

**MANAGING PROFESSIONAL DEVELOPMENT OF TEACHERS IN
SELECTED BASIC SCHOOLS IN LIVINGSTONE DISTRICT**

BY

MORRIS MULUNDANO

UNZA

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**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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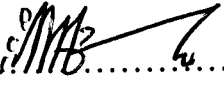
MORRIS MULUNDANO

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF
ZAMBIA IN PARTIAL FUL-FILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION (EDUCATIONAL ADMINISTRATION)**

MARCH, 2006

DECLARATION


I, Morris Mulundano, do solemnly declare that this dissertation represents my own work, which has not been submitted for a degree at this or another university.


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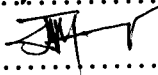
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CERTIFICATE OF APPROVAL

This dissertation of Morris Mulundano is approved as fulfilling part of the requirements for the award of the degree of Master of Education (Educational Administration) by the University of Zambia.

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DEDICATION

This piece of work is dedicated to my parents who showed me the way to school.

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ABBREVIATIONS

ADB	-	African Development Bank
ADEA	-	African Association for the Development of Education in Africa
AIDS	-	Acquired Immune Deficiency Syndrome
AIEMS	-	Action to Improve English, Mathematics and Science
APAS	-	Annual Appraisal System
APC	-	Advanced Primary Course
ARV	-	Anti-Retral Viral
BC	-	Before the Birth of Christ
B. ED	-	Bachelor of Education
BEDIMAS	-	Bachelor of Education in Mathematics and Science
CDC	-	Curriculum Development Centre
CHANGES	-	Communities Supporting Health, HIV/AIDS, Nutrition, Gender, Equity and Education in Schools
DFID	-	Department for International Development
DALICE	-	David Livingstone College of Education
DANIDA	-	Danish International Development Agency
DEBS	-	District Education Board Secretary
DESO	-	District Education Standards Officer
EMT	-	Educational Management Training
ESO	-	Education Standards Officer

GCE	-	General Certificate of Education
GHAT	-	Ghana Association of Teachers
GRACE	-	Grade Meetings at Resource Centre
GRZ	-	Government of the Republic of Zambia
HIV	-	Human Immuno- deficiency Virus
ICT	-	Information Communication Technology
INSET	-	In-Service Education for Teachers
INTERNET	-	International Network
JETS	-	Junior Engineers Technicians and Scientists
MOE	-	Ministry of Education
NISTICOL	-	National In-Service Teachers' College, Chalimbana
ODA	-	Overseas Development Agency
PAGE	-	Programme for the Advancement of Girls' Education
P.D.D.L	-	Primary Teachers Diploma by Distance Learning
P.M.S.	-	Preventive Maintenance Systems
PSRP	-	Public Service Reform Programme
PSSPE	-	Professional Support Structure for Primary Education
PTA	-	Parent-Teachers' Association
PU	-	Production Unit
SEN	-	Special Educational Needs
SHAPE	-	Self-Help Action for Education
SIDA	-	Swedish International Development Agency

SPRINT	-	School Programme for In-Service for the Term
SPSS	-	Statistical Package of Social Sciences
TAB	-	Teachers' Accreditation Board
TGM	-	Teachers' Group Meetings
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nations International Children's Fund
USA	-	United States of America
UNZA	-	University of Zambia
WWF	-	World Wide Fund
ZAMISE	-	Zambia Institute for Special Education
ZAMSIF	-	Zambia Social Investment Fund
ZATEC	-	Zambia Teacher Education Course
ZBEC	-	Zambia Basic Education Course
ZERP	-	Zambia Education Rehabilitation Project
ZPC	-	Zambia Primary Course

ABSTRACT

The study was designed to investigate and assess the role school managers played in managing professional development in basic schools. A sample of teachers, managers, educational administrators and other educationists was obtained using simple random sampling technique. They were subjected to questionnaires and 30 minute long semi-structured interviews.

The study employed the survey method to collect both quantitative and qualitative data using questionnaires and interview schedules respectively. The data were collected from 23 sites which included schools, educational administration offices, resource centres and colleges within Livingstone District. The data collection was extended to the National In-service Teachers College (NISTCOL), Chalimbana, in Lusaka, due to its significance in the development of in-service education in Zambia.

The questionnaire data was analysed using Statistical Package of Social Sciences (SPSS) to generate tables of frequencies and percentages. Interview data was analysed qualitatively to come up with the most significant categories of themes. Some of the major findings of the study were that professional development activities were taking place in schools. The school managers had adopted various strategies in managing professional development activities in their insitutions. They organised INSET and other school activities that contributed to professional growth of teachers. The managers also monitored the activities, appraised the teachers and supported professional advancements such

as promotions, and pursuing further education in colleges and universities. But the school managers were also facing several challenges that included inadequate financial, material and human resources. Those challenges needed appropriated interventions by various stake-holders to enhance effective management of professional development in schools.

Finally, the study has suggested some areas of concern that may need further research, like general evaluation of INSET activities and assessing the impact of Teacher's Group Meetings (TGMs) on teacher professional development in basic schools. Recommendations have also been made to the school managers, teachers and their unions, educational administrators and policy makers, that they may adopt to improve the management of professional development in schools and other sectors of the education system. Among the recommendations is the need to facilitate continuous educational management training (EMT) for the school managers and educational administrators; to establish professional development organisations at school, district, provincial and national levels, supported by all stake-holders in the education system.

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CHAPTER ONE

1.0 BACKGROUND

1.1 Introduction

Professional development is an old concept in the history of education. According to Akinpelu (1981), this concept can be traced back to the time of the early Greek philosophers like Plato, Aristotle and Socrates in 300 BC. These were educational thinkers and sophists whose ideas and educational activities in their societies reflected the potential for professional development. Since the time of these scholars, many countries have paid increasing attention to the professional development of teachers.

In Zambia, the idea behind professional development began with the report of the Phelps-Stokes Commission that was established to carry out an educational survey in the British East and Central Africa. Among the recommendations of the commission was the need for the development of teacher education. As stated by Snelson (1990), "Jones, Chairperson of the commission, said that priority should be given to the establishment of teacher training institutions in the selected mission stations." He further warned that without properly trained teachers, the educational system would remain wasteful and ineffective. This recommendation later became a reality. Kelly, (1999), observes that between 1925 and Independence in 1964, emphasis was placed on pre-service training in teachers' colleges that were controlled by missionary agencies and the colonial government. But from the late 1950s to the

early years of the post independence era, in-service training was receiving increasing emphasis. Kelly, further indicates that a statement was made to parliament on 8th October, 1968, by the Minister of Education, A.N.L. Wina, about the conversion of Chalimbana into a special national in-service training college (NISTICOL). It was one of the early policy changes made by the Zambian Government towards professional development after the 1966 Education Act, which gave the same government power to completely control all educational affairs in the country.

The study conducted by Manchishi and Associates (1995), shows that Chalimbana began pre-service and in-service teacher training activities as early as 1939 when it was known as Chalimbana Jeanes School. Later, the name changed to Jeanes Training Centre, then to Chalimbana Jeanes Training College. In 1950, the college name was again changed to Chalimbana Teacher Training College.

From 1961 to 1965, a junior secondary teachers' course called S3, meaning secondary teacher training for 3 years, was introduced at Chalimbana and the institution was affiliated to the University of Salisbury (Harare) in Rhodesia (Zimbabwe). According to Mwanakatwe (1974), Chalimbana had become a territorial teacher training institution for junior secondary school teachers. However, by 1966, the college was delinked from the University of Salisbury on political grounds. The Zambian Government did not want the colonial

government in Rhodesia to have any more common dealings with strategic institutions like schools, colleges, and universities in Zambia. The Secondary Teachers' Course was moved to what was known as Kabwe Teachers' College in Central Province, which later, in 1967, became Nkrumah Teachers' College. Chalimbana continued with the pre-service and in-service courses for primary school teachers until 1970 when pre-service training was phased out and the college concentrated on in-service training programmes. Manchishi and Associates (1995), state that this change was necessitated by the introduction of English as the medium of instruction starting from Grade One.

Manchishi and Associates further revealed that in-service training was nationalised at Chalimbana. While Chalimbana became a National In-service Training College (NISTCOL), three other colleges, namely: David Livingstone, Kitwe and Charles Lwanga, continued providing pre-service and in-service training for primary school teachers. This initiative further consolidated the promotion of the newly introduced Zambia Primary Course (ZPC) at the time. The ZPC was associated with the English Medium of Instruction Scheme, which had been developed as early as 1966. There was need to re-train all primary school teachers and maintain in-service education as part of continuous professional development. As stated by Mwanakatwe (1974), "the regular provision of refresher courses for teachers was another way of improving

efficiency in primary schools." Teachers would identify, discuss, and solve various academic and professional problems that affected them.

By the late 1970s, the idea of offering in-service training to all teachers had been widely accepted as a reality. The MOE (1977:66) Policy document, *The Educational Reforms*, points out that it was important that all who were involved in one way or another in the educational enterprise should participate in the various in-service programmes. However, by 1980, regular in-service programmes were no longer offered at David Livingstone, Kitwe and Charles Lwanga. The three colleges and others in the country were left to concentrate on training more pre-service teachers to boost the teacher supply in primary schools. In-service training was concentrated at Chalimbana on three month and one year durations of ZPC and APC programmes respectively. This college was also advantageous for in-service courses because of its adequate personnel in terms of qualifications and experience, training facilities like learning and teaching materials, Industrial Arts workshops, Home Economics rooms and equipment, Music and Language laboratories. The college became more appropriate and reliable for offering quality in-service training than the pre-service colleges. The management of courses in terms of planning, monitoring, assessing and evaluating the process of in-service training became easier because the system was highly centralised, while on the other hand decentralisation has its own advantages especially when necessary facilities are available.

In the 1990s, it was further realized that apart from training colleges, In-Service Education for Teachers (INSET) at school level was necessary. This would provide more opportunities for teachers to participate in the in-service programmes and other activities. Being a decentralised and localised system, INSET would also enable teachers share information, ideas and experiences, through in-house workshops, seminars, staff meetings and other professional fora within their schools.

Kamwengo (1996), shows that since the 1980s, several donor supported programmes began providing professional development activities for teachers. Among those programmes was the Self-Help Action Plan for Education (SHAPE), which was introduced in 1986 with the assistance from the Swedish International Development Agency (SIDA). Chondoka and Associates (1999), further state that just before SHAPE wound up, Action to Improve English, Mathematics and Science (AIEMS) was introduced, followed by Programme for In-Service for the Term (SPRINT) in 1998 with support from Overseas Development Agency (ODA).

It was also realised that most administrators such as inspectors of school, provincial and district education officers, and head-teachers were operating in their posts without training. Hence the need for training them. According to the MOE (1996), "in 1995, the Educational Management Training (EMT) was begun with help from the World Bank, and African Development Bank (ADB). The

University of Zambia, Chalimbana, and the ten pre-service colleges of education offered in-service training in Educational Management. Those pre-service colleges were: Charles Lwanga, Chipata, David Livingstone, Kasama, Kitwe, Malcolm Moffat, Mansa, Mongu, Mufulira and Sowlezi. By then these colleges had staff with diplomas and university degrees. This was an improvement in terms of academic and professional qualifications of teaching staff compared to the colonial and early days of independence. Not only had qualifications of staff improved, but infrastructure, learning and teaching materials as well. Therefore, with the availability of these facilities in most colleges and adequate funding, EMT programmes were manageable.

Carmody (2004), also indicates that in the Year 2000, the Professional Support Structure for Primary Education (PSSPE), largely sponsored by the Danish International Development Agency (DANIDA), was initiated. One of its aims was to help the primary (basic) school teachers to assume personal responsibility for professional development. Under this structure, were programmes like Primary Teacher's Diploma by Distance Learning (P.D.D.L), offered by NISTICOL, Bachelor of Education (B.ED), Primary, and Bachelor of Education in Mathematics and Science (BEDIMAS), offered by the University of Zambia. All these programmes emphasised the importance of professional development and depended partly on the effectiveness of management in schools.

At school level, professional development activities provided to teachers included: INSET, teacher orientation, and induction, meetings, seminars, workshops and conferences, mentoring, lesson preparations, team-planning and teaching, study tours, research, further studies, counselling, clubs, subject associations, Preventive Maintenance Systems (PMS), Environmental Education, Guidance and Counselling, cross-cutting issues like Human Immuno-deficiency Virus and Acquired Immune Deficiency Syndrome (HIV/AIDS), Special Educational Needs (SEN), Programme for the Advancement of Girls' Education (PAGE) and Gender. There was also monitoring, assessment, and evaluation. The role school managers played in the management of all these and other activities, and challenges faced by same managers in managing the activities were some of the areas of investigation by this study.

1.2 Statement of the Problem

Although several INSET programmes had been implemented in basic schools since the early 1980s, no systematic investigation had been conducted to determine how professional development activities were managed. This study intended to address this issue.

1.3 Objectives of the study

The objectives were:

- 1.3.1 To assess the role school managers played in professional development activities.
- 1.3.2 To determine how well managed professional development activities and those not well managed affected basic schools.
- 1.3.3 To identify the challenges school managers faced in managing professional development activities.

1.4.0 Research Questions

- 1.4.1 What role do managers play in promoting professional development activities?
- 1.4.2 How do well managed and those not well managed professional development activities affect schools?
- 1.4.3 What challenges do managers face in managing professional development activities?
- 1.4.4 What strategies do school managers adopt to overcome the challenges that they face in managing professional development activities?

1.5 Significance of the Problem

The study sought to assess how professional development of teachers was managed in basic schools. The findings and recommendations might: help to inform managers and education authorities about strategies for overcoming challenges being experienced in managing professional development; contribute to the education management literature; help to identify and recommend areas of future research in the field of professional development.

1.6 Limitations

The study would have been conducted in many districts of the country, but due to financial constraints and time factor, it was confined to Livingstone District.

1.7 Theoretical Framework

This study was guided by the Continuous Development and Life Long Learning Model. According to Zuber-Skerrit (1997), this model emphasizes that professional development should be process-oriented rather than merely content-based. The staff developers, heads and deans, need skills in the areas of individual, group and organisational learning processes so that they can facilitate professional development. The model considers these stake-holders as managers of learning, teaching, self-development, curriculum, administration, committees, budgets and other activities in their institutions.

It also encourages the development of entrepreneurial attitude and vision in the teachers and managers so that they may be able to respond to change and participate effectively in the local and external contexts. They ought to be creative, innovative and focused in their functions.

This model is in line with the focus of this study on the management of professional development in basic schools. The study associated the professional development of teachers to life long learning and considered it as a continuous process. The role of school managers being the key facilitators of professional development activities, and the challenges they faced were therefore assessed.

1.8 Operational Definitions

The words are defined in the context of the study.

1.8.1 Managing: the initiation, development, management, and appraisal of professional development activities.

1.8.2 Professional Development: a process of learning activities and experiences that help build teachers into knowledgeable, skilled, responsible and effective individuals in their jobs from the beginning to the end of service.

1.8.3 Basic School: a learning institution that offers initial (basic) education from Grade One to Nine.

1.8.4 School Manager: Headteacher of a school.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Meaning of Professional Development

The concept of professional development has been called different names by different people. For instance, Blandford (1997), calls it continuing professional development for teachers where as Lubasi, Mudenda and Ordina (1979), and the National Society for the Study of Education (1957), prefers to call it in-service education for teachers. The MOE (1996), prefers to term it as on-going professional development, while for Mwanakatwe (1974), it is known as refresher courses. But Souza (2004), calls it teacher professional development, when Bowring-Carr and West-Burnharm (1997), also refer to it as continuing professional development. Others have generally viewed it as staff development.

The same concept has been defined in various ways by different scholars, depending on the aims, objectives and target groups. For example, Kamwengo and Ndhlovu (2004), define professional development as, "organised learning activities designed to equip employees with skills, change of attitude and competences required to perform completely in their present and future jobs so as to increase their efficiency." Their view focuses on educational organisation

and activities that help to build the teacher all round in order to function effectively as a professional.

The same scholars, further relate their definition to human resource development. They suggest that professional development and human resource development are similar in many ways but also differ in some ways. They argue that while professional development is concerned with continuous education and development of individuals in the occupation they are specialised in already, human resource development deals with providing employees with the knowledge and skills needed in various disciplines and occupations.

This view agrees with that of Blandford (1997), who also believes that within the framework of professional development is self-development and staff development which are important factors for effective management and effective schools.

Some scholars consider professional development as personal and institutional development. According to Zuber-Skerrit (1997:145), "professional development is associated with self-development and institutional management of faculty (academic staff) at all levels with reference to their activities and responsibilities as teachers and managers."

Other scholars like Tenderson (1978), who describe professional development as in-service training, view the whole concept as a programme of

systematised activities promoted or directed by the school system or approved by the same system, that contributes to the professional or occupational growth and competence of staff members during the time of service. Tenderson's view focuses on continuous learning through in-service activities in the education system that teachers serve so as to enable them build capacities in their occupation.

The same view is expressed in Zambia's National Education policy document *Educating Our Future* (MOE, 1996), which states that professional development is a responsibility of all teachers to deepen their knowledge, extend their professional skills and keep themselves up-to-date on major developments affecting their profession.

Scholars like Blandford (2000), have viewed professional development as In-Service Education for Teachers (INSET). He defines INSET as, "planned activities practised both within and outside school, primarily to develop the professional knowledge, skills, attitude and performance of professional staff in schools." By this definition, it indicates that INSET is a large component of professional development as it contains the major elements of teacher development such as knowledge, skills, change of attitude and performance.

Most views about professional development reflect a strong relationship between individual advancement academically and professionally, as well as institutional development. Bowring-Carr and West-Burnham (1997), assume that

professional development is a process of teacher education which is a matter of life long learning especially in one's career and that this form of teacher development and school development must move together.

The commonality in all these definitions is the focus on building and developing teachers professionally, in order to increase their competencies and efficiency. However, one unique characteristic of professional development is its voluntary nature. As indicated by Mwanakatwe (1974:119), "In Zambia, attendance at refresher courses has been voluntary among teachers immediately they complete their pre-service training in colleges of education." Some of the teachers have a tendency of relaxing towards professional development activities as they serve. Tenderson (1978) agrees with this view about the Zambian situation as he states that in Britain, where all in-service training is voluntary, a very substantial number of teachers is never involved in any form of in-service training.

2.2 Effective Management as a Factor in Professional Development

Skelton, Reeves and Playfoot (1994:88), suggest, "anyone assuming some responsibility for staff development needs to concentrate on creating the conditions with which people feel are able to begin the process of personal and professional development in a relatively safe and unthreatening environment." Therefore, effective management is crucial in promoting development in the institution. This idea is supported by one of the Common Wealth Studies (1993),

on *Monitoring School Effectiveness*, which states that the key factors influencing school effectiveness is the nature and quality of leadership and management provided by each school head. It further suggests that effective leadership and management may only be achieved through training the school managers in educational management as part of professional development rather than appointing them on the basis of seniority and years of experience. Seniority and experience may be considered as added advantages and not a guarantee to effective performance. Another study by World Bank (1992), has revealed that, apart from the possibility of participating in short seminars or workshops, the new head receives little preparation for the role as manager and professional leader of the school.

Following the views advanced by the two studies, it becomes evident that training of school managers is vital in the professional development of teachers so that they (the managers), can become efficient facilitators of various professional development activities. Similar views are also contained in the country's educational policy document (MOE, 1996), where it is emphasised that the effectiveness of a school in the delivery of education depends heavily on the quality of educational administration. School heads, education officers and education standards officers were expected to be trained in educational management.

Another study by Blandford (2000), also suggests that an effective school should have a professional development policy which will provide management and staff with a legal framework for understanding various programmes that are part of professional development. It will as well guide management and staff on professional ethics and right of duty to continuously improve themselves. The policy will further direct the planning, implementation, monitoring, evaluation and feedback procedures of the professional development activities.

The same study has shown that each school must have a culture for professional development so that it maintains a vision. Blandford further indicates that some of the aspects involved in the management of a professional development culture include the acceptance that professional development is life long learning; establishing an awareness of the importance of continuous learning through induction and appraisal; providing staff with access to a variety of learning experiences; providing expert support and guidance on professional development; encouraging reflection and development.; including motivation, valuing and rewarding all staff in the learning community.

All these views entail that the school managers should understand the school culture so that they and their teachers maintain a vision towards achieving the goals they have set. The managers ought to be committed to making the school a dynamic centre and fountain of academic and professional activities, utilising the financial, material, and human resources available.

Some scholars have suggested that not only should there be school policy and culture, but school audit as well. Bowring-Carr and West-Burnham (1997), describe the school audit as an initiative in which the school looks at its aims and vision, discovers if there are gaps, and then organises in-service education which directly deals with this gap. It is also suggested that the concept of Strengths, Weaknesses, Opportunities and Threats' (SWOT) analysis should be applied when planning the activities.

2.3 History of Professional Development in Zambia

Following the history of education in Zambia, the professional development activities mentioned in this chapter were either less significant or non-existent in the pre-colonial era. According to Snelson (1990), the idea of professional development in Zambia is only evident from 1925 when the colonial government realized the need for training teachers in order to improve the quality of education in both missionary and government owned schools. While the idea sounded professional, the African education was highly controlled and limited by the colonial government. What was much required at the time was enough education to the Africans to support the colonial administrative machinery especially in the civil service and military. Higher education was considered a threat to the establishment of the colonial powers, where the Africans would quickly be enlightened and fight for independence.

However, despite this political motive by the colonial powers, the idea of teacher training marked the foundation for professional development of teachers in the country. Some studies by Snelson (1990) and Mwanakatwe (1974), have shown that in the first republic of Independent Zambia (1964-72), teacher education and in-service training, in particular, was given more and serious attention by the government. This strategy was considered necessary so that teachers would be up-dated in terms of methodology and other professional matters.

Mwanakatwe further indicates that after independence, backed by the 1966 Education Act, which empowered the Government of the Republic of Zambia (GRZ) to have total control of all educational affairs in the country, emphasis was put on expanding in-service education as it had been done in other sectors of the education system.

Part of the research conducted by Manchishi, Chelu, Chilangwa, Chikalanga and Wamulwange in (1995), under the Zambia Education Rehabilitation Project of the Ministry of Education, shows that by the late 1990s, in-service education had become a highly recognised and vital component of professional development.

But, another study conducted by Chondoka and Manchishi (1999), on the history of curriculum development in Zambia, in the period 1883 to 1999, reveals that by 1980, regular in-service training programmes had been abolished at

Kitwe, David Livingstone, Charles Lwanga and other pre-service colleges. Apart from mere changes in the teacher training curriculum, these studies do not provide with reasons why the government decided to adopt this strategy of moving from a decentralised to centralised system of in-service training.

While in-service training continued at Chalimbana, MOE (1977) shows that another institution which was called Lusaka College for the Teachers of the Handicapped, now known as Zambia Institute for Special Education (ZAMISE), was opened in 1971 and began training teachers in the fields of the blind, deaf, and physically handicapped. Other sectors of the education system got involved in teacher in-service training. Manchishi and Associates observe that the inspectorate and the Curriculum Development Centre (CDC) in the Ministry of Education had contributed to professional development of teachers by conducting orientation, induction and training workshops as well as providing professional guidance to teachers.

However, some studies conducted by Lungwangwa and Associates (1995), have also shown that the Zambian Government faced a number of challenges in promoting in-service education and other professional development activities. Some of the challenges that had been identified were the shortage of appropriate training institutions, inadequate funding, shortage of learning and teaching materials, and human resources. Part of the findings of

these studies show that the government was willing to address these and other challenges that were affecting the educational development.

According to Richard and Associates (1989:6), "in 1976, an education reform document entitled, *Education for Development*, was drafted as a basis for discussing the type of education that would be appropriate for Zambia." Among the proposals was that In-service Education for Teachers (INSET) would be provided through courses of training that were designed to increase competence and productivity of teachers. Some aspects of this proposal were adopted in the 1977 Educational Reforms and INSET was among them.

Having adopted INSET meant moving away from a highly centralised to a decentralised in-service education approach and providing more opportunities to all teachers to participate in professional development activities at school level. Despite this achievement there is a challenge from the UNESCO (1996), studies which indicate that although the idea of INSET was adopted in 1977, it was only after 1986 that large scale INSET programmes and other activities covering the whole country and involving large numbers of teachers and other professional staff were organised.

Despite another success in scaling down INSET programmes in the late 1980s, it seems more needed to be done. Further research proved that a lasting solution to the problems affecting professional development in the country had not yet been found. Lungwangwa and Associates (1995) argue that the nation

could not pretend that real educational experiences were taking place in schools when there were no text books and other reading materials for the great majority of learners. Following this view, it entails that in order to overcome those challenges and any other, it required a new approach to professional development of teachers in schools if the desired goals were to be achieved.

2.4 Professional Development and Donor Support

Donor support seemed to have emerged as a popular policy in Zambia's educational development in general and professional development in particular. This is evident from what is contained in the National Education Policy document (MOE, 1996:115), *Educating Our Future*, where it is stated, "the Ministry of Education's capacity to offer in-service training is quite limited. Meeting the diverse needs of teachers for on-going professional and personal development is too extensive a task to be the responsibility of the ministry alone. It requires the participation of a number of agencies working along several different lines of approach."

Therefore, donor agencies have become close co-operating partners of the Ministry of Education. Some studies have shown that since the Mid-1980s, several INSET programmes had been implemented with support of a number of donor agencies. Shaeffer, S. and Associates (1993), *An Evaluation of the Self-Help Action Plan for Education (SHAPE)* document, states that SHAPE as a SIDA supported programme was launched in 1986. The programme was designed to

provide the necessary inputs to make the process of school based educational development more effective and self sustaining and to enhance the capacity of schools and colleges for self-help in academic, professional, and material terms through the development of resource work and productive work.

This statement is supported by Carmody (2004) who further indicates that the first INSET programme in Zambia was SHAPE which was started in 1986 with the help of SIDA, a community based project, to prepare educational materials, construct schools and provide in-service training.

Chondoka and Associates (1999), show that in the year, 1994, another programme called 'Action to Improve Mathematics and Science (AIEMS), was launched with the assistance of the Overseas Development Agency (ODA) which is now known as Department for International Development (D.F.I.D.). The mission statement of AIEMS, as stated by MOE (1994) was:

To improve the quality of teaching and learning of English, Mathematics and Science through the development of sustainable decentralised structures for in-service teacher education and development of durable mechanisms of material provision at the primary and secondary levels and would work towards equality of access of women and men, girls and boys.

The study by Chondoka and Associates further indicates that by 1998, AIEMS was followed by another programme known as the School Programme for In-service for the Term (SPRINT), under the same assistance of ODA. It is stated that under SPRINT, a number of sub-programmes was covered such as professional development of teachers through Teachers' Group Meetings; whole

school workshops for teaching skills; school development in gender related issues; subject specific training in English, Mathematics and Science; and orienting teachers to curriculum and new educational materials. This appeared to be a decentralised programmes, because it was entirely school based.

Some studies, e.g. Kelly (1999), have further shown that professional development requires effective management at all levels of the education system. Kelly argues, "management training and career development programmes in Zambia are under-developed and not focused on the improvement in the performance of individuals and organisations." His concern has been answered in some way. The study by Chondoka and Associates (1999), indicates that in 1994, the Educational Management Training (EMT), programmes were initiated under the Zambia Education Rehabilitation project (ZERP) supported by the World Bank and the African Development Bank (ADB). According to the MOE (1994), *Analysis on Current Education Policies in Zambia*, a needs assessment exercise was carried out by the Ministry of Education and ZERP to identify the most appropriate areas of management training, which included: Quality Assurance, Educational Planning, Policy Analysis, Roles and Responsibilities; Curriculum Planning, Implementation and Evaluation, Computer in Education, School Management and Preventive Maintenance Systems (PMS), and Effective Management. It is also stated that the Ministry of Education worked in

conjunction with experts from the University of Zambia to produce a variety of training modules.

The main aim of implementing EMT was to improve the delivery of education services in schools. It was emphasised that the effectiveness in the delivery of education depended on the quality of educational administrators. Therefore, almost all school managers, education officers and education standards officers were trained in educational management conducted at the basic (primary) colleges of education.

2.5 Challenges in Professional Development

Some scholars have noticed several challenges in the management of professional development in schools. For example, Blandford (1997), observes that self-development and staff development are the basis for professional development and crucial to school managers. Other scholars like Skelton, Reeves and Playfoot (1994), support this view and point out that development is not something that can be done to people, but something people can do themselves through the personal identification of their talents and self-will to advance. The role of the managers is to motivate those individuals. But motivation has also been deemed as a challenge in human resource management. Holt (1987), views motivation as one of the aspects of management that have been challenging to many scholars and managers, due to its greater inclination to being intrinsic than extrinsic motivation in a prevailing situation.

Studies have shown that many countries today are focusing their attention on quality education rather than quantity. For instance, King and Singh (1991), point out, "one of the principal themes at the Eleventh Conference of Commonwealth Ministers of Education in Barbados, in October 1990, was, *Improving the Quality of Basic Education*. Consequently, emphasis have been put on the need to achieve quality education through effective management in schools." According to Halliday (1995), it is further revealed that there was a general agreement at the same conference that school managers were central to improvement of quality education in the management of educational change. Other scholars have further argued that while change is inevitable, especially in dynamic fields like education, it has its own implications. Thompson (1994), argues, if the aims and objectives for a particular innovation are unclear, confused and sometimes conflicting, the process of change may be affected." The aims and objectives or intended goals must be clear before change is implemented. Thompson further observes that clarity of aims and objectives alone may not be enough but an innovation, and must not only be understood by administrators, teachers and other stake-holders, but it must be acceptable and supported by them.

Following Thompson's views, some studies have also shown that in certain schools, managers themselves, have negative attitude towards INSET programmes. They consider such programmes as an inconvenience to smooth

operations of their schools. According to one of the earlier studies on in-service training for primary school teachers in Zambia, under the INSET Africa Project, Waddimba (1982), it was reported that some head-teachers opposed INSET during school time because of past experience where teachers attended political meetings and did not complete the school syllabuses. This was an indication that those managers had limited understanding of INSET and might not have supported the programmes. They treated those programmes as separate entities in the schools.

Other studies such as the World Bank Surveys conducted by scholars like Dadey and Harber (1991), identified the lack of training in educational management among school managers and other administrators in various education systems as a serious weakness that had prevailed for many years and required immediate attention. The same studies further observed that neglect of training was a major bottle-neck in educational administration by Africans themselves. Reference was made to the research findings of one of the surveys that was conducted in 16 African countries. "The results were that 100% of those countries had lack of qualified personnel and 75% also had lack of training."

In-service training has been one of the most outstanding policy proposals in all three major education policy documents in Zambia, namely: MOE (1977), *The Educational Reforms*, MOE (1992), *Focus On Learning*; and MOE (1996), *Educating Our Future*, as part of on-going professional development. But

continuity and sustainability of this aspect of educational development seemed to have been challenging to the governments, institutions and individuals. With similar views, Waddimba (1982), also states, "INSET, in its totality, policy, role, priorities, type, methodology, organisation, motivation and attitude require knowledgeable and effective leaders vested in theory, research, evaluation and practice. Neglect or lack of formal advanced training in educational leadership will continue to be one of the main factors negatively affecting educational development in Africa."

As early as the 1970s, some scholars in the United States of America (USA), like Tenderson (1978), had also noticed the challenge contained in Waddimba's view as they point out that the professional attitudes of school heads and teachers, their skills, and knowledge, were probably the most important factors determining the quality of education in modern times. Therefore, the need for continuous in-service education, and training is vital in the professional development of teachers, school managers and other educational administrators.

In Zambia, several professional development activities such as INSET had been implemented in schools since the Mid-1980s, but there had been no systematic, well-established and effective strategies of managing those activities in basic schools. This study aims at addressing this void.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Research Design

The Study employed the survey research design to assess how professional development activities were managed in selected schools. Many scholars have defined survey as a method of data collection that uses questionnaires, interviews and study of written records. The data collected is usually about current situations. Some of these situations are reflected by Sidhu (2003), in his definition of survey methods. He views survey as, "a method of investigation which attempts to describe and interpret what exists at present in form of conditions, practices, processes, trends, effects, attitudes and beliefs."

The survey was chosen because of the following advantages: Many questions may be asked on a given topic. Therefore, in this study the researcher was able to design the questionnaires and interview schedules with a variety of items that would help gather data useful for the study. The survey accommodated both quantitative and qualitative methods of data collection, analysis, interpretation and discussion. The survey also provided with opportunities for direct interaction between the researcher and the subjects. With face-to-face interaction, the respondents expressed their opinions freely. Babbie (1989), describes surveys as flexible, while other scholars like Merriam and Simpson (1995), believe that in a face-to-face meeting, an investigator is able

to encourage the subjects and help them probe more deeply into a problem. A personal, face-to-face interview is recommended to develop rapport and gain the widest range of data. Equally, there was room for the investigator to develop new questions as situations dictated in the process of data collection. Original data were being collected from the primary source in the sample. Such data were reliable because of the interaction and exchange of views. The survey also enabled the researcher to collect data from different sources. The variety of data provided a wider base for its analysis and interpretation both quantitatively and qualitatively.

3.2 Population

The population which was the focus of this study consisted of 25 basic school managers, 25 INSET co-ordinators, 806 class teachers, 1 resource centre co-ordinator, 5 district education officials, 1 current principal and 3 former principals of DALICE in Livingstone, 1 principal and 3 former principals of NISTICOL. In addition, were 1 current principal and 3 former principals of NISTICOL, Chalimbana. These categories of the population were men and women aged between 21 and 65 years, mostly married. Their periods of service ranged from 1 to 33 years and most of them were confirmed officers.

3.3 Sample

The total sample was 240 subjects. This sample comprised 13 school managers, 13 INSET co-ordinators, 190 class teachers, 7 zonal centre school managers, 7 zonal INSET co-ordinators with 1 district resource centre co-ordinator, 5 district education officials 1 current principal, and 1 former principal of NISTCOL and 2 former principals of David Livingstone College of Education.

Schools were selected from the rural, peri-urban and urban areas of Livingstone District. Those schools were: Mahululo, Makoli, Senkobo, Simoonga, (rural); Mukamusaba, Palm-grove, (peri-urban); Holy-cross, Libala, Linda East, Maria Assumpta, Mujala, Nalituwe and Zambezi, (urban). Being few, all rural and peri-urban schools were made part of the sample. Urban schools were selected by computer generated tables of random numbers. Most of the selected schools were Grade Three Basic by status, with low to moderate staffing levels. The teachers were picked at random. The zonal centre school managers and co-ordinators, district education officials directly involved in the academic and professional activities in schools, and the District Resource Centre Co-ordinator, were included in the sample.

3.4 Instrumentation

Questionnaires and interview guides were developed and then used in data collection. The questionnaires were structured and consisted of close-ended

questions. The semi-structured interview guide, on the other hand consisted of a list of questions to guide the interview.

3.5 Data Collection

Data were collected through the administration of questionnaires to school managers and teachers. Interviews were conducted using the interview guides to gather more data from groups and individuals of various categories. Documentary analysis was employed to retrieve data from such records as organisational flow charts, log books, staff lists, minute books, files, work plans, training manuals, posters, school policy, the monitoring, assessment and evaluation tools used by school managers.

3.6 Data Analysis

The quantitative and qualitative data analysis techniques were used to process the data. Computer generated tables of frequencies and percentages were used to analyse questionnaire data. Interview data was analysed to come up with the most significant categories of themes.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The data presented was related to the particulars of respondents; roles of the school managers in the management of professional development and challenges they faced.

4.2 Personal Particulars

4.2.1 Sex

About 56% of the managers were male, while 44% were female. As for teachers, 67% were female and 43%, male. This shows that most of the managers were male while the majority of the teachers were female.

4.2.2 Age

Seventy percent (70%) of the school managers indicated that their ages ranged from 45 to 55 years while 40% claimed they ranged from 31 to 44 years. The situation was different with the teachers where the majority (59%) said that their ages ranged from 31 to 44 years while 23% mentioned 20 to 30 years. seventeen (17%) indicated 45 to 55 years and 1%, over 55 years.

4.2.3 Marital Status

Seventy-two (72%) percent of the managers responded that they were married, 15% said that they were single, 8% widowed, and 5% divorced.

4.2.4 Academic and Professional Qualifications

The tables below show the distribution of qualifications of teachers and managers in selected schools.

Table 1: Qualifications of teachers

QUALIFICATIONS	FREQUENCY	PERCENTAGE
Junior Secondary Certificate plus two years training.	16	7
Form 5/Grade 12/GCE plus two to three years training	152	63.3
Advanced Primary Teacher's Certificate plus two years training	15	6.2
Secondary Teacher's Diploma	27	11.2
Other Diplomas	27	11.2
First University Degree	3	1.2
Totals	240	100

Most of the teachers (63.3%) said that they possessed School Certificate/GCE plus two years training, 11.2% had Secondary Teachers' Diploma and another 11.2%, other diplomas. About 7% possessed Junior

Secondary School Certificate plus two years training, and 1% first university degrees.

Table 2: Qualifications of School Managers

QUALIFICATIONS	FREQUENCY	PERCENTAGE
Form 5/Grade 12/GCE plus two to three years training	11	55
Advanced Primary Teacher's Certificate plus two years training	1	5
Secondary Teacher's Diploma	5	25
Advanced Secondary Teacher's Diploma	2	10
Other Diplomas	1	5
Totals	20	100

Most of the school managers (55%), had School Certificate with at least two years teacher training. About 25% had Secondary Teacher's Diploma, 10% Advanced Secondary Teacher's Diploma, while other diplomas represented 5%. Therefore, diploma holders accounted for a total of 40% of the managers. Five percent (5%) held Advanced Primary Teacher's Certificate (APC) and no one had a university degree.

4.2.5 Educational Management Training (EMT)

About 45% of the school managers reported that they had undergone educational management training while 55% stated that they had no opportunity to take part in the training.

4.2.6 Number of years in Teaching Service

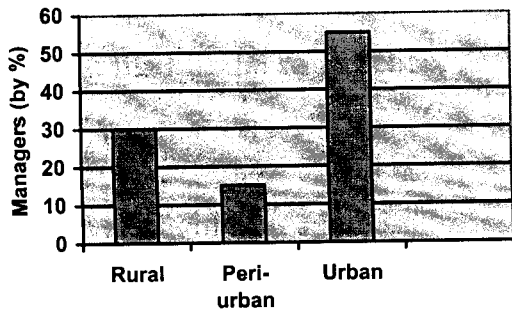
Eighty-five percent (85%) of the managers stated that they had been in the teaching service for 16 to 30 years and 15% for more than 30 years. But as for the number of years they had served as school managers, 84% indicated that they had served from 1 to 10 years while 16% mentioned 11 to 20 years in the post. As for teachers, 95% showed that they had served from 1 to 30 years and 3% more than 30 years.

4.2.7 Present posts held by teachers

About 87% stated that they were class teachers, 4% deputy-heads and 9% senior teachers, whether substantively appointed or acting for administrative convenience. The majority of the teachers were class teachers.

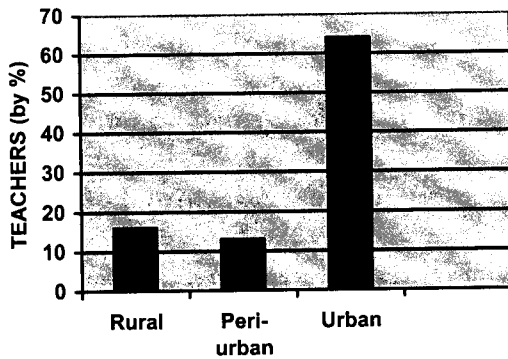
4.2.8 Geographical and School Level Distribution of Respondents

The bar-graphs below show the distribution of respondents in the three geographical areas of the districts.



LOCATION

Fig 1: Geographical Distribution of Managers



LOCATION

Figure 2: Geographical Distribution of Class Teachers.

About 31% of the managers were serving in the rural areas, 15% peri-urban and 54% urban areas. For teachers, 13% were in the rural, 11% peri-urban and 76% urban. Therefore, the majority of the managers and teachers served in urban areas. At the time of data collection, 34% of the teachers reported that they were teaching in the Lower Basic School (Grades 1-4), 39% Middle Basic (Grades

5-7) and 25% Upper Basic (Grades 8-9). Therefore, the majority of the teachers were teaching at the Middle Basic School level.

4.3 Roles of the School Managers in Professional Development

4.3.5 Planning Strategies

The interviews revealed that the majority of the managers used meetings as organs for planning professional development activities. It was during those meetings that they designed both school workshops and individual workshops.

4.3.6 Implementation Structures

The managers also reported that implementation of INSET programmes and other related professional development activities was done through their local administrative structures which consisted of head-teachers, deputy-heads, senior teachers, section heads, chairpersons of various committees, patrons/matrons of clubs as well as the teachers in general.

4.3.7 Monitoring, Assessing and Evaluating Professional Development Activities

About 85% of the managers agreed that the application of these management strategies was important in professional development while 15% disagreed. Almost all teachers (94%) also supported the idea. "Management should involve all teachers in reviewing and evaluating INSET programmes and other activities in the schools," said one of the teachers at a school. The majority of the managers

reported that they used the following to help assess and evaluate school professional development activities.

- a) Schemes of work, lesson plans and records of work.
- b) Class lists and attendance registers.
- c) Pupils' exercise books, mark schedules, progress charts and termly reports.
- d) Annual confidential forms, applying the Annual performance Appraisal System (APAS) principles.

4.3.8 Organisation and Management of School Activities

The following professional development activities were reported to be taking place in schools: INSET; teacher-orientation/induction, meetings, workshops, lesson preparations, actual teaching, team work, further education, guidance and counseling, appraisal, sports, clubs, subject association, cross-cutting issues like HIV/AIDS, environment, gender, special educational needs (SEN), life and productive skills, monitoring, assessment and evaluation. Generally, 56% of the teachers stated that INSET programmes were well organized in their schools while 44% disagreed.

4.3.9 Designing Organisational Flow Charts

According to the Ministry of Education In Zambia, the ideal organisational structure of the Upper Basic School is as shown in figure 3. However, the majority of the managers (62%) were found to have adopted a

locally designed structure as shown in figure 4, which they reported to be suitable for their schools. 38% of the managers had no written charts, but, through face-to-face interviews they confirmed having adopted the same design. The main reason expressed by the managers for adopting such a design locally, was lack of enough qualified teachers to establish various subject departments of an ideal Upper Basic structure.

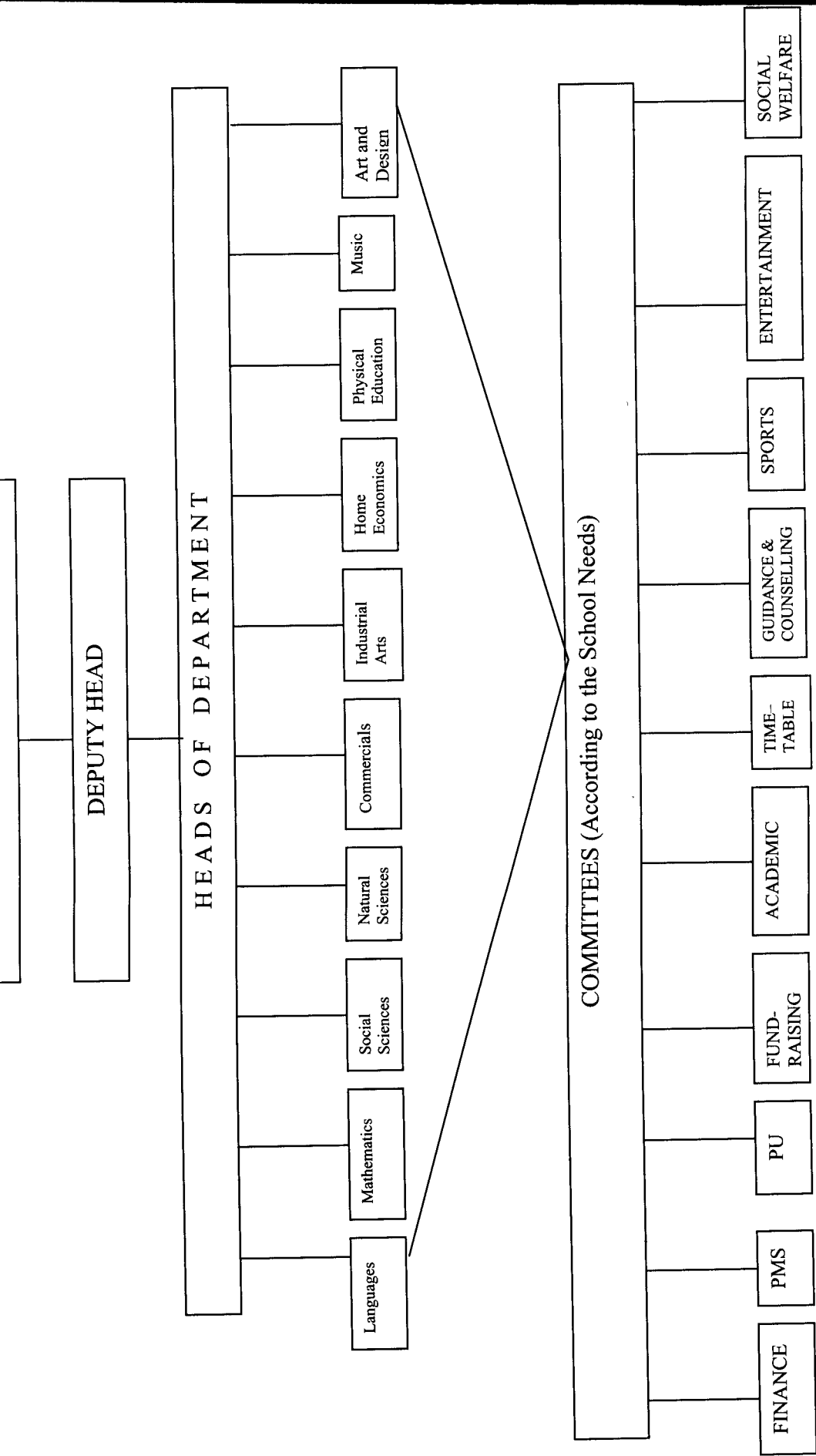


Figure 3: Ideal Administrative Structure of Upper Basic School

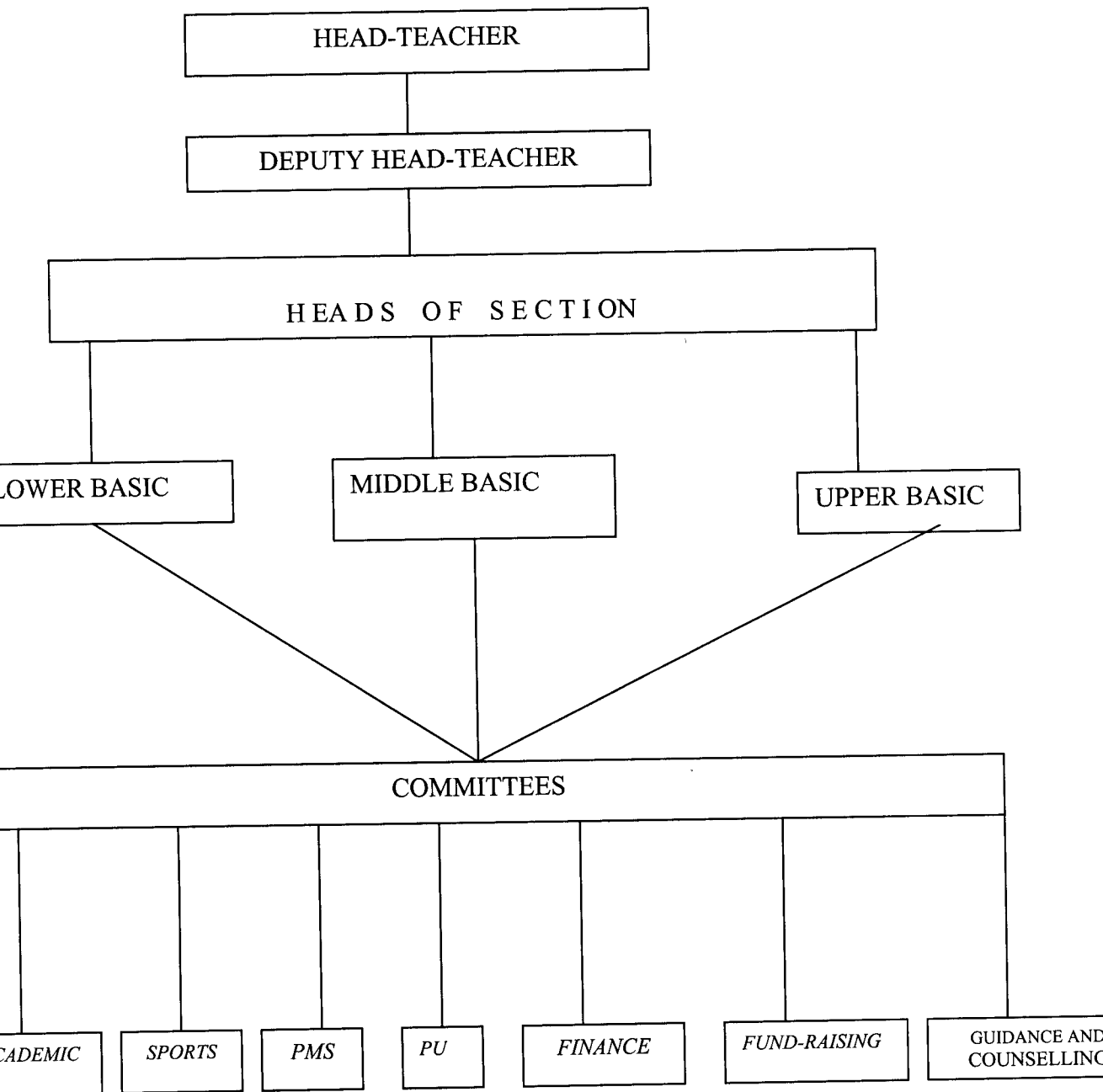


Figure 4: Administrative Structure of Basic Schools Locally Designed by School Managers.

Apart from managing various activities through the school head's office, sections and committees, the majority of the managers had designed separate charts for clubs and INSET activities. The clubs included the following: Drama and Culture, Anti-AIDS, Anti-Drug, Girl-Guide, Debating, JETS (Junior Engineers Technicians and Scientists), Chongololo and Red-Cross. Each club was headed by a chairperson and overseen by the patron/matron. The majority of the schools had their organisational charts for INSET designed as follows:

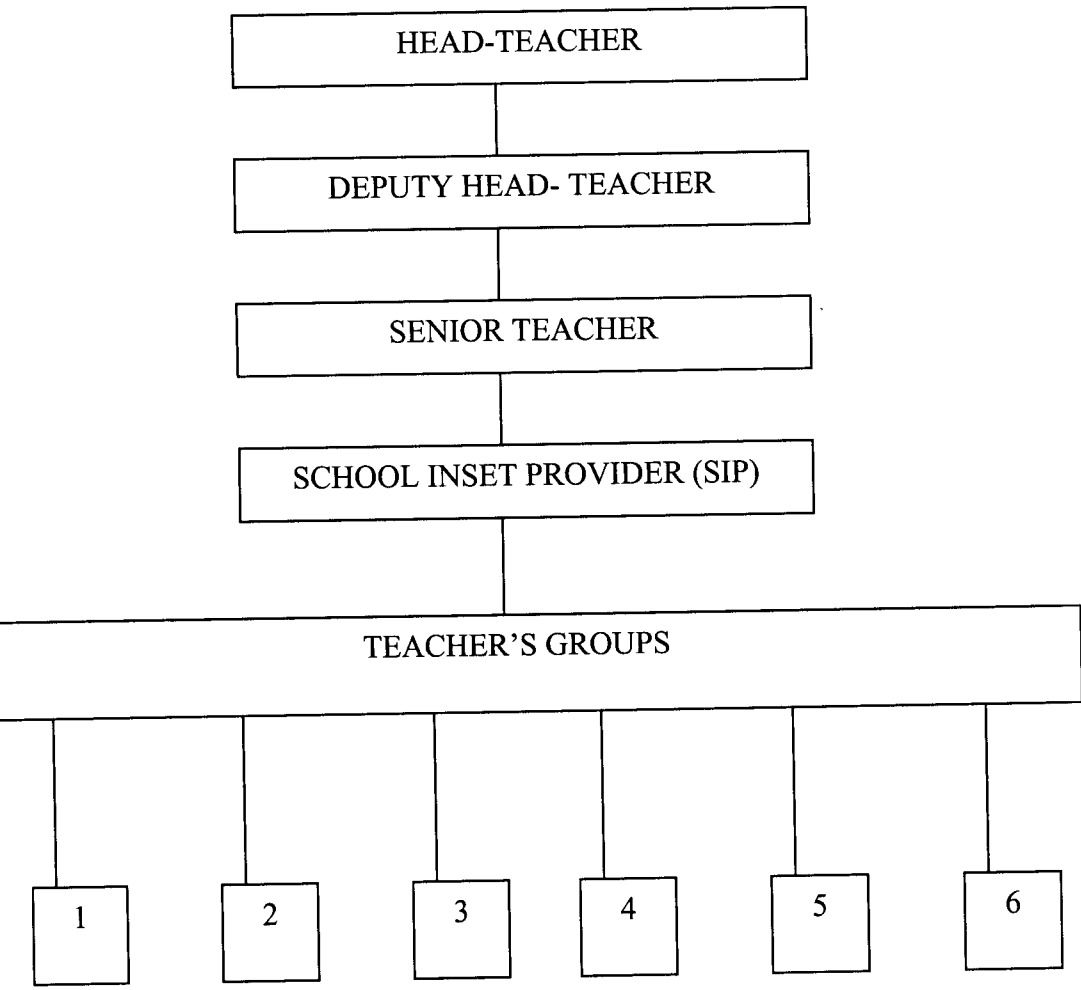


Figure 5: INSET Structure in Schools

4.3.10 Organisation of INSET Activities

4.3.10.1 School Based Workshops

All managers (100%) indicated that they had organized 10 to 15 workshops. Further more, 91% of the managers stated that they had attended INSET workshops. In the case of teachers, 83% reported that they had attended more than one school based workshop since they joined the teaching profession, 8% once only, and 9% had not attended any workshop or seminar.

During the in-depth interviews, the majority of the teachers lamented over the decline of some of the INSET programmes like SHAPE and AIEMS. "Those programmes were once dynamic but now they seem to have died," said a teacher at one of the schools. Many teachers attributed the decline to too much dependence on donor support in running INSET programmes and inability of schools and the Ministry of Education (MOE) to sustain the same programmes when donor support was reduced or came to the end. The teachers further stated that inadequate resources and lack of incentives for them continued to undermine the management of INSET activities in schools.

4.3.6.2 Professional Meetings

About 62% of the managers indicated that they conducted their professional meetings termly, 31% stated monthly and 8% was frequently as the need arose. For teachers, 54% showed that they attended professional development meetings once every term, 24% monthly, and 20% twice per month.

The teachers also reported that staff meetings were held twice a term, with one meeting at the beginning of each term and the other, end of same term. Other meetings included Teachers' Group Meetings (TGM) which were described as beneficial to all teachers.

4.3.11 Benefits of Professional Development Activities

In the interviews, teachers talked about the following benefits that they and their colleagues had received from professional development activities. The teachers:

- (a) gained more experience, knowledge, skills and positive change in attitude.
- (b) were up-dated and kept abreast with new ideas and information.
- (c) gained experience and enhanced confidence in their work.
- (d) felt that their effectiveness and efficiency had improved.
- (e) were more involved in teacher to teacher interaction within and outside the schools and that interaction resulted into sharing ideas.
- (f) were helped to identify their own talents such as the ability to organize, lead, counsel, reconcile, settle disputes, plan, judge, unite and manage the organisation.

- (g) built capacities to assess and evaluate pupils' performance in schools.

4.3.8 Utilisation of Organisations and Individuals Outside the Schools

About 77% of the managers confirmed that they had made use of donor projects frequently to provide professional development activities while 23% said that they did so to a less extent. The majority of the teachers indicated that it would be desirable if more assistance for professional development activities was received from business organisations, non-governmental organisations and individuals. Their suggestion was made in relation to the financial and material support given to schools by the Sun International Hotels, Zambezi River Lodge, ZAMSIF, CHANGES, WWF, UNICEF, Save the Children Norway (formally known as Redd Burna) and churches.

4.3.9 Assessment of Teachers' Attitude Towards INSET Programmes

All managers (100%) generally showed that teachers' attitude towards INSET programmes was good. As for the teachers, 56% agreed that professional development activities in schools were well organised and supported. But 44% reported that teachers' morale towards INSET programmes was declining.

4.3.10 School Managers' Working Relationships with INSET Co-ordinators

All the managers (100%) reported that their working relations with the INSET co-ordinators was generally good. In the interviews, the majority of the INSET co-ordinators also confirmed that they had good working relationships with their managers. However, a few INSET co-ordinators mentioned that some managers provided support to INSET activities, but did not physically participate in those activities.

4.3.11 Utilisation of Responsible Officers in the Schools

Generally, all the managers (100%) indicated that they utilized their deputy-heads in managing professional development activities. This was confirmed by the majority of the deputy-heads interviewed.

Sixty two (62%) of the managers reported that they made use of their senior teachers in managing professional development while 23% indicated that they did not involve those officers. When interviewed, the majority of the senior teachers reported that they were utilized in managing professional development.

About 46% of the managers confirmed that they utilized the union leaders while 54% stated that they used them at times. During interviews, some union leaders admitted that they were utilized. But they further complained that they were not well utilized in professional development activities because of lack of formal training in educational management.

Eight-five percentage (85%) of the managers indicated that they involved INSET co-ordinators in organising various professional development activities while 15% showed that they rarely involved them. The majority of the INSET co-ordinators confirmed that they worked hand in hand with heads in organising professional development for teachers.

4.3.12 Fund-Raising

Most of the managers (69%) stated that they were fully engaged in fund-raising ventures for professional development in their schools where as 23% did so at times. The majority of the teachers also agreed that fund-raising ventures like civilian days (when pupils were allowed to wear clothes of their own choice different from uniform and paid an average of K500.00 for being in such attire), walks, and performing drama were used to raise funds for professional development activities. However, it was further mentioned that the same monies raised were not meant for professional development activities alone, but other school activities as well. The majority of the managers reported that these fund-raising ventures were not strong sources of income for schools.

4.3.13 Financial Support for INSET Activities

The majority of the managers and teachers pointed out that financial support for professional development activities such as teachers' group meetings, workshops, seminars and further studies, was generally limited in

basic schools. Many teachers complained that they had been accepted at the University of Zambia, colleges, and other higher learning institutions but had not been offered scholarships. A few teachers stated that they had paid to study through distance education and part-time.

Only 9% of the teachers reported that they had received some assistance at times, while 91% indicated that they were not assisted. When asked to explain why only a small percentage had received support, the majority of the managers (77%) said that it was due to inadequate funding, financial regulations governing the use of GRZ funding and government's effort to control the number of teachers leaving for further studies so as to prevent schools from remaining without teachers. It was also reported that the office of the DEBS was responsible for regulating numbers of teachers wishing to leave their stations for full-time studies. However, from the interviews, it was found that support by making recommendations for further studies and giving professional advice by the managers, was plentiful.

4.3.14 Support Towards Further studies

All managers (100%) confirmed that they were involved in providing academic and professional guidance to teachers in their schools. 41% of the teachers supported the managers' claim, but 88% disagreed. Following the interviews, the majority of the teachers claimed that they were happy with the

professional guidance they received from their managers, but a few indicated that they were not satisfied.

This view was shared by education officials from the DEBS Office. They pointed out that, while their major role was to facilitate educational activities in schools, they were under-utilised by school managers in the provision of professional development activities.

Generally, all managers (100%) agreed that they were flexible on their school timetables to accommodate teachers' private studies and other professional development activities. Thirty-seven percent (37%) of the teachers also agreed with the managers but 63% disagreed. However, through interviews, it was found that many of the teachers who disagreed were not engaged in private studies to be able to assess the managers on timetables.

The majority of the managers also indicated that they encouraged and supported teachers to go for further studies at various institutions of learning. They gave support to 14% of the teachers who were studying with the university, and 37% with colleges and other institutions of learning. They were ready to support even the 42% who were at the time of the study not involved in further studies. Similarly, 15% of the managers were studying with the university, 46% with colleges and 38% not involved in studies.

4.3.14.1 Self-Sponsorship

Almost all the managers (92%) indicated that there was very limited support for self-sponsorship at school level. Only 8% showed that there was adequate support. During the face-to face interviews, the teachers also reported that they were not encouraged to go for full-time studies at universities and colleges even when they had applied for paid study leave on self-sponsorship. "We are not allowed to go for further studies even when one is ready to sponsor himself or herself unless that officer is ready to be put off pay-roll during the period of study," said a teacher at one of the schools. Through similar interviews, the Office of the DEBS confirmed that self-sponsorship was no longer encouraged unless the teacher accepted to be removed from the pay-roll so that another one would be employed to fill the gap.

4.3.14.2 Support for Paid Study Leave

Generally, 92% of the managers confirmed that they supported applications for paid study leave of members of staff in their schools through positive recommendations to the Office of the DEBS, while 8% indicated that did not. Only 16% of the teachers confirmed that their applications for paid study leave were supported by the school managers while 84% disagreed.

4.3.14.3 Support for Unpaid Study Leave

About 54% of the managers supported teachers for unpaid study leave, while 46% were unable to do so. Only 12% of the teachers confirmed that they were aware of this kind of support for teachers who wanted to go for further studies while 88% were not.

4.3.14.4 Material Support

All managers (100%) confirmed that material support to those involved in distance education was available though limited. 70% of the teachers also agreed that material support like the provision of stationery and reading materials was there although not enough. Thirty percent (30%) disagreed.

4.3.14.5 Awarding of Committed Teachers

The majority of the managers reported that they awarded teachers who participated in various professional development activities in a variety of ways, which included Labour Day awards, recommendations for further studies and promotions.

4.4 Challenges in Managing Professional Development

4.4.1 Financial Resources

Financial resources of most schools were described as inadequate. Even the little monies raised through fund-raising activities were not all directed towards financing professional development programmes but other activities. "Lack of sound and reliable financial resources have affected the management of professional development activities in our schools," said one of the managers.

4.4.2 Learning and Teaching Materials

The study found that although there had been a steady flow of learning and teaching materials in schools from the Mid-1990s, there were still some shortages. "It is difficult to develop a reading culture in children if learning and teaching materials are limited or scarce," said a teacher at one of the schools.

4.4.3 Human Resources

Many school managers complained of understaffing, especially at Upper Basic School level. They pointed out that many of the teachers teaching Grades 8 and 9 were seconded from Lower and Middle Basic school levels. They further suggested that if their schools were well staffed, they would be able to prepare lessons adequately, teach normal loads and attend to other professional development activities.



4.4.4 Time Management

Through in-depth interviews, the majority of the managers and teachers at each school expressed appreciation of the various INSET programmes and activities provided. However, they pointed out the challenge of dividing time to accommodate all those activities in school routines.

4.4.5 Teacher Apathy

Generally, 58% of the teachers and 92% of managers agreed that there was apathy among some teachers towards professional development while 42% of the teachers and 8% of the managers disagreed.

4.4.6 Motivation

Eighty-three (83%) of the teachers felt that lack of motivation among teachers was a serious challenge in professional development. For instance, one teacher repeated more clearly what others had been saying; "there are no incentives to attract us to attend Teachers' Group Meetings (TGMs) all the time." Seventeen percent (17%) considered motivation as not a serious challenge. All the managers (100%) admitted that lack of incentives had demoralized teachers in schools. They attributed the problem to inadequate funding.

4.4.7 Limited opportunities for Capacity-Building

There were many views expressed by the teachers and managers about limited chances for capacity building at school level. They included the following:

- a) Lack of educational management training among some managers.
- b) Limited orientation and training in practical subjects like Industrial Arts, Physical Education, Music, Home Economics and Art and Design.
- c) Tightly controlled scholarships to universities and colleges to pursue further studies.
- d) Limited amount of time for orientation and training.
- e) Lack of libraries in most schools
- f) Inadequate learning and teaching materials
- g) Lack of research skills.

4.4.8 Communication

Almost all the managers (92%) were of the view that communication on professional development activities within the schools was not effective. Eight (8%) stated that it was effective to some extent. Fifty-seven percent (57%) of the teachers did not agree that communication was effective while 43% also viewed it as effective.

4.4.9 HIV/AIDS Pandemic

The majority of the managers (77%) reported that HIV/AIDS was a challenge in professional development. It affected teachers' performance at school and personal levels. Twenty-three percent (23%) did not view it as a serious challenge. The DEBS Office confirmed the prevalence of the problem but mentioned further that its impact on management of professional development had not been fully established.

4.5 Interventions

4.5.1 Mode of Appointing INSET Co-ordinators

Seventy-seven percent (77%) of the managers supported the idea that INSET co-ordinators be elected by teachers while 23% were against it. A few teachers supported the managers' view but the majority of them felt that the existing system where the managers appointed INSET co-ordinators should be maintained.

4.5.2 Donor Funding

All managers (100%) and 92% of the teachers supported the initiative of encouraging donors to allocate more funds to help professional development. 8% of the teachers were against too much dependence on donors. During the face-to-face interviews, some teachers suggested that local resources should be

developed. "Local resources are more reliable than donations over which you have no complete control," said one teacher.

4.5.3 Establishing Local Resources

About 92% of the managers and 96% of the teachers liked the idea of creating local resources to promote professional development. Eight percent (8%) and 4% respectively, disagreed. The majority of the managers and teachers suggested that government funds allocated to schools should be increased to support professional development activities.

4.5.4 Orientation and Training

All managers (100%) and 93% of the teachers felt that school management and old teachers should help to develop the new teachers professionally through orientation and training. Seven percent (7%) of the teachers disagreed. During the face-to-face interviews the majority of the teachers pointed out that there was need to intensify capacity building of managers and teachers through INSET. "More scholarships, through government and self - sponsorship should be offered to those teachers who wish to advance through further studies," said a teacher at one of the schools. Teachers also suggested that orientation and training workshops be given longer duration in order to cover enough content.

4.5.5 Providing Professional Guidance for Further Studies

Every manager (100%) accepted this intervention. The majority of the teachers also supported it. However, only 40% of the teachers were involved in further studies while the rest were not. Many teachers appealed for increased opportunities for government and self-sponsorship to full-time studies in higher learning institutions. Some managers and teachers had observed that educational management training for managers was necessary in order to improve their managerial capacities.

4.5.6 Appraising Teachers

The teacher appraisal was generally appreciated by 85% of the managers and 89% of teachers. About 15% and 11% respectively, did not accept the intervention. The majority were happy about the concept of Annual Appraisal System which had been introduced around the Year 2003, because of its openness and consultative aspects. It was viewed as one of the motivating factors to teachers. However, many teachers felt that for teacher appraisal to be effective, there was need to improve the school environment. They suggested the need for constructing resource rooms, laboratories and libraries, regular supply of learning and teaching materials to improve the teachers' performance and promote professional growth.

4.5.7 Development Plans

Almost all the managers (92%) favoured the idea of further development plans based on previous performance. Eight percent (8%) disagreed. During the interviews, all the teachers supported this initiative as well.

4.5.8 Encouraging Regular Consultation

The following block graph shows various responses from teachers in the selected schools.

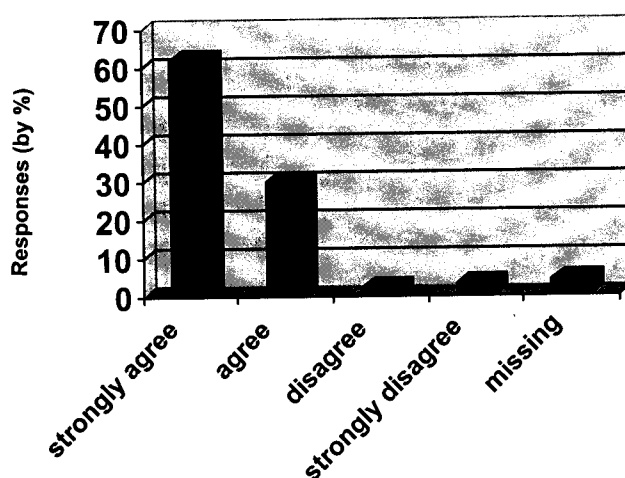


Figure 6: Block-Graph

Most teachers (98%) and all the managers (100%) supported the idea of regular consultation. Two percent (2%) of the teachers were against. Interviews with the district education officials also revealed great emphasis on the need for managers to encourage regular consultation among staff in schools, as well as utilising the education standards officers and other experts relevant to professional development of teachers in schools.

4.5.9 Improving Record Management

All managers (100%) and 98% of the teachers were in favour of improving record management of professional activities in schools.

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This chapter will discuss the findings of the study. The study will focus on four major areas namely: the role played by school managers in managing professional development activities and those not well managed, in basic schools; the effects of well managed professional development activities in schools; the challenges managers faced in the management of professional development; and how they were trying to overcome those challenges.

5.2 Roles of School Managers

The study established that several INSET programmes and other professional development activities were taking place in basic schools and these had become an integral part of professional development. It also established that some programmes and activities associated with donor projects ceased when those projects came to the end.

School managers' role in professional development included: planning, implementation, monitoring and evaluation of the professional development activities and facilitation of teacher participation in the activities through the existing organisational structures, meetings, workshops, communication systems and other professional forms of interaction.

While managers played these roles in schools, some of them were not aware that some of their activities were professional development. They organized the activities more as part of the school curriculum and routine than as part of the process of professional development. For instance, orientation was mostly taken as a mere introduction of new staff to the school environment at the time of joining the stations. It was not viewed as a professional activity in which managers and other members of staff facilitated the sharing of information about new ideas and programmes; learning and teaching materials; changes in the curriculum; government policy and other matters that affected their institutions.

This attitude was also evident in the responses of some managers and teachers on INSET activities in their schools. "INSET activities are good but they are too many and too frequently introduced in the schools," said a manager at one school. The concern over INSET in this sense could be valid, but increasing activities could also result into professional growth of staff and the institution they are serving. Both the institution and the people involved in it would grow professionally.

This observation is supported by Zuber-Skerrit (1997) in his continuous professional development model where he suggests that the traditional methods of training based on transmitting knowledge and skills from expert to novice has been challenged by research. He argues that there is a need to shift to the new concept of continuous professional development and life-long learning as a 'process' rather than one-off-training course.

5.2.1 Organisational Structures

Basic school managers organized the INSET and other professional development activities through the school administration structures which included offices of the headteachers and their deputies, committees, INSET coordinators, teacher's groups and clubs. A few variations were noticeable among those structures and those variations depended on the size, location, staffing levels and local factors affecting a particular school.

Some of the managers experienced constraints in organizing professional development activities. The constraints included limited capacity, poor coordination and lack of motivation among the office bearers. Some teachers were appointed by their managers to serve in too many positions due to shortage of staff especially in the rural schools. This affected their performance because they were over-stretched.

5.2.2 Management Strategies

All school managers indicated that they were involved in applying the major management strategies to achieve the intended goals in their schools. One of those strategies was planning. Cole (2004:136), views planning as, "a process concerned with defining ends, means, and conduct at every level of organisational life." In his view, 'ends' are the aims and objectives; 'means' are the resources, while 'conduct' are the policies which will guide the implementation. The managers also practiced some principles of democracy in

planning professional development activities. For instance, they involved all members of staff in planning the activities for each school term and come up with work plans, school calendars and sessional dates. Each member of staff had an input in designing the activities of the term.

There was evidence of the managers utilizing their deputies, senior teachers, union leaders, guidance and counseling teachers in initiating professional development activities. The democratic practices demonstrated by the school managers were in line with one of the provisions of the decentralisation policy contained in the national education policy document, *Educating Our Future*, MOE (1996:127), which states, "decentralisation of the educational system in Zambia entails intrusting local units with administrative responsibility and discretion to plan and implement programmes and projects." The local units were also free to make adjustments where necessary, to suit the local situations so long it was done within government policy.

School managers were aware of their responsibility to facilitate the implementation of professional development activities as well. However, the study observed that implementation was quite challenging to most of the managers. As suggested by Sidhu (2003), "the Headteacher is responsible for carrying out the policies of the educational authorities and those of the local management committee." The managers delegated various activities to all members of staff in their schools. In most cases each member of staff was involved in more than one programme and activity. The managers confirmed

that their main role was of supporting the school activities by providing appropriate time on the school timetable, financial and materials resources.

While such a role might have been appropriate for the school managers, there was still need for them to directly get involved by physically participating in the professional development activities of their schools like the Teachers' Group Meetings, In-house workshops, seminars and even the actual teaching of some lessons in order to motivate other teachers in the implementation process. Through interviews with the teachers, this study established that some school managers only supported the INSET and other professional development activities administratively but did not participate physically. "Our Headteacher doesn't attend the Teachers' Group Meetings and neither does he come to check what happens physically," said a teacher at one of the schools.

Those managers who physically participated in the professional development activities would be considered more effective in conducting the other management strategies of monitoring, assessment and evaluation. However, all the managers proved that they and their teachers were involved in practising the three strategies. Their efforts were proved by a number of assessment tools they used which included work plans, monitoring guides, schemes and records of work, lesson plans, staff lists, class lists and registers, mark schedules, progress charts and pupils' performance record books.

Despite the provision of this evidence, the study revealed that in most schools, the managers had no systematic procedures of monitoring, assessing,

evaluating and record-keeping of professional development activities. There were no clear records that demonstrated the accurate and effective application of these strategies. Blandford (1997), suggests that senior and middle managers are required to provide evidence of supporting the efficiency and effectiveness of teaching and assessing school activities. There is need for clear procedures and designs as well as accurate use of assessment tools. Managers and teachers should make regular consultations with the education standards officers and share ideas.

This study established that the new practice of Annual Appraisal System (APAS) was popular among the school managers, although it was not formally implemented by the education authorities at the time of data collection. The managers confirmed that they were oriented towards this system, but the officially designed tools for APAS were not distributed in schools. Because most managers became interested in the APAS, they decided to use the existing assessment instruments in their schools like the Annual Confidential Form, applying the principles of APAS.

One of the major principles of APAS was open discussion, guidance and recommendation between the manager and his/her assessee. Similarly, teachers were happy about the system because of its democratic approach. "It is a good system because you are free to discuss with the assessor your strengths, weaknesses and challenges, rather than being judged secretly in a closed door of the office of the boss," said one of the teachers.

Many teachers and their managers viewed the teacher appraisal system as a strategy that should help to share ideas, create academic freedom, unity and promote professionalism in the individuals and the learning institutions. A system that should encourage the awarding of committed teachers on merit especially in terms of recommendations for appointment to responsible positions within and outside the school.

The managers confirmed that they utilized the outside school environment in managing professional development activities. This initiative is barked by Sidhu (2003), who states that from being a pivot of the administrative machinery, the school managers' role extend outside the boundaries. He/she is the link between the school and the world around.

Although most of the managers in schools claimed that they utilized various organisations and individuals outside their schools, it was debatable. For instance, through the interviews, officials at the DEBS Office including the DRC indicated that they were under-utilised by the school managers and teachers. The record documents in schools such as the log books, school in-service record books and files, showed no evidence of school managers having invited the DEBS, DESO or ESOS for consultative visits or meetings on matters of professional development apart from visits initiated by the same officials. The school managers needed to initiate some of the visits as well, to encourage academic and professional interaction with outsiders who could contribute ideas. However, one could also argue that consultations and discussions on

professional matters took place in meetings and visits initiated by officials from the DEBS Office and the DRC. The absence of records inviting those officials did not mean there were no discussions or consultations.

5.3 The Effects of Well Managed Professional Development Activities in Basic Schools

Despite several challenges, managers in some schools tried hard to ensure that INSET and other professional development activities were carried out. Teachers in such schools confirmed that through those activities, they gained a lot of experience, knowledge, new skills and positive change of attitude. Active participation was recognised as necessary if professional development activities were to be beneficial to individuals and the institutions they served. The study further established that professional development activities increased teacher resourcefulness. "These programmes have forced us to be busy looking for information in order to accomplish various activities," said one teacher at a certain school. The managers and teachers agreed that those professional development activities were building capacities and confidence in them as educationalists. They understood that people were concerned with quality education in schools, and one way of achieving the quality of education was to build the teachers professionally so that they would become more effective, efficient, confident and responsible.

Despite all the merits of well managed professional development activities identified by this study in most schools, it was further established that in schools where the same activities were not well managed, the trend had a negative impact on the attitude of teachers towards INSET and other professional development activities. This would in turn affect the performance and quality of education in those schools. For instance, in certain schools, strategies for teacher orientation were limited, Teacher Group Meetings were rarely held; clubs had declined; most of the teachers were not affiliated to subject associations; communication, networking and record management needed improvement. During the face-to-face interviews, these problems were expressed by the teachers themselves. "It is difficult to organise these INSET activities when administrators in the school don't show interest or concern," said a teacher at one of the schools.

Therefore, it entailed that teachers in those schools were denied the opportunity to interact professionally and share ideas, new knowledge, skills, and increased experience in their profession. ADEA (2004:16) states, "teacher learning is reported to be the most enhanced when continuous professional development is a team rather than an individual effort." Organizations or institutions where professional development activities are not well managed there is usually lack of team spirit among staff. Therefore, there is need for effective school heads, as stated by Common Wealth Secretariat (1993) that an effective school head demonstrates professional competence, good relations and

concern for team work as well as quality leadership that creates confidence and inspiration to staff and other people. Without effective management, the staff in those schools would remain stagnant, uncreative and unable to meet the challenges in their profession confidently.

The study noted that well managed professional development activities had turned schools into busy centres of educational activities, learning and development. Academic freedom of regular consultation and information sharing were developed. For example, Teachers' Group Meetings (TGMs), Grade Meetings at Resource Centre (GRACE) and other fora, created a strong professional interaction, link and unity among teachers and schools.

Through those forms of interaction, managers and teachers were able to identify their own challenges and find possible solutions. Some British scholars, Ashton, Henderson, Merrit and Mortinner (1985:15), support this view, "it was a logical step in the 1970s to recognise the potential benefits of school-based INSET activities taking place physically within the school in which the teams consisted of staff colleagues and the problems tackled were those arising in their school. It was argued and sometimes demonstrated that a school could identify and tackle its own problems in a relevant and professional manner."

Some teachers noticed that the variety of INSET and other professional development activities had enabled them discover personal talents that tended to be hidden due to lack of exposure to a variety of activities. The introduction of other studies in schools, like Environmental Education, Guidance and

Counseling, Gender, School Health and Nutrition, Special Educational Needs (SEN), HIV/AIDS Education, Life and Productive skills along with INSET programmes and the main school curriculum created a broader base for the professional development of teachers.

5.4 Challenges

While INSET programmes and other school activities had positive effects on the professional development of teachers in basic schools, the managers experienced several problems or challenges. The challenges included certain aspects of programme sustainability, motivation, teacher attitude, orientation, capacity building, change, research and the HIV/AIDS pandemic.

5.4.1 Inadequate Resources

Inadequate financial, material and human resources in schools were among the challenges managers faced in managing professional development activities. Lack of enough money negatively affected every school, hence derailing professional development. The managers indicated that GRZ funding to schools per term was not enough to meet the costs of several programmes and activities. Raising funds locally was recognised as an appropriate measure though still challenging in many schools especially in the rural areas. "We try by all means to raise money locally, but the sources are so limited that we fail to meet even half way our targets," said one of the managers at a rural school.

Most schools depended on small scale fund-raising activities like brais, walks, performing drama and what they called 'civilian days.' The government

policy on free education, from Grade One to Seven, barred school authorities from levying pupils school fees, but were free to negotiate with parents on planned projects to develop the schools.

Through face-to face interviews with the managers and teachers, it was also observed that financial problems were a national challenge affecting nearly every institution of learning, universities inclusive. Therefore, it was the responsibility of the school managers and their staff to plan and utilize the limited financial resources provided by the government and co-operating partners to manage professional development activities, and also try to find means of raising extra funds locally. As stated by Blandford (1997:vi), "resource management is integral to effective school management, and no school can avoid the issue of resource management."

Similarly, the shortage of learning and teaching materials affected teacher performance in general and self-professional development in particular. While the Ministry of Education had been supplying materials like books, maps, charts and science apparatus, some schools still experienced shortages in certain areas. Along with the need for learning and teaching materials, professional teachers and managers ought to have appropriate resource rooms. The shortage and lack of certain infrastructure had also affected the management of professional development. For example, it was noticed that many primary schools in Zambia had been up-graded to upper basic schools without the necessary facilities like adequate classrooms, laboratories, libraries, conference rooms, staff-rooms and

electricity supply, especially in rural areas. The provision of such facilities and several others would promote conducive learning and teaching atmospheres and motivate staff towards professional growth.

Apart from the inadequate financial and material resources, lack of competent human resource to organise professional development in schools was another challenge. The number of teachers with effective organisational skills to help the management was limited at each school. The managers and teachers themselves observed that many INSET programmes were not managed effectively due to incompetence among facilitators. For instance, all INSET co-ordinators were appointed by their managers from among the staff, but most of those co-ordinators had not been offered adequate training to equip them with enough knowledge and organisational skills about INSET and other professional development activities.

School based workshops had been going on in schools for some years, but many teachers still expressed dissatisfaction with the way most of those activities had been organised at school level. For example, teachers at one school made reference to some of their colleagues who had attended workshops outside the school for one or two weeks, but when they came back, they took a few hours only to sensitise the rest of the staff. "It was very difficult for us to grasp one or two week content presented in a few hours," said one of the teachers. The school managers confirmed those challenges and attributed them to lack of regular training among facilitators and limited financial resources in their institutions.

Due to limited resources there was also a problem regarding inability to sustain some of the INSET programmes that would contribute to continuous professional development of teachers. As stated by Ashton and Associates (1983:16), "school focused INSET' must cater for teachers both as individuals and as staff members collectively responsible for identifying solutions for the school as a whole. Donor support had always a time-frame after which the programmes needed to be sustained by the local school authorities."

5.4.2 Limited Opportunities for Further Education

The study revealed that most school managers were managing schools without formal training in educational management. They were merely using their knowledge and skills gained from training in the colleges of education and teaching experience over their period of service. While that was appreciated, continuous formal training in educational management was necessary to make them more competent and effective managers of schools. In his 'competence model' of continuing professional education, Nasseh (1996), describes 'competence,' "as a quality or state of having sufficient knowledge, judgement and skill to carry out responsibility and provide desired services."

The national policy on education document, *Educating Our Future*, MOE (1996:117) also says, "from the Mid-1990s, the government, through the Ministry of Education, would be committed to the training of all school heads and their deputies in educational management." According to the statistics contained in

the same document, by the Year 2000, almost all school managers had been trained. Despite that achievement, managers who were trained that time were no longer in schools by the Year 2005 due to various reasons which included promotions, retirements, resignations and to some extent, deaths. Since the Year 2001, there had been no intensive training of school managers in educational management, yet the national policy emphasises that these training activities should have been a continuous process and permanent feature of the education system.

However, at the time of data collection of this study, NISTCOL had just introduced such training on a modular system under distance education. The same system was accompanied by a series of residential schools at the college during the basic and high school holidays. The University of Zambia offered courses in Educational Management and Policy Studies at both under-graduate and post-graduate levels. This was still a challenge when only two institutions in the whole country were offering these courses at considerable scale.

Ambitions for further studies had gained a lot of ground among teachers and school managers. They become eager to learn and up-grade themselves academically as well as professionally. Among the findings of this study on academic and professional qualifications of teachers in basic schools was that the majority of them possessed School Certificate/GCE plus 2 years training in primary school teaching methods. The Public Service Reform Programme (PRSP), which was officially launched in 1993, motivated many teachers and

other personnel in the Ministry of Education to up-grade their qualifications.

The Ministry of Education Sensitisation Manual (2002:2), clearly states:

The Ministry of Education is now under-going restructuring. All the personnel in the ministry starting at National Headquarters to the Provincial, district, and school levels, including teachers, need to know in advance how they will be affected by the exercise.

One of the significant features of that exercise was the model of restructuring the ministry by re-alignment which included: the advertising of all established posts from the directorate to basic school levels; conducting interviews and selection; placement of successful candidates and retirement of unsuccessful ones. This created a lot of fears, expectations and uncertainty among teachers and educational managers in the affected sectors. "It is difficult to be promoted to headteacher of a full basic school (1-9) without a diploma or degree these days," said a manager at one of the middle basic schools.

Chances of getting GRZ sponsorship also seemed to have become highly competitive in the district. During interviews, one of the teachers asked a question, "How can professional development of teachers be promoted when chances of going for further studies are so limited, and even self-sponsorship has been cancelled, unless a teacher accepts to go on unpaid study leave?" Officials at the Office of the DEBS revealed that opportunities for teachers to go for further studies on full-time basis at college and university were available and indeed regulated. They were subject to government regulations relating to the control of

numbers of teachers who left their stations. The officials also indicated that there were more teachers allowed to go on paid-study leave than before. The only problem was that the number of applicants had been increasing every year. According to statistics made available by the same office, there were 25 teachers studying full-time at various colleges and the University of Zambia at the time of data collection of this study.

Following the information provided by the Office of the DEBS, it was clear that the regulations governing paid study leave would remain in-force to protect the interests of pupils in schools. Allowing all those teachers who applied for such leave to go would mean leaving many classes in schools without teachers. However, this was a challenge to education managers because the interest of teachers wishing to pursue further studies was growing and genuine. Further studies are part of professional development while pupils should also not be deprived of their opportunities to learn in schools.

5.4.3 Lack of Motivation

Some teachers complained of lack of incentives in the INSET programmes. This problem was confirmed by the school managers who went on to say that it was a challenge in the management of professional development. Most teachers suggested that there was need for certain benefits if they were to be involved actively in the INSET activities. "The school management and other education authorities expected us to attend so many INSET meetings even during our free

time without incentives,” said one of the teachers. Yet professional development activities in reality, benefit both individual teachers in the institution they are serving as well as the surrounding community.

Most teachers and their managers associated the idea of incentives to short-term benefits like allowances. It was only through interviews that both the managers and teachers realized that apart from short-term benefits, there were also long-term benefits that included confirmations in employment, promotions, delegation or appointments to responsible positions within and outside the school, support for further studies, and above all professional development. Both forms of incentive, short-term and long-term were appreciated by the teachers although most of them still felt that short-term benefits were necessary to create immediate encouragement among staff. But short-term benefits were not always available in schools especially money due to limited financial resources.

The study revealed that lack of incentives contributed to teacher apathy towards professional development. The quantitative results of this study indicated that almost all the school managers (92%) and above half of the teachers (58%) confirmed the existence of teacher-apaty towards INSET and other professional development activities in schools. Some teachers had developed negative attitude towards work in their own profession. For instance, it was reported that some teachers were reluctant to participate in some INSET activities like Teachers’ Group Meetings and in-house workshops. “When

Teachers' Group Meetings were introduced, we were promised that those who would actively participate in the meetings would be awarded by being recommended to study for Primary Diploma by Distance Learning (PDDL). But that was not followed despite some of us having attended all the sessions," said a teacher at one of the schools. Having interacted with school managers and DEBS, it was found that a total of 100 teachers in the district had been recommended to pursue that diploma. This was another challenge to the school managers since they were responsible for recommending those teachers to the DEBS within the limited number that was required out of the rest of the staff in schools. The study established that it was difficult to satisfy everybody who was interested in the programme. As viewed by Weightman (2004), many studies have proved that motivation still remains a challenge to the management of many organisations as it is not possible to satisfy every individual and every interest of an individual. However, everything possible should be done to encourage all teachers to participate in professional development activities.

5.4.4 Ineffective Communication

The findings of this study show that almost all the managers (92%) and 57% of the teachers stated that communication on professional development activities was a challenge both within and outside the schools. Cole (2004:220), defines the concept of 'communication' "as a process of creating, transmitting and interpreting ideas, facts, opinions and feelings. It is a process that is

essentially a sharing one-a mutual interchange between two or more persons.” The managers had adapted various communication systems they felt were suitable in managing professional development activities in their schools. For example, they made announcements at parades, held staff briefings, conducted meetings, wrote notices, letters and memos. There were also a lot of talking walls and trees where mission statements, mottos, warnings, HIV/AIDS sensitisation and environmental awareness messages were written.

While all these communication activities were taking place in schools, the challenge was the effectiveness of the communication systems. The study established that most school managers had general ideas about communication, but still needed to improve the capacity to establish more effective communication systems within and outside the schools.

5.4.5 HIV/AIDS Pandemic

The impact of HIV/AIDS had been so critical in terms of numbers of teachers who were sick and bed-ridden or lost through death in Livingstone. However, it was confirmed by the school managers and the DEBS Office that some lives had been lost in the past years. But with the introduction of Anti-Retral Virals (ARV^s), sensitisation activities and counselling services, the situation was expected to improve considerably. However, the pandemic was still considered as a great threat and not to be under-estimated. It would still de-

rail peoples' efforts towards professional development and other school activities through prolonged illness or death.

5.5 Interventions to Overcome the Challenges

Some managers faced several challenges in the management of professional development. However, they employed a variety of strategies to try to overcome some of the problems.

One of the strategies noticed by this study was the idea of 'team-building.' The designed organizational flow charts consisted the major teams such as administration, sections, committees, Teachers' Groups and clubs. The members of each team were encouraged to work hard together so that the organization of various activities in the schools would be made easy. As Cole (2004), states in his definition of 'a team, "it is more than just a group with a common aim, but, a group in which contributions of individuals are seen as complementary. Collaborative, and working together is the key-note of a team activity." Therefore, team spirit and team work were emphasized in this arrangement.

In some schools, managers had established local individual resources. Although the majority of the managers and their teachers accepted the donor support initiative on some INSET activities, they were at the same time against total dependence on donor funding and felt that local resources were more reliable than donations in sustaining professional development activities. Hence the need to establish such resources.

Apart from GRZ funding, schools were conducting fund-raising ventures which included agricultural production units, tuck-shops, brais, walks, performing drama and civilian days. Schools also collected money through the Parent-Teachers' Association (PTAs) based on agreements made on developmental projects to be carried out at each school. Other fees were collected from the Grade Eight and Nine pupils since the upper basic level was not part of the policy of free education, but that of cost-sharing. Some schools collected money from organizations like churches and tuition groups that used classrooms, while others sold spaces for advertisement on their wall-fences.

Most of the local financial resources were small and non-permanent. Even the amounts schools realized at the time of this research were reported little. Therefore, well established sources were needed in order to sustain the professional development activities.

Despite several challenges in managing INSET activities, the school managers still encouraged their teachers to actively participate in those activities. The managers fully utilized the services of INSET co-ordinators, deputy-heads, section-heads, union leaders, and guidance and counselling teachers to help in encouraging fellow teachers to actively get involved in all professional development activities available in schools. The managers also supported teachers who wished to pursue further studies in training centres, higher colleges of education and universities.

The school managers, their deputy-heads, senior teachers and INSET coordinators were involved in monitoring, assessing and evaluating INSET and other activities. Schools were also visited by the education standards officers from the DEBS Office.

While the efforts made by the managers and their subordinates at school level were appreciated, there was still need for systematic assessment procedures, well laid down and easy to follow. Most schools did not have well established procedures with clear records of what was being done. Therefore, it was left to the managers to create these structures as part of managing professional development.

Related to monitoring, assessment and evaluation, was the teacher appraisal as another intervention. Both managers and teachers were happy about the Annual Appraisal System (APAS) which was still at orientation stage at the time of data collection of this study. Despite that, the system was also appreciated as a measure to meet some of the challenges in managing professional development. "It is a good system because it is open and teachers will no longer suspect the managers of writing negative reports about them secretly," said one of the managers. The system was described as transparent and highly professional by both the managers and teachers. This observation is backed by Blandford (1997), who also states, "the purpose of appraisal is to motivate and develop individuals by identifying their strengths and weaknesses, discussing and setting targets as colleagues." Although some managers had

began practising the principles of APAS, there was still need for it to be formally implemented with all its tools made available.

Managers also encouraged regular consultation among staff in their schools. Both managers and teachers reported that they were free to interact and consult each other on various academic and professional matters. The school managers encouraged teachers during the staff meetings and workshops that regular consultation was necessary as it enhanced effective communication and sharing ideas.

Some consultation activities require reference to certain records in an organization such as a school. This study had established that record management in most schools had not been accurate. All the managers and 98% of the teachers agreed that improving record-keeping in schools was necessary for effective management of professional development and other school activities.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations of the study. The recommendations were designed for possible implementation by school managers, district administrators, the Ministry of Education and other authorities responsible for educational development in basic schools.

6.2 Conclusion

Managing professional development of teachers in basic schools is a challenge to all educational administrators in general, and school managers in particular. It is a task that requires sound financial, material and human resources. It also calls for effective managerial skills, individual and collective effort, as well as commitment by the managers and teachers. Haives and Coombe (1986), agree with this view as they suggest that education systems need both visionary leadership and well informed, clear sighted, professionally committed, and resourceful managers at all levels. It is a task that while the managers bear the responsibility of facilitating continuous teacher professional development in schools, they need the support of other stake-holders in the education system, namely: teachers themselves, education administrators, teachers' unions, government and the community.

The study has established that professional development activities were carried out in basic schools. The school managers were organising various INSET activities, conducting meetings and practising several management strategies that they felt would enable them achieve the intended goals. Among those strategies were: designing the organisational flow charts showing the functional structures, planning, implementation and evaluation of INSET, core-curricular, co-curricular, and extra-curricular activities. Other strategies included appraising and recommending teachers for confirmation, promotion and further education. In addition to all these roles, the managers facilitated the creation of financial and material resources through fund-raising and other school activities. Therefore, the managers were involved in finding possible solutions to the challenges of managing and sustaining professional development activities.

Although the school managers had demonstrated some capabilities to manage professional development, there were several challenges they faced which included: limited understanding of professional development as a concept, resulting into difficulties in applying its principles effectively; limited opportunities for academic and professional advancement for themselves as managers, and their staff; unsystematic and inconsistent provision of educational management training; lack of research skills; inadequate financial, material and human resources; limited capacity to motivate all the teachers; poor communication; and unsystematic record management.

The study also established that, while donor agencies had been supporting INSET programmes in Zambia for many years, the major challenge that was experienced here was that financial resources were scarce in basic schools. This affected the capacity of these schools to sustain some programmes when donor support came to an end. Although school managers were making efforts to address the problems affecting professional development in basic schools, more advanced interventions were needed to make the management of this aspect of educational development effective.

The study also suggests that it would be desirable if further research activities would be conducted on: evaluation of INSET activities in the last ten years (1995-2005); assessing the impact of Teachers' Group Meetings model on professional development; and comparing management of professional development of teachers in the rural and urban settings.

6.3 Recommendations

6.3.1 To School Managers

One of the scholars, Weightman (2004), points out, "school managers have a responsibility to manage talents which includes developing staff so that they build careers." Therefore, school managers, being key to the management of professional development activities, should:

- a) orient themselves to the concept of professional development so that they are able to define it and apply its principles effectively.

- b) strengthen the facilitation of INSET programmes and other professional development activities by allocating more time, funds and materials required for such activities.
- c) facilitates the continuous orientation and appraisal of all teachers and recommendations of those who deserve confirmation, promotions and opportunities for further studies.
- d) encourage reading culture, regular consultation, mentoring, professional meetings and formation of professional associations such as subject associations and clubs among teachers in schools.
- e) strengthen the Teacher's Group Meetings (TGMs) by identifying topics that are challenging, relevant and beneficial to the development of teachers' skills.
- f) facilitate the identification of resource persons who are conversant with the topics to be discussed from time to time in order to make the sessions interesting and motivating to teachers.
- g) expose all teachers to various professional meetings like workshops, seminars, conferences and study tours outside their schools to gain more ideas and experience.
- h) improve the management strategies of planning, implementation, monitoring and evaluation by establishing systematic and clear procedures of administering these strategies in schools.

- i) facilitate the formation of professional development committees in schools that would spear-head the designing of effective models for continuous professional growth among teachers.
- j) improve the record management in schools by keeping accurate and reliable information about the professional development activities so that it can be easy to access and utilise.
- k) engage in their own academic and professional advancement and encourage the teachers to do the same throughout their service.

6.3.2 To School Teachers

While managers are the key responsible officers in managing professional development in schools, they need support from all the teachers. Blandford (1997:1), describes a manager as, "someone who gets the job done through people." Therefore, this study further recommends that teachers ought to:

- a) adopt a strong 'will' towards professional advancement as individuals and teams in the learning insitutions. They need to view professional development as a life-long process that requires self-determination and hard work.
- b) fully participate in professional development activities available to them in schools. They should also form and strengthen professional fora like teachers groups, subject associations, in-house workshops and clubs.

- c) get involved in interpreting school policies, mission statements and mottos so that the messages those ethos contain may inspire them (the teachers) towards professional development goals.

6.3.3 To Teachers' Union

Apart from bargaining for better salaries and conditions of service, the study established that these organisations could play a role in the promotion of professional development in schools. In some countries like Ghana, the teachers' unions, popularly known as 'teachers' associations,' are highly responsible for professional development. Greenland (1983), points out that the Ghana National Association of Teachers (GHAT) fights for the welfare of teachers in terms of salaries and conditions of service, and has a professional development division which is responsible for improvement of professional and academic competence and skills to teachers. Similarly, in the Zambian situation, unions should support the management of professional development by:

- a) providing professional and technical advice to the school management and how professional development activities can be improved.
- b) helping the INSET co-ordinators and the school administration to organise professional meetings.
- c) sponsoring teachers for further studies at colleges and universities in order to help to create more opportunities for advancement in education.

- d) participating in the orientation of new teachers towards professional development and sensitise all the teachers on their rights and professional ethics in the teaching service.
- e) engaging themselves in encouraging teachers to participate in educational research activities in order to accumulate more knowledge and ideas in the profession, so that they build capacities to solve institutional and societal problems.

6.3.4 To District Education Administrators

The District Education Office is also directly responsible for the professional development of teachers. Therefore, the study recommends that there is need for:

- a) increased support for professional development activities in schools by regular visits to monitor progress and provide professional advice to managers and teachers.
- b) facilitating regular orientation and training workshops, involving all managers and teachers to promote more exposure to INSET and other professional development activities.
- c) supporting the formation of professional development committees, subject associations, and clubs by teachers in schools and the district.
- d) up-dating the managers and teachers regularly on latest matters of professional development such as information communication technology

(ICT), teaching methods, cross-cutting issues and other challenges in education.

- e) facilitate research activities at school and district levels.

6.3.5 To the Directorate of Teacher Education and Specialised Services (TESS): Ministry of Education.

- a) There should be provision for the award of certificates, to those who satisfy the recommended attainments of in-service education at school level. This strategy would help to motivate the teachers professionally.
- b) Research is one of the most important aspects of professional development. Therefore, research skills should be emphasised at both levels of pre-service in colleges of education, and in-service in schools, so that the education system can develop individuals and institutions that are research oriented.
- c) There is need for establishing a professional organisation of teachers like Teachers' Accreditation Board (TAB), recommended in the national education policy document, *Educating our Future*, (1996), in order to maintain a professionally minded staff at every level of the education system. Such an organisation would facilitate and help to raise professional standards among teachers as they may be more active and focused in the professional development activities. The same organisation should be able to monitor and guide the academic and professional

committees that should also be well established at provincial, district and school levels.

- d) Every school environment should be improved so that it becomes conducive for learning and managing professional development activities. The improvement may occur through the provision of adequate classrooms, office rooms, libraries, laboratories, equipment, learning and teaching materials as well as teaching staff. Certain facilities may be raised by the local authorities, but government interventions are still necessary.
- e) While local fund-raising initiatives ought to be encouraged in schools, there is also need for increased government funding to schools so that the managers can adequately meet the costs of managing INSET and other professional development activities. In this respect, schools and their boards should budget for this.
- f) Support the designing of professional development models in schools through colleges of education and universities. Nasseh (1996), suggests that for professionals to continue their education is a responsibility of most institutions of higher education. He further argues, "employees and providers may have knowledge of professional practice and work settings, but lack understanding of the educational process and current research." Therefore, the directorate, through the Ministry of Education,

may influence this initiative in order to consolidate the concept of professional development and activities in schools.

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APPENDIX A

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES**

Topic:
Managing Professional Development of Teachers in Selected Basic Schools in Livingstone District

QUESTIONNAIRE FOR SCHOOL MANAGERS

General Instructions

This questionnaire seeks your contribution in terms of information towards this study, which is about professional development in our basic schools. Professional development activities include: INSET, teacher orientation and induction, meetings, seminars, workshops and conferences, mentoring, lesson preparation, team planning and teaching, study tours, research, further studies, counselling, appraisal, monitoring, assessment and evaluation.

Your views and ideas will benefit you and many other people. Please answer all questions freely. You will not be answerable in any way for the responses you may provide. All information will be highly appreciated and strictly treated as confidential. Don't write your name, any service or registration number on this document.

Specific Instructions

There are some statements with options in this questionnaire. Pick the option that is appropriate according to your opinion and insert the letter, A, B, C, D, E, F, G, or H) that represents the opinion you have chosen, on the firm line provided on the right.

1. Your sex
A. Male
B. Female _____

2. Your age
A. 20 – 30 years
B. 31 – 44 years
C. 45 – 55 years
D. Over 55 years _____

3. Your highest academic and professional qualifications.
A. Junior Secondary School Certificate plus 2 years training
B. Form 5/Grade 12/GCE plus 2 or 3 years training
C. Advanced Primary Teachers' Certificate (APC)
D. Secondary Teachers' Diploma
E. Advanced Secondary Teachers' Diploma
F. Other Diplomas
G. First University Degree
H. Master's Degree _____

4. Location of the School you are managing in Livingstone District.
A. Rural
B. Peri-Urban
C. Urban _____

5. What is the Grade of your school?
A. Four
B. Three
C. Two
D. One
E. Super Grade One _____

6. Have you attended the Educational Management Training (EMT) during the last 10 years?
A. Yes
B. No
C. Yet to attend
D. Not sure _____

7. How long have you been in the teaching service?
A. Less than 1 year
B. 1 – 5 years
C. 6 – 10 years
D. 11 – 15 years
E. 16 – 20 years
F. 21 - 30 years
G. More than 30 years _____
8. How long have you been a school manger?
A. 1 – 5 years
B. 6 – 10 years
C. 11 – 20 years
D. 21 – 25 years _____
9. Show the post or posts you had held before you became a school manager.
A. Senior Teacher
B. Head of Department
C. Deputy-Head
D. INSET Co-ordinator
E. Resource Centre Co-coordinator _____
10. How many workshop/seminars have you organised since you become a school manager?
A. 0 – none
B. 1 – one
C. 1 – 5
D. 6 – 10
E. 11 – 15
F. More than 15 _____
11. Professional staff meetings are held
A. Monthly
B. Termly
C. Yearly
D. Any time _____
12. How much do you utilise the various donor projects in managing professional development activities in your school.
A. Very much utilised
B. Utilised
C. A little utilised
D. Not utilised _____

13. How much do you assess the attitude of teachers towards INSET programmes and other professional activities in your school?
 A. Excellent
 B. Very good
 C. Good
 D. Poor
 E. Very Poor _____
14. Who appointed the INSET Co-ordinator in your School?
 A. School Administration
 B. District Resource Centre
 C. District Education Secretary's Office
 D. District Education Standards Office _____
15. Your working relations with the INSET Co-ordinator is ...
 A. Excellent
 B. Very good
 C. Good
 D. Poor
 E. Very Poor _____
16. Does your school engage in fund raising ventures to support professional development activities such as INSET?
 A. Yes
 B. No
 C. Sometimes
 D. In the past, but not right now. _____

How much have the following been utilised in the management of professional development activities in your school?(17 – 20).

17. Deputy-Head
 A. Always
 B. Often
 C. Sometimes
 D. Rarely
 E. Never _____
18. Senior Teachers/heads of department
 A. Always
 B. Often
 C. Sometimes
 D. Rarely
 E. Never _____

19. Teacher's Union leaders.
A. Always
B. Often
C. Sometimes
D. Rarely
E. Never

20. INSET Co-ordinator
A. Always
B. Often
C. Sometimes
D. Rarely
E. Never

How do you feel the following challenges or problems affect the management of professional development activities in your school? (21 – 24)

21. Teacher apathy towards school activities
A. Too much
B. Enough
C. A little
D. Nothing

22. Communication.
A. Too much
B. Enough
C. A little
D. Nothing

23. Resignations for greener pasture.
A. Too much
B. Enough
C. A little
D. Nothing

24. HIV/AIDS
A. Too much
B. Enough
C. A little
D. Nothing

Some teachers are interested in doing private studies while working. How much assistance do they get from the school in terms of the following (25 – 30)?

25. Financial support
A. Too much
B. Enough

- C. A little
 - D. Nothing
-

26. Material support such as stationary and books.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

27. Flexibility by the administration on the timetable.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

28. Academic and professional guidance.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

29. Supporting requests for paid study leave.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

30. Supporting unpaid study leave.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

31. Supporting requests for full sponsorship.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

32. Supporting requests for cost-sharing.
- A. Too much
 - B. Enough
 - C. A little
 - D. Nothing
-

33. Supporting self-sponsorship.
A. Too much
B. Enough
C. A little
D. Nothing
-

In your view, would the following interventions help to manage INSET programmes and other professional activities at your school?

34. INSET Co-ordinator to be elected by the teachers
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
-
35. Organisation of all activities to depend on the INSET Co-ordinator.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
-
36. Team building and collective effort.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
-
37. Co-operative partners (donors) to be encouraged to allocate funds to professional development sections of their projects.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
-
38. Making professional development more on local resources.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
-
39. Orientation and training of new teachers.
A. Strongly agree
B. Agree
C. Disagree

- D. Strongly disagree _____
40. Holding professional meetings with staff regularly.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
41. Guiding teachers who wish to study.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
42. Monitoring and evaluating professional development activities.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
43. Appraising all teachers.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
44. Making future plans about professional development based on the previous performance.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
45. To improve record-keeping in the school?
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____

APPENDIX B

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Topic:

Managing Professional Development of Teachers in Selected Basic Schools in Livingstone District

QUESTIONNAIRE FOR TEACHERS

General Instructions

This questionnaire seeks your contribution in terms of information towards this study, which is about professional development in our basic schools. Professional development activities include: INSET, teacher orientation and induction, meetings, seminars, workshops and conferences, mentoring, lesson preparation, team planning and teaching, study tours, research, further studies, counselling, appraisal, monitoring, assessment and evaluation.

Your views and ideas will benefit you and many other people. Please answer all questions freely. You will not be answerable in any way for the responses you may provide. All information will be highly appreciated and strictly treated as confidential.

Don't write your name, any service or registration number on this document.

Specific Instructions

There are some statements with options in this questionnaire. Pick the option that is appropriate according to your opinion and insert the letter, A, B, C, D, E, F, G, or H) that represents the opinion you have chosen, on the firm line provided on the right.

1. Your sex
A. Male
B. Female _____

2. Your age
B. 20 – 30 years
C. 31 – 44 years
D. 45 – 55 years
E. Over 55 years _____

3. Your highest academic and professional qualifications.
A. Junior Secondary School Certificate plus 2 years training
B. Form 5/Grade 12/GCE plus 2 or 3 years training
C. Advanced Primary Teachers' Certificate (APC)
D. Secondary Teachers' Diploma
E. Advanced Secondary Teachers' Diploma
F. Other Diplomas
G. First University Degree
H. Master's Degree _____

4. Location of the school you are teaching in Livingstone District.
A. Rural
B. Peri-Urban
C. Urban
D. Not sure _____

5. Grade(s) you are teaching.
A. 1 – 4
B. 5 – 7
C. 8 – 9
D. Floating teacher _____

6. You have served the Teaching Service for
A. Less than 1 year
B. 1 – 5 years
C. 6 – 10 years
D. 11 – 15 years
E. 16 – 20 years
F. 21 - 30 years

G. More than 30 years _____

7. Are you confirmed in employment?

- B. No
- C. Yes
- D. Not sure _____

8. Your present post is

- A. Class Teacher
- B. Senior Teacher
- C. Head of Department
- D. Deputy – Headteacher _____

9. Your responsibilities in the school, apart from actual teaching.

- A. Production Units
- B. Sports
- C. Clubs
- D. INSET
- E. School Entertainment
- F. Preventive Maintenance
- G. Other
- H. None _____

10. How many INSET-workshops/seminars have you attended since you joined the service?

- A. 0 – None
- B. 1 – one only
- C. 1 – 5
- D. 6 – 10
- E. More than 10 _____

11. How often do you attend staff meetings?

- A. Once per month
- B. Once per term
- C. Twice per month
- D. Once a year
- E. Nothing _____

12. How do you view the professional development programmes in your school?

- A. Well organised
- B. No support
- C. Declining
- D. Disorganised
- E. Non-existent

INSET programmes and other professional activities may have problems or challenges in organizing them. Do you think the following are some of them?

13. Negative attitude of teachers.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

14. Lack of motivation among teachers.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

15. Poor co-ordination and communication among staff in the school.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

16. Inadequate funding
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

17. Shortage of learning materials.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

18. Lack of experts or skilled human resources in INSET activities.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

19. Resistance to change by school management and staff.
 - A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

20. Failure to integrate INSET activities with the school curriculum and routine.
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
21. Some teachers are involved in private studies while working. Are you one of them?
A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree _____
22. If you are involved in private studies, which of the following categories of institutions are your studying with?
A. Centre
B. College
C. Institute
D. University _____

Do you get support for your studies in the following, from the school management?

23. Sponsorship
A. Yes
B. No
C. Sometimes
D. A little
E. Very little _____
24. Transport to and from the college or university.
A. Yes
B. No
C. Sometimes
D. A little
E. Very little _____
25. Request for paid study leave.
A. Yes
B. No
C. Sometimes
D. A little
E. Very little _____

26. Request for unpaid study leave.
- A. Yes
 - B. No
 - C. Sometimes
 - D. A little
 - E. Very little
-

In your view, do you think the following initiatives can help to improve the management of INSET programmes and other professional activities at your school?

27. Encourage co-operating partners (donors) to allocate more resources to professional development in their projects.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
-
28. Creating local resources.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
-
29. The school administrators should be actively involved in professional development activities.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
-
30. School management to decentralise decision-making on professional development activities.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
-
31. Staff to hold professional meetings regularly.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
-

32. The school management and old teachers to help develop new teachers professionally by orientation and training.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
- _____
33. Encouraging regular consultation between management and staff on matters of professional development.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
- _____
34. School management to involve all teachers to review and evaluate professional development activities.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
- _____
35. School management to appraise all teachers.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
- _____
36. Improvement on record-keeping.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
- _____

APPENDIX C

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES

TOPIC: Managing Professional Development of Teachers in Selected Basic Schools in Livingstone District.

INTERVIEW SCHEDULE FOR SCHOOL MANAGERS.

1. When was your school opened?
2. Who is the proprietor
3. How many members of staff does the school have?
4. How many male and female?
5. Mention the various professional development (INSET) activities available in the school.
6. What about (Other activities not mentioned by the respondent)?
7. How are those programmes and activities organized and managed?
8. What is your school policy on professional development of teachers?
9. Do you utilize other organisations and individuals outside the school in managing professional development activities?
10. Comment on the general attitude of your teachers towards professional development programmes and other activities.
11. What are the monitoring, assessment and evaluation strategies used by the school administration on professional development activities?
12. How do you award those teachers who are committed to professional development activities in the school?
13. What challenges are you facing in managing professional development programmes and other activities?
14. How are you overcoming these challenges?
15. In what ways have professional development activities affected the school?
16. Suggest some ways in which professional development of teachers can be managed in a basic school.

APPENDIX D

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES

TOPIC: Managing Professional Development of Teachers in Selected Basic Schools in Livingstone District.

INTERVIEW SCHEDULE FOR TEACHERS

1. What professional development or in-service activities are taking place at your school?
2. How many of those activities are you involved in?
3. Are you happy about the professional development activities you have mentioned and others e.g. INSET programmes, teacher orientation and induction, meetings, seminars, workshops and conferences, mentoring, lesson preparation, team planning and teaching, study tours, research, further studies, counselling, appraisal, monitoring , assessment and evaluation.
4. In what ways are professional development activities beneficial to you and the school?
5. Is there any form of money and other resources from outside the school that support the professional development activities?
6. What challenges/problems are you experiencing in the way professional development activities are organized and managed in the school?
7. How is the School Management trying to overcome those challenges or problems?
8. Suggest ways you feel professional development activities can be best managed in basic schools.