33.9%) with first Degrees and 1(ie1.8%) with Masters Degree.

However, the outstanding point is that majority Headteacher respondents (ie35=62.5%) were Diploma holders.

Fig.19: Distribution of Headteachers by period served as head of the school (n = 56)
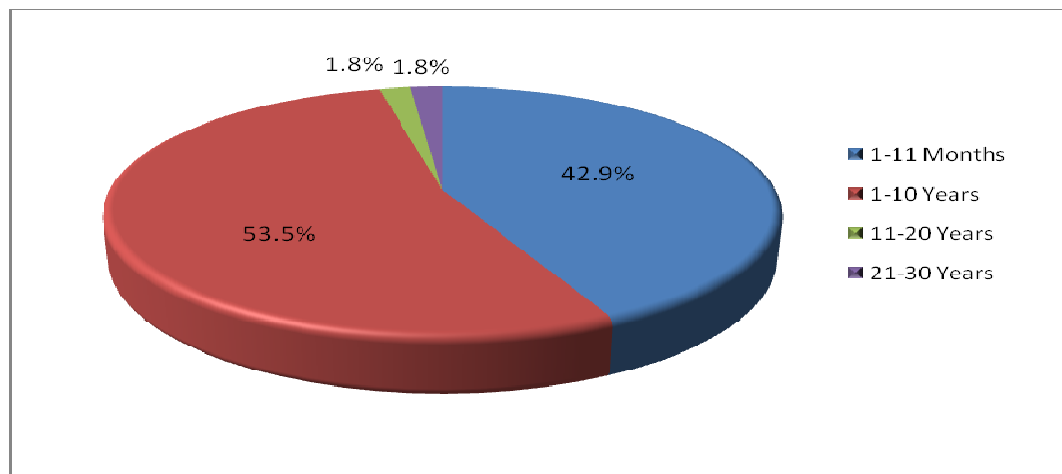
Fig.19. above indicates that 24(ie42.9%) had served as head of the school for a period of 1-12 months, 30(ie53.5%) had served for period of 1-10 years, 1(ie1.8%) was in the range of 11-20 years of service and 1(ie1.8%) had served in the period ranging from 21-30 years.

Worth of note here is the fact that, majority Headteacher respondents (ie24=42.9%), had served as Headteachers for the period of 1-10 years.

Fig.20: Distribution of Headteachers by having teachers who have undergone/still undergoing in-service training in colleges/universities or not (n = 56)
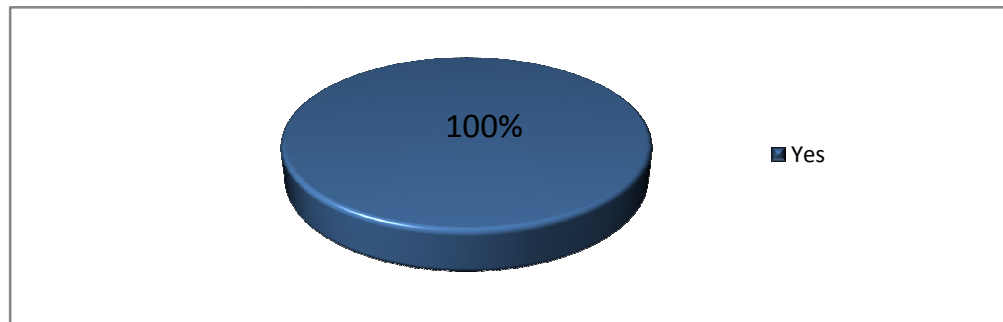
The response from the above figure indicates that all (ie56=100%) Headteachers had a number of teachers who underwent or were undergoing in-service training.

Fig.21: Distribution of Headteachers by having teachers who have never gone for any in-service training in colleges/universities (n = 56)
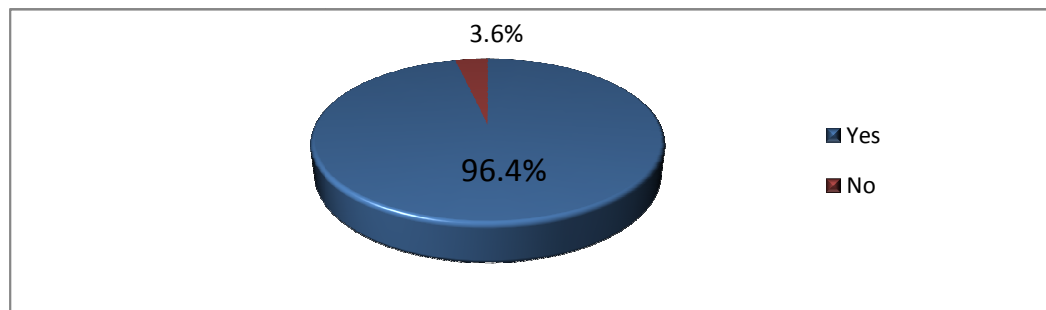
Out of 56(ie100.0%) Headteacher respondents, 54 (ie96.4%) had a number of teachers who had never gone for in-service training from the time they did their initial training, while 2(ie3.6%), did not have any such teachers.

These responses indicate that most Headteachers (ie54=96.4%) who responded had a number of teachers who had never gone for in-service training from the time they did their initial training.

Headteachers' views as to why some of their teachers had not gone for in-service training to any college or university

Headteachers had the following views as to why some of their teachers had not gone for in-service training to any college or university:

i.   some teachers had no interest in in-service training;

ii. others, it was because of lack of sponsorship by the Ministry;

iii.   some were not confirmed thereby disqualifying them to undergo further studies;

iv.   some teachers were not motivated to do the in-service training due to lack of promotion for those who had already done in-service training;

v.   others did not have favourable Grade 12 results to gain them entry to study in colleges and/or universities;

vi.   some were nearing retirement and would have no use for the training;

vii.   some had not gone for in-service training because they did not want to study teaching courses; and

viii.   in addition, some teachers had not gone for in-service training due to marital constraints as their spouses did not allow them to go for further studies.

Fig.22: Distribution of Headteachers by encouraging teachers to develop their profession in colleges/universities (n = 56)
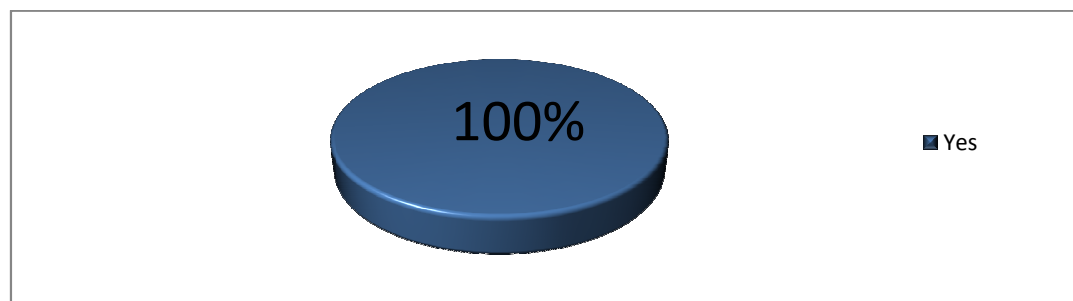
The response from fig.22 above indicates that all (ie56=100%) Headteachers, encouraged teachers to go for in-service training in colleges or universities.

Fig.23: Distribution of Headteachers by having teachers who went for in-service training without permission from the employers (n = 56)
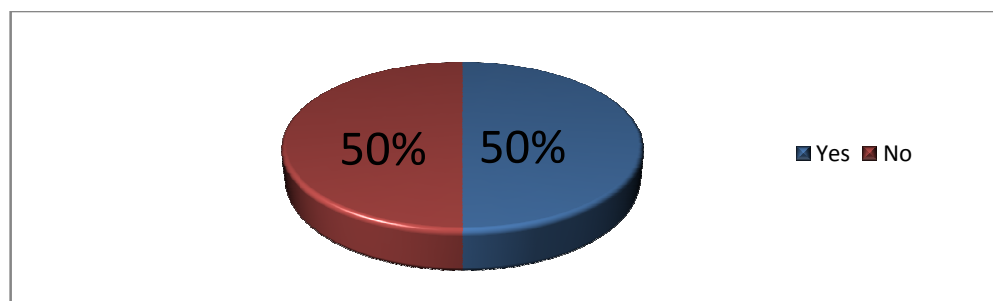
Fig.23. above shows that half (ie28=50.0%) Headteachers revealed that they had teachers who had gone for in-service training without permission from the employer, while the other half (ie28=50.0%) denied having such teachers.

This information indicates that Headteachers who had teachers who went for studies with permission and those who didn't both stood at half (ie28=50.0%).

Measures taken against teachers who went for in-service training without Permission from the employer

Headteachers were asked as to what measures were taken against teachers who went for in-service training without permission from the employer, the following responses were given:

i. some headteachers advised the affected teachers to follow the right procedure;
    other headteachers made local arrangements with the affected teachers to fill in local or vacation leave forms especially during their examinations and giving them less teaching periods/hours;
ii. others charged such teachers for absconding from work or gave them caution; and
iii. some Headteachers asked the Ministry to freeze salaries for such teachers.

Fig.24:   Distribution of Headteachers who had not allowed teachers to go for in-service training
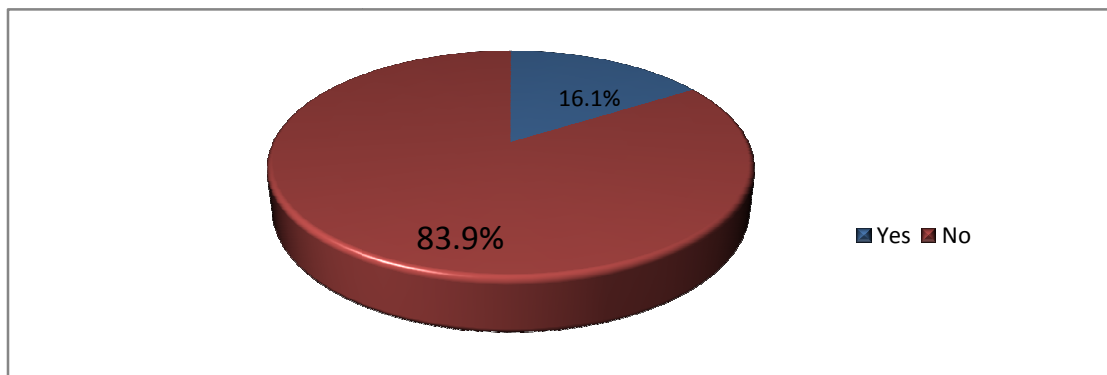
The figure above reveals that 9(ie16.1%) indicated that Headteachers did not allow some teachers to go for in-service training while 47(ie83.9%) Headteachers, allowed teachers to go for in-service training.

Worth noting here is that, most Headteachers (ie47=83.9%) said that they granted permission to teachers who wanted to go for in-service training.

Reasons as to why some Headteachers did not allow their teachers to go for in-service training

Some Headteachers did not allow their teachers to go for in-service training mainly due to low staffing levels in schools. For other Headteachers, it was due to lack of confirmation by affected teachers, as it was against the MOE in-service training undertaking procedure for unconfirmed teachers to go for in-service training (MOE, 2002).

Fig.25: Distribution of Headteachers by sponsoring teachers who went for their professional development in colleges/universities
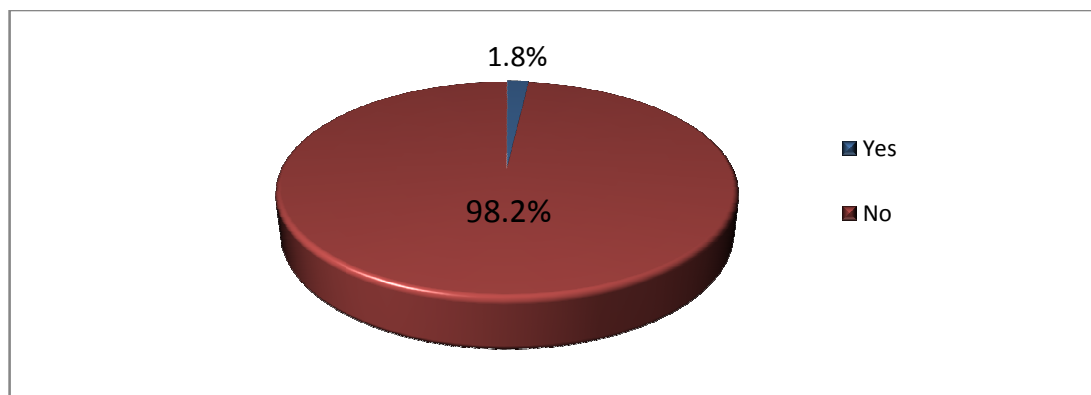
The results in fig.26 above shows that (ie 55=98.2%) Headteachers indicated that teachers were not being sponsored by the employer, while 1(ie1.8%) of them revealed that they were being sponsored.

It is worth noting however that most Headteacher respondents 55(ie98.2%) indicated that teachers were not being sponsored by the employer.

Reasons for the employer not to sponsor teachers undertaking in-service training

The reason that was given by all Headteachers was that the Ministry of Education did not allocate funds for teachers to use for their in-service training. However, the Ministry of Education had the obligation of sponsoring teachers, as this was a requirement which the ministry had promised to undertake.

Fig.26: Distribution of Headteachers by knowledge of constraints encountered by in-service teachers in developing their professions (n = 56)
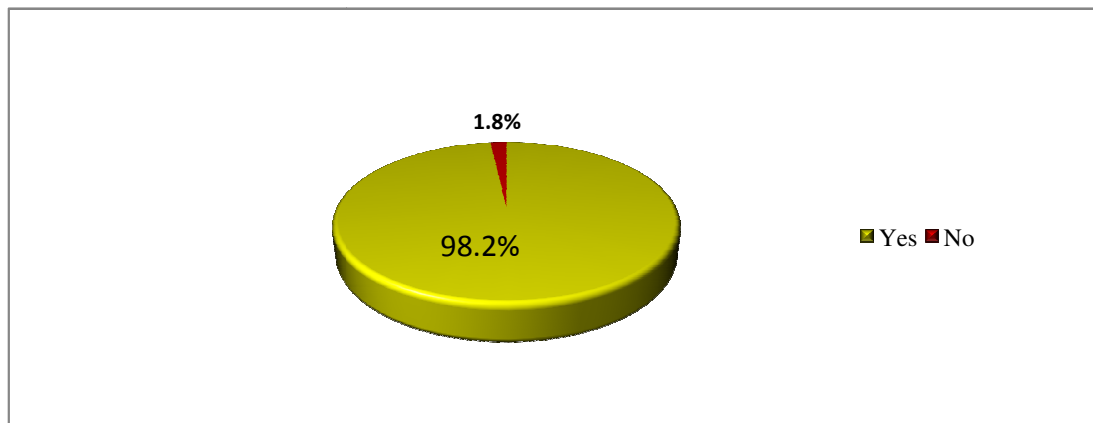
The responses in the figure above show that 55(ie98.2%) Headteachers who responded, acknowledged that teachers experienced constraints in their professional development. However, 1(ie1.8%) of them indicated that teachers did not encounter any constraints in their professional development.

The responses however, indicate that majority Headteachers (ie55=98.2%) acknowledged that teachers had experienced constraints in their professional development.

Constraints encountered by teachers as viewed by the Headteachers
The Headteachers saw financial constraints to be the main issue affecting in-service teachers as it made some teachers to abandon their studies midway. The other constraints mentioned included insufficient time to concentrate on studies; bureaucracy in processing study leave; lack of upgrading and promotion after completing studies. It was further mentioned that, for a teacher who completed his/her further studies could only be promoted if the person occupying the position die or retire.

4.4 What measures could be put in place in order to address the constraints?
Measures to be put in place in order to address the constraints were given by both respondents as is seen below.

Measures suggested by teachers to address constraints encountered in their professional development

Teachers were asked as to what should be done to address constraints they were encountering from their employer in their professional development and they made several propositions as outlined below:

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i. most of them suggested that teachers intending to go for further studies should be given paid study leave instead of being forced to go on unpaid study leave;

ii. sponsorship of at least 75% of their required study fees or study loans should be given to studying teachers by their employer.

iii. the employer should not be restricting teachers on the kind of courses to take as long as they can be used in the education sector such as administration courses;

iv. the teachers also suggested that clearing of the teachers to go for in-service training must be decentralised (taken to districts); not the whole country to be attended to by the Ministry Headquarters which is cumbersome for teachers from faraway places;

v. the other suggestions were that teachers should be confirmed in time to enable them go for further studies, and that more teachers should be employed to remove the excuse by Headteachers who refuse teachers to go for in-service training on the premise of shortage of teaching staff; and

vi. the proposition was made to create more positions for degree holders. Additionally, salary adjustment upwards should be undertaken upon completion of their studies.

Measures suggested by Headteachers to address constraints encountered by teachers in their professional development

When Headteachers were asked as to what should be done to address constraints teachers were encountering with their employer in their professional development, they brought out several suggestions as outlined below:

i. most Headteachers were of the view that teachers should be given sponsorship amounting to even half of the required study fees;

ii. others suggested that the employer should have a revolving study fund from where teachers would get loans to sponsor their studies;

iii. some Headteachers thought of granting teachers paid study leave to enable them concentrate on their studies without worrying about for the welfare of their families;

iv. some of them suggested that the government should include in-service training funds for teachers in the budget in the form of a bursary;

v. the other suggestions were that schools should be provided with computers for easy access to internet information for the teachers who were studying;

vi.   some of the Headteachers talked of putting up proper mechanisms in place where a specified number of teachers should go for studies every year;

vii.   others suggested of creating a human resources development calendar that would project for at least about 10 years ahead on how many fully sponsored teachers should go for in-service training;

viii.   some Headteachers suggested that there should be an automatic increment in teachers' salaries upon the successfull completion of their studies to motivate other teachers who were reluctant to further their education; and

ix.   furthermore, some Headteachers suggested that teachers should be patient enough and wait until such a time when they were granted paid study leave and were sponsored by the District Education Board Secretary (DEBS).

4.5 Summary

This chapter dealt with the presentation of the research findings of the study on the constraints encountered by teachers in their professional development. The responses from 224 teachers and 56 Headteachers were presented using pie charts and qualitatively. The major findings included lack of sponsorship from the employer; irregularities in clearance for studies, lacking study leave leading to insufficient time to concentrate on studies; and the presence of unconfirmed teachers who were ineligible for professional development.

The next chapter is chapter five and deals with the discussion of the findings.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses findings of the study in relation to the two research objective spelt out in chapter one of this dissertation. By this measure, appreciation of the depth of the problem would very easily be achieved.

The criteria used to establish the constraints in-service teachers encounter in their professional development were the highest professional qualification of teacher respondents, period served in teaching, encouragement of teachers to undertake in-service training by the employer and teachers' knowledge of the Ministry of Education in-service undertaking procedure.

Discussion of the findings

This study had two objectives: to investigate the challenges in-service teachers encounter in their professional development; and to establish measures meant to address the constraints. Below is the discussion of findings where each objective has served as a sub-heading.

5.2 Constraints in-service teachers encounter in their professional development

The first objective of the study was to investigate constraints in-service teachers encounter in their professional development. The findings in relation to this objective are discussed here under the respondents' profile.

Respondents' profile

The research did not leave out the bio data of the respondents as it gives an overview of the respondents. The information collected on sex showed that, on the part of the teacher respondents, there were more 133(ie=59.4%) females compared to males who were at 91(ie40.6%). If this majority of women can be given an opportunity to further their education, they would perform better in their training and the whole nation would benefit. As the saying goes, "When you educate a woman, you educate the whole nation". When a woman is given an opportunity to be educated and even more educated by means of furthering her education, she becomes an inspiration to the rest of the girl pupils to work extra hard bearing in mind that its possible to achieve what their fellow female had achieved. Not only will the pupils be encouraged to work hard but even her relatives, pupils and many more in the surrounding community. As ELRC, (2004) observed, teachers are an important factor in bringing about

improved learning achievements in pupils, indeed a female teacher would be of a good factor to emulate by female pupils and males alike as they see their mother (female teacher) who has done it. Therefore, there is need to help in-service teachers in getting rid of in-service training constraints that they encounter from their employer. However, with regards to Headteacher respondents, there were more (ie34=60.7%) males against (ie22=39.3%) females. This gave a picture that Lusaka District Schools were headed by more males than females at the time of the study. This gives a challenge to female teachers to equally work hard and attain these higher positions and become more of an encouragement to their pupils. In turn, the pupils would benefit in leading good lives after school and the nation would benefit by having productive nationals who would bring national development.

Respondents' age and marital status

Concerning the age of the respondents, most (ie133=59.4%) teacher respondents were in the age group of 31-40 years and basing on this age group, most of them still had an opportunity to further their studies as they still had a while to go before attaining retirement age. In this case the employer should have more reason to encourage its workforce to further their education as they were still in the teaching fraternity considering their ages. They are still their teachers in many years to go and within these years there was need for them to perform to their expectation in teaching. This, however, can only come about if there is continued professional development where their knowledge and skills were continuously updated.

The information collected on marital status revealed that majority (ie165=73.7%) teacher respondents were married. This showed that these were parents of the nation's future leaders and required encouragement to further their education so that in turn they would encourage their own children, pupils and many more who would later lead the country, Zambia. Children from double parents are believed to be in most cases performing better than those from single parents and it is for this reason that, the employer should see this as a good opportunity for them to have such teachers' profession developed in order to encourage their own children to perform even better and achieve more as a nation. Therefore, there is need to better the conditions of their in-service training.

Respondents' highest academic and professional qualification

Regarding the highest academic qualification of the in-service teacher respondents, the study established that majority (ie184=82.1%) were grade 12 certificate holders. This showed that most of them attained the required academic qualification and were in a position to further

their education. Academic qualification cannot be ignored because every enrolling institution for studentship, requires good academic qualification without which one would not be enrolled. However, sometime back, this was not an issue due to the small number of pupils who had grade twelve qualifications at a time. As long as one was a grade twelve, he/she had an opportunity to be enrolled; as a result, teachers who were enrolled with poor grade twelve results have either re-written their grade twelve or they have decided not to go for further studies. This is seen in Cane (1969) where he gives poor academic qualification as one of the reasons as to why some teachers have not gone for further studies as they could not be enrolled in any college or university.

Coming to the highest professional qualification of teacher respondents, majority (ie125=56.2%) were diploma holders. It should be noted however that, this research was undertaken in basic schools of grades 1-9 and it should thus be mentioned that some of these diplomas were obtained as initial professional qualifications of some teachers especially the grade eight and nine ones. This should be an eye opener for the employer to have such teachers professionally developed too for the continued improved teaching in schools. Therefore, there is need for such teachers to further their education without any hindrances.

Period served in teaching

The Ministry of Education in-service training regulations indicated that, a teacher qualified to go for in-service training after serving for not less than two years (MOE, 2002). Majority (ie102=45.5%) teacher respondents had served for a period ranging from 1-10 years. This showed that, within this figure, some of them were less than two years in service and as a result, did not qualify to undertake in-service training in a college or university. However, those who had served for over two years in teaching, the employer should see to it that they go for professional development without delay. Focusing on the years they had served, co-relates with their age; implying that it was a group of still energetic young teachers who the employer could have taken advantage of and develop their teaching profession for the better achievement of both the pupils and schools performance.

Encouragement of teachers to undertake in-service training by their employer

In finding out whether or not teachers were encouraged to go for in-service training, it turned out that most (ie180=80.4%) of the teacher respondents were being encouraged to undertake in-service training. Equally all 56(ie100%) Headteachers acknowledged that teachers were encouraged to undertake in-service training. Both teachers and the Headteachers talked of the

employer having being encouraging teachers to further their education basing on the MOE in-service training guidelines where all teachers are encouraged to register on the study plan every year. The encouragement of teachers to go for professional development by the employer was in agreement with the literature which pointed out that in recognition of the importance of in-service teacher training for professional development, some countries like the United Kingdom had made it mandatory for teachers to attend in-service training. Accodding to Blardford, (2000) all teachers in the United Kingdom were entitled to a number of days for in-service training and they had termed such days as 'baker days'. It was a contractual requirement that all first year teachers must undergo in-service training. However, despite teachers registering on the MOE study plan in Zambia, not everyone who registered was granted study leave. This made teachers go for further training without permission from the MOE and as a result, the findings revealed that most (ie182=81.2%) teacher had gone or were still undergoing in-service training in colleges or universities. This implies that, as much as it was said that teachers were encouragement to undergo in-service training, the employer, did not put this encouragement into practice as is evident from the responses that only a few (ie5=2.2%) teachers thus five out of 224 was allowed and sponsored by the employer to undergo professional development.

Institutional management in particular was not always supportive when it came to professional development for teachers. Moreover, professional development programme requests have been poorly handled. For instance, letters of permission for teachers to attend professional development programmes have been released when the candidates were already time-barred. The vision to see the benefits associated with effective staff development is usually absent because the organisational culture does not encourage effective staff development. However, management support is crucial in promoting quality teacher development, which would in turn facilitate the emergence and sustenance of high quality education (Mosha 2006). Management capacity is the ability of the leadership to perform its duties, which includes supporting Teacher Professional Development.

There is need for serious consideration on the part of teacher professional development by the employer, to improve the class performance of pupils so that they can live better lives and in turn develop our country Zambia as it is the reason for the existence of the education system everywhere in the world.

In-service teachers who have not gone for professional development since their initial training

The research revealed that 42(ie18.8%) teacher respondents had not gone for in-service training either at a college or university since their initial training. To this effect, both teacher and Headteacher respondents gave various responses to explain why teachers were not sent for in-service training.

The study revealed that some teachers did not attend any further training since their initial training from a teacher education because they were just reluctant as they did not see any importance of in-service training while others were reluctant because they were nearing retirement.

Some teachers had not gone for professional development due to problems encountered in being cleared by the ministry while others were not yet confirmed to enable them undergo professional development. Confirmation was one of the requirements for a teacher to go for further studies (MOE, 2002). Others however, have applied for enrolment into colleges or universities but they were not selected due to unfavourable Grade 12 results. Some teachers found no reason for undergoing professional development because there had been no inspiration from those who had done that as their positions and salaries had remained the same after further studies. Some Headteachers did not allow their teachers to go for in-service training, citing the reason of insufficient staff in schools. The Ministry of Education in-service regulations stipulate that, teachers are to undergo professional development according to the needs of the school. This entails that, they have to study teaching courses of which some teachers are against as they would want to study other courses such as those related to administration. For this reason they decided to have nothing to do with professional development. Lastly, but not the least, some teachers complained of having no resources to fund their studies since their employer doesn't sponsor them. In addition, some female teachers had unsupportive spouses regarding further studies who could have taken the position of the employer to sponsor them.

These constraints that teachers encounter from their employer in their quest to undergo professional development must be gotten rid of at all cost, if professional development was to be enhanced to enhance professional development.

Sending in-service teachers for professional development

When teachers were asked as to who sent them for in-service training, most (ie180=80.4%) of them said they sent themselves while 5(ie2.2%) were sent by their employer. Focusing on the figures above, it is a source of concern for the employer to fail to send its workforce to update their knowledge and skills for use at their work place. One would wonder, as to how then, work can be performed effectively without renewing the knowledge and skills required to perform better. Nevertheless, it is the obligation of the Ministry of Education (employer) to send its employees for further studies but this is not being effected as statistical evidence show that only 5(ie2.2%) out of 224 teachers were sent for in-service training by the employer. Since majority teachers were denied study leave, these teachers opted to proceed for in-service training without the consent of their employer. This was contained in the information that was given by Headteacher respondents most of whom (ie28=50%) acknowledged that some of their teachers had gone for in-service training without permission. It is then apparent that inspite of teachers having been encouraged to go for further studies, not every teacher who sought further studies was granted permission.

Consequences of going for professional development without permission from employer

There are procedures that need to be followed when teachers intend to go for professional development, one of which is to seek permission from their employer. In respect to the above regulation, the study revealed that some of the Headteacher respondents (ie28=50%) indicated that there were teachers who went for in-service training without permission from their employer. This is proven statistically where only 5(ie2.2%) out of 182(ie81.2%) were permitted to go for professional development by the employer.

However, there were consequences such teachers encountered as a result of going for further studies without the consent of their employer. In regard to this, teachers were asked as to what happened to them when they attended in-service training without permission from the employer? 101(ie45.1%) indicated that action was taken against them. Such actions included being given less time to attend lectures, as they were supposed to teach their pupils first, thereby making it even difficult to concentrate on their training. In agreement, some Headteacher respondents indicated that, teachers who went for in-service training without permission from the employer were punished. The punishment included being charged for abscondment from work and freezing of their salaries. Furthermore, they were not granted study leave and were not sponsored by their employer. Confirming this statistically, majority

(ie174=77.7%) teacher respondents sponsored themselves while only 5(ie2.2%) were sponsored by the employer. In the same vein, most (ie55=98.2%) Headteacher respondents indicated that teachers were not sponsored by the employer. Sponsorship as a constraint had also been cited by teachers in Botswana. It was said that, despite the Botswana Government putting up a tentative programme where all the teachers were supposed to go for in-service teacher training on distance learning every after three years of their initial or previous training, teachers experienced inadequate learner support. The Government did not sponsor many teachers undertaking such studies (Botane, 2004).

However, those who were lucky were only warned and were reminded to follow the right procedure, while others were requested to fill in local or vacation leave forms especially during their examinations so that the days they spent studying were subtracted from their leave days. In some schools, such teachers were given a less teaching load. Nevertheless, punishment was still given to those who did not adhere to the warning. In addition, Headteacher respondents acknowledged that the Ministry of Education had an obligation to sponsor teachers for their in-service training but moneys for such an activity were not allocated to schools. This showed that there was lack of learner support for in-service teachers to undertake professional development.

The above was evidence enough of the victimisation by their employer.

In-service teachers' awareness of the Ministry of Education in-service training regulations

Every organization, be it government or non-governmental, has regulations that govern it and its workforce. In this regard Ministry of Education has regulations that govern the ministry and its workers. Therefore, in this study, the teachers were asked as to whether or not they were aware of their ministry's regulations regarding their professional development. This was in quest to find out where the constraints regarding in-service teachers' professional development lay. In answering to this question, most (ie179=79.9%) in-service teachers, were aware of these procedures. However, 106(ie47.3%) teachers found these procedures unfavourable. The constraints resulting from the unfavourable regulations included lack of clear selection procedures over who should or should not go for training, delays in processing study leave and in most cases not granted at all. The delays in processing their study leave was attributed to too much bureaucracy and the none granting of study leave was attributed to understaffing as one way of stopping them from going for further studies. The denied study leave resulted into teachers having less time available to concentrate on their studies. In

addition, Headteachers said that it was difficult to release teachers to go for their professional development despite its importance because of understaffing in their respective schools. Consequently, 55(ie98.2%) Headteacher said that, teachers intending to further their studies encountered a multiplicity of challenges including financial constraints as their employer did not sponsor them forcing some of them to abandon their studies mid way. As much as teachers wanted to further their education, they were complaining of lacking of promotion and salary increment after completing their studies. For a teacher to be promoted, they said, "the one holding the position had either to retire or die". Professional development which improves teacher quality must be taken seriously as it has a great effect on the learner. In support of this, Bradford (2000) argues that a well-equipped teacher with teaching knowledge produces quality students. In addition, Lewin and Stuart (2003) indicated that the quality of teachers is likely to assume even greater importance in the future, as changing needs place greater pressures on teachers.

5.3 Measures meant to address the identified constraints

The second and last objective was to establish measures to be put in place in order to address the constraints. Both teacher and Headteacher respondents gave some suggestions of the measures that could be used to address the constraints. These suggestions included the following:

i.   some of the Headteacher respondents suggested formulation of an appropriate selection mechanism as the current one had proven cumbersome. For instance, it is a requirement for teachers intending to go to for in-service training that they should register on the study plan. However, it was reported that in some schools all teachers had registered but none of them was granted study leave. To address this concern, a proposition was made that consideration for study leave should be decentralized from ministry headquarters to its district offices. The merits of this proposition are that it would enhance transparency, efficiency and cut down on time it takes to process applications for study leave.

ii.   the other suggestions were that teachers should be confirmed in time to enable them go for further studies and more teachers should be employed to get rid of the understaffing excuse by Headteachers in schools making it difficult for them to release teachers to go for further studies.

iii. others however, were of the view that there should be a human resource development calendar that would project for at least 10 years ahead, regarding how many teachers should go for in-service training fully sponsored.

iv. furthermore, some Headteachers thought of letting the teachers wait until such a time when they were granted paid study leave and sponsored by the District Education Board Secretary (DEBS).

v. both in-service teachers and Headteachers were of the view that teachers should be given sponsorship of at least 75% of their required fees or study loans with minimal interest. Some of them said that the government should include in-service training funds for teachers in the budget in form of bursaries. Others however, thought of the employer putting up revolving study funds for their in-service training by the employer as well as granting them paid study leave to enable them concentrate on their studies. Most of the teachers' suggested that, the employer should be giving paid study leave so that they could have all the time to themselves to concentrate on their studies without worrying for their families. Teachers should not be forced to go on unpaid study leave. They also suggested that employers shouldn't be restricting teachers on the kind of courses to take as long as they can be used in the education sector such as administrative courses.

vi. the other suggestion was that schools should be provided with computers for easy access to internet information for teachers who were studying.

vii. some Headteachers suggested that upgrading of teachers' salaries upon the successful completion of their studies must be automatic to motivate other teachers who were reluctant to further their education. There was also a suggestion that more positions must be created for degree holders to take up upon completion of their studies. They also suggested having salaries increased automatically for any teacher who had undergone in-service training in a college or university with or without a higher position.

5.4 Summary

In this chapter, the findings of the study were discussed in relation to the objectives of the study. It has been found out that there were a number of constraints in-service teachers encountered in their professional development. The major findings included lack of sponsorship from the employer, irregularities in clearance for studies, lacking study leave leading to less time for concentration on studies; and delays in confirming of teachers, a factor has posed as a constraint in their professional development.

The chapter which follows presents the conclusion and the recommendations, all of which emanate from the research findings.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents conclusions and recommendations of the study all of which arise from the findings of the study. The final part of the chapter is a summary of chapter six.

6.2 Conclusions

Regarding the importance of education, it can be concluded that, education is an important function of any system of education to make arrangements for further education of the educated and to provide for them an opportunity to go on refreshing their knowledge and bring it up to date (Mohshini, 1979). Education plays an important role in economic as well as social development (Hughes, 1991). Due to this reason, in this 21st century, every country is adhering to the educational changes that are taking place in the education sector. In addressing these changes, educators and curriculum planners were compelled to go back to the drawing board to re-examine national goals, educational policies, aims and objectives to incorporate solutions into educational planning and development (Hughes, 1991). The main solution is not to remain satisfied with the initial training that is attained, but to keep on renewing or developing the in-service teachers' knowledge and skills, in order to adequately prepare them for the educational challenges that await them in the world of teaching, both within and outside their countries.

Concerning Professional development, which refers to skills and knowledge attained for both personal and career development, it plays a vital role in the development of any nation (Hughes, 1991). Therefore, it has to be treated with great care and any obstacle to it has to be gotten rid of. According to Cane (1989), in-service teacher training for professional development is the concern of every well-meaning nation to its nationals as the quality of teachers determines the learners' achievements and the learners' achievement has a direct impact on the development of any nation. Furthermore, a well-equipped teacher with teaching knowledge produces quality students Blardford, (2000). Therefore, there is no need to remain satisfied with the initial training that is attained, but to keep on renewing or developing the in-service teachers' knowledge and skills, in order to adequately prepare for the educational challenges that await them in the world of teaching.

In addition, the educational planners see schools as central to the dispensation of knowledge and skills, so that they can fit in the current job market. They value basic education which is the foundation for providing equal educational opportunities among their nationals. According to Siaciwena (2006), basic education equips recipients with skills and knowledge that can enable them deal with problems at a personal and national level. The quality of basic school teachers must be observed and issues that act as obstacles to their professional development must be addressed with urgency in order to continually promote the teacher and education quality. The Ministry of Education in Zambia, for example, states that, "The main purpose of the education system is to provide quality education to pupils" (MOE, 1996:25)**.** Similarly, Ishumi (1988) in his talk with graduating students at the then Department of Education of the University of Dar es Salaam (now, School of Education) underscored the place of teachers in the society as the mother of all professions**.** This shows that, education is an important aspect for any country. Therefore, the most significant factor as to why teachers should be professionally developed is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement in a positive way.

However, there are constraints that are encountered by in-service teachers in their professional development and these may emanate from the in-service training providers, employers, family as well as other personal issues (Kelly, 2000). This study was designed to investigate constraints that emanate from the employer. There appears to be a lack of clarity about the sole responsibility for the development of quality teachers professionally. More specifically, the puzzle revolves around the question of under whose responsibility should teachers' professional development fall, focusing on how many in-service teachers are being sponsored or rather granted study leave to undergo professional development by the employer. In this respect, one would begin raising such questions as; is it the responsibility of an institution where teachers accomplish and practice their professional obligations; individual teachers; central or local government; the community; or is it a shared responsibility? The problem is common in virtually all developing countries. Like other countries (Dyer, et al. 2004), quality teacher professional development programmes in Tanzania are not provided for all qualified teachers. Opportunities to access and participate in teacher professional development are rare or not there at all (Meena 2009; Koda 2008; Kaponda 2007). Although the Ministry of Education in Zambia acknowledges the importance of in-service training as well as retraining, less effort is made to effectively put this into practice. Meanwhile, quality of teachers is likely

to assume even greater importance in the future, as changing needs place greater pressures on teachers (Lewin and Stuart, 2003).

Regarding the findings of the study, as discussed earlier, teacher professional development is, amongst others, central to the production of quality teachers and education. Every teacher has the responsibility and obligation to deliver quality education. In this respect, every teacher has a right to teacher professional development. However, despite its contribution to the development and sustainability of quality in the education sector, there is evidence of inadequate opportunities given for teachers to access and participate in teacher professional development. In support of this, the study revealed that there were constraints encountered by in-service teachers in their professional development. Teachers lack training funds and when it comes to study leave, it is not granted to them to go for further studies. The Headteacers encourage teachers to register on the study plan as stipulated by the MOE but at the end of the day, they refuse these teachers to go for further studies citing the reason of insufficient teaching staff in schools. The MOE in-service training guidelines stipulate that one of the qualifications for a teacher to go for further studies is that he/she must be confirmed in appointment. However, teachers who are supposed to be confirmed within two years of their service, some of them go as far as fifteen years in service without being confirmed, hindering them from going for further studies. Nevertheless, it is of great importance that teacher professional development be uplifted at all costs.

6.3 Recommendations

In light of the findings of the research carried out to establish the constraints encountered by in-service teachers in their professional development in Lusaka District, the following were the recommendations that the researcher proposed:

i. the Ministry of Education should be giving in-service teachers sponsorship of at least 75% or half of the required study fees;

ii. the Ministry of Education, should create a revolving study fund from where, in-service teachers can access loans with minimal interest to enable them pay for their studies;

iii. the Ministry of Education should grant paid study leave to in-service teachers and not force them to go on unpaid study leave as this is the case with some teachers;

iv. the Ministry of Education should put up a human resource development calendar projecting for at least about 10 years ahead on how many teachers should go for in-service training in each year, fully sponsored;

v. the government should include in-service training funds for teachers in the budget in a form of bursaries;

vi. the Ministry of Education should consider decentralising (taking to districts) the clearing of teachers who want to go for in-service training to necessitate the easy clearance;

vii. the Ministry of Education should put up a mechanism in place for selecting teachers which indicate the number of in-service teachers to go for further studies in a particular year;

viii. the Ministry of Education should confirm teachers in time to enable them go for further studies. This recommendation is made in the right of the Ministry of Education's regulation which stipulate that a teacher has to be confirmed in order to be eligible to go for further studies;

ix. the Ministry of Education should employ teachers upon completion of their initial training to get rid of the problem of understaffing in schools which is used by Headteachers as an excuse to bar teachers from going for further studies;

x. the Ministry of Education should create more positions for teachers who have completed their in-service training to motivate those who do not see the benefit of furthering their education;

xi. the Ministry of Education should automatically upgrade teachers' salaries upon completion of their in-service training to motivate other teachers who are reluctant to further their education;

xii. the Ministry of Education should not restrict teachers regarding the kind of courses to study as long as they can be used in the education sector; and

xiii. the Ministry of Education should provide schools with computers for easy access to internet information for teachers who are studying. This would stem off the problem where teachers opt to abandon their classes in preference of searching for data for their assignments away from their schools.

6.4 Summary

This chapter sought to bring out the conclusion of the whole study as well as the recommendations which suggested how the constraints in-service teachers encounter with their employer can be resolved. Focusing on the global challenges that have a lasting impact on teacher education sector, the development of teacher professionals is more crucial and indispensable today than ever before. Like other countries, Zambia is not an island. As Gutek (2006) indicates, the country is affected by events taking place elsewhere in the world. In this respect, teacher professional development help practising teachers to update and familiarise themselves with new developments in education. This is very important because teachers need to be acquainted with new developments to be able to prepare students who can function and succeed in an increasingly globalised world. To sum it all, there is a significant relationship between teacher professional development and quality improvement in education (Koda 2008). Teacher professional development might serve as a panacea to poor quality education in schools. The quality of teachers influences the quality of the learners' experience and achievement in a positive way. Professional development has the power to increase educators' knowledge of what is contained in academic and teaching skills while changing what educators believe about students' learning and how they interact with them. Professional development can transform schools into places in which all students are deeply engaged in learning and making meaning for their lives. Raising the quality of teacher performance through teacher professional development is essential as it is believed to improve the overall performance of education (Fullan, 1989). Over and above, many governments are judged on their performance in the field of education by the outcomes learners display (Hughes, 1991).

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APPENDICES

APPENDIX-I

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
DEPARTMENT OF ADULT EDUCATION
AND EXTENSION STUDIES

QUESTIONNAIRE FOR THE TEACHERS

INTRODUCTION

Dear Respondent,

I'm a student at the University of Zambia doing masters in adult education, collecting information on the constraints encountered by in-service teachers in their professional development in Lusaka district and your school happens to be one of the selected basic schools under study. The findings from this study will help the ministry of education to come up with measures that will promote teacher professional development and remove all the hindrances to it. This will enable teachers to develop their profession without difficulties and this will benefit them and the nation at large.

Kindly answer all the questions that will be asked to you freely, honestly and correctly. All the answers you will give will be for academic purpose only and will be treated as confidential. **Do not write your name on this questionnaire.**

Thanking you in advance,

Lillian Mutombo Haabula

INSTRUCTIONS

For each question, you tick one [√] give an appropriate answer in the space provided.

SCHOOL TYPE: BASIC SCHOOL

SECTION A: PERSONAL INFORMATION

1. Sex

a. Male ☐

b. Female ☐

2. Which age-group do you belong to?

a. 20-30 ☐

b. 31-40 ☐

c. 41-50 ☐

d. 51-60 ☐

e. 60+ ☐

3. What is your marital status?

a. Single ☐

b. Married ☐

c. Separated ☐

d. Divorced ☐

e. Widow ☐

f. Widower ☐

SECTION B: ACADEMIC QUALIFICATIONS

4. Highest academic qualifications

a. Grade 12 ☐

b. Form 5 ☐

c. Other (specify) _____

5. Highest professional qualifications

a. Certificate ☐

b. Diploma ☐

c. Degree ☐

d. Masters degree ☐

SECTION C: PROFESSIONAL DEVELOPMENT

6. How long have you been in service?

a. 1-11months ☐

b. 1-10years ☐

c. 11-20 years ☐

d. 21-30 years ☐

e. Other (specify) _____

7. Have you completed your studies?

a. Yes ☐

b. No yet ☐

8. Were you sponsored or being sponsored?

a. Yes ☐

b. No ☐

9. If 'Yes' who sponsored you or is sponsoring you?

a. Ministry of Education ☐

b. Self ☐

c. Organizations ☐

d. Relatives ☐

e. Friends ☐

11. If in college or university who sent you to do the in-service training?

a. Yourself ☐

b. Relatives ☐

c. Organizations ☐

d. Ministry of Education ☐

12. Do your employers encourage you to go for in-service training?

a. Yes ☐

b. No ☐

13. If 'No' what are their reasons?

_____

_____

_____

14. In a situation where you send yourself for in-service training how is your relationship with your employers?

Explain

_____

_____

_____

15. Are you authorized to go for in-service training in college or university?

a. Yes ☐

b. No ☐

16. Are you encountering any constraints with your employers regarding your studies?

a. Yes   ☐

b. No   ☐

17. If yes, what are they?

_____

_____

_____

18. What do you think should be done in order to address these constraints?

_____

_____

_____

_____

END OF THE QUESTIONNAIRE

THANK YOU

Address

C/o. School of Education

UNZA, Lusaka

Contact: 0977483044

APPENDIX-II

UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
DEPARTMENT OF ADULT EDUCATION
AND EXTENSION STUDIES

QUESTIONNAIRE FOR THE SCHOOL HEADTEACHERS

INTRODUCTION

Dear Respondents,

I'm a student at the University of Zambia doing masters in adult education, collecting information on the constraints encountered by in-service teachers in their professional advancement in Lusaka district and your school happens to be one of the selected basic schools under study. The findings from this study will help the ministry of education to come up with measures that will promote teacher professional advancement and remove all the hindrances to it. This will enable teachers to advance in their profession without difficulties and this will benefit them and the nation at large.

Kindly answer all the questions that will be asked to you freely, honestly and correctly. All the answers you will give will be for academic purpose only and will be treated as confidential.

Do not write your name on this questionnaire.
Thanking you in advance,
Lillian Mutombo Haabula.

INSTRUCTIONS

For each question, you tick one √ or write an appropriate answer.

SCHOOL TYPE: BASIC SCHOOL

SECTION A: PERSONAL INFORMATION

1. Sex ☐

a. Male ☐

b. Female ☐

2. Which age-group do you belong to?

a. 20-30 ☐

b. 31-40 ☐

c. 41-50 ☐

d. 51-60 ☐

e. 60+ ☐

3. What is your marital status?

a. Single ☐

b. Married ☐

c. Separated ☐

d. Divorced ☐

e. Widow ☐

f. Widower ☐

SECTION B: ACADEMIC QUALIFICATIONS

4. Highest academic qualifications

a. Grade 12 ☐

b. Form 5 ☐

c. Other (specify) _____

5. Highest professional qualifications

a. Certificate ☐

b. Diploma ☐

c. Degree ☐

d. Masters degree ☐

SECTION C: PROFESSIONAL DEVELOPMENT

6. How long have you been heading this school?

a. 1-11months ☐

b. 1-10years ☐

c. 11-20 years ☐

d. 21-30 years ☐

7. Do you have teachers who have undergone or still undergoing in-service training in colleges or universities?

a. Yes ☐

b. No ☐

8. Do you have teachers who have never gone for any in-service training in colleges or universities?

a. Yes ☐

b. No ☐

9. If 'Yes' what are the reasons for those teachers not undertake the in-service training in colleges or universities?

_____

_____

_____

10. Do you encourage your teachers to be developing their profession in colleges or universities?

a. Yes ☐

b. No ☐

11. Are there teachers who go for in-service training without the authority from the employers?

a. Yes ☐

b. No ☐

12. If 'Yes' what do you do with such teachers?

Explain:

_____

_____

_____

13. Are there teachers who want to go for in-service training whom you have not allowed?

a. Yes ☐

b. No ☐

14. If 'Yes' why haven't you allowed them?

Explain:

_____

_____

_____

15. Do you sponsor those teachers who go for their professional development in colleges or universities?

a. Yes ☐

b. No ☐

16. If 'No' why don't you sponsor them?

Explain:

_____

_____

_____

17. Do these in-service teachers developing their professions encounter any constraints that you are aware of?

a. Yes ☐

b. No ☐

18. If "Yes" what are they?

_____

_____

_____

19. How best do you think these constraints can be addressed?

_____

_____

_____

END OF THE QUESTIONNAIRE

THANK YOU.

Address

C/o. School of Education

UNZA, Lusaka

Contact: 0977483044

TIME-LINE

SEQUENCE OF WORK PLAN	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
PROBLEM IDENTIFICATION AND FORMULATION	•	•										
PRESENTATION AND APPROVAL OF THE RESEARCH TOPIC				•								
PRESENTATION AND SUBMISSION OF RESEARCH PROPOSAL					•							
DATA COLLECTION						•	•					
DATA ANALYSIS								•				
TYPING AND SUBMISSION OF DRAFT REPORT									•	•		
CORRECTION, BINDING AND SUBMISSION OF FINAL REPORT											•	•

APPENDIX-IV

ACTIVITY SCHEDULE

SERIAL NUMBER	ACTIVITY	BY	DURATION	RESOURCES REQUIRED	PRODUCT	COMMENT
1	Identification of research topic	Researcher	1 week	Reading materials related to the topic	Approved research topic	Approved
2	Writing the research proposal and consultation with the research supervisor and submission	Researcher	8 weeks	Literature books, pens and pencils	Approved research proposal	Under study
3	Data collection and analysis	Researcher	6 weeks	Transport, paper, pens and money	Analysed Data	Data collected and analysed
4	Typing the first draft report and corrections	Researcher	4 weeks	Paper and computer	Draft report	Report typed and corrected
5	Typing of final report and binding	Researcher	3 week	Paper and money	Corrected report	Typed and bound
6	Submission of the final report	Researcher	1 day		4 copies of final report	Copies submitted

BUDGET

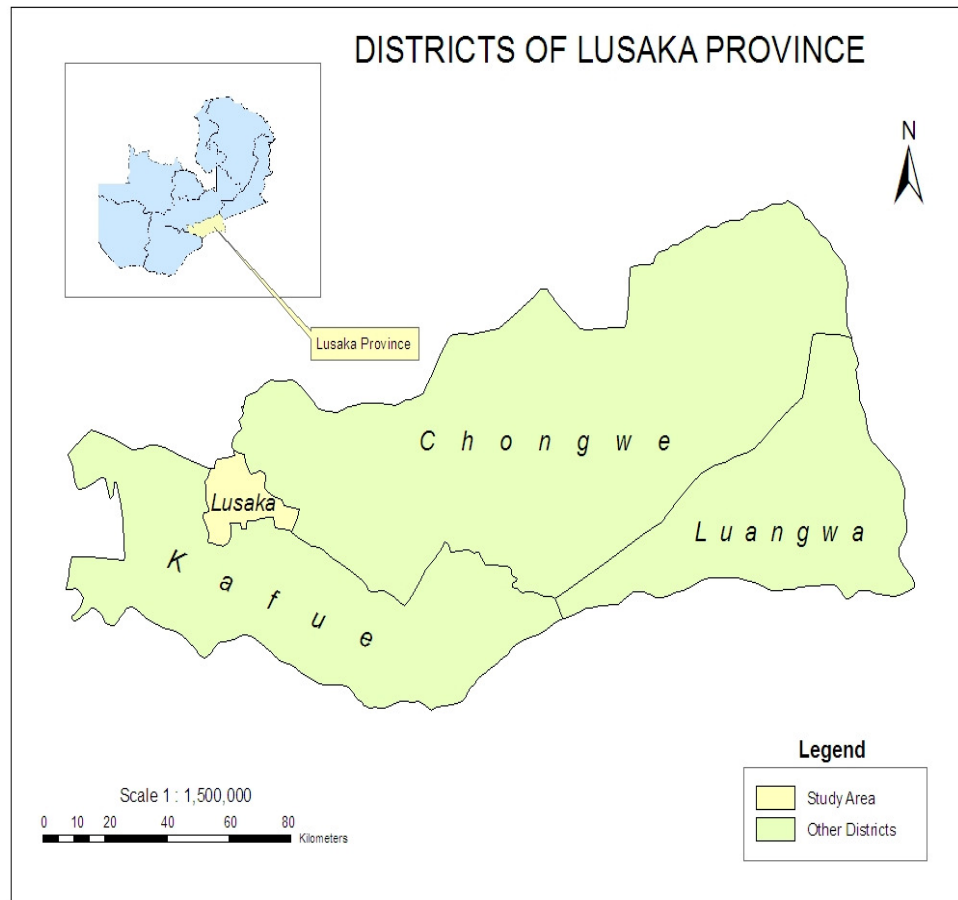| ITEM NO.	DESCRIPTION	QUANTITY	UNIT-COST (K)	TOTAL COST
A.	**Stationery**			
1.	Realms of paper	5	K35,000	K175,000
2.	Notebook	5	K10,000	K50,000
3.	Pens 1box	1 box	K25,000	K25,000
4.	Pencils 1box	1 box	K15,000	K15,000
5.	Flash Disks	2	k150,000	K300,000
6.	Staples	1box	k25,000	K25,000
7.	Folder	5	k5,000	K25,000
8.	Rubbers	5	k2,000	K10,000
			Sub-total =	**K625,000**
B.	**Typing services**			
9.	Proposals	1	K3,500	K269,500
10.	Questionnaires	1	K3,500	K17,500
11.	Questionnaires	1	K3,500	K21,000
12.	Report	1	K3,500	K300,000
			Sub-total =	**K608,000**
C.	**Photocopying Services**			
	Proposals			
13.	Questionnaires	4	K15,400	K61,600
14.	Questionnaires	60	K1000	K60,000
15.	Report	230	K1,200	K276,000
16.		6	K24,000	K144,000
			Sub-total =	**K541,600**
D.	**Travel, lunch and pay**			
17.	Research assistants	5	K1,000,000	K5,000,000
18.	Principal researcher	1	K1,000,000	K1,000,000
			Sub-total =	**K6,000,000**
E.	**Binding services**			
19.	Proposals	4	K10,000	K40,000
20.	Reports	6	K50,000	K300,000
			Sub-total =	**K340,000**
F.	**Information search**			
21.	Internet browsing	Several	K200,000	K200,000
22.	Private library use	several	K200,000	K200,000
			Sub-total =	**K400,000**
G.	**Editing of work**			
	Editing the proposal		K500,000	K500,000
	Editing the report		K500,000	K500,000
			Sub-total =	**K1,000,000**
H.	**Contingency**		**TOTAL=**	**K7,889,600**
	At 10% of the sub-total	10%	**Sub-total =**	**K788,960**
GRAND TOTAL:				**K8,678,560**

APPENDIX-VI

MAP OF ZAMBIA SHOWING THE STUDY PROVINCE
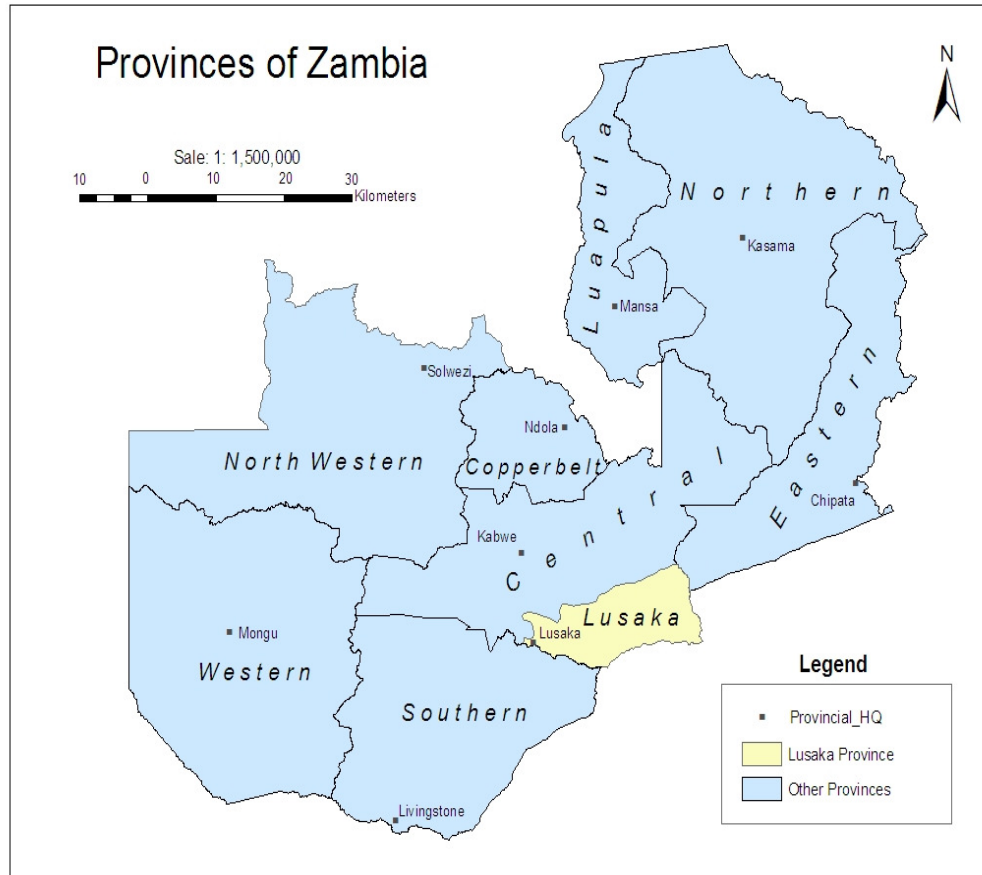
Source: Geography Department; UNZA

APPENDIX-VII

MAP OF LUSAKA PROVINCE SHOWING THE STUDY DISTRICT

Sourece: *Geography Department UNZA;*