THE EFFECTIVENESS OF THE SCHOOL-BASED CONTINUING PROFESSIONAL DEVELOPMENT [CPD] PROGRAM IN UPPER BASIC SCHOOLS [GRADES 8&9]. THE CASE OF LUSAKA URBAN DISTRICT.

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Administration.

By Bbwantu Horn Mweemba.
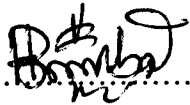
The University of Zambia

Lusaka

June, 2010.

" 0279810

DECLARATION

I, *Bbwantu Horn Mweemba* do solemnly declare that this dissertation represents my own work, which has not been submitted for any Degree at this or another University.

Signature ....

Date .....02./07./2010...........................

CERTIFICATE OF APPROVAL

This dissertation of *Bbwantu Horn Mweemba* is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration of the University of Zambia.

EXAMINERS:

1. Signature---------------------------- Date 02/07/2010
2. Signature---------------------------Date 02/07/2010
3. Signature----------------------------Date----------------------

DEDICATION

This piece of work is dedicated to my dear family members, Maureen my wife, Chipego and Choolwe my dear children and my parents, Mr David Hamapande Mweemba and Samalia Mweemba.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS   PAGE

LIST OF TABLES

ACRONYMS

AIDS – Acquired Immune Deficiency Syndrome

CD – Compact Disk

CPD-Continuing Professional Development

CPE- Continuing Professional Education

DEBS-District Education Board Secretary

DIC-District In-Service Coordinator

DRC- District Resource Centers

FNDP -Fifth National Development Plan

GRACE- Grade Meeting at the Resource Centre

GRZ -Government of the Republic of Zambia

ILO-International Labour Organisation

HIV – Human Immune Virus

IPD-Initial Professional Development

MoE-Ministry of Education

NISTCOL-National In-Service Teachers' College

PD- Professional Development

SIC-School In-Service Coordinator

SPRINT-School Program of In-Service for the Term

TG-Teacher Group

TRC-Teachers' Resource Center

UNZA-University of Zambia

ZIC-Zone In-Service Coordinator

ZRC- Zone Resource Centers

ABSTRACT

This study sought to find out the effectiveness of the School-Based Continuing Professional Development [CPD] programs in sharpening teachers' classroom performance in Upper Basic Schools in Lusaka Urban District. A sample of seventy-two [72] school teachers, eight [8] School In-Service coordinators, eight [8] School Managers, eight [8] Zone In-service Coordinators and three [3] District In-service Coordinators was obtained using a simple systematic sampling technique, giving us a total number of 99 respondents. They were subjected to questionnaires and an average of 30 minutes long semi-structured interview.

The study employed the survey method to collect both quantitative and qualitative data using questionnaires and interview schedules respectively. Data were collected from the eight [8] Upper Basic Schools, eight [8] Zone Resource Centers and the District Resource Center within Lusaka Urban District.

The study examined the kind of CPD activities found in upper Basic schools and discovered that most CPD activities of teachers revolved around lesson preparations, schemes and records of work and HIV/AIDS activities.

It was found, though, that most teachers were not participating in these activities. This was pointed out by teachers in most of the schools and was echoed by their supervisors.

The majority of the teachers said CPD activities had not improved their competences, possibly because they were not participating in them. The immediate supervisors of CPD activities at school level- the SIC, pointed out that in schools where teachers were participating, such schools were believed to be doing well in terms of pupils' performance.

The results further revealed that CPD programs in upper Basic schools faced a number of challenges and these were as follows: negative teachers' attitude, lack of materials, lack

of motivation, lack of expertise in CPD activities, inadequate funding, none linkage to credited CPD programs and lack of immediate tangible benefits.

Based on the findings of the study, a number of recommendations were made in order to address some of the identified challenges such as the need for regular monitoring of the School-Based CPD programme by the relevant officers, and the issuance of credit cards and certificates to programme participants.

Apart from the above, the study recommends that the issue of promotion and selection for further studies should have a component of School-Based CPD programme where possible and further that there should be a linkage between School-Based CPD programs and colleges of Education/ Universities.

Finally, but not the least, teachers who obtained a maximum of 150 credits in School-Based CPD programs should be given some exemptions when they undertake college or University based courses in their fields of study.

Definitions of terms

Continuing- never ceasing

Professional Development – improvement of one's work performance.

Effectiveness- output of specific review or analysis.

Competence- in a position to work with maximum outputs.

Performance-to follow classroom instructions/do well.

School-Based- designed to be done within the School environment (locally).

In-Service-refresher course or program.

Upper Basic-concerned with grades 8&9 classes.

Continuing Professional Development- career training done after the initial one.

CHAPTER 1

INTRODUCTION

1.1 Background

Continuing Professional Development (CPD) is not a new idea. It has existed for many years in the history of many fields such as education, medicine, agriculture and engineering. The change is in its perceived importance in the current environment.

CPD programs are promoted by certain factors such as; Quality assurance, staff performance, change, customers' demand, policy, professional standards, competition, and Individual Professional Development (IPD). Global competition is a factor in the lives of an increasing number of professionals and clients are continually aware of their rights and the levels of quality that they demand are continuously rising.

Against this background, commitments to new methods of learning have developed and, in particular, to CPD/IPD. Professionals are increasingly recognizing the benefits of adopting a planned and structured approach to the maintenance and upgrading of their skills. Not only do they need to keep up to date but they also need the ability to acquire new knowledge in response to the challenge of a new modern world's requirements. It is this need to gain new knowledge which is being seen by professionals as the best possible means of gaining a competitive advantage over their peers.

CPD comes in many guises. It is not just limited to off site courses or seminars. There are many types of learning now recognized as being relevant to the acquisition of knowledge. These include: distance and open learning, computer-based systems, structured reading, writing technical papers, membership to relevant professional committees and part-time teaching or lesson demonstrations and skills developed as part of normal in-house activities. " In-house" CPD can take the form of specific training or, just as important, the gaining of new skills and experiences through the transfer of new roles and responsibilities within the organization.

In Zambia the Government, through the Ministry of Education, has developed a Strategic Approach to In-Service Training for a teacher which focuses on School needs and such training is based in Schools themselves or in the Resource Centers. This has been done in to order promote quality and effectiveness in the education system which largely depends on the quality of its teachers. Teachers are the single most important factor in determining the success of educational goals. MoE (1996:107).

In order to respond to this, the Ministry of Education (MoE) has put some structures at various levels, such as the offices of the School In-Service Coordinator (SIC), the Zone In-Service Coordinator (ZIC) and the District In-Service Coordinator (DIC). The MoE acknowledges that the professional competence of teachers rests on their initial training and on their on-going professional and personal development and therefore has institutionalized these offices/structures.

1.2 Statement of the problem

A review of relevant literature showed that there were no studies that had been done on the effectiveness of the School-Based CPD in upper Basic schools. The studies that had been done on these programs focused on Management of the CPD programs and the role of Resource Centers in strengthening the CPD programs in general. These two previous studies raised issues which prompted questions about the effectiveness of the School-Based CPD activities in upper Basic schools. This study therefore, sought to evaluate the effectiveness of School-Based CPD Programs in upper Basic Schools.

1.3 Purpose of the study

The study aimed at determining the extent to which the School-Based CPD activities in upper Basic schools of Lusaka Urban District have helped in improving teachers' competences. It further sought to evaluate the extent to which the aims and objectives of School-Based CPD had been met.

1.4 Objectives

This part outlines the framework of operation of the study. It gives us the areas of the School-Based CPD which was evaluated and therefore, the study sought to find out the following:

1. To establish the kind of School-Based CPD programs that were found in Upper Basic Schools.

2. To assess teachers' participation in School-Based CPD programs.

3. To determine whether the School-Based CPD programs had improved teachers' classroom performance.

4. To identify the problems (if any) that the School-Based CPD programs could be facing and seek measures that could be undertaken to overcome such problems in Upper Basic Schools.

1.5 Research Questions.

1. What kinds of School-Based CPD programs are found in Upper Basic Schools?

2. Are the teachers participating in School-Based CPD programs?

3. Have the School-Based CPD programs improved teachers' classroom performance?

4. What challenges (if any) are the School-Based programs facing and what measures are necessary to address them?

1.6 Significance of the study.

It was hoped that the findings of the study would help the MoE identify challenges that affected the implementation of the School-Based CPD Programs in Upper Basic schools. It was therefore expected that the findings would provide information that would help resolve such identified challenges.

1.7 Limitation of the study

The researcher would have loved to cover more schools, but due to limited resources in terms of money for fuel and lack of adequate time as the researcher had to divide his time between work and research, he was forced to limiting the number of schools to one in each zone. This resulted in the research being limited to only eight (8) Upper Basic Schools within the Lusaka Urban District.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews relevant literature that defines and describes CPD and outlines who should be involved and why they should be involved. Furthermore, it looks at issues of quality and effectiveness of CPD programs which include policy issues about CPD programs according to the Zambian context.

2.1 Meaning of CPD

CPD is a broad term, encompassing a range of people, interests and approaches. Those who engage in CPD share a common purpose of enhancing their ability to do their work. At the heart of CPD is the individual's interest in lifelong learning and increasing their own skills and knowledge, Hill, (2004).

It is a concept that has been defined and described in many ways by many different professionals and scholars. The difference comes in because of the objectives that may differ from one field/organization to another, and therefore, it is difficult to assign one specific definition to CPD, as observed by Goldin and Gray. (2006).

CPD is defined as the holistic [all round] commitment to structured skills that are necessary for the enhancement of personal or professional competence. It can also be defined as the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life. It is a commitment to being professional, keeping up to date and continuously seeking to improve. It is the key to optimizing a person's career opportunities, both today and for the future according to 'The Chartered Institute of Professional Development', (2000) of the United States of America.

It encompasses a range of activities designed to meet the needs of the teacher and thereby improve classroom dynamics like the opportunities to develop knowledge, skills, abilities, instructional strategies, attitudes, dispositions, and higher level insights.

CPD programs usually enhance the knowledge and skills of the educators. They enable them create learning environments focused on academic achievement and school improvement which is operated under a common set of assumptions based upon the premise that professional development should be a lifelong process, i.e. continuing throughout one's career for the purpose of making oneself and one's environment better with the underlying goal being improved student achievement, both in knowledge and skills.

The same concept (CPD) has been called differently by different fields/organizations. Some prefer to call it Professional Development (PD), while others call it Personal Development (PD). The two have been used interchangeably by many people. CPD consists of a reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice, Showers, (1998).

Perry, (2003) says that CPD is a custom-designed program that is matching to the educational curricula of an organization's CPD needs. CPD's staff and faculty work closely with the organization's training representatives to choose from a comprehensive menu of seminars, courses, certificate programs, and graduate degrees, available in more disciplines. A training action plan is then prepared and evaluated prior to program implementation.

CPD can also administer independent confidential assessments and evaluations in order to clarify training needs. In short, this is a lifelong, individual self-assessment, self-directed learning repertoire and evaluation of performance in practice.

The initial training one gets is being referred to by the Institute of Mathematics, (http://www.aimaths.org), in the United Kingdom as an Initial Professional Development (IPD) which is a period an individual acquires a level of competence necessary in order

to operate as an autonomous professional. Professional bodies may recognize the successful completion of IPD by the award of chartered or similar status.

The Institution of Structural Engineers (2003) in the United Kingdom, states that IPD comprises the acquisition and development of the specialist knowledge and skills, and their practical application that are needed to practice as a structural engineer. It bridges the gap between individual's educational base and the attainment of professional qualifications, and this is supported and echoed by Speck and Knipe, (2005).

The Institute further states that IPD builds upon academic skills and leads to registration as a Chartered Engineer or Incorporated Engineer. IPD must be challenging and based upon the level of educational achievement reached. It can be undertaken prior to, during or after the completion of a course of study.

Professional Development (PD) refers to skills and knowledge attained for both personal development and career advancement. It encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to PD, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance, Weiner, (1985).

2.2 Other views

In a broad sense, CPD programs may include formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment.

CPD program may also come in the form of Pre-Service or In-Service CPD. These programs may be formal, or informal, group or individualized. Individuals may pursue CPD programs independently, or programs may be offered by human resource departments.

In the 21st Century most countries including Zambia have introduced the School-Based qualification as a means of rewarding teachers who wish to pursue a challenging career without having to leave the classroom. This is clearly evident from the MoE, (1996) 'Educating Our Future' statement that the MoE has recognized that teacher education is a continuing process that must be extended throughout the individual's years of actual teaching. The foundation laid in the pre-service program may be sound and adequate as a start, but it is not sufficient for life.

Teachers need to deepen their knowledge, extend their professional skills and keep themselves up-to-date on major developments affecting their profession. A vital education system is not static, but dynamic, promoting change in response to the needs and expectations of the society. CPD of teachers has been developed as a crucial component to the maintenance of optimum performance of teachers and quality of classroom learning. These training programs enable teachers to relate to their new knowledge and skills in that they are done within their local environment and learnt at their own pace and style.

To recognize and strengthen the School-Based CPD of teachers in Zambian schools, the MOE has emphasized the need for record keeping of all CPD activities in schools. The award shall be as follows:

- attendance at Teachers' Group Meeting (1 credit),

- attendance at School-Based workshop (1 credit),

- demonstrating lessons in the classroom, to TG members (2 credits),

- Performance at GRACE meetings (12 credits).

Teachers are awarded Certificates of In-service Credit when they make a predetermined number of credits. A certificate is awarded when a teacher accumulates 50 credits and another certificate when he/she has attained a total of 150 credits. Presently in Zambia, In-service Credits are not linked to remuneration; they may however, be used by the MoE

as contributing to the criteria that is used when teachers are being selected for promotions, and/or for further education and any other related matters, MoE, (1996).

2.3 Who should be involved?

Stinnet, (1968) observes that a wide variety of people, such as teachers, health care professionals, lawyers, accountants and engineers engage in CPD programs as these strengthen their knowledge base and support their commitment to effective teaching and learning. It allows them to build and refresh their skills and to participate actively in their career development. All these should have access to, and engage in, high quality CPD for the whole of their career.

The quality of teaching depends upon effective initial preparation, supportive induction, and continuous access to appropriate learning opportunities throughout a career. Teachers with access to new knowledge, enriched professional roles, and ongoing collegial work feel more efficacious in developing the capacity they need to teach their students well, and more positive about staying in the profession. Thus, there is an obvious need to prepare teachers well initially and to create stable, high quality sources of professional development.

2.4 Why should they be involved?

Sauza, (2004) observes that individuals may participate in CPD programs because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practice, or to comply with professional regulatory organizations.

In many states, especially in America and the United Kingdom, it is a requirement for school teachers to participate in CPD activities. At Arkansas, for example, teachers are expected to complete 60 hours of documented CPD activities annually, Hill, (2004).

CPD or Continuing Professional Development is the means by which members of professional associations maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. In Zambia, the MOE has said teachers need to develop their own CPD in chosen area of specialization as teaching is a learned and learning profession. Ideally, every teacher should also be learned and a learner, MoE, (2005).

2.5 The School-Based CPD programs

The teaching profession is a learned and a learning profession which requires that each teacher should be a learner. To achieve this, under limited resources, the Government has put in place measures to enhance School-Based CPD programs in schools. In the policy document, 'Educating Our Future' of 1996, the MoE has suggested strategic approaches for In-Service teacher education (School-Based CPD programs). These are programs which;

- Are demand driven, responding to identified needs
- Focus on school needs and are based in schools or Resource centers
- Are cost-effective and enable a large number of teachers to have opportunities for learning
- Include not only studies on subject contents but also methodologies, use of materials or way of management in classroom

These programs are to be conducted in schools themselves with the following objectives;

- To improve teaching/learning activities in classroom through lesson study
- To create a sense of reflection in a teacher before, during and after the lesson
- To strengthen the network of teachers both within and outside of the school, (cluster or satellite schools).

In order to achieve this, teachers need to continuously be engaged in some form of education throughout their teaching career. Therefore, many schools are running School-

Based CPD programs as these have become one of the most visible features of teacher development in most countries including Zambia. School-Based CPD programs are being referred to as Non-credit CPD programs that run within an institution, (the school); they are Home-Based and are Issue-Based according to each institution's needs.

These programs are crucial to the maintenance of optimum performance of teachers and quality of classroom learning. MoE has developed a network of Teacher Resource Centers at Provincial, District and Zonal levels which is of great importance for the coordination of School-Based CPD activities, in the 'Strategic Plan 2003-2007', MoE, (2003).

School-Based CPD offers a wide range of continuing education activities designed to meet the ever-changing educational needs of the community. Membership is open to all teachers and do not require a formal admissions process.

2.6 On-going Teachers' Education

Teacher Education is one of the core programs in Education as expressed in the Fifth National Development Plan (FNDP) 2006-2010. In strengthening the CPD programs, the aims and objectives have been quite simple and clear as they can be conducted in the existing framework of School Program of In-Service for the Term (SPRINT) in order to maximize the use of existing resources that support Continuing studies of teachers at School level.

It is becoming increasingly clear that it is the quality of teaching that can make the biggest difference to pupil learning. So, although there have been major changes in the curriculum in all phases, there is now a major focus on teaching and learning processes as well which require teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

This provides different approaches to CPD, emphasizing individual skills/knowledge as a classroom practitioner not just as a deliverer of the curriculum. In particular, it is being acknowledged that teachers need to be able to use a wide range of different strategies to manage and organize the learning of children.

For example, understanding more about teaching styles and particularly understanding children's preferred learning styles may therefore be a key area of our PD as observed by Coombs and Cuthell, (2004).

This hopefully means that self-reflection and feedback will increasingly lead educators to understand their deeper level of teaching skills and areas in which they can improve. This requires the recognition that significant school improvement would require substantial investments in CPD and that such investments would need to be made in new ways if they were to result in high student achievement, Haslam, (1997).

It would rather be of paramount importance to seek the characteristics of effective CPD and to examine how to address some of the challenges to implementing new and promising strategies to facilitate teacher learning that enhances student learning. School improvement happens when a school develops a professional learning community that focuses on student work and changes teaching. In order to do that, one needs certain kinds of skills, capacities, and relationships. Those are what CPD can contribute to.

Any school that is trying to improve has to think of CPD as a cornerstone strategy which has a discrete timescale, a start and a finish. It is important, however, that they all take place within a structure and that they are recognized as being a part of a continuous and on-going process. These programs are aimed at encouraging teachers to focus on the enhancement of teaching and learning processes. Fullan, (1999).

It is also important that the "achievement" of CPD should not be seen in terms of the acquisition of points or "flying hours" but in improved performance of the staff and an increase in the success of an organization as a whole. Only if this "holistic" approach is adopted will CPD offer the maximum possible level of benefit to the organization.

CPD must improve the level of competence of the individual staff member; after all, it is its main aim. This means that emphasis must be placed upon measuring individual levels of competence, both before and after CPD activities, rather than just measuring the number of hours spent on CPD. It is vital that the type of CPD required is accurately identified and that the acquired skills are then put into practice. This is best achieved by the use of a structured review process, in which individual staff is appraised on a regular basis. Coombs and Smith, (1998).

This will establish gaps in the current levels of professional competence, opportunities for career development and additional skills required, aims and objectives of the CPD process as applied to the individual, and evaluation of CPD activities to date.

Individuals must be encouraged to plan their own CPD programs so that they can quantify the level of competence in a skill base prior to the CPD, the level of competence required in order to make a significant enhancement to career progression, the most suitable type of CPD, and the best method of assessing the level of achievement at any stage in the process. (http://www.ifla.org/VII/s43/pub/cpdwl-qual-guide.pdf).

All professionals have to adapt to a rapidly changing work environment. Certainty of employment can no longer be taken for granted and changing levels and types of professional skills are essential for a successful career. A commitment to CPD throughout a working life is essential in this context and this should encourage all professionals to: produce their own CPD plans to indicate their own personal and professional goals, and view CPD as a continuous process which will form a constant part of their working lives.

CPD can be provided in numerous ways: in-house presentations, half day workshops, seminars and conferences, technical reports, books, house magazines, newsletters, literature, videos, audio tapes and discs, factory visits, site visits, web sites and online.

2.7 Issues of Quality and Effectiveness of School-Based CPD

Bowring-Carr and West-Burn, (1997) point out that, one of the main purposes of the School system is to provide quality education to all students. A well functioning system should be able to point to evidence of personal incorporation by children of useful knowledge, reasoning ability, skills and values. Its success should be judged by the success of the teaching-learning process in developing analytical skills of children, promoting their ability to form and transform concepts.

It should also enable them to use knowledge as well as acquire it, stimulating them to identify and solve problems, equipping them to express their beliefs intelligibly, encouraging them to develop and live by a personally held set of values, MoE, (1996).

Over the years, many factors have contributed to undermining the standards and quality of education in Zambia, predominantly among these is teacher's education and lack of School inspection. Once quality is poor, then we start questioning what went wrong in our education system as a whole. This will lead us to look at the effectiveness of teaching methodologies that are being used in Schools.

Educational effectiveness has been defined and described by many scholars differently, for example, Fraser, (1994) defines effectiveness as a match between stated goals and their achievement, while UNESCO, (1997), defines it as an output of specific review or analysis that measures the achievement of specific educational goals or the degree to which a higher educational institution can be expected to achieve specific requirements. Erlendson, (2002) defines it as the extent to which objectives are met.

Institutional effectiveness with respect to student learning and academic achievement has to be gathered through various procedures such as inspection, observations and site visits. Engaging in the measurement of Educational Effectiveness (Program Effectiveness) creates a value-added process through quality assurance and accreditation review and contributes to the building within the institution, a culture of evidence.

CHAPTER 3

METHODOLOGY

This section shows the research design, population size, sample size, sampling procedures, research instruments, data collection and data analysis.

3.1 Research design

The study was a survey as it looked at only eight schools picked from the eight zones in Lusaka urban District. One representative school in each zone was picked in order to give a general overview of what was happening and obtaining in other Basic schools of Lusaka urban. It used both qualitative and quantitative methods. The Qualitative method was used in order to verify and further probe quantitative data provided in the questionnaires by the respondents as a way of consolidating the information obtained.

3.2 Population

The study targeted 891 (eight hundred and ninety one) people that were serving in the Lusaka Upper Basic Schools and other educational officers within the District. These comprised all the 700 (seven hundred) upper Basic School teachers, all the 90 (ninety) upper Basic School Managers, all the 90 (ninety) School In-Service Coordinators (SIC), all the 8 (eight) Zone In-Service Coordinators (ZIC) and all the 3 (three) District In-Service Coordinators (DIC).

3.3 Sample size

Out of the 90 Upper Basic schools, (with a population of approximately 700 teachers), eight (8) schools were selected, (representing 8.8%). Seventy-two (72) teachers were selected, (representing 10.2%), eight (8) Upper Basic School Managers were selected (representing 8.8%) and eight (8) SIC from the selected Schools. All the eight (8) ZIC

from the Zone Resource Centers (ZRC) were selected and the three (3) DIC from the District Resource Center (DRC) were all picked. This resulted in a total sample population of 99 respondents.

3.4 Sampling procedures

In order to come up with the eight required number of schools, the names of the schools from each of the eight zones were written down alphabetically, and whichever school came first in their alphabetical order was picked in that zone.

The School Managers and SIC from the selected Schools were picked purposively and became part of the study sample. Nine (9) teachers were selected from each of the eight (8) picked Schools to give us the required number of seventy-two (72). This meant picking one teacher from the nine (9) subjects, namely; Mathematics, English, Environmental Science, History, Civics, Geography, Religious Education, Home Economics and Technical Drawing/ Book Keeping.

Where there was more than one teacher in each subject, teachers' names were written down alphabetically and whichever name came first in the alphabet, that teacher was picked.

All the eight ZIC were picked and all the three DIC were selected since their numbers were few and partly because of the crucial roles they played in the CPD Program.

3.5 Research instruments

Different questionnaires were distributed to different target groups as each group represented a different interest group. For example, one group was that of implementers (teachers) while the other groups had supervisory roles at varying levels namely the SIC, the ZIC, the DIC, and the school managers. Questionnaires were used in order for the respondents to give their independent responses in the way they saw things.

The study had used semi-structured interview guides and focus group discussion guides as well, for all target groups in order to act as a follow up to the responses provided in the questionnaires.

3.6 Data collection

Questionnaires were administered in person to the intended groups in order to clarify any queries that the respondents may have had and to ensure that all questionnaires reached all indented target groups and collected in person. Proceedings obtained from semi-structured interview and group discussions were recorded electronically using a phone recorder and then transferred to the computer hard drive for amplification during playbacks.

1.8 Problems during data collection

It should be appreciated that any research faces different challenges. This one had its own problems. During the time of the questionnaires' distribution, some schools did not open due to the cholera outbreak. It became difficult to meet the teachers as they were not even reporting for work. It demanded more expenditure in terms of air-time to contact the respondents and was time consuming as well.

3.7 Data analysis

Data analysis was done both qualitatively and quantitatively. Quantitative data were put into different themes as different groups gave different responses from one another. These themes were then entered on excel computer program in order to come up with tables that helped to analyze the data from questionnaires and thereby converting them into percentages.

Qualitative data recorded electronically on the phone memory using phone recorder were interpreted from the point of view of the respondents; in the way they understood the

questions asked to them, these were teachers, School Managers, SIC, ZIC and DIC.

.

CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

This section gives the findings from the chosen parts of the questionnaires which the author felt were more significant and relevant.

4.2 Presentation of the findings from the questionnaire items

4.2.1 Question 6: List CPD activities you are in involved in?

Table1

CPD activities teachers were involved in	Frequency	%
Lesson preparation	18	40
Schemes and records of work preparation	13	28.9
Class management	4	8.9
HIV/AIDS	10	22.2
Total	45	100

From Table 1 above, 18 (40%) of the school teachers said that the CPD activity they were involved in was lesson preparation, 13 (28.9%) said it was schemes and records of work, 4 (8.8%) said it was class management while 10 (22.2%) said it was HIV/AIDS issues.

4.2.2 Question 11: List CPD activities teachers were in involved in?

Table 2

CPD activities teachers are involved in	frequency	%
Lesson preparation	3	12
Schemes and records of work preparation	9	36
Planning	4	16
HIV/AIDS	2	8
Gender and equity	7	28
Total	25	100

From the Table 2 above, the SIC, the School managers, the ZIC and the DIC identified the following as CPD activities teachers were involved in; lesson preparations 3 (12%), schemes and records of work 9 (36%), planning 4 (16%), HIV/AIDS 2 (8%) and gender and equity 7 (28%).

4.2.3 Question 7: How often do you attend TG meetings?

Table 3

Rate of teachers' participation in CPD activities	frequency	%
Very often	6	12
Often	12	24
Not often	32	64
Total	50	100

Table 3 shows that out of the 50 school teachers who responded to the questionnaire, 6 (12%) said they very often participated in CPD activities, 12 (24%) said they did so often while 32 (64%) said they did not often participate in CPD activities.

4.2.4 Question 7: Are the teachers participating in CPD activities?

Table 4

Teachers' participation in CPD activities	Frequency	%
Yes	2	25
No	6	75
Total	8	100

Table 4 shows that 2 (25%) of the SIC said teachers were participating in CPD activities while 6 (75%) pointed out that teachers were not participating.

4.2.5 Question 7: What is your perception about the teachers' manner of participation in CPD activities?

Table 5

Perception about teachers' participation in CPD activities	frequency	%
Unwillingly participate	14	70
Willingly participate	6	30
Total	20	100

Table 5 shows that school managers, ZIC and DIC gave the following as their perception about teachers' manner of participation; 14 (70%])felt that teachers were unwillingly participating while 6 (30%) said teachers were participating willingly in CPD activities.

4.2.6 Question 21: Are there any benefits that teachers get from attending School-Based CPD activities?

Table 6

Benefits for attending School-Based CPD activities	frequency	%
Yes	18	39.1
No	28	60.9
Total	46	100

Table 6 shows that out 46 teachers that responded to this question, 28 (60.9%) said that teachers did not get benefits for attending School-Based CPD activities while 18 (39.1%) said that they did.

4.2.7 Question 13: Are the CPD activities benefiting teachers?

Table 7

Benefits of CPD activities for teachers	frequency	%
Yes	3	37.5
No	5	62.5
Total	8	100

Table 7 shows that 3 (37.5%) of the SIC felt that CPD activities benefited teachers while 5 (62.5%) felt that they did not do so.

4.2.8 Question 12: How effective have CPD activities been in improving teachers' competences?

Table 8

Rate of CPD activities' effectiveness	Frequency	%
Very effective	2	11.1
Effective	9	50
Not effective	7	38.9
Total	18	100

Table 8 shows that 2 (11.1%) of the school managers, the ZIC and the DIC said that School-Based CPD activities were very effective, 9 (50%) felt that they were effective while 7 (38.9%) pointed out that they were not effective in improving teachers' competences.

4.2.9 Question 14: What do you consider as being challenges in CPD program in/at your school(s)?

Table 9

Challenges in CPD program	frequency	%
Teachers' bad attitude	6	6.7
Lack of motivation	15	16.7
Inadequate funding	5	5.5
Lack of materials	15	16.7
Lack of expertise	6	6.7
Lack of supervision and evaluation	7	7.8
No immediate tangible benefit	11	12.1
No linkage to credited CPD programs	7	7.8
Lack of credit cards and certificates	18	20
Total	90	100

Table 9 shows lack of credit cards and certificates (20%), lack of materials (16.7%) and lack of motivation (16.7%) as the major challenges of CPD programs. These are followed by the lack of immediate tangible benefits (12.1%) and several others which, though their ratings are below 10% each, account for over 30% of the responses.

CHAPTER 5

DISCUSSIONS AND INTERPRETATION OF THE FINDINGS

5.0 Introduction

This chapter looks at the discussions and the interpretation of the research findings obtained from the questionnaires. It discusses the kind of School-Based CPD programs in upper Basic schools and teachers' participation in School-Based CPD activities. It further focuses on whether the CPD programs have improved teachers' competences and also identify problems (if any) in the provision of CPD programs in upper Basic schools. Information obtained from interviews will be referred in the discussions as well.

5.1 Lesson preparation and schemes of work as focal points of CPD meetings

The above finding, which was obtained from the teachers' questionnaire responses [page 19], and was supported by data from that of the SIC, the school managers, ZIC and DIC (page 20) is highly deplorable. Although it is important for teachers to know how to prepare these documents, it is my strong view that knowledge of innovations in the area of pedagogy is far more important. It is the latter that enables teachers to improve their teaching techniques, which in turn aid their pupils' absorption and retention of learnt material. Its absence from the list of CPD activities teachers said they were involved in, is therefore, regrettable.

5.2 Teachers' irregular attendance of TG meetings

The indication by 64% of the teacher respondents to the questionnaire that they did 'not often' attend TG meetings is equally regrettable. Supported by 75% of the SIC respondents to the questionnaire, this fact is unfortunate since it robs teachers of the opportunities of sharing ideas with colleagues which might help them improve their work performance.

5.3 Alleged lack of benefits for teachers attending CPD meetings

Although 39.1% of teacher respondents testified to the existence of benefits for those attending CPD meetings, the majority of them (60.9%) denied this. The reason for this probably lies in their conception of the word 'benefit'. They might have viewed it in terms of monetary gain and/ or promotion.

And since these were not being realized, they wrongly concluded that no benefits whatsoever existed. I say 'wrongly' because benefits existed, in form of acquisition of new methodologies, techniques and skills, which improved the work performance of some if not all of those who attended the meetings. Those who attested to the existence of the benefits actually pointed to this. They said that the meetings enabled them to 'share problems and the possible solutions to them', improve their lesson preparations and get help from friends on how to teach certain topics they were not particularly conversant with, among other things.

5.4 Teachers participating in CPD activities unwillingly

The fact that teachers' participation in CPD activities was done unwillingly was pointed to by 70% of the school managers, ZIC and DIC when responding to their questionnaire. Since these teachers were said to be irregular in their attendance of TG meetings as well, this certainly implies that they learnt very little from the existence of School-Based CPD scheme. Something ought to be done to make them not only willing to participate but be regular attendants of such meetings. This I believe can be done by providing easily noticeable benefits to those who participate in them.

5.5 Challenges of the School-Based CPD programme in schools

The findings of the study have shown that the School-Based CPD scheme experience nine (9) challenges. These are as listed and discussed below:

26

5.5.1 Lack of credit cards, certificates and immediate tangible benefits

Lack of credit cards and certificates was the most cited challenge with 20% of the respondents pointing to it. This I believe is because teachers would like to have these given to them after accumulating the required number of credits in order to use them when applying for promotion or other considerations for job advancement.

It is probably for this same reason that 12.1% of the respondents cited lack of immediate benefits as a challenge of the School-Based CPD programme. They undoubtedly would like to see some kind of reward being given to them for participating in the programme.

5.5.2 Lack of materials

This was a major challenge to School-Based CPD programs. It was cited by 16.7% of the respondents to the questionnaire. Furthermore, its significance was manifested by the SIC during interviews as well. They said that this was evident when TGs met to plan their activities. They had no materials to use or make reference to. They observed that teachers often kept on revolving their activities on the topics they felt were easy. This situation was not encouraging. Materials were supposed to help teachers in their involvement in CPD activities, and their absence limited the scope and quality of planning and execution of programs.

5.5.3 Lack of motivation

As seen from the issue of materials, this factor made teachers' work difficult and in turn affected the way they responded to School-Based CPD programs. 16.7% of the respondents to the questionnaire pointed out that teachers were too de-motivated to carry out the activities in CPD programs.

Some teachers said that it was quite discouraging for them to be fully involved in School-Based CPD activities as the program had 'completely' failed to live to its expected standards. All the promises that were given at the very inception of the program were

now 'completely' neglected. Among things promised to participants of CPD activities was proper record management and proof of documentation for the purpose of certification. The absence of these was a breeding ground for apathy.

5.5.4 Lack of supervision and evaluation

Even though only 7.8% of the respondents pointed out that supervision and evaluation of School-Based CPD activities [program] was still a challenge, teachers need close supervision in order to guide them as this may help to identify any gaps during the process. If those charged with the responsibility of supervising and evaluating are not doing their work, the programme is likely to have some gaps and this in turn is likely to fail to positively impact on teachers' performance.

5.5.5 Teachers' poor attitude

6.7% of the respondents to the questionnaire pointed out that teachers' poor attitude still remain a challenge to implementation of the School-Based CPD programs and this has hampered its smooth implementation. Both teachers and the supervisors felt that some teachers had not yet developed a positive approach to School-Based programs. When probed further to clarify why they felt teachers had poor attitude, they said that they did not know exactly where such negativism was coming from.

Others who attempted to address this issue said that teachers' poor attitude could have come as a result of failure by the Government to award them for their efforts in participating in CPD activities. None awarding of credit cards and certificates to them made them consider the programme as not being worthwhile.

5.5.6 Lack of expertise

Lack of expertise was cited by 6.7% of the respondents to the questionnaire as being one of the program's challenges. There is a need to have experts in School-Based CPD programs as it is widely believed by those who see this as a challenge that those charged with the responsibilities of coordinating the CPD programs may need to go for advanced courses in order to give them an added advantage over their peers.

This possibly calls for setting up of an institution(s) where people can go and specialize in School-Based CPD programs as this is likely to boost the level of interest in teachers when supervised by experts in CPD programs.

5.5.7 Lack of funding

As regard to funding, the study results pointed out that 5.5% of the respondents felt that funding to the School-Based CPD program is inadequate. The standing MOE directive is that no more funds are supposed to be spent on workshops/seminars any more. Since there are no other avenues where teachers can acquaint themselves apart from workshops, they are left without any other means of breasting themselves with new information about CPD programs.

Possibly an allocation should be apportioned for School-Based CPD programs so that teachers at grass roots can have access to most wanted knowledge in CPD programs. This I feel will encourage teachers to participate in CPD programs.

5.5.8 None linkage to credited CPD programs

Lack of linkage between the School-Based CPD programs [Non-credited] and the credited CPD programs was identified by 7.8% of the respondents as a challenge to provision of CPD programs in upper Basic schools in Lusaka urban District. The School-Based CPD activities are issue based programs designed to help teachers improve their

classroom dynamics, which to some extent benefit the teachers the same way they would in the credited CPD programs.

The major problem in this respect has been the failure to recognize the programs being done in schools by the institutions of higher learning. When teachers go for further training for example, such as when pursuing Diploma or Degree programs either at NISTCOL or UNZA, they spend the same number of years doing their programs as the beginners as if they had never attended any CPD program before. They are neither exempted from some courses, nor are the years spent on doing their studies reduced on account of their previous participation in School-Based CPD programs.

The feeling of the teachers was that there was a need to link up the two types of CPD programs which also goes down to the pre-service colleges of education, where prospective teachers should be exposed to these programs before they graduate, other than being introduced to these when they join teaching.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

This section provides conclusions to this study which are based on the research findings. It also contains some recommendations that the author feels are likely to help resolve the identified challenges.

6.1 Conclusion

The author feels that the School-Based CPD program in upper Basic Schools was supposed to be effective if teachers in each institution adhered to the laid down procedures. It could improve teachers' competences and thereby positively affect the performance of the learners. Unfortunately, the study findings show that the programme is not effective despite the testimony of most respondents that it was effective. This is because of the following reasons which in effect, are conclusions of the study as well.

- The scope of planning the CPD activities in upper Basic schools was so narrow that it was mostly limited to lesson preparation and schemes and records of work.

- Teachers' participation in School-Based CPD activities was quite low, the majority of teachers were not participating at all, and if they were participating, they did so unwillingly and not often.

- The School-Based CPD program faced a number of challenges in its implementation, such as; teachers' bad attitude.

- Lack of materials that would help teachers plan and carry out their work effectively.

- Lack of periodic evaluation of the CPD program at school level.

- Lack of motivation for teachers which made their participation low and irregular.

6.2 Recommendations

The following are the recommendations for the study.

- Those charged with the duty of monitoring and supervising the CPD program should do so regularly in order to identify and help solve problems that teachers may be experiencing.

- The administrative problems that have persisted on issuance of credit cards and certificates should be addressed as soon as possible in order to motivate teachers.

- Issues of promotion, selection for further studies and any other related matter should have a component of School-Based CPD program where possible.

- Linkage between School-Based CPD programs and colleges of Education/ Universities is quite important. Before teachers graduate from Initial Professional Development, they need to be aware of these CPD programs in schools.

- Teachers who obtain the maximum of 150 credits at School-Based CPD programs should be given some exemptions when they undertake college or University based courses in their fields of study.

REFERENCES

Bowring-Carr, J.W. and West-Burn, J. (1997), **Effective learning in Schools,** London: Pearson Education Limited.

Blandford, S. (2003), **Managing Professional Development in Schools**, London: Routledge.

Carmody, B. (2004), **The Evolution of Education in Zambia,** Lusaka: Book world Publishers

Commonwealth Secretariat (1993), **Monitoring School Effectiveness, module six of better Schools; Resource materials for School Heads,** London: UNESCO.

Coombs, S.C. and Cuthel, J.P. (2004), **Teacher Education through open and distance learning,** p.171-192, London: Routledge Falmer.

Coombs, S.C. and Smith, B. (1998), **The fifth discipline fieldbook: Strategies and tool for building a learning organization.** New York: Doubleday.

Fullan, M.G. (2003), Teaching and Teacher Education, *19*, 643-658. The new meaning of educational change (2nd ed.). New York: Teachers College Press, Columbia University

Fraser, R. (1994), **Passion for Teaching**, London, Routledge Press.

Erlendson, G. (2002), **Action Research in Education,** London: Pearson Press.

Goldin, L. and Gray, I. (2006), **Continuing Professional Development for Clinical Psychologists: A practical Handbook, the British Psychological Society,** and Oxford: Blackwell Publishers.

Greenland, J. (1993), **In-Service Training of Primary Teachers in Africa,** London: Macmillan Education Limited.

Haslam, B. (1997), **How to Build a Local Professional Development Infrastructure**: Arlington, VA: New American Schools.

Halliday, G.I. (1990), **Quality in Basic Education: Better Educational Management,** London: Commonwealth Secretariat.

Heider, F. (1958). **The psychology of interpersonal relations.** New York: Wiley

Hill, A.B (2004). **Research in Developmental Education,** 18(4), 1-4 Affective correlate of developmental student performance: Institute of Mathematics, http://www.aimaths.org.

Institute of Structured Engineers, (2003), http://www.asce.org/conted/seminars/structural.cfm.

Kamwengo, M.M, (1996), **An Evaluation of the In-Service Education for teachers' Program in SHAPE Project,** Lusaka: Ministry of Education.

Kelly, M.J. (1999). **The Origins and Development of Education in Zambia: From Pre-colonial times to 1996,** Lusaka: Image Publishers Limited.

Michael, M. (1991), **In-Service Education Training;** London: Cassell Education Limited.

MoE (1996) **Educating Our Future,** Lusaka: Zambia Educational Publishing House.

MoE (2007), **School-Based CPD: Strategic and Implementation Guidelines,** 2nd Edn, Lusaka: MoE

MoE (1996), **School Program of In-Service for the Term: A Manual for In-Service Provision.** Lusaka: MoE

MOE (1996), **Guidelines on High School 'SPRINT' and CPD,** Lusaka: MoE.

MoE (2003), **Strategic Plan 2003-2007,** Lusaka: MoE

GRZ (2006), **Fifth National Development Plan 2006-2010,** Lusaka: Ministry of Finance and National Planning.

Perry, R.P. (2003). **Self-organized learning: Foundations of a Conversational Science for Psychology,** London: Routledge & Kegan Paul.

Sauza, D.T. (2004), **Teacher Professional Development and argument of Incompetence (29),** Facualtdada de Educa, cao.Uni.desau Paulo.Accessed on 05/10/08.

Showers, B.J, (1988), **Student achievement through staff Development,** London: Longman Group Limited.

Stinnet, T.M. (1968**), Professional problem of teachers, 3**[rd] **Edn**, New York: Macmillan.

The Chartered Institute of Professional Development, (2000),
http://www.theafm.org/iafm-continued-education-development.php

Trewby, R. Siachiwena, R. and Anderson D. (2005), **Evaluation of the Primary Teachers' Diploma by Distance Learning-PTDDL**, Lusaka: USAID

UNESCO (1997), **Teachers as lifelong learners: Case studies of innovative in-service teacher training programs in the E-9 countries,** Paris: UNESCO.

Weiner, B. (1985). *Psychological Review*, **92(4), 548-573: An attributional theory achievement motivation and emotion.** London: Routledge.

Appendix A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

RESEARCH TOPIC: *The effectiveness of School-Based Continuing*
Professional Development in Upper Basic Schools [Grades 8&9]:
The case of Lusaka Urban District.

Information obtained from this study will be treated with the confidentiality it deserves and for its intended purpose.

QUESTIONNAIRE FOR SCHOOL TEACHERS

INSTRUCTION

Indicate your answer by making a tick or writing it on the space provided.

PERSONAL DATA

1. Sex: Male ☐
    Female ☐

2. Age: 26-35years ☐
    36-45years ☐
    46 years and above. ☐

3. Highest academic qualification: Grade 9. ☐
    Grade12. ☐

Others (specify) ☐

4. Highest Professional qualification: Teacher's Certificate. ☐

Teacher's Diploma ☐

First Degree ☐

Others (specify) ☐

5. Grade[s] taught ☐

6. Subject[s] taught ☐

7. Years of service ☐

8. Confirmed/not confirmed

9. Position currently held ☐

10. Responsibilities ☐

QUESTIONS

11. List CPD activities you are involved.

i. ....

ii. ....

iii. ....

12. How often do you attend TG meetings?

Very often,   often,   not often

13. How do you view CPD program in your school?

Well organized   not well organized   Non existent

14 Which of the following do you find to be challenges of the CPD Program at your

School?

i. Teachers' negative attitude. ☐

ii. Lack of motivation among teachers ☐

iii. inadequate funding ☐

iv. Shortage of learning materials ☐

v. Lack of experts or skilled human resources in CPD activities ☐

vi. Lack of supervision by school management ☐

vii. No immediate tangible benefit to teachers ☐

viii. No link between School Based and institutionalized CPD program ☐

15. How often are you observed by DESO per term?

   More than once.   Once.   Not at all

16. Which of the following officers monitor CPD activities at your School?

   - SIC   - School manager

   - ZIC   - DESO

   - DIC   - senior teacher

17 How often do they visit to monitor CPD activities?

   - SIC --Twice/ Once

   - Senior teacher----------------------------Twice /Once

   - School Manager -----------------------------Twice /Once

   - ZIC --Twice /Once

   - DIC --Twice /Once

   - DESO --Twice /Once

18. Mention any resources/materials that assist you in CPD activities

i. ……………………………………………………………

ii. ……………………………………………………………

iii. ……………………………………………………………

19. What is the significance of the CPD record card?

i. ……………………………………………………………

ii. ……………………………………………………………

iii. ………………………………….…………………………

20. Have you ever received any credit(s) for CPD activities? Yes/No

And if the answer is yes, how many credits do you have?   □

21. Are there any benefits that teachers get for attending School-Based CPD programs?

Yes/No.

22. If the answer is 'yes' what are these benefits?

i. ……………………………………………………………

ii. ……………………………………………………………

iii. ……………………………………………………………

23. In what way have they benefited pupils? Explain your answer.

i. ……………………………………………………………

ii. ....

iii. ....

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

RESEARC TOPIC: *The effectiveness of School-Based Continuing*

Professional Development in Upper Basic Schools [Grades 8&9]:

The case of Lusaka Urban District.

Information obtained from this study will be treated with the confidentiality it deserves and for its intended purpose.

QUESTIONNAIRE FOR THE SIC.

INSTRUCTION

Indicate your answer by making a tick or writing it on the space provided.

PERSONAL DATA.

1. Sex: Male ☐

Female ☐

2. Age: 26-35years ☐

36-45years ☐

46 years and above. ☐

☐

3. Highest academic qualification: Grade 9.

Grade12. ☐

Others (specify) ⬚

☐

4. Highest Professional qualification: Teacher's Certificate.

Teacher's Diploma ☐

First Degree ☐

Others (specify) ⬚

5. Section: Lower Basic ☐

Middle Basic ☐

Upper Basic ☐

QUESTIONS

6. List CPD activities that teachers are involved in?

i. ....

ii. ....

iii. ....

7. Are the upper Basic teachers participating in these activities? Yes/No.

8. How often do you check the record book for CPD activities?

   Very often,   often,   not often

9. Do you have copies of the TGs and time-tables? Yes/No.

10. How often do you meet the TG leaders?

    Very often,   often,   not often

11. Do you attend TG meetings? Yes/No.

12. If so, are the objectives of the CPD met during these meetings? Yes/No.

13. Are the CPD activities benefiting teachers? Explain your answer.

   i. ………………………………..………….………………………………

   ii. …………………………………………………………………………..

   iii. ………………………………………………………………………..…

14. In what way have they benefited pupils? Explain your answer.

    i. …………………………………………………………………………

    ii. ………………………………………………………………………..

    iii. ………………………………………………………………………..

15. How often are you visited by Zone or District INSET Coordinators?

    Weekly,   monthly,   termly,   yearly

16. Are credit Cards recorded for teachers? Yes/No.

17. Are they aware of how many credits they have accumulated? Yes/No.

18. How often do you submit names of teachers to receive certificates?

    Weekly,   monthly,   termly,   yearly

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

RESEARCH TOPIC: *The effectiveness of School-Based Continuing*

Professional Development in Upper Basic Schools [Grades 8&9]:

The case of Lusaka Urban District.

Information obtained from this study will be treated with the confidentiality it deserves and for its intended purpose.

QUESTIONNAIRE FOR SCHOOL MANAGERS, ZIC AND DIC.

INSTRUCTION

Indicate your answer by making a tick or writing it on the space provided.

PERSONAL DATA.

1. Sex: Male   ☐

     Female   ☐

Age: 26-35years ☐

   36-45years ☐

   46 years and above. ☐

3. Highest academic qualification: Grade 9. ☐

                               Grade 12. ☐

                               Others (specify) [_____]

4. Highest Professional qualification: Teacher's Certificate. ☐

                               'Teacher's Diploma ☐

                               First Degree ☐

                               Others (specify) [_____]

QUESTIONS

6. List CPD activities that teachers are involved in?

   i. ....

   ii. ....

   iii. ....

7. What is your perception about the teachers' way of participation?

   Unwillingly participate,   willingly participate

8. How do you rate teachers' attendance of CPD meetings?

      Very good   good,   poor,   Very poor.

9. What factors motivate teachers to participate in CPD activities?

   i.   ....

   ii.   ....

   iii.   ....

10. What factors discourage teachers from participating in CPD

    activities?

   i.   ....

   ii.   ....

   iii.   ....

11. How often do you present lesson demonstrations to teachers?

    Weekly,   monthly,   termly,   yearly.

12. Do teachers follow the format you teach them? Yes/No

13. How are the teachers performing in CPD activities?

    Very well,   well,   poorly,   very poorly,   poorly

14. Have School-Based CPD activities

    i.   Improved Grade 9 pupils' examinations results

    ii.   Lowered Grade 9 pupils' examinations results

    iii.   Not affected Grade 9 pupils' examinations results?

15. How effective have been CPD activities in improving teachers' competences?

    i.   ....

    ii.   ....

    iii.   ....

16. How effective have been CPD activities in improving pupils' performance?

    i.   ....

    ii.   ....

    iii.   ....

17. How often do you give certificates of INSET Credit to teachers?

    Weekly,   monthly,   termly,   yearly

18. Do you sensitize teachers to visit Resource Centre? Yes/No

Appendix D

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

RESEARCH TOPIC: *The effectiveness of School-Based Continuing*

Professional Development in Upper Basic Schools [Grades 8&9]:

The case of Lusaka Urban District.

Information obtained from this study will be treated with the confidentiality it deserves

and for its intended purpose.

INTERVIEW SCHEDULE FOR: TRS, SIC AND SCHOOL MANAGERS

1. What CPD activities are taking place at your School?

2. Which of these are you/ your teachers involved in?

3. In what ways have they benefited you/your School?

4. How effective have they been in improving teachers' competencies?

5. How effective have they been in improving pupils' performances?

6. Are you happy with the implementation of School-Based CPD programs at your

   School?

7. If you are not happy, what reasons do you have for your unhappiness?

8. What problems/challenges does your School face in organizing and managing School-Based CPD programs?

9. How does the School management try to overcome these challenges?

10. Suggest ways you feel CPD can best be managed in Basic Schools in order to fully meet its objectives?

11. Are CPD activities evaluated at your School?

12. If so, how often are they evaluated?

13. How often do you receive/give Credits for CPD activities?

14. Who keeps the Record/Credit Cards?

15. Is the overall pupils' performance attributed to either the presence or none presence of CPD activities at your School? Explain briefly.

16. Has your involvement in CPD activities earned you a recommendation for promotion, further studies or a position of special responsibility? (For teachers only).

17. Do you recommend your teachers for promotion, further studies, or a position of special responsibility on account of their involvement in CPD activities? (For School Managers only).

18. How effective have been the CPD Program in Upper Basic Schools? Explain briefly.

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

RESEARCH TOPIC: *The effectiveness of School-Based Continuing*

Professional Development in Upper Basic Schools [Grades 8&9]:

The case of Lusaka Urban District.

Information obtained from this study will be treated with the confidentiality it deserves and for its intended purpose.

INTERVEW SCHEDULE FOR: ZIC AND DIC

1. What CPD activities are taking place in your Zone/District?

2. Which of these are your teachers involved in?

3. In what ways have they benefited your teachers?

4. In what ways have they benefited the Zone/District?

5. How effective have they been in improving teachers' competencies?

6. How effective have they been in improving pupils' performances?

7. Are you happy with the implementation of School-Based CPD programs in your Zone/District?

8. If you are not happy, what reasons do you have for your unhappiness?

9. What problems/challenges does your Zone/District face in organizing and managing School-Based CPD programs?

10. How does the Zone/District management try to overcome these challenges?

11. Suggest ways you feel CPD programs can best be managed in Basic Schools in order to fully meet its objectives?

12. Are CPD activities evaluated in your Zone/District?

13. If so, how often are they evaluated?

14. Do you take a record of CPD activities in your Zone/District? Yes/No

15. Who keeps the Record/Credit Cards?

16. Is the overall pupils' performance attributed to either the presence or absence of CPD activities in your Zone/District? Explain briefly.

17. Have you recommended teachers for promotion, further studies or position of special responsibility on account of their involvement in CPD activities? Yes/No.

18. How effective have been the CPD Program in Upper Basic Schools? Explain briefly.

Appendix F

RESEARCH TOPIC: The effectiveness of School-Based Continuing Professional
Development [CPD] in Upper Basic Schools [Grades 8&9]:
The case of Lusaka Urban District.

NAME: Mr. Bbwantu Horn Mweemba TS 581232

COMPUTOR # 526004470

I am a student at University of Zambia doing a Master of Education in Educational
Administration [Med].

I am hereby seeking permission to carry out a research in the following listed institutions
and to officers manning them from Jan 01 to Jan 31st 2009.

SELECTED UPPER BASIC SCHOOLS AS A STUDY SAMPLE.

1. EMMASDALE ZONE: 2. LUSAKA CENTRAL ZONE   3.MUMUNI ZONE

   CHAISA BASIC SCH   *CHIBELO BASIC SCH*   *BURMA Rd*
BASIC

4. CHILENJE ZONE   5. CHIBOLYA ZONE   6. LILANDA ZONE

ARTHER WINA BASIC SCH   *CHAWAMA BASIC SCH*   *CHUNGA BASIC*
SCH

7. MATERO ZONE   8. KAUNDA SQUARE ZONE

CHITANDA BASIC SCH   *CHAKUNKULA BASIC SCH*

9. EIGHT [8] ZONE IN-SERVICE   10.DISTRICT IN-SERVICE
   COORDINATORS   COORDINATORS

  From the above Basic Schools.   All the officials at the District
                        Resource Centre.

11. EIGHT [8] SCHOOL MANAGERS   12. SCHOOL TEACHERS

53

From the above Basic Schools.
selected

8 teachers in each of the

13 EIGHT SCHOOLS INSET COORDINATORS

Schools-total 64 Teachers