

**IN-SERVICE TRAINING OPPORTUNITIES AMONG SECONDARY SCHOOL  
TEACHERS IN PRIVATE SCHOOLS**

**BY**

**NOAH HAMLET BANDA**

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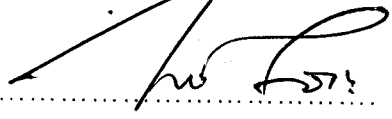
## DECLARATION


I **Noah Hamlet Banda** do solemnly declare that this Dissertation represents my own work, which had not been submitted for a Degree at this or another University.

## APPROVAL

This Dissertation of Noah Hamlet Banda is approved as fulfilling part of the requirements for the degree of Master of Educational Administration by the University of Zambia

SIGNED:  DATE: 23-7-02

SIGNED:  DATE: 27/05/03

SIGNED:  DATE: 29/05/03

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## **ABSTRACT**

Noah H. Banda: In-service Training (INSET) opportunities among secondary school teachers in Private Schools.

This study investigated the availability of INSET opportunities among teachers in private secondary schools in Zambia (2001). Ten schools, five from Lusaka and the other five from Copperbelt Province were randomly selected for investigation in 2001. The instruments used in data collection included a structured questionnaire and semi-structured interview guide. The collected data provided both quantitative and qualitative information.

The method called (SPSS) was employed to analyse the quantitative data. The data was presented in form of tables, percentages, graphs, and charts. Qualitative data from interviews was coded and emerging themes were grouped into categories using constant comparative analysis technique. The themes and categories of the initial data were compared with those in subsequent interviews. Then the categories were regrouped to get the most significant categories and themes. The tables, percentages, graphs and charts were used to test the following four major propositions:

- (a) Availability of INSET among secondary school teachers in private schools.
- (b) Factors that influence INSET provision to teachers in private schools.
- (c) Problems faced by teachers and school authorities regarding INSET participation.

- (d) Views of teachers, proprietors and Ministry of Education regarding current provision of INSET among teachers in private schools.

The findings of the study revealed that there was inadequate INSET opportunities among secondary school teachers in private schools. The major cause of this was inadequate support from school administration and poor conditions of service. The other factors revealed by the study were inadequate financial resources, poor co-ordination between Ministry of Education and private schools, inadequate time for INSET and non-availability of INSET information.

Other findings were that in spite of government's concern on INSET provision to all those involved in education, the National Education Policies have not been as effectively implemented as to enable the Ministry of Education achieve all INSET goals. The 1996 education policy in Zambia revealed that the Ministry of Education would provide INSET to teachers of private schools but there were no guidelines to be followed by both private schools and the Ministry of Education. Furthermore, the study showed that the majority of teachers in private schools were in need of in-service training.

The response from teachers revealed that they were unable to enroll in some high institutions of learning because INSET programmes were usually carried out during school days and that there were no provisions for evening classes on

INSET for teachers. The study also revealed that the majority of teachers have not been exposed to INSET whilst serving in private schools.

Since a large number of teachers in private schools have not been exposed to INSET and are interested in INSET, it can be said that private school administrations should start to support INSET for their teachers and that the Ministry of Education should extend their INSET provisions to teachers in private schools.

## CHAPTER ONE

### 1.0. Introduction

For a long time, the Ministry of Education (MOE) has been training its staff without a comprehensive and co-ordinated training policy (MOE, 2000). The absence of a training policy led to unplanned, unco-ordinated and unfocused training and utilization of trained staff in learning institutions. It also resulted into gross wastefulness of resources, under-utilization and misplacement of trained staff. These, in turn, contributed to low productivity (MOE, 1992).

The three education policies, Educational Reform (1977), Focus On Learning (1992) and Educating Our Future (1996), emphasize the need for in-service training (INSET) among teachers in both public and private learning institutions. They also point out that institutions that employ educators have the responsibility to ensure that all personnel regularly undertake INSET to update and advance themselves, professionally and academically. Employers are, therefore, encouraged to regard formal training as an important component of the job of teaching for which deliberate funding should be made available.

The MOE has always seen the need to interpret INSET in the teaching profession as an integral component of the workplace. This awareness and concern has been expressed in all the nation's policies on education. Unfortunately, the existing policies on education discuss INSET only in general terms without providing guidance on the implementation of the concept of INSET. Consequently, in 2000 the MOE training policy was

formulated. The policy was based on the principles enunciated in the new national policy on education (Educating Our Future, 1996).

Under the new arrangements the Education Training Policy has been extended to cover private learning institutions as well. The MOE hopes that the training policy would end the previous training inadequacies and therefore, contribute to the development of new and dynamic training ethos and practices in all learning institutions (MOE, 2000). The policy was also a reflection of the general democratisation process being pursued in the country.

The stress in all the policies was that professional knowledge consisted of three overlapping components: the study of academic content which undergirds the content to be learned by students, the process of organizing content and helping students study it, and the process of school improvement and the cooperative work by faculties to make the school better (MOE, 1996). This required teachers and administrators in all learning institutions to engage in continuous study of all the three components: continually increasing knowledge of academic content, models of teaching and models for school environment and how to create them (Joyce and Showers, 1988).

INSET is clearly part and parcel of the teaching profession and as such a study to find out whether teachers in private schools have opportunities for INSET and what roles were played by the government and private proprietors in providing INSET to teachers was therefore of paramount importance.

## 1.1 Private Schools in Zambia

Private schools have been in existence in Zambia for a very long time. But until recently, the government accepted the provision of private education with reservations. Indeed, the role of the private sector in providing education before 1991 seemed to contradict the policy of free education advocated by the government (MOE, 1992).

However, after the National Conference on Education for All held in Lusaka in 1991 private schools were recognized as partners in educational provision. The 1996 education policy acknowledges and elaborates on this in the concept of liberalization. The concept recognizes the right of private organizations, individuals, religious bodies and local communities to establish and control their own schools.

As a result of the liberalization of the education sector the number of private schools has tremendously increased. In 1989 there were 44 registered private primary and 47 secondary schools. Today, the total stands at 136 primary and 164 secondary schools respectively (M.O.E 2000, pp1-5). There were over 2000 teachers in private schools, of which 500 were secondary school teachers found in Lusaka and Copperbelt provinces (M.O.E 2000, pp1-5).

Private schools in Zambia were owned by four different types of proprietors. In his study on private schools, Lungwangwa (1993) suggested four categories of non-governmental organizations involved in educational provision:

1. Individual owned schools and other educational institutions
2. Religious agency run institutions
3. Community owned institutions
4. Company owned institutions.

Individually owned institutions were run with the motive of making a profit. The owners were responsible for the school administration. Sometimes the owners employed people to run the schools on their behalf.

Religious agency run institutions fell into three sub groups (Lungwangwa et al 1995, pp3-5) The sub-groups were as follows:

1. Those offering education as a charitable service
2. Those whose fees are similar to those charged by individual proprietors
3. Those who have developed their own distinct educational theory and offering free education or education at a fee.

Communally owned institutions catered mainly for the needy among the local community. They were an educational response to the failure by government to satisfy the educational needs of particular communities in different areas.

The fourth category comprised company owned schools. Some of the company owned schools were run through trusts while others were administered directly by the companies. The process of decision-making in these schools is quick. One thing they tried to strive for was international recognition and reputation.

Private schools faced a number of problems. These problems include difficulties in land acquisitions, lack of teaching materials, prohibitive rules and regulations of the Ministry of Education, lack of funding and lack of support in recruitment of teachers (MOE, 1992).

## 1.2 Definition of INSET

INSET as defined by the Commonwealth Secretariat refers to:

*The whole range of activities by which serving teachers and other categories of educationalists within formal school system may extend and develop their personal education, professional competence and general understanding of the role which they and the school are expected to play in their changing societies. INSET further includes the means whereby a teacher's personal needs and aspiration may be met as those of the system in which he or she serves (Commonwealth Secretariat, 1982: 5).*

From the definition, it is clear that INSET in the school system should not only target teachers but all personnel in the school system including administrators. INSET is the cornerstone for meaningful school development and reform. Hass (1957) states that INSET helps to guide new teachers in a school and those entering the teaching profession for the first time and reduces deficiencies in the background preparation of some teachers and other education workers.

The rationale for INSET should be derived from the following as stated by the Ministry of Education (1999, p3).

1. The concept of education as a continuous process
2. The fact that teacher education entails pre-service and in-service training as a matter of principle

3. The belief that teaching like any other profession should have self renewal aspects
4. That pre-service training is still preceded by inadequate formal basic education, yet it is too short to comprehensively cover initial training.
5. The fact that developmental problems are not only enormous but are also changing very rapidly.

### **1.3 Some factors that influence INSET opportunities**

Gilley and Egglund (1989) suggest that for INSET to succeed, it must be feasible, affordable and desirable. Fullan (1996) provides a list of factors that are important for INSET to take place. The following are the factors:

1. Training need
2. Resources
3. Support from administrator
4. Organizational interest in INSET
5. Individual interest
6. INSET benefits
7. Conducive conditions of service.

The above factors are among those that influence INSET opportunities in organizations. The term opportunities in this study refers to both the availability of INSET and how schools are organized structurally and normatively to ensure continuous teachers' development.

An INSET programme cannot take place unless a training need exists. Training need is usually the gap between the current and desired attitudes, skills and knowledge (Niemi, 1989). Niemi says that needs are not static, they

change as individuals and environment change. As a result training needs are constantly being created. It is the training need that determines the INSET delivery method. In-service training delivery method in turn affects the number of participants in an INSET programme. The major purpose of INSET programme for teachers was to meet their needs (Atwood and Ellis, 1971). Bergevin (1967) concurs with this view when he says that an effective training programme should consider the needs and related interests of clients. Therefore, any design of INSET programme should start with the identification of needs.

According to Sork (1989) the centrality of basing INSET programmes on identified needs is undisputed. However, when one looks at what happens in practice, very few of those people involved in designing INSET programmes base them on the needs of their clients. The failure of many of them to do so was attributed to lack of time (MOE, 1992; Sork, 1989), lack of financial resources and existence of potential demand on impressions of the planners.

There are generally three forms of resources that affect INSET opportunities (London, 1989). These include the physical, financial and human resources. Physical resources include machines, equipment, buildings, materials and other fixed assets. Financial resources include cash, stock bonds, investments and operating capital. For any INSET to take place, at least some form of financial resources should be available. Physical and financial resources are not sufficient or adequate in providing INSET if there are no human resources. Nadler (1979) mentions that human resources do not depreciate but help an organization to be strong and stable. It is increasingly

becoming accepted that human resources were as important as physical or financial resources.

In order for the administration to show support and interest in INSET, there should be a guideline on the provision of INSET to workers. This should include benefits of attending INSET and selection of candidates for INSET. Furthermore, conditions of service provided by the management should be those, which allow for paid study leave and full sponsorship of employees (Gilley, 1989).

For an employee to think of attending an INSET, there should be interest in a particular field first. INSET activities that have been organized without catering for individual interest have not been well attended (Fullan, 1996). Therefore, INSET activities should have both organizational and individual interest in order to be a success.

#### **1.4 Types of INSET**

INSET can broadly be categorized into short and long-term programmes. Short and long term INSET can both be used for either up dating or upgrading employees. Short and long term INSET programmes were defined as follows:

##### **1.4.1 Short Term INSET Programmes**

This type of INSET was of a duration of three months or below (MOE, 2000).

Short term INSET programmes may include:

- workshops, seminars or conferences;

- in-house training (institutional based) – Institutions are expected to organize INSET programmes meant to impart specific skills, knowledge, information, attitudes and values in their employees with a view of meeting specific needs of an organization (MOE, 2000); and
- study tours – This type of INSET accords employees opportunity to visit other institutions in order to learn about various issues of their interest. An employer can also take his/her employees for a study tour in a specific area.

#### **1.4.2 Long Term INSET Programmes**

This type of INSET programmes is of a duration of three months and above and is undertaken at various colleges and universities.

Short and long term INSET programmes could further be grouped into local, regional and overseas training. Local INSET programmes were all those that took place within Zambia. Regional INSET programmes are those that took place within Africa, whereas overseas INSET programmes refer to those pursued outside Africa (MOE, 2000).

### **1.5 The purpose of INSET**

First and foremost, INSET is important for the professional growth of teachers (Fullan, 1996). Fullan notes that INSET is conducted for multiple reasons. Most employers conduct INSET in order to improve the quality of teaching. Blardford (2000) says that the main purpose of INSET should be to enhance the teaching and learning process of pupils. In order to achieve this, teachers are therefore, required to improve their methodology, the content and techniques that relate to certain subjects. Some INSET programmes are

conducted mainly for newly appointed teachers (Hass, 1957). Such INSET programmes are meant to address several policy guidelines, schemes of work, and general school matters including both academic and professional problems.

Fullan (1996) further notes that changes in the syllabi and in the curricula are normally followed by a series of workshops. These INSET programmes are meant to familiarize both new and serving teachers with curricular changes and other innovations.

There was always need for serving teachers to receive training even though the curriculum may not have changed. During training, teachers share ideas and are also provided with the much needed guidance (MOE, 1996). INSET also provides serving teachers with opportunities to reflect on the work they do at their schools. Teachers are further provided with an opportunity to receive critique on their work.

INSET programmes provides workers with an opportunity to be away from their usual work, participate in recreation activities and an opportunity to meet with old friends and even make new ones (Nadler, 1979). Jeffrey Sonnenfield of Harvard Business School (cited in London, 1989, p20). offers the following as functions of INSET:

1. Enhancing teacher entry skills
2. Orienting new comers
3. Creating advanced skills that are hard to locate in the labour force market
4. Training and retaining talent

5. Meeting equal employment opportunities goals
6. Improving work group effectiveness
7. Reinforcing a company's culture
8. Providing skills to high potential managers
9. Reinvigorating burned out workers
10. Improving job productivity.

Other functions of the INSET include meeting the demand of continuous changes necessitated by cultural and social changes, the inadequacy of preservice education for meeting the great increase in numbers of teachers resulting from rapidly increasing pupil enrolments and the continuing need for school leaders to improve skills (M.O.E., 1996).

INSET is necessary for all members of the professional staff of Zambian schools. The reasons for this are numerous and include these important responsibilities: the maintenance of mastery or new knowledge and new subject matter, the acquisition of new knowledge about human growth and learning and teaching methods, the development of skills in providing for the needs and problems of individual pupils, the acquisition of the techniques and skills necessary for cooperative action research, for the utilization of community resources and for working with adults (Fullen, 1996).

These important responsibilities of a teacher show why a teacher is a necessary national resource. Hence the need to improve and expand programmes of both pre-service and INSET for all school professional personnel. During the past years, programmes dealing with INSET have

undergone substantial change (M.O.E. 1995). These changes are traced in the next sub-heading.

## **1.6 The Development of INSET in Zambia**

In-service training for teachers in Zambia has been going on for almost a century. Its origin can be traced to the Jeanes school in Mazabuka district in the Southern Province of the country. The school was opened in 1929 but in 1937 because the place in which the school was situated proved unsatisfactory for training of teachers, it was moved to Chalimbana (Manchishi,2000). Chalimbana was not the only institution in the country which offered both pre and in-service courses. Other colleges which were involved in this task were Kitwe, David Livingstone and Charles Lwanga.

The Zambian Education System did not establish a department responsible for the provision of INSET to teachers for many years (MOE, 1996). Despite this, the Ministry of Education has always tried to address teachers' training needs. through seminars, workshops and short courses organized by the inspectorate at district, provincial and national levels. Generally, the inspectorate was responsible for selecting teachers for INSET programmes.

In the early 1980s as a response to the educational reforms of 1977, school based INSET network was established (MOE, 1992). Prior to that School based INSET was lacking because the Ministry of Education did not have an organizational structure to coordinate the various INSET in schools. The situation in schools was such that the INSET and professional support was almost negligible (MOE, 1992).

To ameliorate this situation the Ministry of Education with the help of the Swedish Government, commissioned an education project called Self Help Action Plan for Education (SHAPE) in 1987 which tried to articulate school based INSET policy and practice focusing on primary and Basic schools (MOE, 1992). The introduction of SHAPE increased the chances of primary school teachers being exposed to in-service training.

In 1970 Chalimbana was converted into National In-service Teachers College and its status changed. This change was necessitated by the introduction of English as the medium of instruction beginning from Grade One. The other reasons were that there was need to upgrade teachers and other personnel who had the aspiration to obtain high academic and professional qualifications and the need for teachers and other education personnel to update their knowledge in order to improve their proficiency and competence in their respective work situations (NISTCOL, 1989). The courses offered by the college included Zambia Primary Course, Advanced Primary Course, Industrial Arts, Home Economics, Mathematics, Science and English.

Unfortunately, the demand for INSET was very high and the college could not meet the teachers' needs. In 1994, it was estimated that it would take the college a hundred years for each primary school teacher to have a chance of attending an in-service course (M.O.E 1996, p116) It was also estimated that by 1994 only 1% of both primary and secondary school teachers in public schools would have been exposed to some form of INSET (M.O.E 1996, p116

Sometimes the provision of INSET in schools depended largely on donors such as Finnish Development Agency (FINNIDA) and Swedish Development

Authority (SIDA). In 1992, the British Government started making plans to fund some education projects (MOE, 1995). In 1994, a project called Action to Improve English, Mathematics and Science (AIEMS) was established (MOE, 1995). The project aimed at providing INSET activities to both primary and secondary school teachers. Since 1994, the project expanded rapidly. By 1996, each province had a Provincial Resource Centre and each District had a District Resource Centre (MOE, 1996). The AIEMS project took on the organizational structure of SHAPE. As a result of this, it became easier for the two projects to work together.

AIEMS went on up to 1998 and established permanent organizational structures with full time INSET personnel at National, Provincial and District levels. SHAPE was phased out in 1997 (MOE, 1998).

In order to rationalize teachers' training programmes, the Ministry of Education established a Teacher Education Department in 1998. The department is responsible for pre-service and INSET throughout the country (MOE, 1999). Also operating within the department are the Primary Reading Programme (PRP) and the Inclusive Schooling Programme (MOE, 1999). The National In-service Unit was formed by the incorporation of the AIEMS project into the newly formed Teacher Education Department.

Since the creation of the Teacher Education Department in 1998, attempts have been made to bridge the gap between pre-service and in-service training. Pre-service courses do not adequately prepare student teachers for all the activities they are expected to undertake in-schools as fully qualified

teachers (MOE, 1995). It is because of this that the Teacher Education Department decided to come up with the following strategies:

1. To raise the status of education in general and primary education in particular.
2. To foster the improvement of quality in teacher education.
3. To promote a delivery system which integrates fully Initial Teacher Education (ITE) and Continuing Professional Development (CPD).
4. To rationalize the existing teacher education provision.
5. To decentralize INSET to the points of delivery.

The Teacher Education Department (TED) recognizes the fact that teachers in public and private schools are drawn from the same source. With this view, TED, through Provincial and District Resource Centres, provides INSET activities to all those who are in one way or the other involved in formal education (M.O.E., 1999). Currently, Resource Centres ensure the provision of INSET to teachers by supporting school programme of In-service for the term (SPRINT). This programme runs in every school in the country Machinshi (2002). School programme of In-service for the Term supports INSET programmes now being pursued by most teachers in the following areas:

1. Professional development for teachers through Teachers' Group meetings.
2. A programme of the whole school workshops focusing on 12 basic teaching skills.
3. School development in gender related issues.
4. Subject specific training in English, Mathematics and Science.

These INSET activities do not cover private schools but are well established in government schools. SPRINT comprises the following elements:

1. Teachers Groups which are now institutionalized in all primary schools and are timetabled to meet once per week.
2. The school In-service Record book (SIR) in which all INSET activities are recorded.
3. The Headteachers INSET meeting (HIM) at the beginning of each term. The previous terms activities are reviewed and plans are made for the coming term.
4. School INSET monitoring (SIMON) visits Zone and/or District INSET providers visit each school in a zone twice per term. Demonstration lessons and work with teachers groups.
5. Grade meetings at the resource centre (GRACE). Teachers from each grade are invited to the Resource Centre during the holidays for review and planning meetings.
6. In-service Credit Card. This is a system for recognizing each individual teacher's INSET activities. In-service credits are recorded on a card kept in the teacher's file.

From the above activities, it is clear that resource centers are spear-heading INSET activities at all levels. However, whereas INSET activities appear to be well programmed in government primary schools, there is no structure INSET provision for private schools.

The INSET activities provided by resource centres are usually through seminars and workshops at school level (MOE, 1996). Other INSET activities

such as Primary Distance Education Diploma have been launched by NISTCOL. These are open to all teachers in primary schools with certificate qualifications. Primary school teachers also obtain Secondary teachers Diplomas from Nkrumah and COSETCO through distance learning programmes (M.O.E, 1995). Zambia Institute for Special Education offers Certificate and Diplomas to both primary and secondary school teachers. Other Colleges where teachers go for INSET are Evelyn Hone and Luanshya trades College. Evelyn Hone College mostly offers training to primary school teachers who are interested in doing a secondary teacher's diploma course in Arts, Music and English. On the other hand Luanshya Trade Vacation College offers INSET to both primary and secondary school teachers. Teachers from primary schools obtain diplomas in counseling and guidance and in Industrial Arts subjects. Secondary school teachers usually go to this college for advanced diploma course in Industrial Arts.

The University of Zambia (School of Education) offers very little activities in INSET apart from programmes leading to degree qualifications. The courses offered at the University of Zambia are open to all serving primary and secondary school teachers. Another college that offers INSET to primary school teachers is the Natural Resources College (NRDC) under the Ministry of Agriculture and Food Security. The college offers an upgrading course in Agriculture Science for serving primary school teachers.

Teachers in private schools are regarded as experts in their field just like their counterparts in public schools. Experts are expected to have specialized knowledge, skills, competence and capacity to perform at an acceptable

standard (Nyagura and Chivore, 1997). In order for a teacher to remain an expert, one requires to be exposed to INSET that can improve both professional and academic qualifications. Therefore, the provision of INSET and the need for teachers to be life long learners should be a major pre-occupation in the teaching profession. Furthermore, INSET would enable teachers in private schools to improve their mastery of knowledge, pedagogical skills and subject matter content (Nyagura and Chivore, 1997). In fact, teachers who are exposed to in-service training are said to be more motivated in their work as compared with those who are not. This is so because teachers' motivation is greatly influenced by inner imperatives of career drives, which are very much linked to exposure to INSET (Sciaron, 1987).

### **1.7 Statement of the Problem**

In recent years there has been much debate on how to raise standards in schools (Blandford, 2000). A strategy that has been widely accepted as an answer in both the developed and developing countries is INSET. In Zambia, the Ministry of Education through the Teacher Education Department (TED) established INSET committees from National to school level. Although, this arrangement was very well established in government schools, the same was not true in the private schools. Furthermore, most of the studies on INSET have mainly targeted teachers in government schools while private schools have been scarcely touched. As a result, there has been lack of information on the nature and extent of INSET provision among teachers in private schools. This study was designed to fill up this void.

Another factor which prompted this study is that many of the studies on INSET in Africa in general and in Zambia in particular have had methodological flaws and limited coverage. Some of them did not explain how data was collected and percentages of teachers exposed to INSET (Waddimba, 1982). Others failed to cover private schools (Kamwengo and Sumbwa, 1998; Waddimba, 1982) or separate primary from secondary schools (Chelu and etal 1995). This study attempted to avoid the methodological flaws and provide detailed coverage of the private schools.

### **1.8 The Purpose of the Study**

The purpose of the study was to explore and explicate the availability of INSET opportunities among teachers in selected private secondary schools.

### **1.9 Objectives**

1. To identify and describe INSET opportunities among secondary school teachers in private schools.
2. To determine factors that influence INSET provision in private schools.
3. To identify problems faced by teachers in participating in INSET activities.
4. To explore views of teachers, proprietors and Ministry of Education officials regarding current provision of INSET among teachers in private schools.

### **1.10. Principal Question**

The main research question: Are there in-service training opportunities among secondary school teachers' in private schools?

### **1.10.1 Sub-research questions**

1. What forms of INSET opportunities are found among teachers in private schools?
2. What factors influence INSET provision to teachers in private schools?
3. What problems are faced by teachers and school authorities with regard to INSET participation?
4. What are the views of teachers' proprietors and Ministry of Education officials regarding current provision of INSET to teachers of private schools?

### **1.11 Significance of the study**

The study was expected to inform policy makers about the extent to which the National Training Policy was adhered to by private schools and the constraints private schools faced in trying to provide INSET to teachers. It was anticipated that the findings of the study would be important to both teachers and proprietors of private schools, as they would provide information on barriers to INSET and the alternative strategies for eliminating the barriers. In addition to this, the study was expected to contribute to the literature on INSET.

Furthermore, the findings would help the Ministry of Education to enhance INSET opportunities among teachers and supervisors of private schools.

### **1.12 Limitations and Delimitations of the Study**

The study was limited to teachers in private secondary schools in Lusaka and the Copperbelt province only. It was not possible to cover all the teachers in private secondary schools in the country due to limitations of time and

resources. As a result private secondary schools outside these two provinces were not covered.

### 1.13 Definition of Terms

**Human Resource Development:** Organized learning in a definite period of time to provide the possibility of improving job performance or enhancing individual and organizational growth.

**In-service Training for Teachers:** Learning activities offered to serving teachers within or outside school, which are related to the present job.

**Professional Development:** Continuous INSET mainly to benefit an individual teacher.

**Pedagogical Approaches:** Methods used in the art and science of teaching children.

**Teaching Skill:** Ability to teach very well

**Burned out Teachers:** Teachers who are worn out professionally and have little or no interest in their work

**Resource Developers:** A person who provides learning experiences for employees and in some instances for non-employees .

**Competence:** Skills, knowledge, schemata or ability that can be utilized for the expeditious achievement of a task.

**Reliability:** The degree to which scores obtained with an instrument are consistent.

Validity:	The degree to which correct inferences can be made on the basis of results obtained from an instrument.
Data:	Any information obtained about a sample.
Rationality:	Being able to think and understand things clearly and make a decision based on reason.
Training Need:	A gap in knowledge skill or attitude, which can be bridged by exposing an individual to training.
School Effectiveness:	the extent to which a school is able to achieve its goal.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

In recent years, INSET for teachers has increasingly attracted the attention of policy makers, researchers and educationists. This has been partly due to the growing recognition of the important role INSET plays in improving educational quality and standards and school effectiveness. INSET is not a new phenomenon. Studies in Africa, United States of America and Europe (Hass, 1957; Coleman, et al, 1966; Jends et al, 1972; Burke, 1996; Heyneman and Loxley, 1983; Stallings, 1989; Joyce et al, 1989; Ferguson, 1991; Revaskis, 1969; Chikalanga, 1995; Waddimba, 1982; Kaluba, 1983; Kamwengo and Sumbwa, 1998) have clearly shown that INSET has been around for a long time. However, it is only in recent years that its importance has been realized in a country like Zambia.

#### **2.2 The impact of INSET on school and pupil performance**

Early studies in developed countries like the United States of America in the 1960s and early 1970s indicated that socio-economic status and home background factors rather than teachers and schools, were the most important determinants of student achievement (Coleman, et al, 1966, Jencks et al, 1972). While such conclusions did not go unchallenged teachers tended to be viewed as a weak link in the teaching/learning process and were treated accordingly. To this day, says Hargreaves (1994), policy makers in England and Wales have tended to treat teachers as naughty children in need of strict guidelines, while in the United States of America, the tendency has been to

treat them like alcoholics who need strict programming through teacher – proof curricular. Such approaches, he says, show scant respect for *professionalism of teachers and their ability to exercise discretionary judgment* in their day to day work.

Subsequent research by Heyneman and Loxley (1983) showed that teachers, impact may be greater in developing countries than in developed countries. The reason for this being that children's home background in developing countries is poor educationally as compared to that in developed countries. As a result, children in developing countries depend mostly on teachers for their success in school work than in developed countries where children are exposed to many learning facilities in their homes (Henveld, 1998). The research by Burke (1996) confirmed the critical role that teachers play in the teaching and learning process. He argues that teachers play an important role in pupils' education and school improvement whether in developing or developed countries.

Nowadays, some countries have made it mandatory for teachers to be attending INSET. For example, in the United Kingdom all teachers are entitled to days (Baker days) for INSET. It is also in the teachers' contract in the United Kingdom that all first year teachers should undergo INSET which takes about 20% of their teaching time (Brandford, 2000). The principle is that effective school learning requires good teaching and good teaching requires professionals who exercise judgement in constructing the education of their students (Porter and Brophy, 1988). In their study of effective schools in developing countries, Lewin and Stuart (1991) stated that effective schools

appear to require a high degree of school level responsibility and authority. For this reason, they placed emphasis on empowering teachers and school community to take responsibility for education decisions. This approach would make administrators, planners and policy makers in any education system to recognize the centrality of the role teachers play in the determination of school effectiveness, renewal and reform (Burke, 2000).

There are many studies that have been undertaken to determine the impact of INSET on school effectiveness and reform process. Fullan (1996) views INSET in two different but complementary ways. He looked at INSET as a powerful strategy for professional development and, as a long term effective approach to institutional reform. The two views of Fullan are reflected in studies discussed in this section.

In America, Stallings (1989) carried out an investigation into the effects of teachers' training on secondary students' reading scores. The research tested the following assumptions:

- a) The level of performance of students if only reading teachers in a school were trained.
- b) The level of performance of students if all language arts and reading teachers in a school were trained.
- c) The level of performance of students if all teachers in a district were trained over a three -year period

It took Stallings some years to compare the effects of the three different training designs. The design involved 47 teachers in 7 districts, along with a control group.

Teachers in the treatment group compared with the control group changed their behaviour in the classroom and their students gained six months in reading scores over the control group. In the second design, all teachers in two schools were trained and compared with a control group of two schools. The differential gain in reading scores was eight months. In the third design, all teachers in the district were provided with the training with no control group. Each group of ninth grade students during the three years of the study steadily improved their scores. These results demonstrate the impact of INSET on pupil achievement.

Joyce et al (1989) in their work in Richmond County, Georgia provided further confirmation of the link between staff INSET implementation and student outcomes. Working with summer institutions and follow - through support and with school teams of administrators and teachers, Joyce and his colleagues applied their well known model of theory demonstration, practice, feedback and continuous follow – through (Joyce and Showers, 1988). Joyce and Murphy (1990) wrote that:

*Our setting has been able to support a major project. Twenty-six schools are involved thus far, with about 10 to be added annually until all 50 are connected and the district administration has easily handled conflicts, logistics and procedures for orienting personnel. Nearly a thousand teachers are regularly using research - based model of teaching that were completely new to them. Cooperative learning pervades the schools that have been involved for a year or more. Implementation has been substantial enough that in some areas there is evidence of notable increases in student learning (p. 245).*

After 18 months of intensive training and follow up with teams of teachers focusing on models of teaching, Joyce and his colleagues were able to claim considerable (but variable) implementation in the classroom which in turn was related to dramatic impact on student achievement and student promotion rates (Joyce & Murphy, 1990).

It is important to emphasize that both the Stallings and Joyce initiatives require considerable knowledge, skill and effort in order to accomplish what they did.

In Texas, Furguson (1991) investigated pupil performance against teachers' expertise (measured by scores on licensing examination, masters' degree and experience) among 900 schools. The analysis of the results showed that about 40% of the measured variance in grades one to eleven were as a result of teachers' qualifications and experience. This research showed that there was a relationship between teachers training and pupil - performance. An earlier study by Armoun Thomas (1989) in New York City showed that teacher qualification accounted for more than 90% of the variation in student achievement in mathematics and reading across all grade levels. Furthermore, in a comprehensive review of the teaching process and pupil achievement in the United States of America (National Convention, 1996); Darling Hammond, (1998) noted that teachers who spend more time in professional development activities were better teachers especially when it came to fostering higher order thinking skills and catering for individual needs.

In Africa, Trevaskis (1969) carried out a research to establish the importance of INSET among those involved with the education of pupils. He found out that INSET was not a peripheral aspect of teacher education. He further saw that the rationale for INSET was derived from the fact that teacher education comprised pre-service and INSET. These were found to be integral parts of a continuous self-renewal process of the teaching profession. He also pointed out that without INSET in Africa, undoubtedly teachers and school standards would deteriorate.

The study by Trevaskis (1969) was weak because it did not give details on how data was collected. He should have clarified how he concluded that INSET was not a peripheral aspect of teacher education. Furthermore, the study of INSET in schools should have come out clearly on teachers' views about what INSET opportunities were available to them and the barriers experienced. In this case, he should have used a survey design to collect data and analyze the data by scaling and ranking. This could have shown different degrees of staff responses to INSET barriers. The study looked at existing INSET provision in Anglophone African countries, dissemination of findings on INSET innovations and promoting cooperative research on INSET among participating countries.

### **2.3 Research on INSET in Zambia**

Waddimba (1982) carried out a case study on INSET among teachers in Zambian government primary schools. The research was in fact based on the recommendations of Trevaskis' study. Waddimba (1982) found that the methods used in INSET courses included lectures, demonstration, discussion, workshops, seminars/tutorials. Other methods were barely used. He also found that INSET was used as an introduction to new curricular and retraining for new roles.

Though Waddimba's study on INSET in Zambia among government primary school teachers was a good attempt to unearth strengths and weaknesses in the provision of INSET among teachers it had one major weakness. On methodological grounds, the study did not explain clearly how data were collected. The study did not quantify teachers in terms of preferred method of

INSET delivery. The research did not mention how many teachers or what percentages of teachers were exposed to INSET. The study did not cover private schools, hence the necessity of the present study on private schools.

Waddimba's study showed that INSET located at the University of Zambia and the Curriculum Development Centre accounted for just 2% of the total, 30% in provinces, 20% at teachers' own schools, 16% at NISTCOL and 13% at teacher training colleges in the teachers' province. This implies that the total percentage was 81% with 19% uncounted for. The study should have accounted for the 19% so that a clear picture could be created on the distribution of INSET programmes in government schools.

Kaluba (1983) carried out a study on private secondary schools. His study aimed at assessing privatization policy in education and determining factors responsible for the poor image of private secondary schools. He suggested four factors as being responsible for the poor image of private schools. The factors were:

- a) Proprietorship
- b) Size and enrolment capacity
- c) Staff structure and recruitment
- d) Curriculum.

A sample of 12 secondary schools on the Copperbelt was taken. Proprietors of schools or Headteachers were given questionnaires to answer while the Education Officer (Ndola) was interviewed. Document analysis on private secondary schools was also done. The finding of his research was that poor

teaching in private secondary schools was due to the poor quality of teachers. However, he did not mention measures to be taken in order to address this factor. He acknowledged that the continued use of poorly qualified teachers in these schools showed that proprietors were only interested in financial gains rather than providing pupils with rightful education.

Another study conducted by Chelu (1995) sought to describe the provision of INSET to teachers in Zambian government schools. Views of selected teachers and education managers regarding the provision of in-service training to teachers were taken. Respondents were asked to make proposals for improving the quality and effectiveness of INSET in the country. The research covered 10 primary, 6 secondary and 4 Basic schools including Solwezi Teachers College. Questionnaires were given to 123 primary school teachers, 108 secondary school teachers and 18 Basic school teachers. Interviews were held with selected Provincial Education Officers (PEO), officers from Zambia National Union of Teachers (ZNUT), Teaching Service Commission officials (TSC), District Education Officers (DEO) and Headteachers.

Chelu's (1995) study found that 75% of teachers in government schools did not attend any formal in-service training. In addition, 58.9% of those who attended in-service training went to National In-service Training College (NISTCOL). Furthermore, 22.8% of those who went for in-service training attended Zambia Primary Course followed by 21.1% who attended NISTCOL's Diploma. The study found out that secondary school teachers had fewer

INSET opportunities than primary school teachers. Among the reasons for this were:

- (a) Non-availability of an exclusive INSET college for secondary school teachers only in the country.
- (b) No detailed policy guideline on INSET.
- (c) Few higher institutions of learning offering distance education to teachers.
- (d) INSET provision by the government seems to target primary school teachers mostly.

The study had one major weakness. The first limitation is that the findings did not separate primary school teachers from secondary school teachers. For this reason the results did not give a clear picture of INSET participation between primary and secondary school teachers. The results suggested that there were more primary school teachers attending INSET in colleges than teachers from secondary schools. Separating secondary school teachers from the primary school teachers would have made it possible to establish the ratio of participation between the two groups.

A recent study on in-service training was conducted by Kamwengo and Sumbwa (1998). The aim of the research was to come up with strategies for in-service education for education managers in government institutions. Two hundred and sixty eight (268) education managers and 1008 teachers were sampled. Data was collected using interviews, questionnaires, focused group discussions and documentary analysis. They found that Education Managers

needed to be exposed to in-service training if they were to perform to the expected standards.

The study by Kamwengo and Sumbwa had a limitation in that it did not cover private institutions. It is for this reason that the present study included education managers from private schools. However, the present study used a similar approach in data collection except that there was no focused group discussion.

## **2.4 Summary**

The literature review has shown that in the past three decades numerous studies (Coleman, 1966; Joyce and Showers, 1988; Fullan, 1996; Chelu, 1995) have been conducted to find out how INSET has been made available to teachers and what impact it had on school and pupil performance. However, these studies have had weaknesses. First and foremost is that most of them were conducted among Western countries, and little was done on the African continent. Secondly, many of the INSET studies have not shown how difficulties associated with INSET provision to teachers especially in private schools could be addressed. This study endeavored to overcome these limitations.

## CHAPTER THREE

### 3.0 METHODOLOGY

#### 3.1 Overview

This chapter discusses the methods used in this research. The chapter is divided into eleven sub-sections which describe the population, sample size, sampling procedure, research design, research instruments, data collection procedure, data collection techniques, data analysis and data interpretation.

#### 3.2 Population

The population consisted of 500 teachers from Lusaka and Copperbelt private secondary schools. The rationale for selecting teachers from Lusaka and the Copperbelt was that the two provinces have the largest number of private secondary schools. The table below shows the distribution of teachers in the two provinces:

Table 3.1 Number of teachers in the two provinces by Gender

Province	Female Teachers	Male Teachers	Total
Lusaka	50	204	254
Copperbelt	64	182	246
<b>Total</b>	<b>114</b>	<b>386</b>	<b>500</b>

#### 3.3 Sample size

The sample consisted of 100 teachers. This represented about 20% of the total population of teachers in the two provinces. The one hundred (100) teachers in the sample were selected from schools run by churches,

individuals, boards, companies and Parent Teachers' Association (PTA). The distribution of teachers in the sample is shown in the table below. There were also 10 proprietors and 5 Ministry of Education officials who were interviewed in order to allow for triangulation.

Table 3.2 Teachers in the sample population

<b>Location</b>	<b>Schools</b>	<b>Teachers</b>
Lusaka Province	5	50
Copperbelt Province	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

### **3.4 Sampling Procedure**

A sample of 100 teachers was drawn from the population using stratified random sampling procedure. Private schools were divided into five strata consisting of individual, religious, boards, company and PTA. Two schools were randomly picked from each strata. In order to draw a sample of 100 teachers and to ensure that all categories of school were equally represented, 10 teachers were randomly selected from each of the two schools in each strata using alphabetical order.

### **3.5 Research Design**

The research adopted a survey research design. This design is one of the descriptive methods. Surveys attempt to investigate incidence, distribution and interrelations among sociological and psychological variables (Cohen and Manion, 1994). Furthermore, surveys focus on people's vital facts, beliefs, opinions, attitudes and facts about in-service training opportunities among

teachers in private secondary schools. The research design was chosen because it would allow the researcher to explore the respondents' feelings, beliefs and understanding of their need to participate in INSET and some social and economic factors that may affect their participation in in-service training.

Survey research design usually uses the following data gathering techniques: interviews, questionnaires, test of attainment or performance and attitude scales (Bikken, 1992). The interviews were seen as the most effective way to touch the real sentiments and feelings of the respondents.

### **3.6 Research Instruments**

The data gathering instruments employed in the study included questionnaire and two semi-structured interview schedules. The structured questionnaire consisted of 27 questions. The questions were on personal profile, workshops, seminars and courses attended, factors influencing INSET opportunities, models of INSET employed and views regarding current provision of INSET in private schools. Respondents were requested to answer the list of closed-ended questions.

The interview schedule consisted of a list of nine questions. The order in which these questions had to be asked depended on the flow of the interview/conversation. Cohen and Manion (1994) recommended that a semi-structured interview resembles a "friendly conversation".

### **3.7 Validity of Instrument**

Cohen and Manion (1994) said that the most important quality of any instrument is the validity (extent to which an instrument measures what it purports to measure). Just like most social science studies, validity was one of the factors considered when choosing the instruments to be used in this study. The study was basically descriptive and therefore employed questionnaires and semi-structured interview schedules. These instruments were subjected to pilot testing. The methods of collecting data were determined by the following factors: the nature of data to be collected, the research questions to be asked, scope of the study and the ways of maximizing validity and reliability of the data.

### **3.8 Data Collection Procedure**

In order to obtain the needed data from the sampled participants, the researcher sought written permission from the Head of the Department of Education Administration and Policy Study at the University of Zambia. The written permission was addressed to the Provincial Education Officer for Copperbelt and Lusaka provinces with copies to the Provincial Police Command in the two provinces. At every school that was visited the researcher started by seeing the Headteacher. After self introduction and explaining the purpose of the research, then the teacher was assigned to the researcher as a contact person. The school Headteachers were also assured of confidentiality about the data obtained from their schools.

As for the Ministry of Education officials, access to them was very easy because they were aware of such research programmes and familiar with the

researcher. Furthermore the targeted officials were professionals and therefore could easily give information on any question asked independently.

### **3.9 Data Collection Techniques**

The techniques that were used to obtain data were:

#### ***3.9.1 The administration of questionnaires to teachers:***

A self completion questionnaire for teachers was prepared between December, 2000 and January, 2001, a vacation time for private schools. As a result data collection could not begin until the end of February when schools opened. The questionnaire was administered to 100 randomly selected secondary school teachers. They were asked to complete the questionnaires (Appendix I) in their free time. Each questionnaire was accompanied by instructions on how to complete it. However, participants were given further clarifications by the researcher where necessary. In most cases, questionnaires were completed while the researcher waited. Questionnaires which could not be completed in the presence of the researcher were collected at an appointed time. Anonymity and confidentiality were ensured by not allowing teachers to write their names on questionnaires. This helped to remove fears of victimization and promoted honest responses from participants.

#### ***3.9.2 Interviews with school administrators and Ministry of Education officials***

Interviews for proprietors and Ministry of Education officials were semi-structured interview schedules (Appendices 2 and 3). All interviews were verbally done and notes were taken as interviews proceeded. The interviews

were conducted in offices of the participants and lasted about 20 to 30 minutes.

The Semi-structured interviews with school administrators and Ministry of Education officials were aimed at validating responses from teachers on INSET opportunities in private schools. The interview gave school administrators and Ministry of Education officials the advantage of expressing their opinions more clearly and in depth. This also gave the researcher an opportunity of face-to-face talk with some stakeholders of INSET in schools.

### **3.9.3 Document analysis on in-service training in Zambia:**

As a way of collecting more facts about the provision of INSET in private schools and also to verify data from questionnaires and interviews, documentary analysis technique was employed. This involved reviewing research reports, books, reports on INSET from the Ministry of Education, the 1977, 1992 and 1996 education policy documents, administrative and project reports. It was done to in order to augment other sources of data. Documentary analysis also helped to clarify the government's stand over the provision of in-service training to teachers of private schools.

### **3.10 Analysis of Data**

Quantitative data from questionnaires was analyzed using computer software called Statistical Package for Social Scientists (SPSS) to generate tables of frequencies and percentages. Bar graphs were also used to present the statistical information.

The qualitative data from interviews were coded and emerging themes were grouped into categories using constant comparative analysis technique. The themes and categories of the initial data were compared with those in subsequent interviews. Then the categories were regrouped to get the most significant categories and themes (Glaser and Strauss, 1967).

This study made use of the triangulation technique for analyzing data. Triangulation is basic to survey. It allows the researcher to test one source of data against another. In this way it improves the quality of data and accuracy of the findings. In this study, triangulation occurred as the researcher used different sources of data. Data from documents were compared with data from the questionnaires and interviews.

### ***3.11 Data Interpretation***

According to Goetz and Lecompte (1988), data interpretation depends on the purpose of the study, conceptual and theoretical frameworks, research experience and background, including the nature of the data collected and analyzed.

In this study, the data collected were both quantitative and qualitative. Interpretation of quantitative data involved the use of the tables of frequencies, and percentages and the Likert scale. Responses with the highest frequencies or percentages were considered as representing the general views from respondents. Qualitative data were interpreted by considering the most significant categories and themes from interviews. The most significant categories of themes were those responses that represented the most reoccurring themes, which were in fact the views of the majority of respondents.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION**

#### **4.1 Presentation of results**

##### ***4.1.1 Overview***

This chapter presents the results of the interviews and questionnaires conducted to determine In-service training opportunities among secondary school teachers in private schools. The results are presented under sub-headings derived from the objectives of the study. These include: Profile of respondents, workshops and seminars, local school INSETS, barriers of INSET opportunities, formal residential INSET programmes, and employer's support for INSET activities. Other sub-headings include views on how to enhance or increase teacher participation in INSET and teachers' attitudes towards INSET.

##### **4.1.2 Respondents profile**

###### ***4.1.2.1 Age of respondents***

Seventy percent (70%) of the respondents were aged between 20 and 40 years. And 30% were under 40 years. Generally, both the old and young respondents were covered in the study.

###### ***4.1.2.2 Sex of respondents***

Seventy six percent (76%) of the respondents were males while the remaining 24% were females. The dominance of the male respondents in the study was largely due to the fact that the majority of the teachers in private schools were males.

#### 4.1.2.3 Marital status

Sixty four percent (64%) of the respondents were married while 24% were single and the rest were either widows or widowers.

#### 4.1.2.4 Respondents' length of service.

Table 1 Distribution of respondents according to length of service.

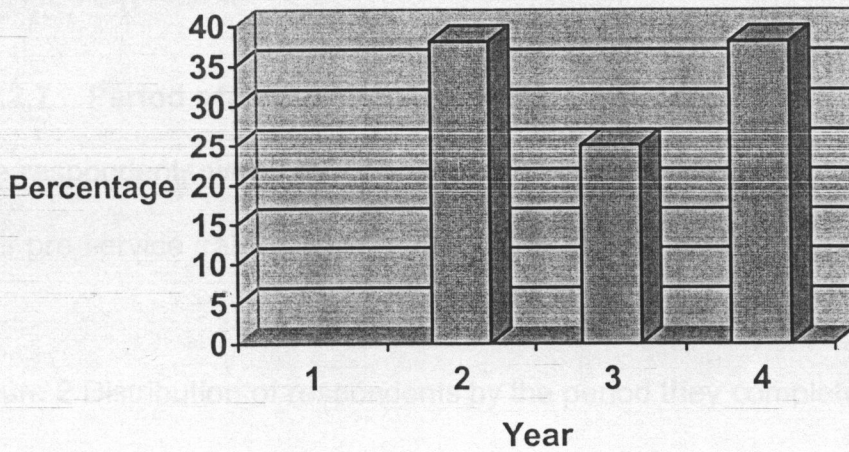
Length of Service (Years)	Respondents	Percentage
21 and above	8	8
16 – 20	13	13
11 – 15	13	13
6 – 10	35	35
0 – 5	31	31
Total	100	100

The majority of respondents were young in service. The table shows that for 66% of the respondents the length of their service is between 0 and 10 years. For the remaining 34% the length of service is 11 years and above.

#### 4.1.2.5 Length of pre-service training in years

Figure 1 Distribution of respondents according to the length of pre-service training.

## Length of Pre-service Training in Years



Of the one hundred respondents, 38% had 2 years of pre-service training, 24% had 3 years of pre-service training and 38% had 4 years of pre-service training. This showed that the teachers in private secondary schools had either 2 years, 3 years or 4 years pre-service training programme. This was normal because duration of college teacher training programmes is 2-3 years and that of university is 4 years.

### 4.1.2.6 Respondents' highest professional qualifications obtained

Table 2: Highest professional qualifications

S/NO.	Highest professional qualifications	Respondents	Percentage
1.	B.A/BSc Ed	40	40
2.	Advanced Diploma	12	12
3.	NISTCOL Diploma	2	2
4.	Secondary Diploma	43	43
5.	Primary Teaching Certificate	3	3
	<b>Totals</b>	<b>100</b>	<b>100</b>

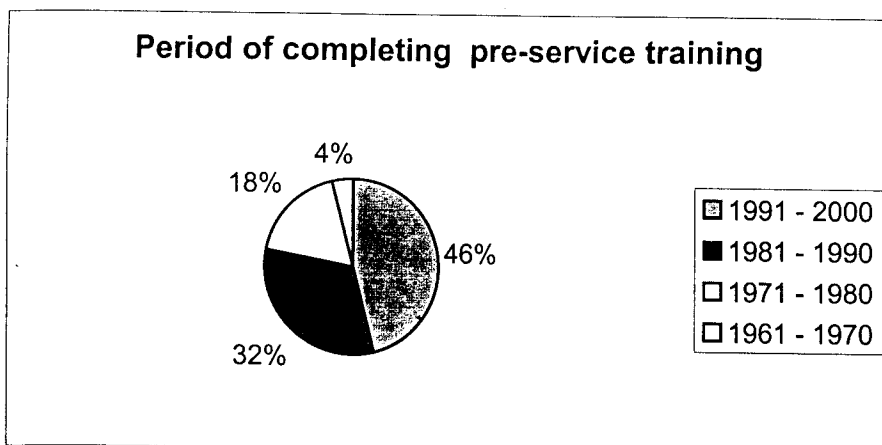
Out of the one hundred respondents, 3% had Primary teaching certificates, 43% had Secondary teachers diplomas, and 40% had Bachelors' degrees,

12% Advanced diploma, 2% had diplomas from the National In-service Training College.

#### 4.1.2.7 Period of completing pre-service training

The respondents were asked to indicate period or time when they completed their pre-service training. A pie chart below shows their responses.

Figure 2 Distribution of respondents by the period they completed pre-service training.



Forty-six percent (46%) of respondents completed their pre-service training between 1991 and 2000. The results further show that 32% completed their pre-service training between 1981 and 1990. This makes up 78% of the respondents completing their pre-service training between 1981 and 2000. The remaining 22% completed their pre-service training between 1961 and 1980.

### 4.1.3 Workshops and Seminars

The respondents were asked whether they had attended a training workshop/seminar. Eighty-six percent (86%) indicated that they attended a training workshop/seminar while 14% had not attended a training workshop/seminar.

#### 4.1.3.1 Number of times attended training

Table 3: Number of times respondents attended either a workshop or a seminar.

Number of times	Respondents	Percentage
More than 10	16	16
6-10	26	26
1-5	48	48
0	10	10
<b>Total</b>	<b>100</b>	<b>100</b>

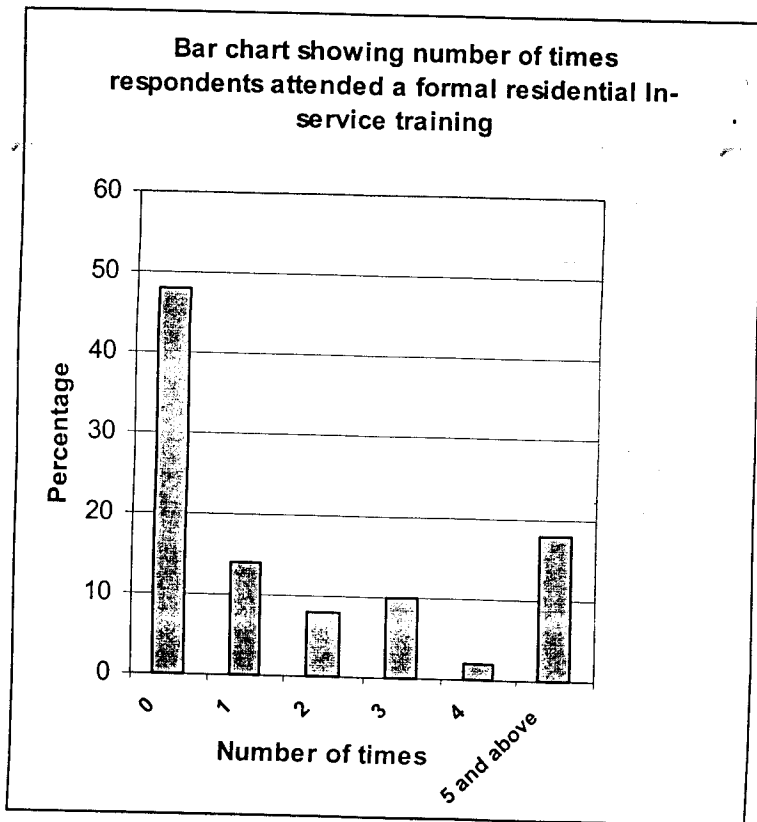
The table revealed that 90 % of the respondents had at one time attended a workshop or a seminar. Of the Ninety Percentage, 48% attended 1-5 times, 26% attended 6-10 times and 16% attended more than 10 times. Ten percent (10%) of the respondents had not attended either a training workshop or a seminar.

#### 4.1.3.2 Residential In-service training

Respondents were further asked whether they had attended a residential in-service training. About 46% said they had attended residential in-service training whereas 54% said they had not.

**4.1.3.3** *Number of times respondents attended a formal residential In-service training*

Figure 3 Bar chart showing number of times respondents attended a formal residential in service training.



The results show that 48% had not attended any INSET programme. Fourteen percent attended 1 time, 8% attended 2 times, 10% attended 3 times, 2% attended 4 times while 18% attended at least 5 times. Again these results did not show whether one attended INSET while serving in government or private schools.

**4.1.3.4 Average duration of residential In-service training Course(s) attended**

Table 4: Average duration of residential In-service training Course(s) attended by respondents

Duration in Years	Respondents	Percentage
2	5	5
1	4	4
0.5	14	14
Less than ¼	4	4
0	48	48
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that 48% of respondents had not been in residential INSET, 4% for less than 3 months, 4% for one year and 5% for two years. Table 4 reveals that the majority (22%) of those who attended residential INSET were those who attended for up to one year.

**4.1.4 Local School In-Service Training Programmes**

Respondents were asked whether their school organized In-service training for them. Thirty-two percent of respondents indicated that the school had organised in-service training for them but 64% said the school had not. This showed that schools were not doing much as far as In-service training provision was concerned. Furthermore, out of the 100 respondents, only 10% had been sponsored by their schools while 90% said that they had never been sponsored.

Respondents were asked to indicate whether In-service programmes were held regularly at their school. The results are shown in the table below.

Table 5: Distribution of respondents according to whether INSET programmes were held regularly.

Response	Respondents	Percentage
Yes	15	15
No	85	85
<b>Total</b>	<b>100</b>	<b>100</b>

The results show that of the one hundred respondents, only 15% agreed that INSET programmes were held regularly at their schools while 85% disagreed. The results in section 4.1.4 clearly indicate that not enough local school In-service training was conducted.

#### 4.1.5 Barrier of In-Service Training Opportunities

##### 4.1.5.1 Factors identified as barriers to In-service training opportunities among teachers

Table 6: Factors that hinder teachers from participating in In-service Programmes in percentages.

Factors	Strongly agree	Agree	Cannot say	Disagree	Strongly Disagree
Lack of sponsors	52	24	12	6	6
Inadequate INSET provision by schools	46	28	12	10	4
Conditions of service	39	25	7	23	6
High tuition fees	38	24	12	18	8
No study leave	31	31	17	17	4
Lack of evening INSET programmes for teachers in high learning institutions	28	36	16	13	7
Fear of losing jobs	30	26	10	26	8

The results revealed that 76% of respondents indicated that lack of sponsors was a big barrier to teachers attending in-service training programmes. Further enquiry on whether any respondent had been sponsored by the school revealed that only 10% had been sponsored by the schools. About 74% said

that another barrier to attending INSET was the inadequate INSET provision by the schools.

Furthermore, 64% named conditions of service as a barrier to teachers attending INSET. High tuition fees charged by INSET providing institutions and lack of study leave accounted for 62% and lack of evening classes and other forms of INSET programmes accounted for 54%. Finally, 56% could not go for In-Service training because they feared to lose their jobs.

#### 4.1.6 Employers' support for INSET activities

Respondents were asked to state whether the school administration supported INSET programmes. Of the one hundred respondents asked, 24% said yes and 76% said that there was no support for INSET from the school administration.

##### 4.1.6.1 Forms of INSET support from employers

Table 7: Distribution of respondents according to INSET support received from employers.

Forms of support	Respondents	Percentage
Unpaid study leave	8	8
Paid study leave	12	12
Tuition loan	6	6
Tuition fees and refunds	4	4
Provision of transport	6	6
None of the above	64	64
<b>Total</b>	<b>100</b>	<b>100</b>

The table shows that 12% of the respondents indicated that their employers provided teachers with paid study leave, 8% said employers gave unpaid

study leave, 6% indicated tuition loans and transport and 4% said teachers received tuition fees and tuition refunds.

#### 4.1.7 Teachers' attitudes towards INSET

Table 8: Distribution of respondents by willingness to go for INSET

Response	Respondents	Percentage
Yes	98	98
No	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

Ninety eight percent of the respondents were willing to go for In-service training. In fact the result shows that almost all teachers were ready to participate INSET activities.

Respondents were asked to indicate whether they sponsored themselves for INSET. Twenty five percent of the respondents said that they had sponsored themselves for INSET.

##### 4.1.7.1 Benefit of In-service training

Table 9: Distribution of respondents according to how they perceived benefits of INSET

Factor	Strongly agree	Agree	Cannot say	Disagree	Strongly Disagree
No benefit of INSET	29	23	16	23	9

Thirty Two percent of respondents said that there were benefits in attending INSET, while 52% did not see any benefit.

#### 4.1.7.2 Respondents preference for INSET forms

Table 10: Teachers' preferred form of INSET

Order of preference	1	2	3	4	5
Seminars and Workshops	25	13	17	12	33
Meetings	17	10	37	23	13
Short college courses	15	9	27	39	12
Study tours	27	28	14	23	8
Long College or University course	10	43	6	6	35

The table shows that respondents put study tours as the first preferred INSET delivery strategy followed by seminars and workshops, meetings, short college courses and finally long college/ University courses.

#### 4.1.8 Respondents views on teacher participation in INSET

All the respondents involved felt that the Ministry of Education should be encouraging private schools to provide INSET for their teachers. It was felt that there was a very weak link between the Ministry of Education and Private School on the provision of INSET to teachers. Ninety eight percent of the respondents said that the weak link was seen through non-visitation of schools by government inspectors. The weak link also led to inadequate availability of information on INSET to teachers in private schools.

The other major factor which needed to be addressed among private schools were the conditions of service. All the respondents (100%) mentioned that conditions of service did not allow them to participant in INSET Programmes. Teachers were not provided with paid study leave to enable them to attend

INSET Programmes, especially long ones. Consequently, 85% of the respondents felt that as apart of improving job security, private schools should start organising INSET activities for teachers.

About 91% of the respondents suggested that private schools should form INSET Committees in their schools as a way of improving INSET provision to teachers.

#### **4.1.9 Ministry of Education officials views on issues relating to provision of INSET to teachers in private schools.**

Five officials from the Ministry of Education were asked to express their views on the provision of INSET to teachers in private schools. All the five (100%) officials from the Ministry of Education were in favour of involving government inspectors in providing INSET advice and carrying out inspection. They felt that by doing this, they would be strengthening the link between private schools and the Ministry of Education. The officials (100%) mentioned that the provision of INSET to teachers was a cardinal principle of the teaching profession. In relation to the purpose of INSET, all participants (100%) mentioned that provision of INSET to teachers should aim at both upgrading and updating teachers professionally and academically.

The Ministry of Education officials (100%) felt that there was need to come up with a policy which could help them govern INSET provision in private schools. In addition to this, they also mentioned that the government was already working out a policy which would compel private schools to cater for INSET for their teachers.

All the officials (100%) observed that there was a weak link between private schools and the Ministry of Education in as far as INSET provision was concerned.

In general, the views from the Ministry of Education officials revealed that the government was ready to help improve INSET provision among private schools.

#### **4.1.10 School authorities views on issues relating to provision of INSET to teachers.**

In this study, 10 respondents were interviewed in order to get their views on issues relating to provision of INSET to teachers. All participants (100%) mentioned that schools were not static and therefore, required teachers to regularly attend INSET. However, all school authorities (100%) favoured short INSET programmes and also wanted INSET activities to be done during school holidays.

Most of the participants (90%) interviewed indicated that their schools supported INSET programmes. In addition, 50% of the school authorities were in the position to provide study leave and sponsorship to their teachers. The main constraint was lack of financial resources. Out of the participants interviewed, 80% mentioned that whereas their schools were willing to sponsor and provide INSET to teachers, financial resources could not allow them.

The study revealed that 80% of the private schools did not have organisation structures for INSET. This meant that INSET programmes were either organised by the school administration only or individual subject departments.

The general findings on INSET provision from school authorities were that there was still need for an improved system of INSET provision.

## 4.2 Discussion of Findings

### 4.2.1 *Preview*

This section is divided into four sub-sections namely forms of INSET opportunities among teachers in private schools, factors that influence INSET provision to teachers in private schools, problems faced by teachers and school authorities with regard to INSET participation and views regarding current provision of INSET. Discussion of these sub-sections is based on the findings of the study and in some cases backed by some literature.

### 4.2.2 *Forms of INSET opportunities among teachers in private schools*

The study revealed that INSET opportunities for teachers were available in the form of seminars, workshops, meetings, short college courses, study tours and long college/University courses. However, participation in each of these INSET programmes differed. Among the teachers who had a chance of attending INSET programmes whilst serving in a private school only 5% had attended an INSET programme of two years duration while 14% had attended a one year programme. (See table 4). The INSET programmes of long duration were characterised by higher education accreditation and professional qualifications. Blandford (2000) refers to long INSET programmes as professional education.

The research further revealed that only 36% of the private schools were able to provide in-house forms of INSET. In-house forms of INSET included school based, classroom based, inductions observations, meetings and team teaching. Blandford (2000) referred to these forms of INSET as practitioner development. Other teachers (32%) had attended INSET ranging in duration from less than three months to six months. These INSET programmes were in the form of conferences, courses, seminars and workshops. Most of these programmes were organized by external experts and covered pedagogical activities. INSET programmes that cover pedagogical activities are often referred to as professional training programmes (Fullan, 1996).

Further investigation showed that teachers in private schools had a certain order of preference in terms of INSET delivery strategies. In this study, most teachers preferred study tours, followed by seminars then meetings, short college courses and long college or university courses (see table 10). The reason for preferring INSET programmes of short duration was that adults were in most cases very busy people with a lot of commitments making demands on their time. With short courses, they had time to be with their families, and attend to family issues.

Generally, the study showed that teachers in private schools had a preference for INSET programmes that were of short durations. This could be one of the reasons why most teachers from private schools were not seen in training institutions that offered long term INSET programmes.

The fact that the study findings showed that some INSET delivery strategies were very much preferred than others should not be taken to mean that they were better than other INSET delivery strategies.

INSET should as much as possible be of the type which would be of benefit to the teacher and school. Kamwengo and Sumbwa (1998) mention that INSET programmes could not take place unless participants saw the benefits in the form of positive change in attitudes, skills and knowledge. Some INSET programmes failed to attract participants because of not being relevant to the needs and interests of individual teachers or schools. Fullan (1996) says that for a school to benefit from any given INSET programme, teaching and learning process of pupils should be enhanced. This research found that both teachers and school authorities were aware of the benefits of participating in INSET Programmes.

In-service training programmes are categorised into short and long term training. Depending on the aim of an INSET programme, labels short or long term programmes were applied. However, other training needs required both short and long term training programmes. Also depending on the number of people involved in an INSET programme, a workshop/seminar, meeting, study tour, in- house or out of station format was used.

#### **4.2.3. Factors that influence INSET provision**

This sector discusses research findings on factors that influence INSET provision in private schools. Among the factors that the study covered were training need, administrative support, resources, individual interest,

organizational interest, conditions of service, individual and organizational benefit from INSET.

The study revealed that teachers in private schools were in need of INSET. Ninety eight percent of the school administration also agreed that INSET was needed for their teachers. However, there was a gap between the desired and actual situations. Most teachers in private schools had not been exposed to INSET. The situation in private schools also showed that school administrators also needed exposure to INSET even though they experienced difficulties in participating in INSET programmes.

Ensuring that education personnel were engaged in continuous growth was the goal of every school administration. Given the awesome responsibilities of educating the young and rapid changes in knowledge and social conditions, creating environments that would enable teachers to continuously grow was an important and natural thing to do. The finding of research was that 76% of teachers did not receive support from school administration for INSET because conditions of service did not cater for that.

Support from school administration was very necessary for teachers to participate in any INSET. Administrative support served as an encouragement for teachers to take INSET seriously (Berman et al, 1979). This research revealed that most school administrators did not invest in the development of their human resources (See table 7).

The research further revealed that there were no structures for INSET provision in private schools. It was the duty of every school administration to create a staff development governance committee in the school. By establishing an INSET structure, the school administration would be creating a climate that could enhance teaching, learning and collaboration on INSET planning. But most INSET programmes in schools (90%) were planned and arranged by central school administration.

Creating staff INSET structures was a multi-faceted effort. The research showed that most private schools in Zambia were not doing well, especially when it came to providing financial support. Most teachers (64%) indicated that their schools did not give them financial support. In relation to this point, Fullan (1996) says that the crux of the matter was getting teachers to talk together on a regular basis with right information at their disposal. Getting involved in INSET programmes required both material and financial support.

Another factor that affected INSET opportunities among teachers were the conditions of service. Conducive conditions of service were necessary for a good professional development culture (Blandford, 2000). In turn a good professional development culture would be guided by a well developed training policy. Conducive conditions of service would provide teachers with access to a variety of learning experiences. Unfortunately, many private schools in Zambia (74%) had conditions of service that did not provide INSET opportunities to teachers. Whereas private schools were in favour of providing INSET opportunities to their teachers, 90% were not ready to release their teachers for INSET during school days. Furthermore, if one managed to find

sponsors he or she would be asked to terminate the employment contract. This is because conditions of service do not include provision of INSET to teachers (see table 6 P.46). Schools being learning organizations should have had conditions of service that would enable teachers to learn and develop skills required to address issues as they emerge in education.

Of the factors that influenced the provision of INSET opportunities most were administrative support, availability of financial and material resources and conditions of service. What was significant here was that all the factors that adversely affected the provision of INSET to teachers were associated with school administration.

#### **4.2.4 Problems faced by teachers and school authorities regarding INSET participation**

Among the major problems faced by teachers in participating in INSET were the following:- lack of sponsors, conditions of service, lack of evening classes, inadequate teaching staff, fear of losing the job and non availability of study leave. School authorities on the other hand said that their major problem was that most INSET programmes held by the Ministry of Education were done during school working days. They also mentioned that high INSET costs and inadequate time for INSET during school days contributed to their failure to provide INSET to teachers.

However, what school authorities should have known was that professional development was a pre-requisite for effective schools (Green, 1999). Successful schools did not simply happen; they were successful because one made them so. A fundamental principle of the learning organization and the

focus of a good school was effective learning. Consequently, it was the task of school authorities to create conditions, which would enable teachers and pupils to achieve effective learning. In order to achieve this, school authorities should have aimed at improving qualities of existing staff. Furthermore, school management should have tried to provide INSET to teachers because this promoted shared values, facilitated change and promoted equality of promotion opportunity.

The approach to INSET provision by private schools needed to change. At the time of this study, 76% of schools did not sponsor their teachers for INSET programmes. Further investigation revealed that of the ten (10) schools visited during research, only 20% had teachers on study leave. The major reason for this state of affairs was that conditions of service in most of the private schools in Zambia did not include provision of INSET. As a result of such conditions, there was inadequate INSET provision among teachers in private schools. The research found that 74% of private schools did not provide enough INSET. The reason put forward by school authorities was that they were financially weak and therefore could not afford to sponsor their teachers for INSET or even arrange for local INSET regularly,

On conditions of service for teachers, the finding was that most teachers were not happy with the absence of INSET in the conditions of service. About 64% of the private schools had conditions of service that did not cater for teachers INSET programmes. This view expressed by teachers was also supported by 80% of schools' administrators. Only 20% of the schools under this study had teachers on full sponsorship by schools. One would attribute this situation to

inadequate support from school administration. What private school administrators should have realised was that teachers could do very little without their support. Fullan (1996) says that individual or group based teacher initiatives and negotiation without support from the administration can lead into unsuccessful INSET programmes.

Provision of INSET programmes to teachers by most learning institutions favoured teachers from government schools. The finding on evening forms of INSET delivery showed that 54% of teachers said that they had failed to attend INSET because there were no learning institutions that offered INSET through evening classes. Of the higher learning institutions which provided INSET courses in the evenings most of them did not cover courses that specifically met the needs of teaching staff.

Just like teachers in public schools, teachers in private schools could not meet high tuition fees demanded by INSET providing learning institutions. The study found out that 62% of the teachers could not participate in INSET provided by these institutions because they could not afford training costs. The problem of high training cost was also experienced by school authorities. This was one of the reasons why proprietors of private schools were in favour of in-house INSET programs. Job security was another factor that hindered most teachers from taking part in INSET programmes. The findings were that 56% of teachers feared to attend long INSET programmes because that meant losing employment. As a result of job insecurity, teachers were made to attend in-house INSET programmes and short courses that would not disturb their teaching. One thing that came out of this set up was that most of

those who had attended INSET while serving as teachers in private schools had participated in short INSET programmes that did not carry professional awards.

Teachers in private schools had problems in getting information on the availability of INSET programmes. The research revealed that the Ministry of Education did not make this information available to private schools. In order for one to make a decision on which INSET to attend, there was need for information to be available. Since most information on INSET were generated by staff in the Ministry of Education, it was difficult for private schools to readily access the information. Poor coordination between private schools and the Ministry of Education contributed to the weak link. Furthermore, Inspectors of Schools who were chief advisors on matters of INSET administration did not visit private schools. Therefore, the Ministry of Education needed to come up with better methods of reaching out to all schools if the quest to improve education was to become a reality.

#### **4.2.5. Views regarding current provision of INSET in private schools**

Concerning the general provision of INSET to teachers in private schools the research showed that not enough was being done in private schools. Teachers complained of not being allowed to participate in INSET programmes, especially those who required to go out of the station. The denial of access to INSET was characterised by lack of financial assistance, non-availability of study leave arrangement, and non-availability of time for INSET activities. Most private schools could only allow their teachers to attend staff development programmes during school holidays. This situation could only be

changed through creative use of teacher preparation periods and staff meetings and through concerted efforts to build a spirit of collaboration among the members of staff in individual schools without dramatic costs.

Proprietors talked to during the study were reluctant to invest in professional development of teachers because they felt that professional activities did not easily lead to enhanced learning among pupils. This study revealed that only 15% of private schools had a regular provision of INSET to teachers. These schools understood the benefit of INSET (Fullan, 1990).

Teachers in private schools were very eager to participate in INSET programmes. Typical of the comments among the teachers in the study were “you never stop learning because teaching career requires a teacher with up to date information and rightful pedagogical skills”. The teachers’ way of thinking was supported by Blandford (2000;183):

*People with a high level personal mastery live in a continual learning mode. They never ‘arrive’. People with high level of personal mastery are acutely aware of their ignorance, their incompetence and their growth areas and they are deeply self-confident. Paradoxical? Only for those who do not see that the journey is the reward.*

Fullan (1996) points out that in order to arrive in this journey, professional development had to bring improvements in the way an individual attends to every day work inside and outside school.

School administrators needed to realize that their teachers were in need of upgrading and updating through INSET programmes. In fact Burkes (2000) argues that the level of performance of teachers declines if not exposed to regular INSET programmes. The study revealed that most school

administrators were in favour of INSET programmes that focused on updating teachers in their teaching career. One of the common responses to the questions on what type of INSET programmes were given to teachers was that "as a school we are interested in updating our teachers' professional skills".

These INSET programmes were usually provided by outside experts in consultation with school authorities. But these programmes did not cater for teachers who wanted to upgrade their professional and academic qualifications. INSET could not succeed if it did not fully satisfy both teachers and school needs. One reason why INSET provision was not comprehensive was that planning was done by the Central Administration without involving School INSET committees. School INSET Committees should have been responsible for carrying out needs assessment in order to determine teachers' training needs.

Although most private schools were members of the Independent Schools Association of Zambia (ISAZ), not all teachers attended annual meetings of ISAZ. Every year ISAZ invited experts from various parts of the world to speak to teachers on many issues pertaining to teaching. The unfortunate part was that there were no follow ups to such meetings. Follow ups helped to make what had been learned at workshops become a natural part of the work setting (Fullan, 1996). In order to practise what was learnt during INSET programmes, there was need for administrative commitment to quality improvement. This commitment had to be seen not only in words but also in practice.

The proprietors talked to in this study (90%) indicated that they were in support of INSET programmes at their schools. However, many of the teachers did not receive support in form of tuition fees, study leave or material support for their INSET. Most of the respondents (74%) were of the view that not enough INSET was provided. INSET programmes organised by the Ministry of Education were not usually opened to teachers in private schools. While it was the government's responsibility to provide INSET to all those involved in the education of the children, there was no coordination between the Ministry of Education and private schools. Most INSET programmes were initiated by the Ministry of Education and without the participation of teachers from the private schools. Some respondents wondered why INSET programmes such as the Zambia Mathematics and Science Teachers Education programme (ZAMSTEP) and the Bachelor of Education in Mathematics and Science could not include teachers from private schools.

Furthermore, there were many government sponsored workshops and seminars under the Basic Education Sub-Sector Implementation Programme (BESSIP), organized for teachers in public schools. However, such programmes were not usually extended to teachers in private schools. One reason cited by proprietors of private schools was that most of the INSET programmes by the Ministry of Education were held during school days when teachers are supposed to be teaching. Consequently, the common response on why teachers of private schools were not usually involved in INSET programmes was that "INSET programmes organized by the Ministry of Education were poorly timed". Fullan (1996) explains that one of the factors that determine the impact of INSET is the amount of time allocated to it. The

problem of inconvenient time for INSET programmes among private schools was very common. In fact 70% of proprietors of private schools said that their schools did not have time for INSET. Generally, there are two purposes of INSET programmes namely, updating and upgrading. Proprietors of private schools were of the view that INSET programs should aim at updating their teachers. The survey revealed that 80% of proprietors were in favour of INSET programmes that were meant to update teachers. The reasons for this were that most updating INSET programmes were in-house oriented and usually cheaper and catered for a big group of participants within a short period of time. Although private schools had updating INSET programmes, teachers did not have opportunities for taking up INSET programmes that were meant to upgrade them professionally. This could be one of the reasons why there were more government teachers doing upgrading INSET programmes in higher institutions of learning than those from private schools.

Among the schools covered in the research, 80% did not have INSET structure. Blandford (2000) says that an INSET structure should begin with a policy document. The INSET policy should reflect a school administration's desire to value and support its staff. Private schools in Zambia did not have a common policy governing INSET provision. This could be one of the reasons why the inspectorate found it difficult to monitor and evaluate INSET activities in private schools. If INSET was to be central to school improvement and effectiveness, the INSET policy should be designed by a team. The members of such a team should represent all levels of activities within the school. At the time of this study, 90% of the INSET activities in private schools were planned

by the central administration. There was a likelihood that not all the needs of the staff were well presented in their INSET provision.

The Ministry of Education was willing to provide INSET to teachers in private schools. Furthermore, the education policy (Educating Our Future) stresses the need to provide INSET to teachers in private schools. However, the policy is not clear on how to improve performance of teachers in private schools. In addition to this, the policy did not state how INSET would be provided and when the provision should begin. In other words, the policy on INSET provision to private schools had not yet been operationalised. This perhaps explained why there was a weak link between the Ministry of Education and private schools in as far as INSET provision was concerned.

Absence of INSET in (85%) private schools threatened to put the professionals at risk of obsolescence. Consequently, all those who oversee or are responsible for the teaching profession were expected to provide INSET to their teachers. Ignoring this mean doing so at a great cost to the nation.

## CHAPTER FIVE

### 5.0 CONCLUSION AND RECOMMENDATIONS

#### 5.1 *Conclusion*

Some of the major conclusions of the study can be discerned as follows:

5.1.1. The study showed that there was a relationship between INSET opportunities among teachers and support from school administration. The results also generally indicated that the administration of private schools did not provide enough support to INSET programmes. Thus, there was an increasingly large number of teachers who did not participate in INSET activities. What this meant was that large numbers of teachers in private schools did not have access to INSET opportunities to update and upgrade their professional and academic qualifications. Burkes (2000) argues that the level of performance of teachers declines if not exposed to regular INSET programmes. Therefore, private schools administration needed to support INSET programmes at their schools if schools were to maintain effectiveness. Deliberate policy of supporting INSET programmes needed to be established.

5.1.2. Conditions of service were found to be a significant factor in influencing INSET opportunities among teachers in private schools. The majority of teachers indicated that conditions of service did not allow them to participate in INSET programmes especially those that were held during school days and offered

outside school. Furthermore, even those who were offered sponsorship by other agencies feared to lose their jobs if they went out for studies. This being the case, the Ministry of Education and proprietors of private schools needed to come up with guidelines which could protect the interests of teachers wishing to pursue further studies.

- 5.1.3. The relationship between training need and INSET opportunities among teachers in private schools was positive. Teachers and proprietors expressed their need for INSET. In other words, the study found out that there were genuine reasons for providing INSET programmes to teachers and proprietors. Kamwengo and Sumbwa (1998) mention that INSET programmes could not take place unless participants saw the benefits in the form of positive change in attitudes, skills and knowledge. As a result, private schools needed to provide INSET opportunities that enhanced the attitudes, skills and knowledge of both teachers and proprietors for the betterment of their schools.
- 5.1.4. Among the factors that adversely influenced INSET opportunities among teachers in private schools was lack of finance. School authorities mentioned that they could not afford to send their teachers for INSET in high institutions of learning because of higher tuition costs involved. Similarly, teachers said that, whereas they needed to go for INSET, costs involved prohibited them from doing so. Consequently, teachers of private school

found themselves in a dilemma. They could not ask their employers for sponsorship because condition of service did not allow. They also could not approach the Ministry of Education for financial assistance because they were not government employees.

5.1.5. The findings of the research were that there was little or no investment in teacher education (pre-service and in-service) among private schools. The schools also did not have INSET committee structures. Furthermore, Zambia does not have a College which offers INSET specifically to Secondary School teachers like NISTCOL does for primary school teachers.

5.1.6. Finally, the research found that inadequate INSET provision in private schools were caused by rigid conditions of service and financial limitation. This was because most proprietors feared to invest their resources in INSET programmes. There were no binding conditions of service which could compel teachers to remain in their schools after completing studies.

## **5.2 Recommendations**

From the findings and conclusions of the study, some recommendations were made.

### **5.2.1 Recommendations to Proprietors**

The existing conditions of service in private schools should include provision of INSET to teachers. This would enhance motivation among teachers, as they would feel part and parcel of the school system. In view of this there is need for a concerted and well-planned programme spearheaded by the Ministry of Education to raise public awareness of the importance of INSET among proprietors of private schools that without continuous professional development among teachers improvement, let alone quality education, could not be achieved.

### **5.2.2. Recommendations for Policy Makers**

The Ministry of Education should assist in creating INSET opportunities among teachers in private schools by formulating a policy, which would compel proprietors of private schools to expose their teachers to INSET activities. Furthermore, the Ministry of Education should come up with a deliberate policy of allowing some teachers to participate in government sponsored INSET programmes.

At the moment, private schools do not regard themselves as part of the Ministry of Education. Therefore, there is need to strengthen the relationship between the Ministry of education and private schools. Clear guidelines should be made by the Teacher Education Department of the Ministry of Education on how best private schools could have access and make use of both provincial and district resource centres.

There were many colleges in Zambia that could offer in-service training to secondary school teachers of various pre-service backgrounds. Therefore, the Ministry of Education needed to designate some of them to be offering INSET to secondary school teachers, from both private and public schools. Colleges with good infrastructure, professional capacity and teaching resources could be selected for this task.

Colleges and universities could be encouraged to offer off campus educational opportunities to teachers. Off-Campus Centres could be identified in various parts of the country where teachers would be doing their INSET under the guidance of well-trained teachers from these institutions with knowledge of adult education. This could work well if the Ministry of Education and proprietors of Private Schools came up with guidelines which could protect the interests of teachers wishing to pursue further studies.

Therefore, the administration of private schools needed to support INSET programmes at their schools if schools were to maintain effectiveness. One way of doing this is by encouraging the formation of school INSET Committees. In other words a deliberate policy of supporting INSET programmes needed to be established. In fact private schools needed to provide INSET opportunities that enhanced the attitudes, skills and knowledge of both teachers and proprietors for the betterment of their schools.

### **5.3 Recommendations for further Research**

A research into the formulation of a national education policy that would enhance provision of INSET among teachers in private schools would be worthwhile.

### **5.4 Concluding Remarks**

The study aimed at finding out INSET opportunities among teachers in private secondary schools. The findings were that INSET programmes among teachers were very rare and where available were mainly of short term duration. The majority of teachers were not exposed to long term INSET programmes. Consequently, teachers from private schools were rarely in high institutions of learning where upgrading INSET programmes were usually offered. Thus there is need to improve INSET opportunities among teachers in private schools.

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**APPENDIX 1  
SECTION A**

**PROFILE OF THE RESPONDENT**

Tick in the box appropriate for you.

1. Your age (Years)

51 – 60

41 – 50

31 – 40

20 – 30

2. Your sex

Male

Female

3. Your marital status

Married

Single

Widow

Widower

4. Your length of service

**Years**

25 and over years

16 – 20 years

11 – 15 years

6 – 10 years

0 – 5 years

5. Your length of pre-service training

Years

4

3

2

1

### QUALIFICATIONS

6. Your professional qualification (tick where appropriate).

Primary school teaching certificate

Secondary Diploma

B.A.Ed/BSc.Ed.

Advanced Diploma

Diploma in Adult Education

7. Your academic qualification

Grade 12/Form 5

Bachelor's Degree

M.A. Ed./MSc.Ed.

Ph.D.

8. Your year when pre-service training was done.

1991 – 2000

1981 – 1990

1971 – 1980

1961 – 1970

## WORKSHOPS AND SEMINARS

9. Whether you have attended a workshop or a seminar.

1. Yes

2. No

10. Number of times attended.

1. More than 10 times

2. 6 – 10

3. 1 – 5

4. Nil

11. Residential In-service training short course/long course whether you attended a formal in-service training course(s) or not.

1. Yes

2. No

12. How many did you attend?

1. 5 and above

2. 4

3. 3

4. 2

5. 1

6. Nil

13. Average duration of the residential in-service training course(s) you attended.

1. 2 years

2. 1 year

3. 6 months

4. Less than 3 months

14. Do your schools organize In-service training for their teachers?

1. Yes

2. No

15. Does your school have time specifically set for INSET activities?

1. Yes

2. No

16. Do private schools provide In-service training support for their teachers?

1. Yes

2. No

17. If the answer to 16 is yes, what are the forms of this support? (tick where

appropriate)

Unpaid study leave

Paid study leave

Tuition loan

Tuition fees paid are refunded

Provision of transport

18. If the answer to 16 is No, is the problem connected with the fact that conditions of service do not allow such support?

1. Yes

2. No

19. Would you be willing to go for an in-service training?

1. Yes

2. No

20. How would you prefer future in-service training activities to be offered? Write your order of preference in the boxes provided by using given serial numbers.

- 1. As seminars and workshops
- 2. Meetings
- 3. Short certified courses held at colleges
- 4. Study tours (at provincial and district levels)
- 5. Long certified course held at colleges or universities

- (i)
- (ii)
- (iii)
- (iv)
- (v)

21. Main factors hindering teacher - participation in in-service training (tick where appropriate to you).

	Factor	Strongly Agree	Agree	Cannot say	Disagree	Strongly disagree
(a)	Inadequate provision of in-service training by schools.					
(b)	Unclear criteria used for selecting candidates for in-service training at your school.					
(c)	Teachers not allowed to belong to professional associations.					
(d)	Lack of study leave provision by the school management.					
(e)	No perceived benefit of in-service training.					
(f)	Lack of evening classes in some in-service programmes for teaching service.					
(g)	High tuition fees demanded.					
(h)	No time for in-service training on the side of a teacher.					
(i)	Fear of losing the job					
(j)	Lack of availability of information on in-service.					
(k)	Lack of sponsors					
(l)	Family commitments such as child rearing illness or death in the family etc.					
(m)	Conditions of service. Do not have provision for in-service training.					
(n)	No institutions that provide training for secondary school teachers only.					
(o)	Lack of interest in in-service training.					
(p)	Inadequate staffing at your school.					

22. Have you been sponsored for any in-service training by your school?

1. Yes

2. No

23. Have you ever sponsored yourself for an in-service training?

1. Yes

2. No

24. As a teacher in a private secondary school, have you managed to improve your academic or professional qualifications?

1. Yes

2. No

25. Does your school hold school based in-service training?

1. Yes

2. No

26. If your answer to 25 is yes, are in-service training programmes held regularly at your school?

1. Yes

2. No

27. What things should be done to enhance or increase teacher participation in-service training?

1. Ministry of Education reserve a number of places in in-service training programmes for private schools.

Yes

No

2. Private schools to have INSET as part of conditions of service.

Yes

No

3. Private schools to have provisions such as transport, paid study leave, tuition refund provision of which support in-service training in policy documents.

Yes

No

4. In Service Training to be a requirement for promotion.

Yes  No

5. Information on in-service training to be made available to teachers in good time.

Yes  No

6. Scheduling in-service training during the holidays.

Yes  No

7. Improve job security for teachers

Yes  No

8. Improve the link between Teacher Education Department and private schools.

Yes  No

9. Private schools to form INSET committee in their schools.

Yes  No

10. INSET provision in private schools should be part of conditions of service.

Yes  No

## APPENDIX 2

### INTERVIEW GUIDE FOR MINISTRY OF EDUCATION OFFICIAL

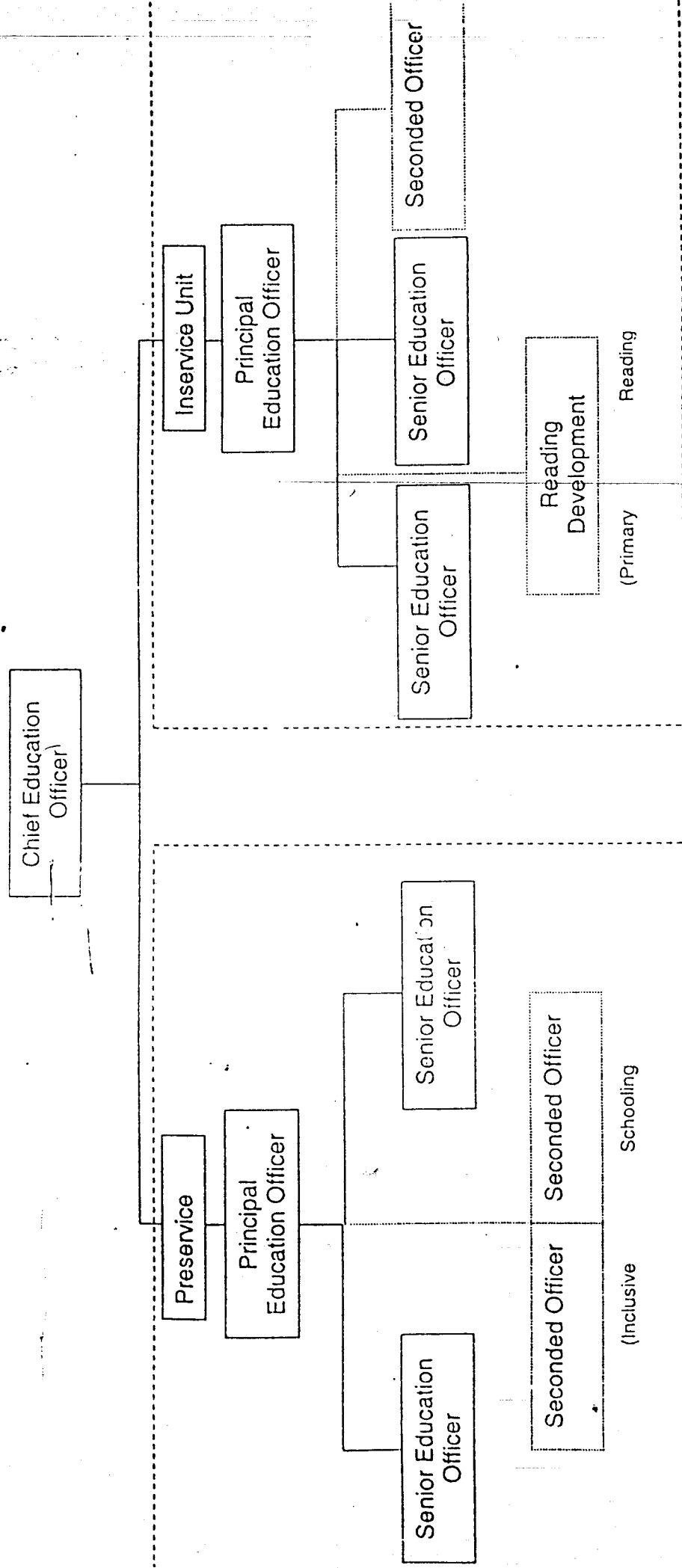
1. The Ministry of Education through Teacher Education Department (TED) has been running a lot of education programmes and projects. To what extent have teachers from private schools been involved. Are you satisfied with the level of their involvement? What would you like to see?
2. Is there a deliberate policy to monitor INSET activities in private schools?
3. How does the TED encourage INSET activities among private schools?
4. What problems do you think affect their participation?
5. How can we enhance their participation?
6. What measures are in place for supporting INSET activities? e.g. increased budget (policy in place and department in place).
7. What is the aim of in-service training for teachers in Zambia?
8. To what extent have teachers from private schools been involved in INSET activities?
9. Do inspectors of schools visit private schools and advise them on professional matters?

## APPENDIX 3

### INTERVIEW GUIDE FOR PROPRIETORS OF PRIVATE SCHOOLS

1. Could you tell me if your school supports in-service training?
2. What measures are in place for supporting in-service training?
3. Do you have any reason for supporting or not supporting in-service training?
4. What activities would you like your teachers to be doing in their in-service training?
5. Does the method of delivering in-service training to your teachers matter? What methods would you recommend for your teachers e.g. workshops, seminars, conference, diploma, degree courses, distance education, etc.
6. What problems do you face in providing in-service training to your teachers? e.g.
  - scarcity of financial resources
  - school still new and not stabilized
  - high turn over of teachers (teachers always leaving and others coming)
  - some teachers lack interest
  - some government and private institutions are expensive.
7. How can teacher participation be improved?
8. What type of INSET format do you prefer?
  - school based
  - course based
  - classroom based
  - workshops/seminars
9. Do you have an INSET committee structure at your school?

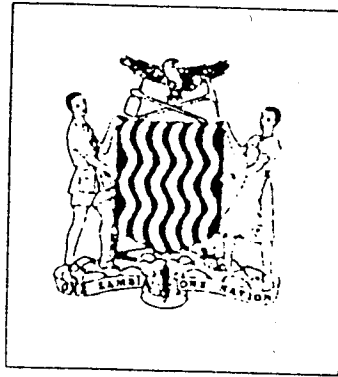
MANAGEMENT STRUCTURE OF THE TEACHER EDUCATION DEPARTMENT  
(as at September 2000)



Positions ratified by Cabinet Office under the new Ministry of Education structure.

Positions not yet approved by Cabinet Office but likely to exist for the foreseeable future.

All positions presently denoted but not confirmed.



REPUBLIC OF ZAMBIA  
MINISTRY OF EDUCATION

# PRIVATE SCHOOLS:

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BY DISTRICT AND REGION

OCTOBER, 2000

LUSAKA - ZAMBIA

PROVINCE	DISTRICT	SN	SCHOOL	PROP.	STATUS			ADDRESS	T/PHONE	CONSTITUENCY
					f	*	*			
		1	Agape Trust							
		2	Alfa	NDA	*			610195		
		3	American Embassy Sch					620126		
		4	Auntie Eunice's					P/B 1		
		5	Babas Primary							
		6	Babab Trust							
Lusaka		7	Barboston		*			610318		
		8	Bedfield							
		9	Birde		*			60446		
		10	Bread of Life Prim		*			60701		
		11	Chabwata S & P	None				99		
		12	Chembo Christian Ac		*			670170		
		13	Chembo Christian Ac		*			670240		
		14	Chobwe CC Farm		*					
		15	Chitwaka James & H.		*			35911		
Lusaka		16	Chenje Indep		*			37001		
Lusaka		17	Christian Vision Child		*			32056		
		18	Chuddeleka House		*			34369		
Lusaka		19	City Educ. Centre Prim		*			34950		
		20	City Educ. Centre Sec		*					
		21	C. Longton Prim		*			35701		
		22	Comprehensive Cor		*			35701		
		23	Cradle Care Prim		*			10000		
		24	Daylight School		*			37821		
		25	Daily Bread Prim		*			P/B CH 10		
		26	Dora Lamese		*					
Lusaka		27	Ebenezer		*			30302		
Lusaka		28	Evangel House Integral		*			31008		
Lusaka		29	Faithway	NYR	*					
Lusaka		30	Faithway	NYR	*					
Lusaka		31	London C of A.M.E.		*					
Lusaka		32	Gospel Outreach C.A.		*					
Lusaka		33	Green Valley Nursery		*			31482		
Lusaka		34	Grey Primary		*					
Lusaka		35	Int. Sch. of Tomorrow		*			50121		
Lusaka		36	Intensive Union Prim		*			35811		
Lusaka		37	International		*			33217		
Lusaka		38	Istimate Educ. Trust		*			10085		
Lusaka		39	Bahan		*					
Lusaka		40	J. Mwanza - A.M.S.		*			35006		
		41	Jessie Abarea		*			36114		
		42	Junior Reb. Central		*			36000		
Lusaka		43	Justin Lubwe		*			51074		
Lusaka		44	Kahonde Babe Care		*			320042		
Lusaka		45	Kasupe Mission Prim		*			320042		
Lusaka		46	King's High		*			34114		
Lusaka		47	King's High		*			35291		
Lusaka		48	Kondwera		*			35291		
Lusaka		49	Kwacha		*					
Lusaka		50	Lake Rd		*			35200		
Lusaka		51	Lake Rd		*					
Lusaka		52	Learn and Care Prim		*			34512		
Lusaka		53	Lechwe College		*			34512		
Lusaka		54	Lensley Howard Pre-S		*			10528		
Lusaka		55	Leopards Hill		*			31370		
Lusaka		56	Luceu		*			50254		
Lusaka		57	Luceu		*			32531		
Lusaka		58	Luceu		*			32531		
Lusaka		59	Lungree Prim		*					
Lusaka		60	Lumano		*			33618		
Lusaka		61	Lumwenwe Prim		*			50555		
Lusaka		62	Lunkoto Prim		*			50555		
Lusaka		63	Lusacare Sch		*			35349		
Lusaka		64	Lusaka East		*					
Lusaka		65	Lusaka High	NYR	*					

PROVINCE	DISTRICT	SN	SCHOOL	PROP.	STATUS			ADDRESS	T/PHONE	CONSTITUENT
					P	B	S			
Lusaka		65	Lusaka High		*		17560	254181		
Lusaka		66	Lusaka Ina Con		*		17560			
Lusaka		67	Lusaka Polytechnic		*		P/11 E14			
Lusaka		68	Lusaka Prim		*		50950	291461		
Lusaka		69	Lusaka South End		*		130011			
Lusaka		70	Marista High	N Africa		*	1809			
Lusaka		71	Makoni Commercial		*		17444			
Lusaka		72	Makoni Islamic		*		12755	226435		
Lusaka		73	Makoni Islamic		*		11667			
Lusaka		74	Marantissa C.A. Trust		*		P/11 121			
Lusaka		75	Merryland		*		50012			
Lusaka		76	Metropolitan		*		P/11 E31			
Lusaka		77	Midlands High		*		11179			
Lusaka		78	Midlands High		*		174X			
Lusaka		79	Misole Sec		*		10079			
Lusaka		80	Misole Primary		*		15618			
Lusaka		81	Mkwinda School		*		126048			
Lusaka		82	Morning Star		*		11667			
Lusaka		83	Mount Lusaka Sch		*		15709			
Lusaka		84	Mt. Park		*		50377			
Lusaka		85	Muchinga		*		50845			
Lusaka		86	Mukoya		*		17674			
Lusaka		87	Munika sec		*		11197			
Lusaka		88	Munika Prim		*		11680			
Lusaka		89	Mutema Chame Prim	NYR	*					
Lusaka		90	Teaching's Prim		*					
Lusaka		91	Namunona		*		114			
Lusaka		92	Nazarone Pt		*					
Lusaka		93	Nyemba Community		*					
Lusaka		94	Nkwazi		*					
Lusaka		95	Nyemba		*					
Lusaka		96	Penina Prim		*					
Lusaka		97	Pinewood Preparatory		*					
Lusaka		98	Play and Learn Prim		*					
Lusaka		99	Rainy N&P		*					
Lusaka		100	Rapid Results Col		*					
Lusaka		101	Repludin Institute		*					
Lusaka		102	Rhodes Park		*					
Lusaka		103	Roma Day Sec		*					
Lusaka		104	Rose Bank High		*					
Lusaka		105	Rosmarie Learning C		*					
Lusaka		106	Rosmarie Primary		*					
Lusaka		107	Saints Amleas Sec		*					
Lusaka		108	Sathya sec		*					
Lusaka		109	Satong		*					
Lusaka		110	SAC Correspondence		*					
Lusaka		111	Somle		*					
Lusaka		112	Soweto sec		*					
Lusaka		113	St Brudee's Girls High		*					
Lusaka		114	St Charles		*					
Lusaka		115	St Pauls		*					
Lusaka		116	St Andrews		*					
Lusaka		117	St Augustine		*					
Lusaka		118	St Bonaventura Cof		*					
Lusaka		119	St Francis of Assis		*					
Lusaka		120	St Mary's		*					
Lusaka		121	St Mary Remediate P		*					
Lusaka		122	St Stephens		*					
Lusaka		123	St Thomas sec		*					
Lusaka		124	St Dami's Prim		*					
Lusaka		125	Sunday Lutani P&S		*					
Lusaka		126	Sunshine Prim		*					
Lusaka		127	Taonga Sch		*					
Lusaka		128	Tatenda Early Learning		*					
Lusaka		129	Thorn Park		*					
Lusaka		130	Thunka N&P		*					
Lusaka		131	Tuck Prim		*					
Lusaka		132	Tuna Trust		*					
Lusaka		133	Tree Tops		*					
Lusaka		134	Tom		*					
Lusaka		135	Vega Private		*					
Lusaka		136	Vincent Prim		*					
Lusaka		137	Wednesbury College		*					

LUSAKA

PROVINCE	DISTRICT	SN	SCHOOL	PROP.	STATUS			ADDRESS	T/PHONE	CONSTITUENCY
					P	B	S			
LUSAKA	Lusaka	138	Wilken Primary							
	Lusaka	139	Wisdom							
	Lusaka	140	Woodfield							
	Lusaka	141	Woodlands Est							
	Lusaka	142	World of Life CN							
	Lusaka	143	Yapoka							
	Lusaka	144	Mahundu							
C/BELT	Katwe	145	4th Street Sch							
	Katwe	146	Acop Educ. College							
		147	Agnus Com. Acad							
		148	Annastasia Prim							
		149	Arch. Angel Sec							
		150	Babynight School							
		151	Basabas American							
		152	Battel							
		153	Broadways Sec							
		154	Butterfly Prim							
		155	Camerton Sec							
		156	Cedric							
		157	Central High							
		158	Charaboh Catholic							
		159	Chibwe Chr. Acad							
		160	Chibwanga Trust							
		161	Commercial High							
		162	Convent Community							
		163	D C Sharma Memos							
		164	Dawson College							
		165	Dominican Convent							
		166	Earle							
		167	Eddie Mvumba Mem							
		168	El-Shaddai Prim							
		169	Emmanuel Int. C. Ac							
		170	Faith Chr. in Acad							
		171	Flame Chr. P.							
		172	Francis Muboko							
		173	Goodhope Prim							
		174	Grand Marais Sch							
		175	Highland Sec							
		176	Hondo Hall Prim							
		177	Hungry Dumpty Prim							
		178	Ipondo Prim							
		179	Jacaranda Junior							
		180	Jewel Prim							
		181	Jumishi Sec							
		182	Kakwazi Sec							
		183	Kalanda Veritas HCP							
		184	Kalohulu							
		185	Kapepe							
		186	Kasiba Prim							
		187	Kid Care School Ltd							
		188	Kimes International							
		189	Kitwe Common							
		190	Konkola							
		191	Konkola Trust							
		192	Kwacha							
		193	Lamb of God Prim							
		194	Learning Institute							
		195	Leshe	Cooperativ						
		196	Lidberry High							
		197	Light of Hope Acad							
		198	Luanshya							
		199	Luanshya High							
		200	Lunumbo Prim							
		201	Lusangoko Sec							
		202	Luswala Institute							
		203	Mapepe Sec							
		204	Margaret Mollat Sec							
		205	Mc Donald Sec							
		206	Michael & North							
		207	Mimi Christian Acad							
		208	Morning Glow							
		209	Mpelenbe							
		210	Mushinga UCCZ							
			210	Mwaschufidira						

PROVINCE	DISTRICT	SN	SCHOOL	PROP.	STATUS			ADDRESS	T/PHONE	CONSTITUENCY
					F	B	S			
C/BELT	Kabwe	211	Mumbwa Sol Car							
		212	Mopapa Adventist							
	Ndola	213	Muzi High							
		214	Namboya							
		215	Nampamba							
		216	Narosy Prim							
		217	Nchanga	ZCCM						
		218	Nchanga Progressive							
		219	Ndola	ZCCM						
		220	Ndola Modern High							
		221	Nkana							
		222	Nkasi Community							
		223	Nkulimashaba							
		224	Nzansa Private							
		225	Patricia-Abula Mem							
		226	Pioneer sec							
		227	Pioneer College							
		228	Riverside P.A.S							
		229	Rosan College							
		230	Rufana Sec							
		231	Sacred Heart Basic							
		232	Sacred Heart Com							
		233	Sainsamukon Prim							
		234	Satya Sai							
		235	Shalom Christian							
		236	Smiths Prim							
		237	Smita sec							
		238	Skylways Trust							
		239	Spring Board Acad							
	240	St Andrews High								
	241	St Christopher								
	242	St John Conv								
	243	St Marys Sec								
	244	St Marthas Sec								
	245	St Peters								
	246	Sundby Prim								
	247	The Alt. Inst of Sat								
	248	The Met Centre								
	249	Theological Col of CA								
	250	Twatanya Christ Ac								
	251	Wentback Basic								
	252	Zakika Primary								
LUAPULA	Mansa	253	Bahati							
		254	Kalungwishi							
		255	Lusitola High							
	Mansa	256	Mansa Canon Cent							
	Mansa	257	Our Lady of Mercy							
Mansa	258	Pearl Gate								
WESTERN	Mongu	259	Collard Mem Sec							
		260	King Lewanika							
	Mongu	261	Mandanga Prim							
	Mongu	262	Mongu International							
	Mongu	263	St Lawrence sem							
EASTERN	Chipata	264	Amosa							
		265	Bookworm (Techn)							
	266	Chipata Col of Com								
	267	Chipata International								
	268	Chrsale Day								
	269	Chongobulu								
	270	Islamic Welfare	Islamic							
	271	Jubeyi								
272	St Mary's Seminary									
273	Umodzi Highway									
NORTHERN	Mporokoso	274	Tubishi Seminary	Catholic						
		275	TAZARA Private	MYR						
	Kasama	276	International School	Norway						
		277	Lama Centre	Sekestan Sta						
	Mhala	278	Kawambe Senior							
		279	Hughfield Comp							
280		Kachele sec								
Mpika	281	Chief Mumba sec								
	282	Mpika Modern								
	283	Chiti Sch								

PROVINCE	DISTRICT	SN	SCHOOL	PROP.	STATUS			ADDRESS	T/PHONE	CONSTITUENCY	
					P	B	S				
N/W/TERN	Frischburg	284	Chimanga High Sch								
		285	Makung Hill Acad								
		286	Nalun'g Homon								
		287	Selwezi High								
		288	Somvotya Sec								
	CENTRAL	Mberizi	289	Mt. Ntsho							
			290	Mtoto Christ Acad							
			291	Burani							
			292	Berde Prim							
			293	Chongolo							
		Kabwe	294	Chongolo							
			295	Chabaya Advent							
			296	Chosya Mine							
			297	DAPP Children's							
			298	El Shaddai Mission							
			299	Elben's More							
			300	Hamona Prim							
			301	Trinity Way Prim							
			302	Highway Christ Ac							
			303	Home Met & L. C.							
Kabwe	304	Jacanda									
	305	Kabwe Trust									
	306	Kalanga Farm									
	307	Kansimira									
	308	Lapanza Prim									
	309	Excelsior S.M.I.C.									
	310	Lushaka Sec									
	311	Munabo									
	312	St. John's Farm Sec									
	313	Mt. Hope Trust									
Kabwe	314	St. Andrew's Prim									
	315	Bagway J.I. Centre									
	316	Paradise									
	317	Phona Prim									
	318	Research High									
	319	St. Columbus									
	320	Uthira sec									
	SOUTHERN	Choma	321	Chikanda	SDA	*			620186		
			322	Mukasa Secondary			*		630195		
		Kabwe	323	George H.C.							
324			Kabanga C.						P.B. 2		
Kabwe		325	Namvianza								
		326	Parus						610048		
Leston		327	Dandwa						60791		
		328	Elham B.C.						60446		
Leston		329	Lyvenge								
		330	Maamba Mine	Mine					99		
Mazabuta		331	Musubi						620170		
		332	Nakambala						620240		
Mamvula		333	Hezla-Tezhi								
		334	Choma College								
Choma		335	City College								
		336	Continental Sec								
		337	Continental Sec								
		338	Faithwood Christ Ac								
		339	Hillside Union R. Col								
		340	Hindi Association Pr								
Leston	341	Kaloko Inn									
	342	Kariba High									
	343	Lwengo Prim									
	344	Mendham Farm Sch									
	345	Midlands sec									
	346	Mouze High									
Leston	347	Mosi-O-Tunya Sec									
	348	Mosanya Sec									
Mazabuta	349	Nakambala High									
	350	New Day Sec									
	351	Queen Victoria Prim									
	352	School of Excellence									
Leston	353	Stamokole Girls Sec									
	354	Tonga Hezi Trust									