

**AN INVESTIGATION INTO BARRIERS TO EFFECTIVE IMPLEMENTATION OF
SCHOOL-BASED CONTINUING PROFESSIONAL DEVELOPMENT IN THREE
SECONDARY SCHOOLS IN ZIMBA DISTRICT OF SOUTHERN PROVINCE**

BY

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**A Dissertation submitted to the University of Zambia in partial fulfilment of the
requirements of the Degree of Masters of Education in Educational Management.**

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DEDICATION


This study is dedicated to members of my family; my wife Venranda and my five children, Cuthbert, Malampi, Ntanda, Muumba and Milimo, who spared me time to undertake this programme successfully.

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AUTHOR'S DECLARATION

I, Owen Kashoti, do declare that, this dissertation represents my own work and that it has neither in any part nor in whole been presented as substance for award of any degree at this or any other university. However, acknowledgement has been made where other people's work has been drawn upon.

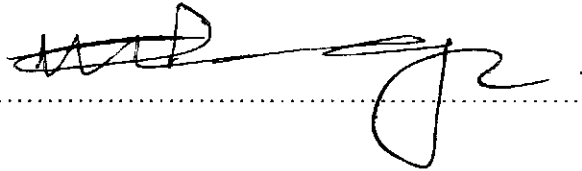
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APPROVAL

The University of Zambia approves this dissertation of Owen Kashoti as fulfilling part of the requirements for the Degree of Masters of Education in Educational Management

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ABSTRACT

There has been great concern about quality teaching in our schools in Zambia. The general poor performance year in and year out is unacceptable considering government's effort to educate the masses and reduce illiteracy levels. Lamentations by the society over pupils' poor performance are genuine. The school-Based Continuing Professional Development (SBCPD) is one of the effective ways of improving education as far as teaching is concerned as it targets self-development, group and eventually institutional development. It is not clear whether School-Based Continuing Professional Development has been fully embraced by teachers to help quality teaching in schools.

This study therefore, sought to investigate barriers to effective implementation of School-Based Professional Development in three schools in Zimba district. The objectives of the study were to: establish the type of Continuing Professional Development programmes conducted in the three Schools, investigate barriers to effective implementation of School-Based Continuing Professional Development and suggest measures to be put in place in order to overcome barriers to effective implementation of SBCPD in three secondary schools in the district.

Teachers' professional development is often regarded as the key to successful education reforms. Hence, teachers are expected to experience continuous professional development to keep abreast with the relentless change taking place in the education system. However, problems arise when too much emphasis is placed on making sure that teachers take part in professional development initiatives. To some teachers, professional development is seen as a burden and not as an opportunity to improve their practice as the reforms have intended. This happens as the teachers are made to take part in various standardised professional development programmes that are not tailored to their specific needs. As a result it has become less effective in helping the teachers improve their own pedagogy.

This study employed the descriptive research design in which both qualitative and quantitative techniques were used. Questionnaires and interview guides were used to collect data.

The findings of the study revealed that the participants had issues with sustaining changes to their CPD practice. They experienced external professional development overload while at the same time were struggling to create more opportunities for school-based professional

development. In addition, the findings indicated that participants wanted to have some say in their own professional learning.

The study recommended that participants should experience one professional development programme at a time and have sufficient support and follow-up during that time to ensure that changes in teaching practice are best sustained. Head teachers and teachers should operate with realistic strategic plans to help them manage school resources effectively. Furthermore, the Ministry of Education should design strong advocacy for teachers' professional development to meet teachers' needs and schools to assign enough time for SBCPD so that teachers can have meaningful results by participating in these activities.

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List of Acronyms

BES	Best Evidence Synthesis
CPD	Continuing Professional Development
DEST	District Educational Support Team
MOE	Ministry of Education
SBCPD	School-Based Continuing Professional Development
SPSS	Statistical Package for the Social Sciences
ZEST	Zonal Educational Support Team

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CHAPTER 1

INTRODUCTION

1.1 Background

There has been a review of literature on teachers' professional development which gives the impression that it is the key to successful education reforms. This is evident in the work of several authors (Hargreaves, 2000; Fullan & Mascal, 2000; Hawley & Valli, 1999). Changes in government policies, particularly the policies which are related to the education system have an immense impact on the teaching profession and the professional development of the teachers (Cardno, 2005; Fullan & Mascal, 2000).

Day and Smethem (2009) argue that most governments believe that intervention in the education system is necessary to ensure the nations' economic competitiveness. Hence standards-based reforms are introduced to raise the quality of education received by the pupils. However government intervention in the forms of education reforms is argued to have taken away teachers' autonomy in their practice (Day, 2002). Key authors suggest that teachers' professional development is central to the successful implementation of any education reforms (Desimone, 2009; Desimone et al 2002; Elmore & Burney, 1999; Fishman et al 2003; Guskey, 2002).

This claim is supported by Fullan and Mascal (2000) who restate that professional development is key to the success of any reform (change) initiative, provided that it is linked to ongoing learning of individuals and to school improvement and to related policy and program implementation. In the context of American education system, Birman et al (2000) highlight that professional development plays a key role in addressing the gap between teacher and standards-based reform.

Professional development for teachers is believed to equip them with the necessary knowledge and skills to implement the changes as intended by the reform introduced. Although teachers are believed to have gained many benefits from their participation in professional development programmes as that highlighted in the literature; several issues regarding the effectiveness of such programmes are also raised. One of the most issues of

concern highlighted is the negative perceptions amongst teachers who view professional development as something that they must endure and get out of the way (Guskey, 2000)

A further investigation of this issue identifies several factors that contributed to such negative views. The teachers' understanding of the idea of professional development influenced their attitudes towards having to participate in one. Traditionally, teachers' professional development has been understood as a series of unrelated short-term workshops and presentations with little follow-up or guidance for implementation (Guskey, 2000).

This is normally done by having outside experts conduct a training session or series of training sessions for teachers outside of the school environment. Fullan (2001) contends that these one-shot workshops are ineffective as the topics are selected by the people in-charge of the workshop instead of the teachers. Moreover, this narrow perspective of professional development for teachers is also criticised as the outside experts may disregard teachers' opinion and classroom experience. This is the perceived superiority of the hard research knowledge of the experts to the soft practice wisdom of the teachers (Garrett & Bowles, 1997).

The view of teachers' professional development as a series of activities that are detached from the actual classroom engagement often resulted to teachers feeling that their professional development experience as "meaningless and wasteful" (Guskey, 2000, p.4). As most teachers are not usually consulted of their professional development needs, they often perceived their professional development experience to be as extraneous to the improvement of their teaching practice. This in turn makes it difficult for the teachers to incorporate the knowledge and skills gained from the professional development experienced into their practice as the reforms intended (Guskey, 2000).

However, a large amount of resources and time have been invested to develop and manage professional development for teachers. Hence, it is important that the effectiveness of professional development experienced by teachers and its impact on the quality of teaching are continuously researched. It is expected that the financial resource spent on providing teachers with the needed professional development will help to achieve its goals of providing its citizens with quality education. This study sought to investigate barriers to effective implementation of School-Based Continuing Professional Development in three secondary schools in Zimba district. Zimba is a new district and a lot of interventions need to be done in

many areas including education. Continuing Professional Development strategies are undertaken by schools under the supervision of District Education Board Secretary's office that have to ensure schools are complying with good standards.

1.2 Statement of the Problem

There has been great concern about the quality of teaching in our schools in Zambia. The general poor performance year in and year out is unacceptable considering government's effort to educate the masses and reduce illiteracy levels. Lamentations by the society over pupils' poor performance are genuine. The School-Based Continuing Professional Development (SBCPD) is one of the effective ways of improving education as far as teaching is concerned as it targets self-development, group and eventually institutional development. It is not clear whether School-Based Continuing Professional Development has been fully embraced by teachers to help quality teaching in schools. This study therefore, sought to investigate barriers to effective implementation of School-Based Professional Development in three Schools in Zimba district.

1.3 Purpose of the Study

The purpose of the study was to investigate barriers to effective implementation of School Based Continuing Professional Development in the three Schools in Zimba District of Southern Province, Zambia.

1.4 Study Objectives

The objectives of the study were to:

1. Establish the type of School-Based Continuing Professional Development programmes conducted in the three Schools in Zimba District.
2. Investigate barriers to effective implementation of School-Based Continuing Professional Development in three Secondary Schools in the district
3. Suggest the measures to be put in place in order to overcome barriers to effective implementation of School-Based Continuing Professional Development in the three Secondary schools.

1.5 Research Questions

1. What type of School-Based Continuing Professional Development programmes are conducted in three secondary schools in Zimba District.
2. What are the barriers to the effective implementation of School-Based Continuing Professional Development in three Secondary Schools?
3. What measures should be put in place to overcome barriers to effective implementation of School-Based Continuing Professional Development in three schools in the district?

1.6 Significance of the Study

This study is important for practising teachers and school managers as they may learn about barriers to effective implementation of School-Based Continuing Professional Development. The results of this study may be of use to policy makers and educational planners. It may also help schools to maintain School-Based Continuing Professional Development activities in order to enhance effective and quality delivery of lessons to the learners.

1.7 Theoretical frame work

Effective leaders actively support the professional learning of their staff and, at times, participate in the activities which they have planned themselves. Their activities should be consistent with a number of theoretical perspectives on leadership, rather than one particular perspective. Most frequently, leaders ensure organisational arrangements are put in place that provide teachers with the opportunities to learn, access to relevant expertise, and opportunities to meet to process new information. Sometimes, leaders go beyond this organisational brief and systematically develop a learning culture in the school, where they participate as learners rather than organisers of others' learning (Heap, 1996).

This study was guided by the constructivist and Systems theories. Constructivism looks at how educational goals can be achieved through problem solving, collaborative thinking and higher order thinking and skills. It looks at learning as an active process in which learners construct new ideas based upon current /past knowledge (Bruner, 1996). On the other hand, systems theory concerns the dynamic changes that are in education. Systems theory looks at optimisation by economising scarce resources. It emphasises the totality, complexity and dynamics of the system (Bathany, 1996).

1.8 Operational definitions of terms.

The following are the operational definitions of key terms

Impact- the action of one object coming forcibly into contact with another or have a strong effect on something.

Effective- successful in producing a desired or intended result.

Profession- An occupation which requires long training involving theory as background to practice, has its own code of behaviour and has high degree of autonomy (Dean. 1991).

Development - An event constituting a new stage in a changing situation or the process of developing or being developed.

CHAPTER 2

LITERATURE REVIEW

2.1 Teachers as Professionals

There is a body of evidence of the growing advocacy for teachers to engage in continuous professional development in the efforts to maintain the level of their professionalism. Cardno (2005), for example, states that professional development for teachers is important to ensure the sustainability and growth of teaching profession while Boyle et al. (2004) asserts that the continual deepening of knowledge and skills is an integral part of the professional development of any professional working in any profession.

The relationship that is established between teachers' professional development and teacher professionalism has shaped this literature review to the discussion of teaching as a profession. Dean (1991) defines the term 'profession' as an occupation which requires long training involving theory as background to practice, has its own code of behaviour and has high degree of autonomy. Paramount to this definition is the emphasis on the significance of learning the theories of teaching to inform teachers' teaching practice. His definition of the term 'profession' also implies that for teaching to be considered as a profession, it is mandatory that teachers are offered continuous learning opportunities that expose them to the theories of education to develop their practice.

As he emphasised, professional development for teachers needs to be strongly grounded to the theory. Goodson (1997) supports this statement by explaining that at its best, theory works back to informed and improved practice. He also cautions that separation of the theoretical knowledge from practice will affect the idea of teaching as a profession, which "is based on a set of research expertise and theoretical bodies of knowledge (Goodson, 1997). The strength of teachers' professional development that embodied the theories of teaching and learning is evident in the Best Evidence Synthesis (BES). Timperley et al (2007) report that from the six studies on teachers' professional learning examined in the Best Evidence Synthesis (BES), the three studies of teacher professional learning that recorded the lower outcomes for its learners are the ones identified as having the least emphasis on theories. This finding further supports the argument that theory oriented approach is essential to teachers' professional development for it to have some impact on teaching practice.

In addition to having a strong focus on the theory aspect of professional development, the definition of the term 'profession' as offered by Dean (1991) also implies that for teaching to be considered as a profession and teachers as professional, it is fundamental for the teachers to continuously experience professional development throughout their career. This is further explained by Kwakman (2003) who says: Keeping up is a core responsibility of professionals, as the professional knowledge base underlying professional work does rely on the input of new information since it is subject to continuous improvement. The main aim of reading is keeping up to date with new insights and developments influencing the professional field such as new subject matter, new teaching methods and manuals, new pedagogical approaches, but also new societal developments which have an impact on education and teaching in general.

Bredeson (2002), however, points out that continuous learning opportunities for teachers to enrich and refine their professional knowledge and practice is often undermined by the lack of time, money, and appropriate structures. In addition to understanding the relationship between professional development and the notion of teachers as professionals, the literature review also reveals that some authors choose to shape their discussion of teaching as a profession by first looking at the term 'professionalism'. Defining the term professionalism in the manner that best describes the work that teachers do prove to be a challenging task as the literature appears to be divided in the approaches used.

Hargreaves (2000), for example, has established the link between professional development and teacher professionalism by looking at the different phases of teachers' professionalism. He asserts that the idea of 'professionalism' refers to the quality of teaching and the conduct, demeanour and the standards that guide it. In addition, Hargreaves (2000) argues that the idea of teacher professionalism has evolved in the past years due to the changes that are constantly taking place in the world's education system. He further elaborates that there has been four historical phases of teacher professionalism identified over the years: the pre-professional age, the age of autonomous professional, the age of collegial professional and finally, the post-professional or post-modern. Consequently, the force of change affecting teacher professionalisms is also identified to be affecting the nature of teachers' professional development.

This increased expectation in the quality of education sees more teachers facing the prospect of having to teach in ways they had not been taught themselves (McLaughlin, 1997). Hargreaves (2000) explains that for this reason, many teachers are starting to turn more to each other for professional learning, for a sense of direction, and for mutual support. Consequently, this has caused the shift in the nature of teaching from working alone in the isolation of their classroom to working in collaboration with their colleagues. This collegial relationship also changed the form of teachers' professional development. Instead of having off-site workshop for individual teachers, recent professional development programmes are designed to be more collaborative in nature.

2.2 Paradigm of Professional Development

In general, teachers' professional development falls under two categories: the traditional and the 'reform-type' professional development (Birman, et al 2000). The traditional approach of teachers' professional development often assumed that there is a deficit or a gap in teachers' knowledge and skills which can easily be developed in "one-shot" workshops (Clarke & Hollingsworth, 2002). In addition to the workshop approach, traditional form of teachers' professional development also comes in the forms of within district workshop or training, out of district workshop or training and also formal postgraduate courses (Desimone et al., 2002). Although the traditional approach of teachers' professional development helps to foster teachers' awareness or interest in deepening their knowledge and skills, is believed that this approach alone is insufficient to foster learning which fundamentally alters teaching practice (Boyle et al., 2004).

Moreover, the traditional form of teachers' professional development is also criticised as being shallow and fragmented (Hawley & Valli, 1999). This is echoed by Ball and Cohen (1999) who describes the in-service workshops as intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and noncumulative. The authors further explain teachers' professional learning is often shallow and fragmented because teaching is perceived as mostly common sense and has little need for professional learning. In addition, it is also perceived that teachers do not require sustained learning to perform their work (Ball & Cohen, 1999).

The alternative to the traditional model of teachers' professional development is the 'reform-type' or else known as the 'growth' model of professional development (Huberman &

Guskey, 1995). The authors describe this model as a variety of professional development activities that accompany continuous inquiry into one's instructional practice. This paradigm shift from the traditional model to reform-type sees that professional development for teachers is changing from replication to reflection, from learning separately to learning together, and from centralization to decentralization (Hawley & Valli, 1999).

Advocates of the reform-type model also believe that professional development for teachers is most effective when it is done within their working context. Sparks and Hirsh (1997) for example argue that it is imperative for teachers' professional development to be treated as multiple forms of job-embedded learning for meaningful changes to occur in teaching practice. Wilson and Berne (1999) suggest that some learning, no doubt, goes on in the interstices of the workday, in conversations with colleagues, passing glimpses of another teacher's classroom on the way to the photocopying machine, tips swapped in the coffee lounge, not to mention the daily experience of the classroom.

The school is said to be the most suitable place for teachers to develop professionally as new teaching competencies can only be acquired in practice (Kwakman, 2003). However, despite the advocacy for teachers' professional development to be centred in practice, Ball and Cohen (1999) argue that it does not necessarily imply situations in classrooms in real time. Instead, they suggest that better learning opportunities for teachers can be created through strategic documentation of practice. The authors recommend among others the collection of concrete records and artefacts of teaching and learning that teachers could use as the curriculum for professional inquiries. Professional development programmes also help teachers to become more knowledgeable in the subject content taught. In addition, reflective practice and constant evaluation of their teaching practice are also believed to lead to a better lesson structure to effectively meet the students' needs (Harris et al., 2011; Powell et al., 2003).

As discussed earlier, the literature based review in general suggests that professional development for teachers has positive effect on their practice. This study research seeks to explore the participants' perceptions of the impact of their professional development experience, whether they share similar understanding with the findings of the literature reviewed.

2.3 Effective Professional Development

A review of the international literature base reveals plethora of research that focused on the examination of the features of some of the best practices in relation to teachers' professional development (Garet et al., 2001; Hawley & Valli, 1999, Wilson & Berne, 1999). Desimone (2009) for example points out the fact that there is a growing consensus on the features of professional development that are believed to result in the changes in teacher knowledge and practice and possibly students' achievement. She later proposes that these common features of effective professional development are measured to assess the effectiveness of any professional development programmes, no matter what types of activity they include.

2.4 Features of Effective Professional Development

Content focus

There is a widespread agreement among scholars for teachers' professional development to be largely viewed as knowledge and skills development (Desimone et al., 2002; Garet et al., 2001; Timperley et al. 2007). The literature reviewed exhibits a strong advocacy for teachers' professional development to be understood as opportunities for learning (Fishman et al., 2003). Professional development for teachers needs to give them the opportunities to learn from their own practice by way of self-reflection in addition to preparing them for their new roles and responsibility (Garrett and Bowles, 1997).

Fishman et al. (2003) add that teachers' professional development needs to focus on the enhancement of their professional knowledge, beliefs and attitudes so that they will be able to improve their student learning. This reinforces Hargreaves and Goodson (1996) earlier statement that professional learning for teachers will enrich their knowledge base, improve their teaching practice, and enhance their self-efficacy and commitment to quality service.

In general, the content focus of any teachers' professional development falls into two categories. Fishman et al. (2003) explain that the first category of content focus refers to the knowledge related to general teaching work such as assessments, classrooms organisation and management and teaching strategies while the second category refers to the subject content itself. Assessment is a major component of all the core studies covered as through their assessment skills teachers are able to judge the impact of their changed practice on student learning (Timperley et al., 2007). The authors explain that teachers' sound assessment skills

make it possible for them to make ongoing adjustment to their teaching practice so that it can be more effective.

Consequently, knowledge content has become the most significant component of any form of teachers' professional development programme. Borko (2004) argues that having a strong emphasis on knowledge content is critical to the success of any professional development experienced by teachers. This is because participation in professional development programmes is believed to allow teachers the opportunities to renew their knowledge base while at the same time introducing new knowledge and skills into their repertoire to continuously improve their conceptual and teaching practice (Borko, 2004; Grundy & Robison, 2004). Furthermore, Borko (2004) argue that it is important for teachers to have "rich and flexible knowledge for the subject" to foster students' conceptual understanding.

Active learning

Numerous researches conducted to study the forms of high quality teachers' professional development conclude that reform-type professional development is more effective in changing teaching practice (Hawley & Valli, 1999; Helmer et al., 2011). The traditional form of teachers' professional development is criticised for not being conducive enough to foster meaningful changes to their teaching practice (Birman et al., 2000; Desimone, 2009, 2011; Kwakman, 2003). This happens as the activities designed do not provide teachers with ample opportunities to engage in active learning which is believed to be a crucial factor in sustaining the changes made to their teaching practice (Fullan & Maseall, 2000). This assertion is supported by several other authors' suggestion that professional development for teachers need to provide them the opportunities to become active learners (Harris et al., 2011; Sparks & Hirsh, 1997; Villegas-Reimers, 2003).

Birman et al. (2000) explain that professional development that incorporates active learning for teachers also: includes opportunities to observe and be observed during teaching; to plan classroom implementation, such as practicing in simulated conditions, and developing lesson plans; to review student works; and to present, lead and write – for example, present a demonstration, lead a discussion or write a report.

These various forms of strategies linked to active learning are said to be most effective in changing teaching practice. Southworth (2004) who researched on primary school leadership

in the context of small, medium and large sized schools asserts that modelling, monitoring and professional dialogue and discussion as the strategies identified to have the most effect in changing teaching practice.

In addition, Guskey (2000) argues that professional development for teachers needs to provide them the opportunity to get regular feedbacks on the changes made to their teaching practice. This approach is believed to be able to change teaching practice compared to professional development programmes conducted in the forms of large group presentations, training programmes, workshops and seminars (Guskey, 2000).

Collective participation

Reform-type professional development for teachers is also believed to be more effective than the traditional model as it focuses on collective participation. Collective participation refers to the participation of teachers from the same department, subject or grade in the same professional development programme. Birman et al. (2000) assert that collective participation in professional development is more likely to afford opportunities for active learning and are more likely to be coherent with the teachers' other experiences. Moreover, teachers' professional development that involves collective participation, especially for teachers in the same school is believed to be able to sustain the changes made to their teaching practice. This is because they are more likely to have more opportunity to discuss the concepts, skills and problems arise during their professional development experiences (Garet et al. 2001).

In other words, collective participation in teachers' professional development programmes also engendered collaboration among the teachers. Hargreaves (1994) for example discusses the use of collaboration as one of the ways for teachers to improve their teaching practice. One of the advantages of collaboration is that it increases the capacity for reflection which is argued to be a critical point to teachers' professional learning experience. Collective participation in professional development also gives teachers more opportunities to learn from each other's practice.

Kwakman (2003) says that feedback, new information or ideas do not only spring from individual learning, but to a large extent also from dialogue and interaction with other people. This reinforces Hargreaves (1994) earlier assertion that collaboration can be a powerful source of professional learning: a means of getting better at the job.

In addition, collaboration in school also increases efficiency as it eliminates duplication and removes redundancy between teachers and subjects as activities are co-ordinated and responsibilities are shared in complementary ways. As this happens, teachers can allocate more of their time and effort on the preparation of their lesson which will improve the quality of teachers' teaching. Consequently, collaboration that exists in school provides teacher with moral support as it allows teachers the opportunities to work with their colleagues instead of having to handle the frustration and failure alone (Hargreaves, 1994).

2.5 Changes in Education

A review of the literature on teachers' professional development reveals that the field of education is constantly undergoing change. Bolman and Deal (2008) describe change as "a complex systemic undertaking". Due to the complexity of change, Duke (2004) has attempted to define 'change' based on several distinctions he has made.

First, the word 'change' is defined as a different or departure from the status quo (Duke, 2004). There are two types of changes taking place in the context of education; branch changes and root changes. 'Branch changes' or otherwise known as the 'first-order' change refer to significant, yet specific changes of practice which teachers can adopt, adapt, resist or circumvent, as they arise (Hargreaves, 1994).

Root changes or the 'second-order' change on the other hand is defined as deeper transformations at the very root of teachers' work which address and affect how teaching itself is defined and socially organized (Hargreaves, 1994). This type of change is more difficult to achieve as it involves the alteration of the deep underlying assumptions of the system (Duke, 2004). Borko and Putnam (1995) note that almost all reform efforts are calling for some form of changes in the education system that help students achieve higher standard of learning. For this reason, Hawley and Valli (1999) argue that professional development for teachers has become increasingly more important than before. This is further supported by Sykes (1999) who state that professional development has become the centrepiece for promoting change.

The impetus of teachers' professional development as a crucial element to education reforms has caused many schools to eagerly participate in all the professional development

programmes made available to them. Cardno (2005) believes that this realisation of the relationship between of teachers' professional development to successful reform as one of the reasons teachers experienced professional development overload. She elaborates by saying that as a consequence many schools, concerned that they will miss out if they do not register to participate, have chosen to involve teachers in too much professional development resulting in overload and disenchantment with what should be a positive and rewarding experience. Guskey (1995) however cautions that there is no easier way to sabotage change efforts than to take on too much at one time. He suggests that schools start off by making small changes and to treat it as part of a more comprehensive change process. Hargreaves and Fink (2006) has succinctly described educational change as easy to propose, hard to implement and extraordinarily difficult to sustain.

2.6 Teacher Change

According to Hawley and Valli (1999), teachers need more time and opportunities to investigate why some practices might be better than others. This belief is echoed by Poskitt (2005) who also highlights the importance of time. She explains that teachers wanted time to trial, reflect and improve their practice, understanding of it and their teaching programmes. Time is needed for teachers to personalise information before they can change their ideas or behaviour.

Moreover, Fullan (2001) explains that changes in beliefs are even more difficult: they challenge the core values held by individuals regarding the purpose of education; moreover beliefs are often not explicit, discussed or understood, but rather are buried at the level of unstated assumptions. This is reiterated by Guskey (2002) who argues that teachers' attitudes and beliefs are not changed by the professional development attended. Instead, he believes that it is the experience of successful implementation that changes the teachers' attitudes and beliefs.

Guskey (2002) explains that this happens as they believe it works because they have seen it work and that experience shapes their attitudes and beliefs. Furthermore, Fullan and Maseall (2000) recommend that the impact of changes to student outcomes is demonstrated as it also contributes to the sustainability of the changes in teaching practice.

Hawley and Valli (1999) assert that knowledge and skills of education can be increased substantially through collegial opportunities to solve authentic problems that create the gap between student performance and expectations. A professional learning community provides teachers the opportunities to work collaboratively with each other, where they share their passion and purpose for their work, or else the professional development will be short-lived (Fullan & Mascal, 2000). Collaborative relationship that exists provides teachers the opportunities to discuss their practices with each other and this is believed to have some effect on teaching practice.

This supports Guskey (1995) earlier assertion that teachers need to receive regular feedback on the efforts made to improve their teaching practice so that those changes can be sustained. This is reiterated by Timperley et al (2007: 139) who say “frequent contact is important in sustaining the change process”. In addition, Hawley and Valli (1999) recommend that to sustain changes to teaching practice, teachers’ professional development need to be continuous and ongoing, involving follow-up and support for further learning, including support from sources external to the school that can provide necessary resources and an outside perspective.

Helmer et al. (2011) explain that overall, instructional principles espoused in the contemporary approaches to professional development highlight the importance of an ongoing approach that: is embedded in teaching practice; is organized around collaborative problem solving; involves reflection and feedback; is followed up with support from a range of experts. The effectiveness of a teachers' professional development experience is assessed on its impact on teaching practice. How effective professional development experienced by the teachers in changing their practice and what steps are involved to sustain changes made to teaching practice.

2.7 Belief and Motivation

The effectiveness of teachers' professional development is also determined by the teachers' own belief and their motivation and commitment level to improve their practice. With this understanding, the impact of teachers' professional development will be explored from the teachers' perspective.

As though what has been said about Continuing Professional Development is not enough, Mavuso (2004) and Boaduo and Babitseng (2007) believe that it must be taken into consideration the professionalism of teachers and the importance of providing opportunities for them to exercise some autonomy in articulating their professional needs. This indicates that teachers should be helped to analyse their professional needs, knowledge and skills and that this should be the starting point for their continuing professional development initiatives.

2.8 School-Based in-service training of teachers: A theoretical background

To begin with, it is necessary for every school to determine its in-service teacher education and training needs (Boaduo & Babitseng 2007). Only thus can a school's planning for the continuing professional development of its teachers can be sure of translation into positive and participatory action. According to Milondzo (2003), keen teachers in many countries have deepened their knowledge and extended their skills by judicious use of subject advisers, inspectors of education, external advisors and consultants to their advantage. Milondzo (2003) further contends that the use of clients and agencies that are outside the school for the professional training programmes for their teachers does not respond to the development needs of the teachers.

He further contends that, in the 1970's, the potential benefit of school-based in-service training was realized, however, it was not articulated for constant articulation. The School's definition of their necessary in-service needs and the laying out of suitable support and development of such needs at school level has been dubbed school-based in service education. School-based in-service training refers to activities taking place physically within a school in which the team consists of teaching staff colleagues; and the problems tackled are those arising in the school (Milondzo 2003). This approach was advocated as a remedy for the deficiencies of traditional in-service training courses. It was argued and demonstrated that a school could identify and tackle its problems in a relevant and professional manner if provided with the support in terms of material and infrastructure.

2.9 The nature of school-based in-service education

In-service education should begin in the schools. It is here that learning and teaching take place, curricular and techniques are developed and needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part

of its task, for which all members of staff share responsibility. Teachers in Zimba District should as well initiate the development and growth of this process.

Ibe (1990) asserts that school-based in-service training programmes should be initiated by school principals, the teachers, the support staff, and sometimes the community. Such programmes evolve through participatory and co-operative planning among the school personnel supported by senior administration staff. An active school is constantly reviewing and reassessing its effectiveness and ready to consider new methods, new forms of organization and new ways of dealing with problems that arise. They must set aside time to explore these questions, as far as the teachers can manage their resources by arranging for discussion, seminars and workshops with visiting educationists from nearby institutions. It will also give time and attention to induction of new members of staff, not only those in their first year of teaching but all those who are new to the school.

Mabuza (2005) is of the view that this model was developed to make the process of needs analysis easier, and that training could be closely linked to needs so that barriers of negative implantation would disappear. However, the model has the inherent danger of limited application. It can lead to little benefit unless there are good trainers because most of the programme presenters of the courses may not have the experience and expertise required. Milondzo (2003) argues that school-based in-service training must be based on three major premises namely:

- Teachers should be involved in the identification and articulation of their own training needs.
- Growth experience should be individualized; and
- The single school is the largest and most appropriate unit for educational change.

To implement the stated model, the members of the school management team (SMT) are expected to perform a vital leadership role in ensuring that a positive environment exists where teachers and other relevant stakeholders can feel comfortable in sharing their concerns and views. Educational leaders in the school must value in-service education for teachers. They also need to be provided with the assistance to develop the skills needed to create a positive climate in their schools where communication is valued and encouraged (Ho, 1990)

Apart from these strategies, there are also factors which can make school-based in-service education and training to be more effective and appropriate in the District schools. The following have been identified by Majozi (2005) as important facets in the implementation of school-based in-service education and training:

- Identifying needs and aims
- Identifying priorities
- Establishing a professional trainer role, professional development team and committees, and
- Identifying resources, agencies and methods for articulation and application.

The School-Based Continuing Professional Development (SBCPD) is one of the effective ways of improving education as far as teaching is concerned as it targets self-development, group and eventually institutional development. (MOE, 2007). Teaching is fundamentally a process of human interaction. In spite of the availability of several materials that could be provided for teaching and learning, it would still call for a teacher who is skilled in teaching. The teaching profession can be rewarding and worthwhile only if the teacher has skills to reach the child's heart while teaching. A skilled teacher provides an opportunity to develop the students thinking skills and thinking strategies which is a foundation for thoughtful learning. The teacher with good teaching skills is usually the teacher with high esteem (MOE, 2007).

Enhancing the teaching skills is not only desirable in the interest of teaching the child, but also essential for sharpening ones' personal development and each other in issues pertaining to professional development (CPD). In the long run followed by series of lesson study and implementation in class, it is hoped that the teachers will come up with proper strategies of learner-centered teaching and learning as there is no clear position on this matter in Zambia. Also worth noting is the fact that the learner-centered learning varies from country to country and culture to culture. It is envisaged that, in the long run, Zambia will be in the position to define its own learner-centered teaching and learning through our effort for developing better lessons for the pupils (MOE 2007).

Fishman et al. (2003) claim that continuous research on teachers' professional development will help to create an empirical knowledge base that links various forms of professional

development to effective teacher learning. However, having the knowledge of effective forms of teachers' professional development alone is insufficient to ensure successful professional development for teachers. Buczynski and Hansen (2010) forward the argument that for any professional development to be effective, teachers must practice their professional experiences. For this reason, this research study will also look at the factors that affect teachers' commitment and motivation to conduct SBCPD. Mbanje, (2014) observes that currently, all schools in the country are under mandate to conduct workshops aimed at sensitizing teachers in Zambia on the necessity of CPD. Recently, it has been observed by the district officials that CPD meetings are neglected and much needs to be done to improve the situation .

Lack of some of the positive factors stated above can lead to unsuccessful implementation of the school-based in-service programmes. Some of the problems that hinder the implementation of school-based in-service training could be attributed to the shortage of qualified training personnel, lack of resources and support from the relevant stakeholders and higher authorities.

2.10 Summary

To sum up, the literature base reviewed has established that teaching is a profession and as professionals, teachers need to be provided with sufficient amount of professional development so that they are able to maintain their level of professionalism.

School-Based Professional Development for teachers is essential so that they are able to keep up with the changes in demand and expectation held by the nation and society in regard of the quality of education received by school children. Professional development for teachers is believed to be more effective in creating sustained change to teaching practice when it is designed to accommodate to the learning needs of the students as well as the teachers. To achieve this, attention needs to be given to the processes of teacher change and other factors that enhance such change. As the review has shown, most of the studies on this subject have been carried out in other countries. Evidently, very little or no research has been carried out in Zambia on barriers of effective implementation of School-Based Professional Development notwithstanding the fact the impact of the introduced CPD policy (2007) is yet to be assessed. This is the gap that the study intended to fill. The next chapter discussed the research methodology.

CHAPTER 3

METHODOLOGY

This section consists of the following components of the methodology: research design, study area, study population, study sample and sampling technique, data collection instruments, data collection procedures, analysis of data and ethical considerations

3.1 Research Design

A descriptive research design was used. This is because the researcher was interested in collecting information on the barriers that affect effective implementation of School Based Continuing Professional Development. Combo and Tromp (2013) state that the descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about people's habits, opinion or any of the varieties of education or social issues.

3.2 Study Area

The study was conducted at Zimba Secondary School, Kabanga Secondary School and Luyaba Secondary School all in Zimba district.

3.3 Study population

The population comprised the District Education Standards Officer and District Resource Centre Coordinator, school head teachers, heads of department, teachers and pupils from three schools in Zimba district.

3.4 Study sample

The comprised one District Education Standards Officer, one District Resource Centre Coordinator, three head teachers, nine heads of department(three from each school),thirty teachers (ten from each school)and fifty four pupils(eighteen from each school) bringing the total number of respondents to 98.

3.6 Data Collection Instruments

3.6.1 Interview Schedule

The researcher conducted interviews with the District Education Standards Officer, the District Resource Centre Coordinator and head teachers and pupils.

3.6.2 Questionnaires

Self-administered or self-completion questionnaire were used as the second research instrument because they are quick to administer and potentially has higher percentage rate of return if well-planned. This decision is also influenced by Bryman's (2008) claim that self-completion questionnaire in many ways is similar to structured interview. The only difference is that the former does not require the presence of an interviewer. Self-administered questionnaires were filled in by the District Education Standards Officer, the District Resource Centre Coordinator, heads of department and teachers.

3.5 Sampling techniques

In this study the researcher used simple random and purposive sampling. The word random describes the procedure used to select elements from a population (Best & Kahn, 2006)

Purposive sampling was used to collect information from the District Education Standards Officer, Resource Centre Coordinator and Head teachers of the selected Schools. Heads of department, teachers and pupils were selected using a simple random procedure. The three schools selected in this study are the only secondary schools found in the district

3.6.3 Data Analysis

The data collected was coded and analysed using the descriptive statistics. The statistical package for social sciences (SPSS) was used for the analysis of quantitative data to generate frequency tables, charts and percentages. Qualitative data was analysed by content analysis and information presented in themes and narrations.

3.6.4 Triangulation

To ensure the validity of data collected in qualitative studies, it is a common practice for researchers to use methodological triangulation. According to Cohen et al. (2007) triangulation refers to the use of two or more methods of data collection in the study of some aspect of human behaviour.

For this research study, I chose to use three research instruments; interview schedule, questionnaire and interview guide. In addition to methodological triangulation, this research study also has data source triangulation whereby, some of the participants interviewed were asked the same questions but responses gathered were varied as they had different views to the questions asked. These varied responses were influenced by the teachers' personal experiences and teaching experience. Data triangulation is believed to be more superior to a single data source or instrument (Cohen et al., 2007).

3.6.5 Ethical considerations

The choices we make through the research process have political and ethical consideration. Studies that involve collecting data from participants should consider protecting the participants from possible harm and how to secure privacy and confidentiality and make a plan or how to do this (Gall et al. 2007). In this study, the researcher took into consideration ethical issues. The researcher sought permission from educational authorities to carry out the research in the district. The researcher obtained informed consent from respondents. The names of the respondents were not discussed to ensure anonymity. Confidentiality was also guaranteed for all participants.

CHAPTER 4

FINDINGS

This chapter presents findings of the study on barriers to effective implementation of School-Based Professional Development in the three Schools in Zimba District. The study looked at three specific objectives namely; establish the type of Continuing Professional Development programmes conducted: to Investigate barriers to effective implementation of School-Based Continuing Professional Development and to suggest the measures to be put in place in order to overcome barriers to effective implementation of School-Based Continuing Professional Development in the three Secondary Schools in the district.

4.1 Background Characteristics of Respondents

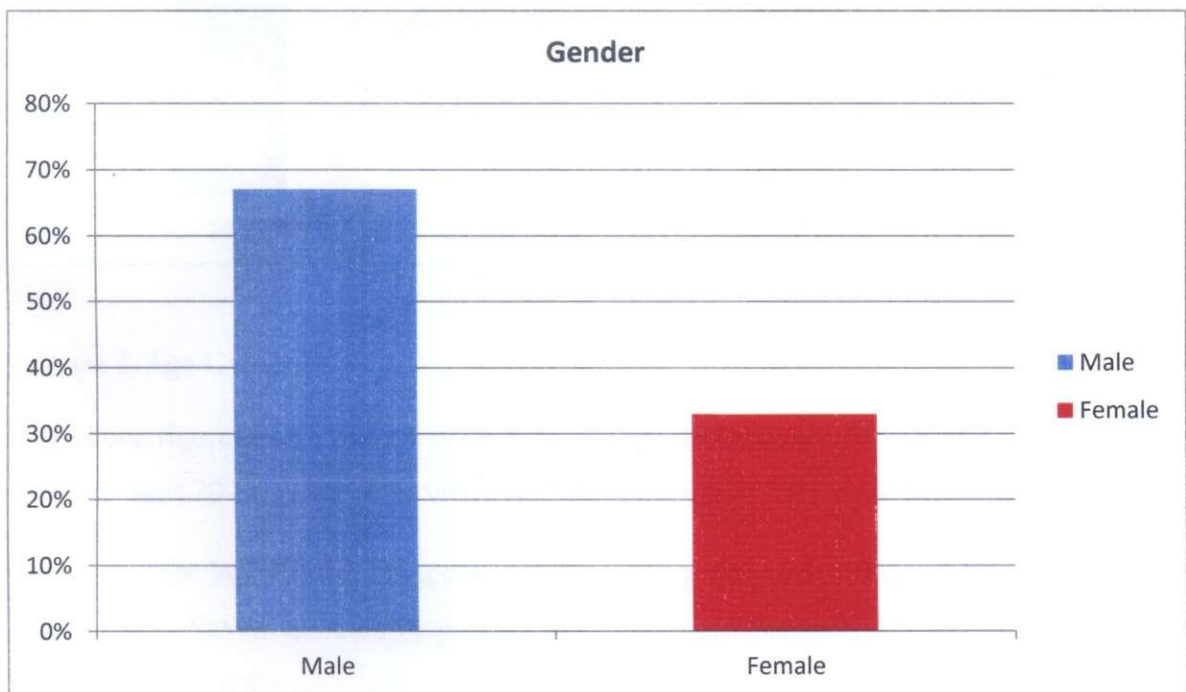


Figure 1 Gender

The graph shows 20 (67%) of the participants were male while the remaining 10 (33%) were female, implying that the male were in majority.

Teachers' gender was determined from the responses and it was established that from school X there was only one female teacher in the school out of the number of ten teachers that were interviewed. The reason for this is that the school is 92 kilometres into the rural and many female teachers shun rural areas. School Y had four female teachers and six male teachers

whereas school Z had five female teachers and five male. A total of twenty male teachers were interviewed from the three schools.

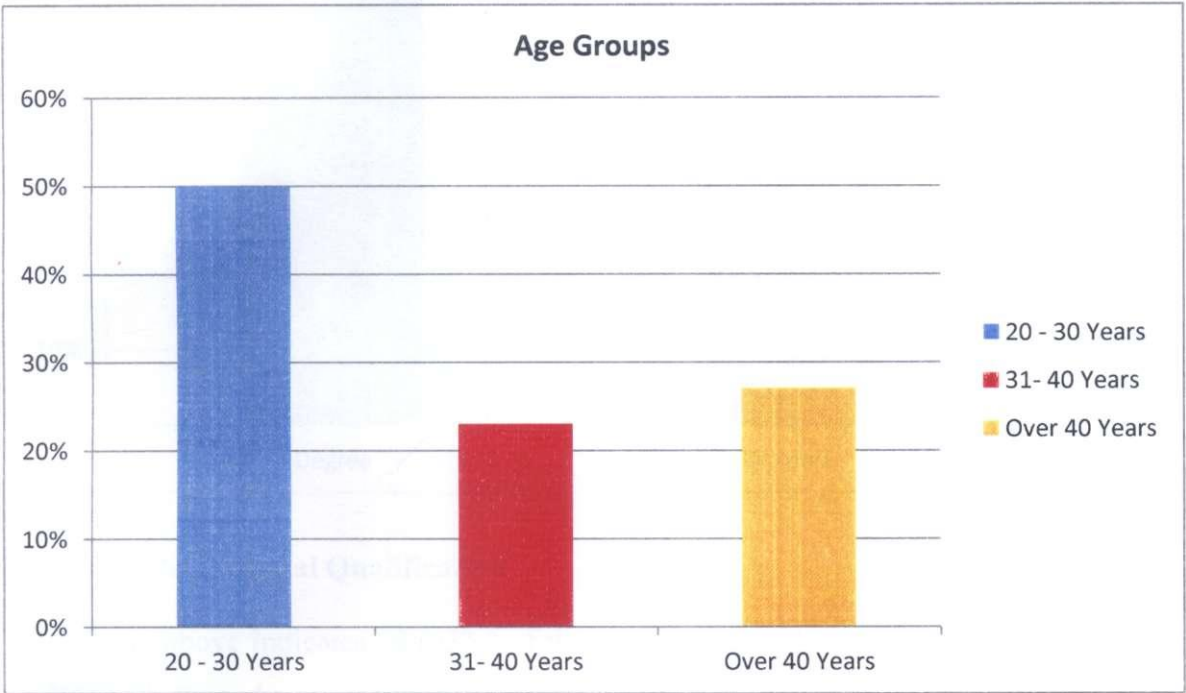


Figure 2 Age Group

The above figure shows the age distribution of the respondents. 50% of the respondents were between ages 20-30 years, 27% were over 40 years, while 23% were between 31-40 years.

Teachers were interviewed on age and the responses were that fifteen teachers were between 20-30 years. Seven teachers responded that they were between 31-40 years whereas eight were over 40 years.



Figure 3 Professional Qualification

The figure above indicates 19 (63%) of the participants had attained a first degree, while 11 (37%) had attained a secondary diploma.

Teachers were asked about their highest professional qualifications in secondary schools. The study showed that eleven teachers were diploma holders and nineteen had first degree. School X that had only one female teacher also revealed that the same teacher had a diploma while four male teachers had diploma qualification as compared to five male teachers who had degree. From school Y, 2 female teachers had diploma and two had degree qualification compared to their male counterparts who had four diplomas and two degree qualification. At school Z, all the ten teachers had degree qualification (five male and five female).

4.2 Type of School-Based Continuing Professional Development programmes conducted in three secondary schools in Zimba District.

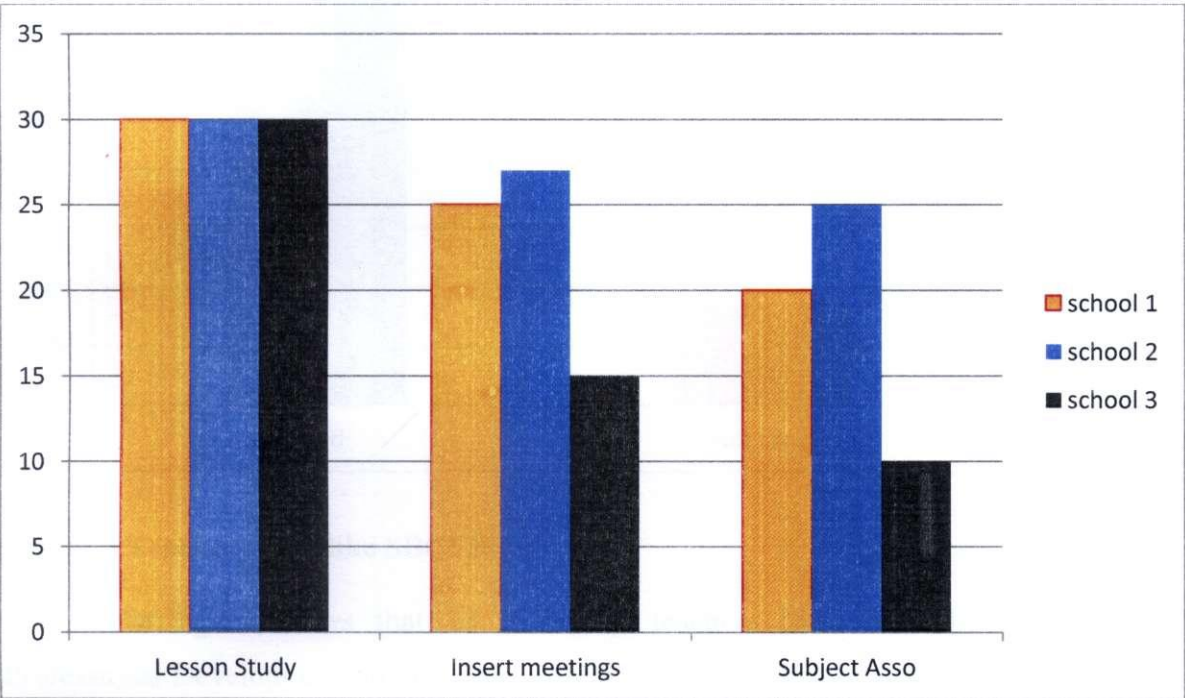


Figure 4 Types of SBCPD

The bar graph above shows the type of SBCPD that was conducted in the three schools. In all the three schools respondents indicated that they conducted Lesson Study. Insert activities were conducted with variance. 25 respondents from school 1 indicated that they conducted insert activities, 27 from school 2 and 15 respondents from school 3 conducted them. As for Subject Association, school 1 had 20 respondents, school 2 had 25 respondents and school 3 had 15.

Teachers interviewed indicated that schools in the district had SBCPD that was common. When the respondents were asked what type of SBCPD they conducted in schools they said that lesson study Teacher Group Meeting and Subject Association meeting. SBCPD were conducted on most INSERT and INSPRO activities. Heads of Department were also asked as to what type of SBCPD were common in their schools. Responses included lesson demonstration, departmental lessons and sprint.

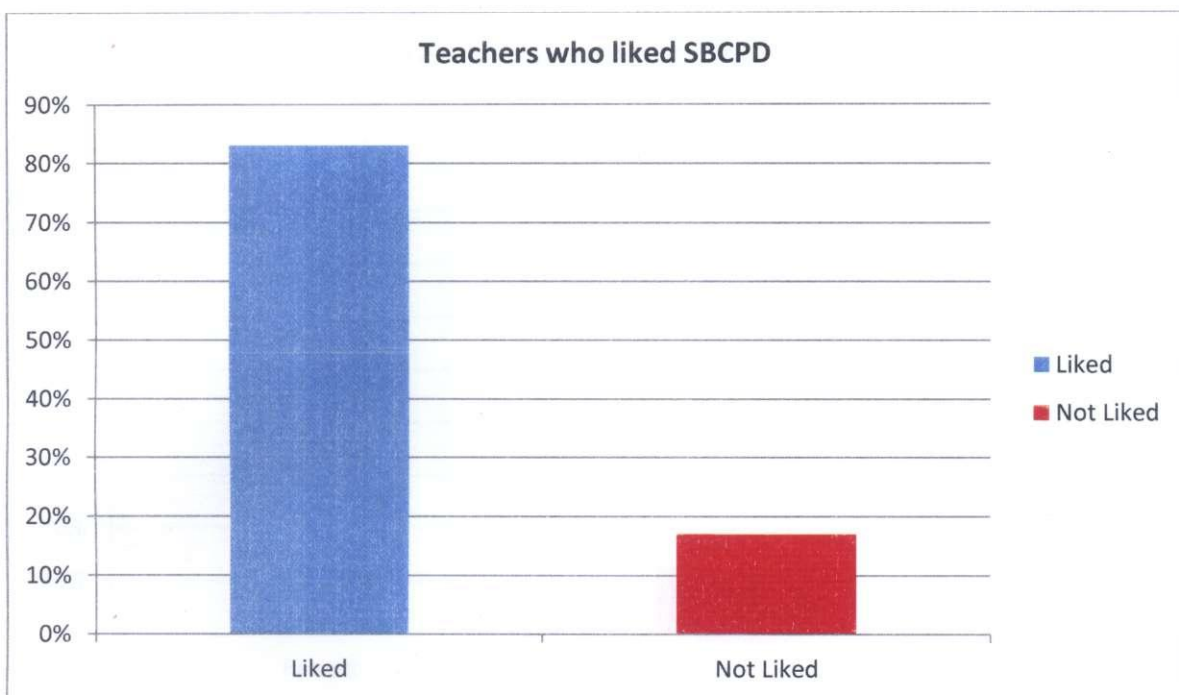


Figure 5 Teachers who like SBCPD

The above figure shows that 25 (83%) of teachers liked School-Based Continuous Professional Development programme, while 5 (17%) of them said that they did not like it.

Teachers were asked whether they liked SBCPD. All teachers interviewed at school Y and school Z said they liked SBCPD. However, only five teachers out of ten from school X that were interviewed never liked SBCPD.

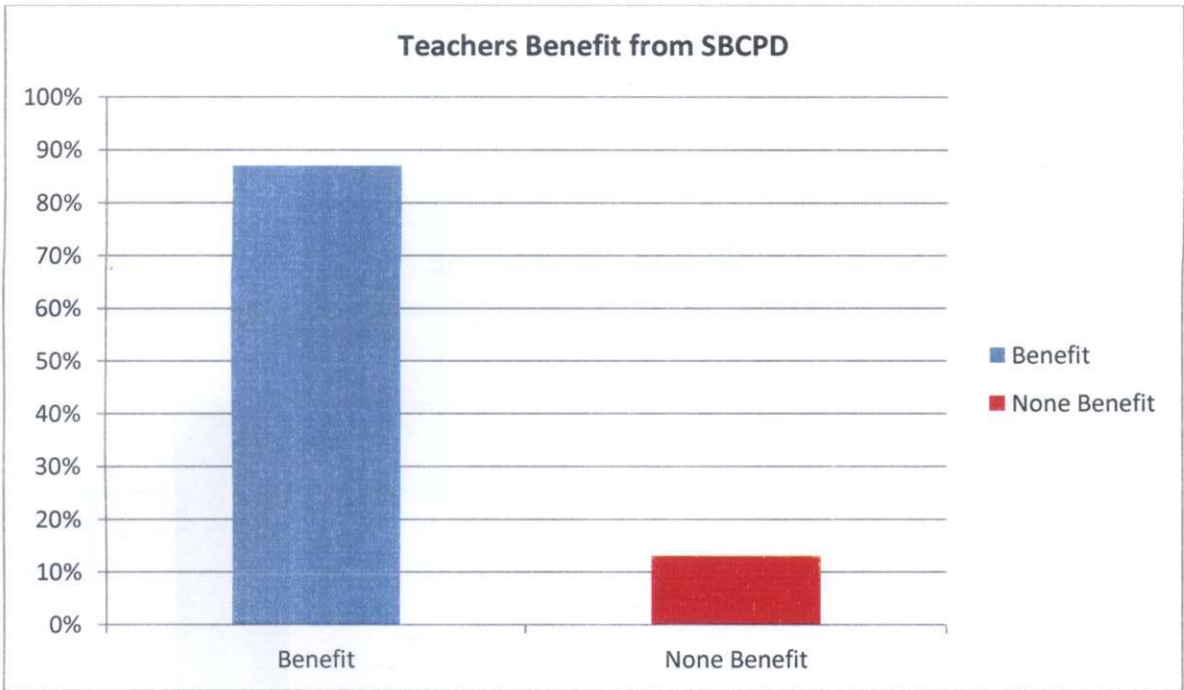


Figure 6 Teachers Benefit from SBCPD

The figure above shows 23 (87%) of the respondents who benefited from the SB-CPD activities, while 4 (13%) said they did not benefit from the programme.

Teachers were interviewed to find out whether they benefited from SB-CPD activities. Four teachers from school X indicated “not at all”. This was not the case with school Y and school Z who had thirteen and ten teachers respectively indicating that they benefited from these activities. It is evident that teachers in the district have embraced CPD activities despite challenges they were going through.

4.3 Barriers to effective implementation of School-Based Continuing Professional Development in three Secondary Schools in the District.

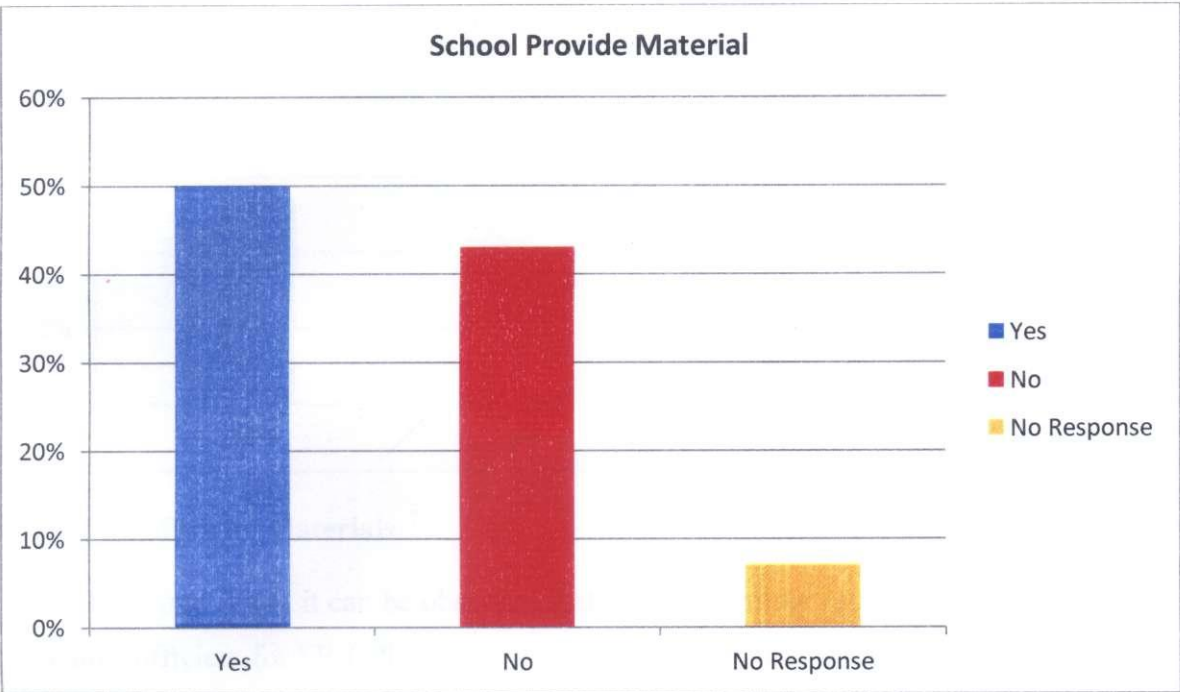


Figure 7 School provide materials

In the figure above, 15 (50%) of the participants said that the school provide materials, 13 (43%) the school did not provide any materials, while 2 (7%) of the participants did not respond to the question.

The respondents were asked to indicate whether the school provided materials to conduct SB-CPD activities. School Z had three respondents indicating that the school provided the materials for these activities while five of the respondents said no to the question and two respondents did not answer the question. On the other hand school Y had three ‘Yes’ responses and seven ‘No’ responses. For school Z, seven of the respondents were agreeable to the question leaving only three with ‘No’ responses.

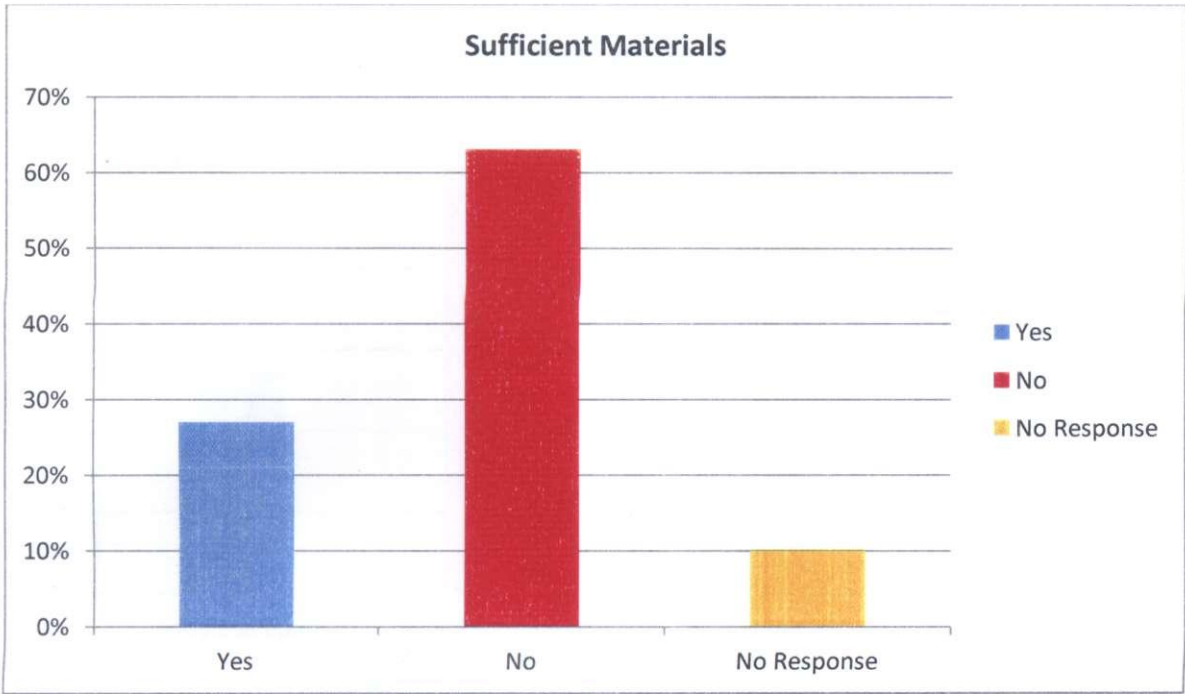


Figure 8 Sufficient Materials

From the above figure it can be observed that 19 (60%) of the respondents said the materials were not sufficient for SB-CPD programme, 8 (27%) said they were sufficient, while 3 (10%) did not attend to the question.

A further question was asked to the respondents whether the materials which were provided in schools were sufficient to conduct SB-CPD activities. School Z had four “Yes” responses and six “No” responses with one respondent who chose to be silent as compared to school X that had three “Yes” against seven “No” responses.

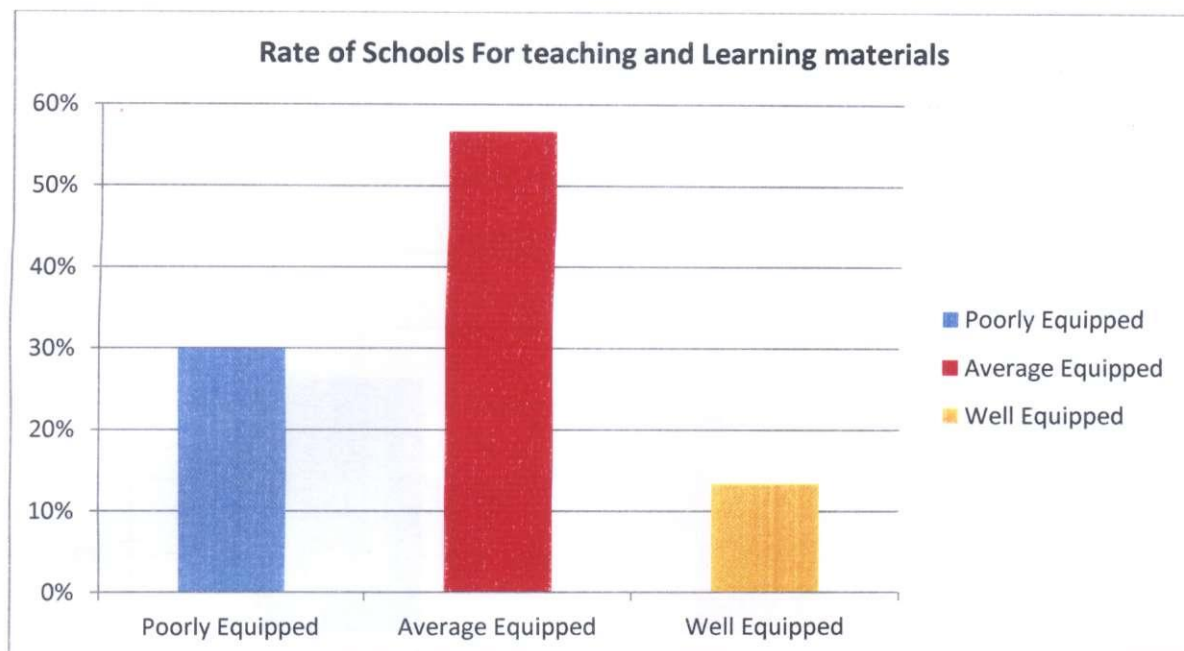


Figure 9 Rate of schools for teaching and learning materials.

In the figure above, 9 (30%) responded to poorly equipped teaching and learning materials, 17 (56.6%) responded to averagely equipped teaching and learning materials and 4 (13.3%) responded that they were well equipped with teaching and learning materials.

It is depicted from the data in Figure 4.5.2 that most of the respondents indicated they were averagely equipped giving a total of seven respondents from school X, six respondents from school Z and four respondents from school Y. Poorly equipped schools had responses at six for school Y, three for school X and zero response for school Z



Figure 10 Availability of Libraries

The figure above shows 10 (33.3%) as opposed to 20 (66.6%) who indicated that the school had a Library.

The data in Figure 4.5.3 shows that out of thirty respondents in the three schools used for study, 20 (66.6%) indicated that they had no library as compared to 10 (33.3%) who said that they had a library. The deduction that could be made from this analysis is that there seem to be more of respondents coming from schools where there are no libraries.

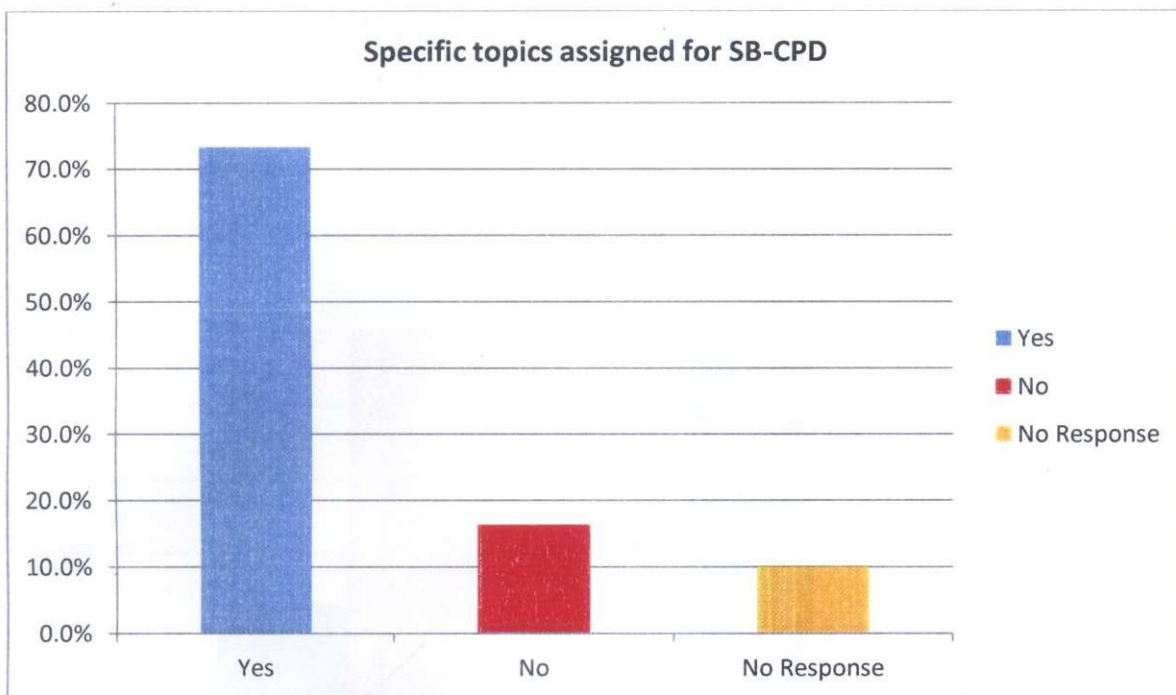


Figure 11 Specific Topics assigned for Teachers for SBCPD

Figure 4.5.4 above shows 22 (73.3%) responded that specific topics were assigned for teachers. Only 5 (16.7%) respondents indicated “No” to the question and 3 (10%) chose to be silent.

From the data in the figure above, school Y had four respondents school X had eight respondents and school Z had ten constituting seventy-three percent of respondents agreeing to the question whether specific topics were assigned to the teachers for SB-CPD activities. Only four respondents from school Y and one respondent from school X disagreed to the question while one respondent did not attend to the question.

4.4 Measures to be put in place to overcome barriers to effective implementation of School-Based Continuing Professional Development in Zimba District.

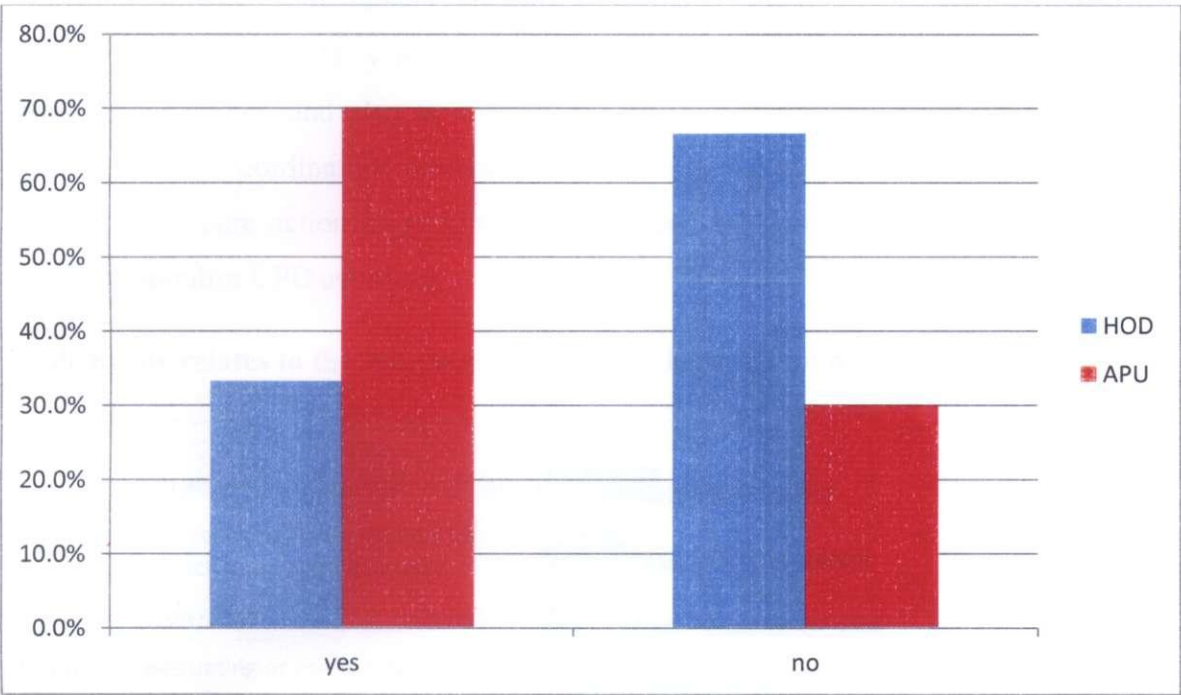


Figure 12 Availability of HOD’s and APU classes

As the study looked at effective implementation of School-Based Continuing Professional Development, it was important to find out the role Heads of Department or whether they were available to take lead in professional issues. From a total number of 30 respondents, 10 (33.3%) said that the school had Heads of Department as opposed to 20 (66.6%) who said that they did not have the provision on PEMIC vacancy. Whether the schools conducted afternoon classes (APU), it was revealed by 21 (70%) that the school were running afternoon classes as opposed to 9 (30%) respondents.

Overcoming barriers to effective implementation of SB-CPD received a variety of responses from teachers from the three schools (X, Y and Z) respectively. Respondents indicated that SB-CPD was not adhered to by all teachers while follow ups by responsible persons in charge of monitoring were very erratic. Some respondents said that SB-CPD had very little time assigned to it whereas libraries were not available in two schools where the study was conducted. The lack of libraries meant that most materials needed to be used for SB-CPD were equally inadequate. From the study it was also revealed that only school Z had HOD’s

to help implement the activities, School Y and school X did not have them on the school establishment but on local arrangements.

The two officials from the district office (District Education Officer and the District Resource Centre Coordinator) were equally of a view to seeing effective implementation of SB-CPD in schools in the district. They mentioned that close monitoring by DEST and ZEST would change the situation and also to support groups in-charge of SB-CPD which include the ZEST and CPD Coordinators in schools to help in internal monitoring of these activities. All teachers to prepare action plans that would be used by standard officers and managers of schools to monitor CPD activities.

Table below relates to the information obtained from the pupils.

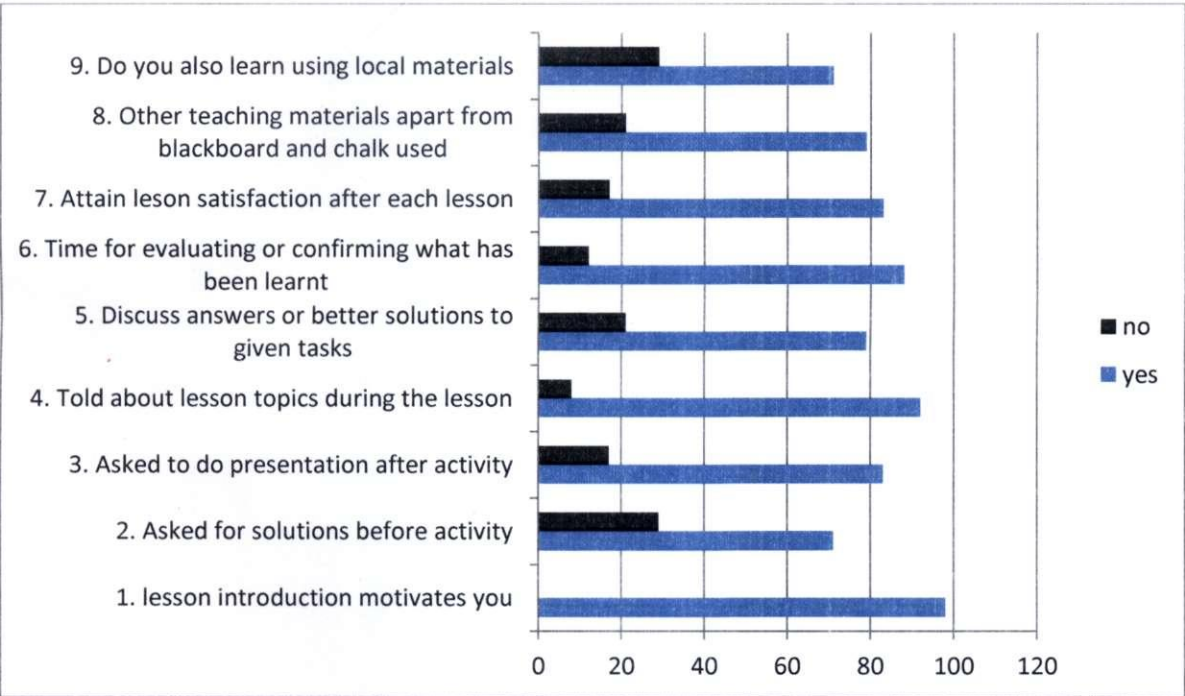


Table 1 Information obtained from 54 pupils.

The table above shows the various Questions that were asked to the Pupils. The answers to the questions were meant to assist the researcher conclude on the effectiveness of the implementation of SB-CPD in schools in the district as effective CPD would mean improved pedagogical skills.

From the table it is clear that all the pupils agreed that lesson introduction motivated them. The table also illustrates that 38 (71%) pupils stated that they were asked for solutions before activity as opposed to 16 (29%). To the question whether pupils were involved in presentations after an activity, 45 (83%) of the pupils said that they were involved and 9

(17%) indicated they did not. Pupils were asked whether they were told about lesson topics during the lesson, 50 (92%) said that they were told whereas 5 (8%) disagreed being told. As for discussing solutions to given tasks 11 (21%) of the pupils said that they did not discuss and 43 (79%) were agreeable.

Evaluation of what was learnt had 46 (88%) yes response but 8 (12%) of the respondents indicated that did not evaluate lessons. 9 (27%) of the respondents never attained lesson satisfaction whereas 45 (83%) were clear on lesson evaluation. Whether they learnt using other teaching materials other than blackboard and chalk respondents had 9 (21%) 'No' and 43 (79%) "Yes". When a follow up question was asked if they learnt using local materials 16 (29%) of the pupils disagreed leaving 38 (71%) on a positive response.

CHAPTER 5

DISCUSSION OF FINDINGS

This chapter discusses the study as reported in chapter four. The specific objectives of this study were to establish the type of Continuing Professional Development programmes conducted in the three Schools in Zimba District, to investigate barriers to effective implementation of School-Based Continuing Professional Development in the three Secondary Schools in Zimba District of Southern Province, and to suggest the measures to be put in place in order to overcome barriers to effective implementation of School-Based Continuing Professional Development in the three Secondary schools in Zimba District of Southern Province.

5.1 Type of Continuing Professional Development programmes conducted in three Schools in Zimba District.

The study indicated that schools in the district had SBCPD that were common. When the respondents were asked what type of SB-CPD they conducted in schools they said that Lesson Study, TGM/Subject Association meetings, Heads of Department also revealed the type of SB-CPD which was common in their schools. It included lesson demonstration, departmental lessons and sprint. At school level, teachers need to be challenged to change their teacher centered lessons to learner-centered lessons through SB-CPD activities including lesson study to have more understandable and more enjoyable lessons for the pupils. Learning, knowledge and skills for better planning and teaching come from SB-CPD activities. These activities help in introducing the way of writing lesson plans in view of learning, including some pivotal questions and time for pupils discussions.

Dean (1991) contends that for teaching to be considered as a profession and teachers as professional, it is fundamental for the teachers to continuously experience professional development throughout their career. This is further explained by Kwakman (2003) who says: Keeping up is a core responsibility of professionals, as the professional knowledge base underlying professional work does rely on the input of new information since it is subject to continuous improvement.

The findings of the study showed that there are a lot of SBCPD activities that were being conducted in schools showing teacher's involvement in issues of pedagogy although its effectiveness is yet to be discussed later. Generally, the content focus of any teachers'

professional development falls into two categories. Fishman et al. (2003) explain that the first category of content focus refers to the knowledge related to general teaching work such as assessments, classrooms organisation and management and teaching strategies while the second category refers to the subject content itself. Assessment is a major component of all the core studies covered as through their assessment skills, teachers are able to judge the impact of their changed practice in pupils (Timperley et al., 2007), the authors explain teachers' sound assessment skills make it possible for them to make ongoing adjustment to their teaching practice so that it can be more effective.

As teachers become more comfortable with the practice of doing self-reflection, they are able to quickly assess the effectiveness of the new teaching strategies that they have used in the classroom. The study reveals that there are many teachers that like SBCPD activities as opposed to those that do not like them at all. Furthermore it was learnt that a lot of teachers benefited from these activities despite some short comings. This was as a result of the much importance that teachers attach to the activities related to their profession. This finding shows that professional development has a positive effect on teaching as it promotes the practice of self-reflection amongst the teachers. This is supported by Powell et al. (2003) who claim that teachers identify the ability to reflect more deeply on their practice as the immediate impact of professional development.

From schools where this study was conducted it was observed that most of the teachers prepared lesson plans as part of pedagogical approach to good teaching practice. Moreover all records kept by teachers showed that supervisors endorsed their work as an integral practice.

Professional development experienced by teachers enables them to continuously make self-assessment of their own practice. The teachers are more exposed to and have access to various teaching strategies and techniques that they are able to adapt to their students' needs. In the context of American education system, Birman, Desimone and Garet (2000) highlight that professional development plays a key role in addressing the gap between teacher and standards-based reform. This therefore cannot be exceptional in Zimba, Southern Province as the aim of education is the same all over.

5.2 Barriers to effective implementation of School-Based Continuing Professional Development in three Secondary Schools in Zimba District of Southern Province.

This research question sought the opinion of teachers on what would be some of the barriers to effective implementation of SBCPD. Respondents indicated the lack of books, challenges, few reference materials and lack of library limits knowledge shared. They also mentioned about little time to interact with schools doing better than them. These responses from the three schools where the study was conducted are justified in the sense that teaching materials in the schools visited were scarce as compared to the number of staff. From the study, all the three schools where this research was conducted have no library except in one school which uses departmental rooms. This observation is a serious one as teaching and learning in school is dependent on books, meaning that the absence of Libraries shows how few books in stock schools have.

School districts often place professional development spending into instructional support, a category that also includes spending for curriculum development, instructional supervision, computer technology and media, and other library costs (Odden et al., 2002). In such a system, administrators are not able to isolate spending solely for professional development. The findings are in agreement with (Odden et al., 2002) and are not mere utterances as education requires a lot of investments if we are to achieve educational goals.

The study found out whether teachers were provided with materials for teaching. 50% said that they received while 43% categorically said that they were not provided with materials where as 7% did not say anything.

The findings of the study revealed that 63% of the respondents did not receive enough materials. 27% indicated they received enough while 10% were not sure. From the responses the researcher was able to note the gap in effective implementation of SBCPD because effective teaching and learning can only be done where there are adequate teaching materials.

Inputs are enabling in that they undersign and are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources managers, head teachers, teachers, supervisors, and support staff) with the management of these resources as an important additional dimension, Ankomah, (2005). For the three schools that provided information to this study, material resources are inadequate.

A total of 54 pupils from the three schools participated in this study and their responses to the use of local materials during lessons revealed that teachers did not improvise by substituting the absence of teaching and learning materials in the schools under question. The responses stood at 27% “No” and 71% “Yes”. As to the continuous use of blackboard and chalk the study showed that teachers taught without teaching aids in most cases. This scenario entails that teachers did not plan as a team.

To “beat the odds” teachers in schools should frequently jointly plan, design and evaluate instructional materials, teaching each other how to become better teachers, little (1982).

For as long as teachers take things personal, these educational gaps will be very difficult to close up. In addition to the findings that are related to barriers to effective implementation of SBCPD, this research study also highlighted several factors that inhibited teachers from maximising their professional learning experience.

- Teachers’ professional development experience seldom takes into account their individual learning styles, their existing knowledge and skills. This fact can be supported by the claim made by a lot of teachers who said that they did not have a lot of input on the topics for SBCPD but individual teachers who were deemed to have experience.
- Realistic time frame also plays important roles in creating meaningful professional development for teachers.
- Adequate support and feedback are imperative to sustain changes to their practice.
- Lack of coherence affects the effectiveness of professional development experienced.

Bredeson (2002), however, points out that continuous learning opportunities for teachers to enrich and refine their professional knowledge and practice is often undermined by the lack of time, money, and appropriate structures.

This study similarly found out that from the schools where research had been conducted there were no permanent structures for libraries but rooms set aside where pupils could go to borrow books. It was further noted that HOD’s come up with particular days for conducting SBCPD that are communicated to administration. Others also mentioned that they met only once per term while others indicated that it was not specified.

Heads of department however, indicated that they met for these activities although not on regular basis, which poses a disadvantage to teachers' achievement. It can be concluded in this discussion that there was no coherence in the manner SBCPD activities were being conducted in the district.

5.3 Measures to be put in place in order to overcome barriers to effective implementation of School-Based Continuing Professional Development in three Secondary schools in Zimba District

To start with the study revealed a lot of gaps in the way School-Based Continuous Professional Development activities were being carried out in the three schools where the study was conducted in the district. Schools operated without libraries, insufficient teaching materials, lack of appointed HOD's and inconsistent meeting times to conduct these activities. Time allocated to the activities was also not enough and teachers depended on experienced teachers to give topics for study and lack of constant follow ups by supervisors among other challenges.

To mitigate these barriers the supervisory team from the district office advocated for close monitoring of SB-CPD activities by District Education Support Team (DEST) and Zonal Education Support Team (ZEST) and to support those in charge of SBCPD (subject coordinators). It was also emphasised that every school to produce action plans that could be monitored by the district office and school authorities. In any case, whatever is presented should be relevant and be able to be applied in class; it should be something to improve performance. Some teachers felt that there should be an emphasis on the importance of the programme on teacher performance whereas others indicated that SBCPD activities should be conducted as often as possible in an academic term.

Birman et al (2000) assert that coherence professional learning experiences enable teachers to sustain the changes made to their teaching practice as it encourages continuous communication among teachers. Furthermore, the coherence of professional development experienced with other professional development experiences is linked to the improved teaching practice (Birman et al., 2000).

This finding further strengthens the argument for teachers' professional development to be tailored to teachers' specific needs as it matches the teachers' new knowledge with their

This finding further strengthens the argument for teachers' professional development to be tailored to teachers' specific needs as it matches the teachers' new knowledge with their existing knowledge. This in turn would create a more meaningful experience for them and later have a better impact in changing their pedagogical skills.

As the study noted, it is evident that some schools may not have action plans which they should use to monitor activities in a term or year. Teachers and even some head teachers take SBCPD as a foreign intervention instead of a way to develop their pedagogical skills. To this effect, it is imperative for teachers to have action plans to enable them follow the plans for the term or year.

Relating to the teachers' responses in the study, SBCPD are not given much time for practice by teachers instead their conducting of the same seem to be optional. These educational activities are meant for individual development and later institutional development therefore, teachers should take keen interest to participate in them and also ample time to be allocated towards the same through the administration.

These findings affirm the work of Ball and Cohen (1999) who say that teaching cannot be wholly equipped by some well-considered body of knowledge. Instead the authors argue that teachers would need to learn how to use what they learned about students' work and idea to inform and improve teaching. This is further reinforced by Feiman-Nemser and Remillard (1995) who stress that this knowledge is situated in practice; hence it must be learned in practice (as cited in Ball & Cohen, 1999). Moreover, changes to teaching practice are difficult to sustain if the teachers are not given sufficient amount of time to consolidate the new knowledge and skills gained and to have it embedded in their practice (Garet et al., 2001; Timperley et al., 2007).

The study revealed that two out the three schools used in the study did not have libraries for teachers and learners to use therefore, there was need for schools to engage the community as one of the stake holders to build libraries and also set aside funds from the Parents Teachers' Committees (PTC) to purchase the needed teaching and learning materials. Apart from these mitigations the office of the District Education Board Secretary to recommend teachers to the position of HOD's so that supervisory work becomes easier in schools. Moreover, the same HOD's would ensure teachers use pupil centred methodology during teaching through effective CPD activities.

5.4 Summary

This chapter has provided a discussion of the research study findings with link to the relevant literature base in Chapter Two. The findings revealed that the teachers in the schools studied have in general experienced positive professional development. The teachers' professional development experiences are also identified to have immediate and long term impact on teaching. The barriers to effective implementation of School-Based Continuing Professional Development are influenced by several factors; finally, the research study also highlights the challenges or difficulties faced by the group of teachers in the schools studied in relation to their professional development experiences. The next chapter is conclusion and recommendation.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of the study. The objective of the study was to investigate the barriers to effective implementation of School-Based Continuing Professional Development in the three schools in the district.

6.1 Conclusion

Barriers to effective implementation of School-Based Continuing Professional Development affected teachers in conducting CPD activities in a number of ways. The study has revealed that many teachers failed to effectively implement CPD activities because of a number of factors. It shows that most teachers in the three schools held degree qualification which is a requirement to teach in secondary school. The findings further show that the three secondary schools in the district were actively involved in SBCPD activities. However, there were a lot of factors that acted as barriers to effective implementation of these activities. They included lack of libraries in the schools to meet the growing need for educational programmes under CPD. These were not the only factors but insufficient teaching and learning materials and the lack of substantively appointed HOD's who are a key in implementing CPD activities.

In addition the teachers had less time to attend to CPD activities. This also rendered the CPD activities to be conducted inconsistently. In some schools the study revealed that teachers were not consulted on matters that affected their pedagogy but to rely on experienced teachers to plan on activities that required their participation. Lack of follow ups by supervisors and action plans by teachers came out among the factors. However revelations from learners from the three schools show that teachers did their best when it came to teaching methodology as majority of them acknowledged involving learners during lessons.

It was then learnt that barriers to effective implementation of SBCPD could be overcome through engaging stake holders to support schools in coming up with libraries and purchase of teaching and learning materials to boost CPD programmes. The district office equally has a part to play by ensuring follow ups were made to schools on CPD matters and recommend teachers who were acting as HOD's to substantive positions.

6.2 Recommendation

- 1.** There is need for strong advocacy for teachers' professional development to be designed to meet the teachers' specific needs in their pedagogical skills. This can be through the Ministry of Education and community members through Parents Teachers Committee.
- 2.** There should be realistic time frame and planning in schools so that managers and teachers operate with strategic plans to ensure that schools run effectively.
- 3.** School administrators should be supportive to the teachers through purchase of materials for use in schools and engage other stake holders to construct school libraries. This will help the efforts by government to fill schools with educational materials.
- 4.** School in-sert programmes should be in coherence with School-Based Continuing Professional Development so that there is coordination among staff.
- 5.** Enough time for SBCPD should be assigned so that teachers could have meaningful results by participating in these activities.
- 6.** The district office should recommend for substantive appointment of Heads of Department in the two schools to motivate them and make them more effective.
- 7.** There should be constant follow ups of schools by the district office to monitor CPD activities.

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APPENDIX I

Questionnaire for District Education Standards Officer and District Resource Centre Coordinator

Dear Sir/ Madam,

I am a Master of Education student with UNZA/ZOU and the Topic is, “An investigation into barriers to effective implementation of School-Based Continuing Professional Development in three Secondary Schools in Zimba District of Southern Province”.

The information that will be obtained is only for academic purposes. I would be very grateful if you answered all the questions in this questionnaire.

Instructions

- 1. Do not write your name on the questionnaire
- 2. Please answer all the questions
- 3. Tick the answer of your choice in the box provided or write your answer in the spaces provided.
- 4. Only tick one answer for each question unless otherwise specified

Section I: Demographic information of Regular teachers

- 1. What is your gender? Male () Female ()
- 2. What is your age bracket?
Below 20years ()
21- 30 ()
31-40 ()
Over 40 ()
- 3. What is your highest professional qualification?
Secondary Diploma ()
1st Degree ()
2nd Degree ()
- 4. How long have you been a
Standards officer?years. / Resource centre Coordinator? Years.
- 5. Do the three Secondary Schools in your district conduct SBCPD activities?
- 6. What type of SBCPD are conducted in schools in the district?
- 7. Are you involved in the monitoring of SBCPD activities?
Yes () No ()

8. If your answer is yes, how often do you monitor these activities in a term?

.....

9. As Standards officer / Teacher Education, what is your role in SBCCPD activities in school?

10. How effective are these activities in your schools in the district.

(a) Very effective ()

(b) Effective ()

(c) Not effective ()

10. Give a brief reason for your answer to question No. 9.

.....
.....

11. What would you recommend for effective SCPD in schools?

.....
.....

Thank you.

APPENDIX II

Interview Schedule for Head teachers

1. The gender of the Head teacher
2. What is your highest professional qualification?
3. How long have you been a head teacher?
4. What type of SBCPD programmes do you conduct in school?
5. Do you have SBCPD policy in your school?
6. Do the teachers express readiness to participate in SBCPD activities?
7. Are the teachers receptive to the pedagogical of SBCPD?
8. What initiatives have you and your teachers undertaken to assist in SBCPD activities?
9. Does your school have enough room to conduct lesson study?
10. What would be the percentage of teachers that do not participate in SBCPD activities?
11. What measures do you suggest should be put in place to ensure that teachers shunning SBCPD can be encouraged?
12. How do you think SBCPD can be effective in schools?

Thank you for your cooperation.

APPENDIX III

QUESTIONNAIRE FOR HEAD OF DEPARTMENT

Dear respondent,
The researcher is conducting a study on Barriers to Effective Implementation of School Based Continuing Professional Development in Zimba District. I request you to kindly and sincerely answer the questions .Note that the answers you will provide shall be for academic purposes only.

Instructions

- 1. Do not write your name on the questionnaire
- 2. Please answer all the questions
- 3. Tick the answer of your choice in the box provided or write your answer in the spaces provided.
- 4. Only tick one answer for each question unless otherwise specified

Thanks in advance

Section 1: Demographic information of Heads of Department

- 1. What is your gender? Male (☐) Female (☐)
- 2. What is your age bracket?
Below 20years (☐)
21- 30 (☐)
31-40 (☐)
Over 40 (☐)
- 3. How long have you been H.O.D? _____ Years.
- 4. What is your highest professional qualification?
Secondary Diploma (☐)
1st Degree (☐)
Master’s Degree (☐)

Section 2:

- 6. What type of School Based Continuing Professional Development programmes do you conduct in school?.....
- 7. How do you rate School Based Continuing Professional Development?
.....
- 8. (a) Do you like School Based Continuing Professional Development (SBCPD)?
Yes (☐) No (☐)
(b) State the reason

.....

Section 3: Physical facilities

9. Does your school have enough materials to support SBCPD activities?

Yes () No ()

10. Are teachers able to benefit from SBCPD activities? Yes () No ()

11. Has the school assigned particular days specifically for use by teachers to conduct SBCPD? Yes () No ()

12. If yes, how often do they meet? Explain briefly.....

.....

13. Are there specific topics assigned to teachers to discuss per term?

Yes () No ()

14. Does your school have the following?

(a) Library	Yes ()	No ()
-------------	---------	--------

(b) Heads of Department	Yes ()	No ()
-------------------------	---------	--------

(c) Afternoon classes	Yes ()	No ()
-----------------------	---------	--------

Section 4: Teaching and learning materials

15. What challenges do you face in relation to teaching materials for lesson study?

.....

16. (a). Does your school provide teaching materials specifically designed for lesson study?

Yes () No ()

(b) How would you rate your school in terms of availability and adequacy of teaching and learning materials for learners?

Poorly equipped () averagely equipped () Well equipped ()

17. What would you list as some of the barriers to effective SBCPD?

.....

18. How do you think SBCPD can be effective in schools?

.....

Thank you.

APPENDIX IV

Questionnaire Guide for Teachers

Dear respondent,

The researcher is conducting a study on Barriers to Effective Implementation of School Based Continuing Professional Development in Zimba District. I request you to kindly and Sincerely answer the questions .Note that the answers you will provide shall be for academic purposes only.

Instructions

- 1. Do not write your name on the questionnaire
- 2. Please answer all the questions
- 3. Tick the answer of your choice in the box provided or write your answer in the spaces provided.
- 4. Only tick one answer for each question unless otherwise specified

Thanks in advance

Section 1: Demographic information of teachers

- 1. What is your gender? Male () Female ()
- 2. What is your age bracket?
Below 20years ()
21- 30 ()
31-40 ()
Over 40 ()
- 3. How long have you been a teacher? Years.
- 4. What is your highest professional qualification?
Secondary Diploma ()
1st Degree ()
2nd Degree ()

Section 2:

Part A: Teachers’ attitudes

- 6. What type of SBCPD programmes do you conduct in school?
- 7. How do you find School Based Continuing Professional Development?
.....

8. (a) Do you like School Based Continuing Professional Development (SBCPD)?

Yes () No ()

(b) State the reason

.....

Part B: Physical facilities

9. Does your school have enough material to support SBCPD activities?

Yes () No ()

10. Are your pupils able to benefit from SBCPD activities? Yes () No ()

11. Has the school assigned particular days specifically for use by teachers to conduct SBCPD? Yes () No ()

12. Are there specific topics assigned to teachers to discuss per term?

Yes () No ()

13. Does your school have the following?

(a) Library Yes () No ()

(b) Heads of Department Yes () No ()

(c) Afternoon classes Yes () No ()

Part C: Teaching and learning materials

14. What challenges do you face in relation to teaching materials for lesson study?

.....

.....

15. (a). Does your school provide teaching materials specifically designed for lesson study?

Yes () No ()

(b) How would you rate your school in terms of availability and adequacy of teaching and learning materials for learners?

Poorly equipped () averagely equipped () Well equipped ()

16. What would you list as some of the barriers to effective SBCPD?

.....

.....

17. How do you think SBCPD can be effective in schools?

.....

Thank you.

APPENDIX V

Interview Guide for Pupils

Below are questions based on lessons conducted with you by teachers in all the subjects you do in school. You should be free to answer them according to experience you have as a pupil.

Tick below a category of your choice against each question

SCHOOL.....

GRADE.....

SEX.....

Please check one of three categories (No: Unclear: Yes) on the following items

#.	ITEM	NO	UNCLEAR	YES
1	Do introductions of the lessons motivate you?			
2	Are you asked to come up with solutions before you are instructed to do an activity?			
3	Are you asked to do a presentation after an activity?			
4	Are you told about lesson topics during the lesson?			
5	Do you discuss among yourselves to find answers or better Solutions to the given tasks?			
6	Is there time for evaluating or confirming what you have learned?			
7	Do you attain lesson satisfaction at the end of each lesson?			
8	Do teachers use any kind of teaching materials apart from blackboard and chalk?			
9	Do you also learn using local materials? (Improvised)			
10	If your answer is "yes" do local materials help you understand the lessons?			
11	How consistent do teachers attend to their lessons?			

Thank you for your cooperation.

Appendix VI

1	Ream of paper	4	ZMK	50.00	ZMK	200.00
2	Pens	1 packet	ZMK	50.00	ZMK	50.00
3	Correcting fluid	1 packet	ZMK	20.00	ZMK	50.00
4	Flash disks/compact disks	2	ZMK	250.00	ZMK	500.00
5	Lap top		ZMK	5,000.00	ZMK	5,000.00
6	Internet dongles				ZMK	500.00
7	Printing of proposal				ZMK	200.00
	Printing and binding of					
8	final report				ZMK	600.00
9	Transport (data collection)				ZMK	1,200.00
10	Contingency				ZMK	1,300.00
Total					ZMK	9,600.00

**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION, SCIENCE, VOCATION
TRAINING AND EARLY EDUCATION**

**ZIMBA DISTRICT EDUCATION BOARD
P.O. BOX 610080
ZIMBA**

9TH JUNE, 2016

TO WHOM IT MAY CONCERN.

**RE: PERMISSION TO COLLECT DATA FROM KABANGA, LUYABA AND
ZIMBA SECONDARY SCHOOLS FOR RESEARCH OF MASTER'S OF
EDUCATION IN EDUCATIONAL MANAGEMENT – KASHOTI OWEN
COMPUTER NO. 714800837**

The subject matter above refers.

The above named is a master's student with UNZA/ZOU in Educational management and doing his final year. He has been granted permission to conduct research within the three schools in the district as a requirement for his master's degree.

You assist him in any way possible.



**F. Kalembo
District Education Board Secretary
ZIMBA DISTRICT.**