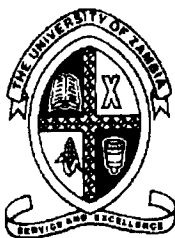


**TEACHERS' ASSESSMENT OF SCHOOL BASED CONTINUING
PROFESSIONAL DEVELOPMENT IN SELECTED BASIC SCHOOLS OF
LUSAKA DISTRICT, LUSAKA PROVINCE, ZAMBIA**

BY

SHEBA MOYO MATAKA

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



THE UNIVERSITY OF ZAMBIA



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AUTHOR'S DECLARATION

I, **Sheba Moyo Mataka**, do hereby declare that this dissertation has been composed by me and that it represents my own work. The tables shown in this dissertation were constructed by me and all materials referred to have been appropriately acknowledged. I further declare that this dissertation has not been previously submitted for a degree award at any institution of learning.

DEDICATION

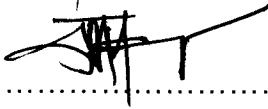
This piece of work is dedicated to my beloved husband Pascal Kwapa, my children Mirriam and Emmanuel including my Mother Beauty Moyo Chuma for support and encouragement.

CERTIFICATE OF APPROVAL

This dissertation by Sheba Moyo Mataka is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration of the University of Zambia.

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ACRONYMS

ADB	African Development Bank
AIDS	Acquired Immune Deficiency Syndrome
AIEMS	Action to Improve English, Mathematics and Science
APEC	Asia-Pacific Economic Cooperation
BEd	Bachelor of Education
BEDMAS	Bachelor of Education in Mathematics and Science
CPD	Continuing Professional Development
DANIDA	Danish International Development Agency
DfES	<i>Department for Education and Skills</i>
DFID	Department of International Development
DRCs	District Resource Centres
EMT	Educational Management Training
HIV	Human Immuno Virus
ICT	Information and Communication Technology
INSET	In-Service Training for Teachers
INSPRO	Inclusive Schooling Programme
MoE	Ministry of Education
NISTCOL	National In-Service Training College
ODA	Overseas Development Agency
PAGE	Programme for Advancement of Girls' Education
PMS	Preventive Maintenance Systems
PSSPE	Professional Support Structure for Primary Education
PRCs	Provincial Resource Centres
PRP	Primary Reading Programme
PTDDL	Primary Teachers' Diploma by Distance Learning
ROC	Read on Course
SHAPE	Self-Help Action Plan for Education
SHN	School Health and Nutrition
SIDA	Swedish International Development Agency

SIMON 1	School In-service Monitoring – Planning at the beginning of the term
SIMON 2	<i>School In-service Monitoring –Actual monitoring following what was planned in 1</i>
SITE	Step into English
SPRINT	School Programme of In-service for a Term
TRCs	Teacher Resource Centres
TRGs	Teacher Resource Groups
USA	United States of America
ZERP	Zambia Education Rehabilitation Project
ZRCs	Zonal Resource Centres

ABSTRACT

Continuing Professional Development (CPD) programmes are planned educational activities practiced both within and outside school, primarily to develop or upgrade the professional knowledge, skills, attitudes and performance of teachers in schools.

In Zambia, the idea behind professional development began as early as 1939 at the then Jeans School, Chalimbana. However, from the late 1950s to the early years after the independence, in-service training received increased emphasis. In the 1990s, educationists further realised that instead of relying on colleges for the provision of in-service training, it was useful to introduce In-service Education for Teachers (INSET) at school level so as to provide opportunities for teachers to participate in these programmes.

The aim of this study was to explore the views of the basic school teachers on school based CPD activities. It also identified factors that influenced teachers' participation and non-participation in the school based CPD.

Both quantitative and qualitative paradigms were utilised in the collection of data. Data were collected from the twenty schools in four zones of Lusaka district.

According to the findings of this study, the value attached to CPD varied with qualifications, whereby, certificate holders were more positive towards CPD activities than diploma and degree holders.

Among diploma holders the views were diverse depending on whether they held managerial positions or not. Those who held managerial positions valued CPD for its contribution to their management skills. Diploma holders who were not in managerial positions attached value to CPD for its contribution to their enhancement of classroom practice. This view was similar to that held by the

majority of the certificate holders. However, degree holders attached less value to CPD activities as the majority felt it only contributed to their managerial skills for handling school affairs.

These differences were further consolidated with more differing reactions that included statements such as 'CPD is not known' and "it is time wasting due to its monotony (same issues being looked at)". However, some teachers, especially those with degrees had taken an 'expert' syndrome thinking that they had reached the maximum level of education and did not need any more self improvement while others were keen to participate in CPD at every opportunity.

CHAPTER ONE

INTRODUCTION

Background

Continuing Professional Development (CPD) is an ingredient for the growth of any system, be it an organisation or a country. CPD is key to effective management of an educational institution. It brings with it new knowledge and skills that are utilised in selecting relevant curriculum content that enhance change among learners, teachers and the community that benefit from the curriculum and brings about efficiency and motivates all the stakeholders.

CPD has been recognised world over as an important step towards the growth of individuals, institutions and nations. This is the reason for rapidly increasing professional bodies that aim at safeguarding and promoting the interests of members. Such bodies may function at various levels such as global, continental and national. At these levels they may function as unions, councils, networks, associations and so on.

Insofar as education is concerned, CPD are planned educational activities practiced both within and outside school, primarily to develop the professional knowledge, skills, attitudes and performance of teachers in schools. It addresses developmental needs, maximises individual strengths and equips people with the skills and knowledge they need to keep pace with changes in their professional environments.

There has recently been a significant increase in the level of interest and support that teachers throughout the world are receiving in their professional development. This is evidenced by the fact that many national and international

organisations have supported the implementation of initiatives which aim to improve the teachers' CPD. Cobb (1999) reports that a good example is that of the Asia-Pacific Economic Cooperative (APEC) which has identified teacher education as being a key issue in economic development.

In 1994 the Ministry of Education initiated a project, Action to Improve English, Mathematics and Science (AIEMS), designed to improve the quality of education through the development of a sustainable, decentralised system of In-Service Training for Teachers (INSET) in the primary and secondary sectors. The project stressed the role of the Teachers' Resource Centres as being instrumental in the decentralisation of the in-service training. The teachers' resource centres were equipped with modules that were developed to support the in-service system.

By 2010 the Ministry of Education was offering a variety of non-credit CPD activities in schools and Teacher Resource Centres (TRCs). These are very important for enhancing classroom performance and for teacher motivation. Most of the school based CPD activities fall under the School Programme of In-service for the Term (SPRINT). This system is based on small teachers' groups, which meet on a regular basis to discuss professional issues. Many meetings focus on issues decided by the teachers themselves; others are concerned with educational developments arising from outside the school. In addition to these teachers' group meetings, schools are visited frequently by in-service providers and teachers attend termly meetings at their local resource centre. SPRINT at basic school level has been going on for twelve years.

School and resource centre based activities also include the twelve teaching skills; Human Immuno deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS); Programme for the Advancement of Girls' Education (PAGE); School Health and Nutrition (SHN) and Inclusive Schooling Programme (INSPRO). The Teacher Resource Centre (TRC) network comprised Provincial Resource Centre (PRC), District Resource Centre (DRC) and Zonal Resource

Centre (ZRC) and Teacher Resource Group (TRG) provided a positive component of the teacher development system in Zambia. This network with adequate infrastructure development with Information and Communication Technology (ICT) facilities and capacity building for centre personnel and support faculty had the potential to develop into a strong back-bone for all CPD programmes for teachers and other personnel in the education system.

Soulsby and Swain in their report of 2003 states that, research reports on teachers' CPD in Latin America showed that for teachers to participate fully in any school based in-service training, they (the teachers) should be offered the opportunity to carry out their own research in specific subject areas and contribute to the training modules. Whilst it may be expedient for schools and governments to tailor professional development according to their perceived short-term needs, teachers in Chile still felt it was not a sustainable position.

They further (Soulsby and Swain) explained that in Australia and elsewhere, CPD programmes are normally provided by the school or district, but on occasion may also be mandated by the state (some changes in syllabi are examples of this). These programmes are usually devised by an external expert, who worked within existing frameworks. They can best be likened to building a frame and add on an extension. There has to be compatibility with the existing structure. In terms of teaching these programmes, ensure continuation between old and new practices.

One of the shortfalls of these programmes is that although they might well re-model teachers' behaviours, this did not necessarily change their perceptions and beliefs about teaching.

For Zambia, the situation seems to be similar to the one in Latin America, Chile and Australia in a number of aspects. For example, the use of pre-developed modules which are imposed on school based CPD which cannot promote a

sense of ownership among the users. These programmes are also provided by the school or district and on occasions by the state, especially if there are changes in syllabi. Another example is a non-credit school based CPD which is likely to de-motivate teachers when they see others come out of institutionalised continuing professional development with diplomas at college level and degrees at university level.

Recently, much research has been carried out in CPD, including one major report by Soulsby and Swain (2003), who carried out a study that examined an award-creating INSET scheme provided by the Department for Education and Skills (DfES) in the United States of America. This scheme offered teachers the opportunity to carry out their own research in specific subject areas. Soulsby and Swain argued that the type of subject-based training was vital to stimulate the intellectual interest of a highly qualified graduate workforce. They also contended that such schemes were likely to have a positive effect on recruitment and retention within the teaching profession. However, recently that type of training has often been overshadowed by centralised training initiatives, aimed at whole school improvement, linked to government policy.

In Zambia, a clear policy supporting systematic professional development and *growth of the members of the teaching profession does exist*. A *Primary Teachers' Diploma by Distance Learning (PTDDL)* that was designed to raise the academic qualifications of primary school teachers is one of the institutional devices available to teachers. The quest for professional growth through improvements in qualifications is, for most teachers, an individual initiative in Zambia. In that endeavour, those who are lucky to secure funding from the Ministry of Education may be able to go for a higher qualification.

A clearly defined career structure, with opportunities for upward movement, is an essential pre-requisite for attracting and retaining talent in any organised service. This is more critical in the teaching profession. With the rapid growth of

knowledge and its applications, teachers can have the opportunity to renew their knowledge at regular intervals. Those who joined the profession at lower levels can be provided with the means to continue their learning and improve their qualifications, if the profession has to retain its vitality. A qualification-linked promotion scheme for teachers is an inescapable necessity for retaining talent.

A review of available data reveals that CPD had existed during the pre-independence period and due to the relevance of the programme, the implementation has continued attracting both national and international support. Manchishi *et. al.*, (1995), state that 'pre-service and in-service training for teachers at Chalimbana began as early as 1939 when it was known as Jeans School'. However, from the late 1950s to the early years after independence, in-service training received increased emphasis and a statement was made in Parliament on 8 October 1968 by the Minister of Education then, Arthur Wina, about the conversion of Chalimbana Jeans School into a special national in-service training college (NISTCOL), (Kelly, 1999). This came as one of the early policy changes that were made by the Zambian government towards the teachers' professional development after the 1966 Education Act that gave the government power to entirely control all educational affairs in the country.

Manchishi *et. al.*, (1995), further reported that when Chalimbana became a National In-service Training College (NISTCOL), in-service training was then made open to all the teachers who wished to upgrade themselves. Pre-service and in-service training for primary school teachers continued at David Livingstone, Charles Lwanga and Kitwe teachers training colleges. However, by 1980, the provision of regular in-service programmes at David Livingstone, Charles Lwanga and Kitwe teachers training colleges were stopped so as to allow the colleges to focus on training pre-service candidates to increase the supply of teachers in primary schools.

Kamwengo (1996), observes that since the 1980s, the in-flux of donor supported programmes began providing professional development activities for teachers and these included Self-Help Action Plan for Education (SHAPE), which was introduced with aid from the Swedish International Development Agency (SIDA) in 1986.

Chondoka (1999) reports that shortly before SHAPE wound up, Action to Improve English, Mathematics and Science (AIEMS) was introduced. This was followed by Programmes for In-Service for the Term (SPRINT) in 1998 and is still in existence with the assistance from Overseas Development Agency (ODA).

Statement of the Problem

It is a fact that studies have been done on teachers' opinions towards school based professional development in other countries. This is not the case for Zambia. Although several INSET programmes have been implemented in basic schools since the 1980s, no systematic investigations had been done to determine the basic school teachers' views towards school based professional development. The majority of these endeavours focus on subject matter content, such as English, Mathematics, Science and how children learn this content. Teachers' views about school based professional development are not known in Zambia. Therefore, what are the teachers saying about the school based CPD?

Purpose of the Study

Since there is insufficient evidence in terms of documentation on the views towards school based Continuing Professional Development, this study aimed at exploring the views of teachers in selected basic schools in Lusaka towards CPD.

Research Objectives

1. To explore teachers' views towards school based continuing professional development in selected basic schools in Lusaka district.
2. To assess the effects of supervisory visits conducted by Continuing Professional Development Managers from the district office in Lusaka.
3. *To assess the roles played by school managers in promoting professional development activities in selected basic schools.*
4. To explore factors influencing teachers' participation in selected basic schools in school based Continuing Professional Development in Lusaka district.

Research Questions

1. What were teachers' views about school based Continuing Professional Development in selected basic schools?
2. What influenced teachers' participation in the school based Continuing Professional Development in selected basic schools?
3. What roles were played by key stakeholders in promoting Continuing Professional Development activities in the selected basic schools?
4. How can sustainability of continuing profession development be achieved in basic schools?

Significance of the Study

It is hoped that when the study is carried out, the District Resource Centre Coordinator, the Zonal INSET Coordinators, the School INSET Coordinators and the school administrators might use the findings to enhance professional development among teachers in basic schools. The findings might also help the teachers to become passionate regarding school based CPD.

Definition of Terms

Action to Improve English, Mathematics and Science (AIEMS) - refers to the quality of teaching and learning of English, Mathematics and Science in Schools.

Category - refers to the type of qualifications people have and positions held.

District Resource Centre Coordinator (DRCC)-refers to the person in-charge of the INSET activities in the district.

District Resource Centres (DRCs)- refers to specific infrastructure where INSET activities are planned and take place in the district. They also act as distribution points of resource materials like modules to the teachers in the district.

Family Pacts - refers to programmes where parents are invited to monitor how their children are being taught at school.

In-Service Training for Teachers (INSET) - refers to planned activities practiced both within and outside school, primarily to develop the professional knowledge, skills, attitudes and performance of professional staff in schools.

Level - means the strength of responses, for example, 'very good'.

Programme for the Advancement of Girls Education (PAGE) - a programme scheduled to increase girls' participation in education.

Provincial Resource Centre Coordinator (PRCC) - the person in-charge of the INSET activities in the province. He/she also formulates educational literature for teachers and evaluates teachers' participation and performance of the School based professional development.

Provincial Resource Centres (PRCs) - are specific places where INSET activities are organised and take place at provincial level.

School Health and Nutrition (SHN) - a programme by the Ministry of Education in conjunction with the Ministry of Health designed to be responsible for pupils' health and nutrition in schools.

School INSET Coordinator (SIC) - a teacher in-charge of the INSET activities in the school.

School Managers - head teachers in charge of schools.

School Programme of In-service for the Term (SPRINT) - the existing INSET programme that takes place during the term in basic schools. This is part of professional development of teachers that take place through Teachers' Group Meetings.

Self-Help Action Plan for Education (SHAPE) - was one of the first programmes that was designed by the Ministry of Education in conjunction with SIDA 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.

Teacher groups - are a number of teachers put together by the (SIC) to share educative ideas during their professional development meetings in schools.

Teacher Resource Centres (TRCs) - are specific locations where the school INSET coordinator (SIC) operates from and acts as a storage and distribution of resource materials in the school.

Teacher Resource Groups (TRGs) - are subject-based professionals that assist other teachers in understanding difficult concepts in different subjects.

Zonal INSET Coordinator (ZIC) - a teacher in-charge of the INSET activities in the zone.

Zonal Resource Centres (ZRCs) - are specific infrastructures where the zonal INSET coordinator (ZIC) operates from and acts as a storage and distribution centre for resource materials to all the schools in the zone.

Limitations of the Study

The study was conducted during the period of the 2008 Presidential by-elections and that affected the collection of data from the research participants as they were busy enrolling for participation as presiding and polling assistants at civic centres. As a result, data collection and subsequent analysis was delayed due to postponement of scheduled focused group discussions. However, this was eventually accomplished.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter explores relevant literature on teachers' assessment of school based continuing professional development. . An attempt is made to include literature from the Western world, Africa and Zambia.

Meaning of Continuing Professional Development

Professional development has been called different names by different people. In a broader sense, professional development refers to the improvement of a person in his or her professional role. More specifically, 'teacher development is the growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically' (Glatthorn, 1995: 41). Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc., (Wash, 2000).

The term professional development has been understood differently by different scholars. For instance, Watson and Fullan (1992), perceive it as continuing professional development for teachers, where as Rosenholtz (1989), and the National Society for the Study of Education (1977), call it in-service education for teachers. The Ministry of Education (MoE) (1996), refers to it as on-going professional development, while Mwanakatwe (1974), describes it as refresher courses. Soler (2000), calls it teacher professional development. Generally it has been viewed as career development or staff development.

The concept of professional development is broader than career development, which is defined as 'the growth that occurs as the teacher moves through the professional career cycle' (Glatthorn, 1995: 41) and broader than staff development, which is the provision of organised in-service programmes designed to foster the growth of groups of teachers.

Wash (2000), believes that within the framework of professional development is self development and staff development, which are important factors for teachers' ability to deliver educational content. Some scholars consider professional development as personal and institutional development. Robbins (1997: 145) views professional development as being associated with self development and how institutions and their academic staff are managed at all levels with reference to their activities and responsibilities as teachers.

Scholars like Knowles (1998), who describes professional development as in-service training, views the whole concept as a programme of systematised activities initiated, promoted and directed by the school system or approved by the same system that contributes to professional growth and competence of members of staff during the period of service. This view focuses on continuous learning through in-service activities of teachers in the educational system so as to enable them build capacities in their occupation. Zambia's national education policy document '*Educating Our Future*' also expresses a similar view that professional development is a responsibility of all teachers, to deepen their knowledge, expand their professional skills and keep themselves up-to-date on major developments affecting their profession (MoE, 1996).

Another view of professional development is that of Watson (1992), who describes it as In-Service Education for Teachers (INSET), and defines INSET as, 'planned activities practiced both within and outside school, primarily to develop the professional knowledge, skills, attitude and performance of professional staff in schools'. The definition above 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.

There is a strong relationship found in most of the views expressed about professional development between individual advancement, academically and professionally, as well as institutional development. Solomon (1999), states that professional development is a process of teacher education, which is a matter of life-long learning, especially in one's career, and that teacher development and school development should move together.

The binding commonality in all these definitions is the focus on building and developing teachers professionally in order to increase their competences, effectiveness and efficiency. However, one unique characteristic of professional development is its voluntary nature. Mwanakatwe (1974: 119), indicates that 'In Zambia, attendance of refresher courses has been voluntary among teachers immediately they complete their pre-service training in colleges of education'. However, some of the teachers have a tendency of not taking professional development activities seriously as they serve. The Zambian teachers' attitude towards CPD is similar to that of teachers in Britain. Knowles (1998), observes that 'in Britain, where all in-service training is voluntary, a very substantial number of teachers never involve themselves in any form of in-service training'.

Challenges in Professional Development

With the coming of the new millennium, many challenges have evolved in the professional development of individuals. Many societies around the world are engaging in serious and promising educational reforms. One of the key elements of these reforms is the professional development of teachers; societies are acknowledging that teachers are not only one of the 'variables' that need to be changed in order to improve their education systems, but they are also the most

significant change agents in these reforms. This double role of teachers in educational reforms - being both subjects and objects of change makes the field of teacher professional development a growing and challenging area, and one *that has received major attention during the past few years.*

This new emphasis has been welcomed by teachers and educators, in general, as it represents a much needed appreciation of teachers' work, and also promotes the concept of teaching as a profession. Unfortunately, others have taken this new emphasis to be a sign that teachers are not providing adequate teaching standards. Guskey and Huberman (1995), reflect on this paradox and also report that their work with teachers, worldwide offers little evidence to support this belief. 'The vast majority of teachers and school administrators, are dedicated professionals who work hard under demanding conditions' (Guskey and Huberman, 1995: 1). It is for these hard working teachers and educators that professional development opportunities are provided, not only because they promote the recognition of their work as professionals, but also because as it is the case for all professionals in any field, new opportunities for growth, exploration, learning, and development are always important.

There are several challenges that some scholars have noted in teachers' professional development in schools. Watson (1992), observes that self-development and staff development are the basis of professional development and crucial to teachers.

Scholars like Little (2001), support this view and point out that development is not something that can be done to people, but something people can do to themselves, through the personal identification of their talents and self-will to advance in their profession. The role of the managers is to motivate and support those individuals. However, motivation has also been deemed as a challenge in human resource management. This is because of its greater inclination to being intrinsic than extrinsic inspiration in a prevailing situation.

Many studies around the world today are focusing their attention on quality education rather than on quantity. Watson and Fullan (1992), report that one of the principle themes at the Eleventh Conference of the Commonwealth Ministers of Education in Barbados, in October 1990, was improving the quality of basic education. Emphasis worldwide has been put on the need to achieve quality education through effective delivery of the educational content. Walker (1996), observed that there was a general agreement at the Barbados conference that teachers were central to improvement of quality education in the management of educational change. Other scholars have argued that while change is inevitable, especially in dynamic fields like education, it has its own implications. For instance, Day (1998), argues that, 'if aims and objectives for a particular innovation are unclear, confused and sometimes conflicting, the process of change is affected'. The aims and objectives or intended goals must be clear before change is implemented. He further observes that clarity of aims and objectives alone may not be enough but their comprehensiveness and acceptability by administrators, teachers and other stakeholders will be crucial.

Following Day's views, some studies have also shown that in certain schools, teachers have negative attitudes towards INSET programmes. They consider such programmes as an inconvenience to smooth operations of their schedules in schools. Waddimba (1982), indicated that according to one of the earlier studies on in-service training for primary school teachers in Zambia, under INSET African Project, head teachers opposed INSET during school time because of past experience, where teachers attended political meetings and did not complete the school syllabi. Managers had limited understanding of INSET and might not have supported the programmes. They treated those programmes as different entities in the schools. If Continuing Professional Development is to be a truly integral part of the professional life of a teacher, it has to be genuinely incorporated into the daily routine of the school.

In-service training has been one of the most outstanding policy proposals in all three major educational 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 governments, institutions and individuals. Waddimba (1982), also states that 'INSET, in its totality, policy, role, priorities, type, methodology, organisation, motivation and attitude requires knowledgeable and effective teachers vested in theory, research, evaluation and practice; neglect or lack of formal advanced training in education will continue to be one of the main factors negatively affecting educational development in Africa'.

Hanson (1996: 118), supports the above view by saying that the advanced knowledge that teachers acquire through In-Service Teacher Training and Continuing Professional Development is important because they (teachers) use information gained to facilitate adjusting to the changing demands of one's environment. For a school to be changed, it is important for teachers to understand what is happening inside as well as outside the school.

In-service teacher training, in its most strict definition as on the job learning, has received a number of criticisms all over the world. For example, Castro (1991), has said that in Latin America, the content of in-service courses does not cater for the needs of teachers, and teachers do not have a systematic way of communicating to administrators (who are in charge of developing these courses), that which they need. Other criticisms are that educators in charge of in-service courses are poorly prepared (Castro, 1991). Courses are theory oriented and do not address practical concerns, courses are offered in locations difficult to reach, particularly by those teachers who need the courses the most and there are a few reading materials related to the field available to teachers.

In Western Europe, for example, Vonk (1995), has identified the following limitations of in-service teacher training programmes; there is a lack of clarity on the participants, concerning the aims and objectives of this kind of training; many in-service training providers do not target the main goal of improving the professional competence of teachers; it is too often that in-service providers transmit the knowledge and skills they have, regardless of their relevance to the recipients. There is lack of insight into the process of teachers' professional development and teachers' professional learning' (Vonk, 1995 : 298).

These criticisms are also mirrored by other authors (for example, Kieviet, 1990; Sato and Ushiwata, 1990), who state that 'in most parts of the world, the majority of in-service programmes are too short, too unrelated to the needs of teachers and too ineffective to upgrade teaching knowledge'.

Developing and developed countries alike are grappling with ways of improving the quality of teacher preparation and teacher Continuing Professional Development. One thing is certain in education worldwide: teacher impact on student learning makes a critical difference. However, many areas of the world face special challenges of attracting and retaining good teachers, and providing appropriate resources for students. For instance, in rural areas and low-income communities, it is difficult to recruit qualified teachers and to provide students with multiple resources for learning. This twin set of problems is most severe in areas where there is armed conflict or a major health concern. The AIDS epidemic in rural Africa, for example, has virtually destroyed education; many untrained teachers head classrooms. Worse still, these teachers face barriers such as not getting sponsorship for their further upgrading that hinder their Continuing Professional Development (Cobb, 1999).

In Zambia, several professional development activities such as INSET have been implemented in schools since the mid 1980s, but there have been no systematic,

well established and effective strategies of finding out the views of teachers towards the INSET activities in basic schools.

Professional Development and Donour Support

Generally, donour support has emerged as a popular factor in Zambia's education and in professional development. This is observed in the National Education Policy document (MoE, 1996: 115), '*Educating Our Future*', which states that '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 (broad) a task to be a responsibility of the Ministry of Education alone. It requires the participation of a number of agencies working along several different lines of approaches'.

Kamwengo (1996), observes that since the 1980s, the in-flux of donour supported programmes began providing professional development activities for teachers and those included (SHAPE), which was introduced with aid from (SIDA) in 1986. An Evaluation of the (SHAPE) document states that, 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. In a number of schools, self-help programmes such as academic production units (APU), which enable school authorities raise extra income to support government, have been implemented. Other forms of income generation include gardening, and animal husbandry.

Carmody (2004), supports this statement by saying 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'. On the ground, this initiative saw schools

establish skills development infrastructure such as industrial art workshops and domestic science rooms. Consequently, this led to the procurement of appropriate tools. This system enabled schools to raise extra income from the sales of products made by students and in turn ensured sustainability of self-help resources, thereby, reducing dependence on donors that may pull out at any time. Chondoka (1999), states that shortly before SHAPE wound up, 'AIEMS was introduced in 1994 with the assistance of the Overseas Development Agency,' which is now known as Department for International Development. MoE (1994) gives the AIEMS mission statement as follows:

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 (1999), further indicates that, 'AIEMS was followed by (SPRINT) in 1998 and is still in existence with the assistance from Overseas Development Agency. It is stated that under SPRINT, a number of sub-programmes were 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 the curriculum and new educational materials. This is an entirely school based programme which is decentralised.

Carmody (2004), 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 this aimed at assisting the primary (Basic) school teachers to assume personal responsibility for professional development. Programmes under this structure were, Primary Teachers' Diploma by Distance Learning (PTDDL) offered by NISTCOL,

Bachelor of Education (BEd), Primary and Bachelor of Education in Mathematics and Science (BEDMAS), offered by the University of Zambia. All these programmes were largely introduced to emphasise the importance of professional development to teachers.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodology, and gives an explanation of the methods used, and a justification for the decisions taken. Both the quantitative and qualitative paradigms were adopted for this study.

For the quantitative method, a more flexible view was adopted, that of looking at the objective world as worth knowing while subjective reality is obviously of value. This is so as it tests how well it conforms to the objective world. According to Grinnell (1993), the most reliable way to know the objective world is through examination of data collected and assessed according to certain rules of logic, which, in the end, produces a solid logical support.

The qualitative method has been used as certain aspects cannot be understood by measuring them, let alone can they be measured at all. Qualitative research does not, therefore, attempt to measure human behaviour or experience. Rather, it tries to characterise people's experiences of the world.

The qualitative research expresses commitment to listening to peoples' views as this study was about events, actions, norms and values, from the perspective of the people being studied as postulated by Bryman (1988). This means that, it is only when the researcher places oneself in the position of the people being studied that one will be able to learn the challenges that a community faces and how much value has been attached to their work. Qualitative research methods allow the researcher to experience the feeling of being part of the community he is studying even though he is an outsider. This can lead the researcher not only to document the experience for academic purposes but to learn through such an

experience as well. However, the researcher did not employ the observation method of study because she is a teacher who is involved in CPD and as such, there would be an aspect of bias.

Freire (1972), has linked the process of knowing with that of learning, through an on-going cycle of reflection and action (praxis). This learning process stimulates the growth of critical thinking, which raises critical awareness in the teachers and in this case, the researcher, of the world around him or her. The experience, which the researcher has, when added to the reflections and actions as a result of being involved in this study could influence the practice. For example, one of the reasons for the choice of this study was for the researcher to participate in improving the 'new image' of teacher learning, a 'new model' of teacher education in Lusaka Urban.

This study tends to favour approaches in which formulation and testing of theories and concepts proceed in tandem with data collection. They have to be closed (structured) and open (unstructured). Therefore, in exploring the basic schools, teachers' perceptions of School Based Continuing Professional Development in Lusaka urban schools, both quantitative and qualitative methodologies suited the situation. The goal was to get detailed views from the available number of teachers, heads and resource coordinators in Lusaka urban.

Location

The research was conducted in Lusaka district of Lusaka province. The target area of this study was Lusaka urban, specifically from the four geographically clustered zones namely: Chibolya, Chilenje, Muleya and Mumuni. The area selected was based on proximity in order to enable the researcher afford transport costs.

Population

The potential respondents in the study were school INSET coordinators, zonal INSET coordinators, zonal centre school managers, district resource centre coordinators, basic school managing heads and teachers in Lusaka urban district, in the four zones alluded to.

There were ninety-six basic schools in Lusaka urban district, which were involved in CPD, with an estimated teacher population of 4 000. Since CPD was compulsory in basic schools, a representative population sample of 10 per cent of 4 000 i.e., 400 teacher population were likely to participate in the study. However, due to financial constraints on the part of the researcher, only 50 per cent of 400 (200) of the expected sample size were involved.

Sample Size

The study sample comprised teachers (both male and female) from twenty selected basic schools of the four geographically clustered zones of Lusaka Urban district. The sample distribution of the target population, who were respondents, in this study was as shown in Table 3.1. Thus, the total number of respondents was 245.

Table 3.1: Target Population

Zonal Schools	Basic Schools	District Resource Coordinator	Zonal Heads	Zonal Inset Coordinator	Basic School Heads	School Inset	Teachers
Chibolya	Chibolya		1	1		1	10
	Chawama				1	1	10
	Chimwemwe				1	1	10
	Kamwala South				1	1	10
	Twatasha				1	1	10

Chilenje	Chilenje B		1	1		1	10
	Arthur Wina				1	1	10
	Nyumba Yanga				1	1	10
	Timothy Mwanaka				1	1	10
	Woodlands B				1	1	10
Muleya	Muleya		1	1		1	10
	Chinika				1	1	10
	Kasamba				1	1	10
	Ngwerere				1	1	10
	Olimpia				1	1	10
Mumuni	Burma Road				1	1	10
	Chisenga L				1	1	10
	Lusakasa				1	1	10
	Kabwata		1	1		1	10
	Mumuni	1			1	1	10
Total		1	4	4	16	20	200

Sampling Procedure

The procedure that was used to get the above sample varied according to the type or category of respondents picked, such as:

- (i) District Resource Coordinator was picked using the non-probability sampling strategy known as convenience. This was so as there is only one District Resource Coordinator in Lusaka urban district.
- (ii) Zonal Heads, Zonal INSET Coordinators were picked using the non-probability sampling strategy, particularly the snowball sampling. The respondents picked by the researcher were heads, heading the zonal schools as well as the Zonal INSET Coordinators who constituted the sample.
- (iii) Basic School Managers were picked as respondents, using the purposive sampling procedure under the Non-purposive strategy. The

researcher used her own judgment, especially on schools she could easily access due to transport costs.

- (iv) Teachers who were picked were based on the probability sampling category. This was a systematic random sampling procedure. The sample interval was determined by the number of teachers in each school. Teachers' names were arranged in alphabetical order, and depending on the sample interval, a given number of respondents from the school was picked. Thus, each school had ten respondents who participated in this research.

Research Instruments

Questionnaires

Two sets of self-administered questionnaires were conducted to managing heads and another one to the teachers. The questions asked were a combination of both closed and open form. The closed questions required the respondent to indicate YES or NO or draw a line along-side one of the several provided possible answers. The open form of questions enabled the respondent to reply as she/he liked and did not confine her/him to a single alternative.

The two forms were used because:

- i. The closed form of questionnaires facilitated answering of questions by respondents as well as making it easier for the researcher to code and classify the responses. However, according to Cohen and Mannion (1994), the fixed form of alternatives might have the effect of forcing the respondent to think along certain lines, which he might not have done had he been left to make his/her own responses.

- ii. The open-ended form of questionnaires enabled the respondents to state their case freely and possibly give reasons. As Socket (1989), points out, an open-ended questionnaire evokes a fuller and richer response and probably probes deeper. This is true as open-ended questionnaires frequently go beyond statistical data into the area of hidden motivations that lie behind perceptions, interests, preferences and decisions. In brief, the two forms of questionnaires give standardised responses. However, the work of tabulating and summarising the responses is time consuming and often very tricky. The questionnaire for heads is Appendix I, while that for teachers is Appendix II.

In-depth Interview

In-depth interviewing entailed asking questions, listening to and recording the answers, and then posing additional questions to clarify or expand on a particular issue. Questions were open-ended and respondents were encouraged to express their own perceptions in their own words. In-depth interviewing aims at understanding the beneficiaries' view of a program, their terminology and judgments. The strength of this approach is that the interviewer is flexible and highly responsive to individual differences, situational changes and emerging new information. The weakness is that it may generate less systematic data that is difficult and time consuming to classify and analyse.

Broadly stated, interviews were conducted to gain a deeper insight into the observation of teachers, regarding their experiences in school based CPD. Thus, a greater degree of exploration was afforded when interviews were used than a questionnaire alone. This is greatly supported by Patton (1990), who states that 'interviews outline a set of issues that are to be explored with each respondent'.

Managing heads of the selected basic schools and the zonal INSET coordinators were interviewed individually by use of the unstructured interview guide, including the tape recording sessions.

Focus Group Discussion

Focus Group Discussions were conducted with small groups of relatively homogeneous people (teachers of the same school, same age) with similar backgrounds and experience. Respondents were asked to reflect on the questions asked by the researcher, provide their own comments, listen to what the rest of the group had to say and react to their observations. The main purpose was to elicit ideas, insights and experiences in a social context where people stimulated each other and considered their own views along with the views of others. The strength of this form of data collection was that the respondents had an advantage of hearing each other's responses and made additional comments and insights beyond their original thoughts. Patton (1990), postulates that focus group discussions have the potential of providing a certain quality control on data collection, in that the process tends to create a system of checks and balances where the respondents are likely to present false or extreme views.

The method also provided the possibility to pursue issues that came up in individual interviews and that it was a relative method to learn about different perspectives on the CPD. It further provided a possibility for joint evaluation for interventions.

Data Analysis

Data analysis was done both quantitatively and qualitatively. Quantitatively, data from questionnaires were analysed through the use of a scientific calculator by the researcher to generate tables and percentages.

The method the researcher carried out to analyse the qualitative data was thematic analysis. According to Hurberman and Miles (1994), the researcher first took note of patterns and themes in thematic analysis. Thereafter, themes were counted to find out if they were common or not. Interview discussion responses were used to validate the quantitative data from questionnaires.

Differences in groupings were looked at and finally, the researcher disconfirmed as well as confirmed the evidence that was to be looked at later. The idea allowed the researcher to get a more in-depth and comprehensive view of teachers' perceptions of CPD in Lusaka urban district schools. The responses were read first from the interview transcripts until the researcher became familiar with the existing ideas that related to challenges faced by teachers in CPD. The researcher sorted and named the ideas by giving them her own codes (Joffe and Yardley, 2004). The codes were, thereafter, described under themes and sub-themes as well as giving examples of each one. The themes were developed into concepts for interpretations. The researcher finally built a valid argument for choosing the themes by referring back to the literature in order to gain more information about the subject.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

Introduction

This section presents results of the research carried out in the four zones involving twenty schools represented by the two hundred and forty-five respondents. All study participants were teachers with varying qualifications, from Lusaka district. They were aged between twenty and above fifty-one years old. The number sampled was 245 teachers, which included; district resource centre coordinator, zonal INSET coordinator, school managers and the school zonal heads, school INSET coordinators and class teachers. There were 117 males and 128 females. 109 of them were certificate holders, 116 were diploma holders (seventy-five primary and forty-one secondary) and twenty were degree holders. Further details of the sample cannot be given due to the confidentiality agreement that was agreed upon between the researcher and the participants.

Findings from Quantitative Data

Quantitatively, data from the questionnaires were analysed through the use of a scientific calculator by the researcher to generate tables and percentages.

Category and Sex of Respondents

Table 4.1 shows the respondents according to category (MoE official, heads, teachers) as well as their sex. It further looks at how many respondents are in each category and the percentage.

Table 4.1: Category and Sex of Respondents

Category	Sex	Status	Number of Respondents	%
MoE Officer	Male	District Resource Coordinator	1	0.4
	Female	-	-	-
Heads	Male	Zonal Heads	2	0.8
	Female	Zonal Heads	2	0.8
Heads	Male	Basic School Heads	10	4.1
	Female	Basic School Heads	6	2.5
Teachers	Male	Zonal INSET Coordinator	2	0.8
	Female	Zonal INSET Coordinator	2	0.8
Teachers	Male	School INSET Coordinator	12	4.9
	Female	School INSET Coordinator	8	3.3
Teachers	Male	Class Teachers	90	36.7
	Female		110	44.9
TOTAL			245	100.0

Age, Duration of Service and Qualification of Respondents

Table 4.2 shows the columns for the age groups, duration of service and qualifications of all the respondents who participated in the research. The highest number was for the respondents whose age was between thirty-one and forty years. This age group had an influence on the direction of discussion groups as they are the majority. The table also indicates that 109 respondents of different ages are certificate holders.

Table 4.2: Age, Duration of Service and Qualification of Respondents

Age (in years)	Duration of Service (in years)	Qualification				Frequency	%
		Primary Certificate	Primary Diploma	Secondary Diploma	Degree		
20 - 30	Below 5	28	-	4	4	30	15.0
	Between 5 - 10	-	4	-	-	4	2.0
31 – 40	Below 5	-	4	8	-	12	5.0
	Between 5 - 10	32	8	16	-	56	23.0
41 – 50	Between 10 - 15	20	8	4	-	32	13.0
	Between 5 - 10	-	-	-	8	8	3.0
	Between 10 - 15	16	20	-	4	40	16.0
	Over 20	8	16	4	4	32	13.0
51 and above	Between 5 - 10	-	5	5	-	10	4.0
	Over 20	5	10	-	-	15	6.0
Total		109	75	41	20	245	100.0

The level of qualification of the respondents' may have an influence in the participation and may also determine their perception towards school based CPD. This figure represents 45 per cent of the respondents, which is the highest of all the categories.

CPD activities building up on Teachers' Initial Training

Table 4.3 indicates responses from the 220 teachers on the CPD activities building up on Teachers Initial Training. 44 per cent (96) respondents indicated that CPD 'greatly' build up on teachers' initial training, while 27 per cent (60) stated 'greatly' on the same. This response was followed by those who indicated 'moderately' 22 per cent representing forty-eight respondents. These results

indicate that, there is a high percentage of teachers' participation in CPD activities.

Table 4.3: CPD activities building up on Teachers' Initial Training

Response	Qualification			Total
	Certificate	Diploma	Degree	
Very greatly	32 (15.0%)	28 (12.0%)	-	60 (27.0%)
Greatly	24 (12.0%)	60 (27.0%)	12 (5.0%)	96 (44.0%)
Moderately	32 (15.0%)	12 (5.0%)	4 (2.0%)	48 (22.0%)
Not at all	4 (2.0%)	12 (5.0%)	-	16 (7.0%)

Further analysis, by category and level, shows a higher percentage of certificate holders 35 per cent (n=32 of 92) participating in CPD by indicating 'very greatly' than diploma holders 25 per cent (28 of 112) responses under the same level. At the 'very greatly' level, none of the degree holders indicated contribution of CPD activities.

At 'greatly' level, the diploma holders ranked higher 54 per cent (60 of 112) than certificate holders 26 per cent (24 of 92). However, the degree holders ranked 75 per cent (12 of 16).

On the moderate scale, certificate holders stood at 35 per cent (32 of 92), while diploma holders were at 11 per cent (12 of 112) and degree holders at 25 per cent (4 of 16).

Only 4 per cent (4 of 92) of certificate holders thought CPD did not contribute as compared to diploma holders 11 per cent (12 of 112). Non, (0 of 16) of degree holders responded.

CPD Impacting on the Heads' Ability to Manage School

Table 4.4 below shows the responses from the twenty school managers, four zonal INSET coordinators and the district resource coordinator. From the table 60 per cent, fifteen respondents agree to a greater extent that CPD has impacted on their ability to manage school performance.

Table 4.4: CPD Impacting on the Heads' Ability to Manage School

Response	Qualification			Total
	Certificate	Diploma	Degree	
Greater extent	5 (20.0%)	5 (20.0%)	5 (20.0%)	15 (60.0%)
Some extent	10 (40.0%)	-	-	10 (40.0%)
Lesser extent	-	-	-	-
Not at all	-	-	-	-

Though the table may appear to be less to the study, it is an indication that this set of teachers are positive to CPD and may alternatively impact on the perceptions of the rest of the teachers as they are in the supervisory team. While 40 per cent of the respondents, agree to some extent that CPD has an impact to manage school performance.

Further analysis, by category and level, shows the spread of respondents acknowledging the impact of CPD to manage school performance.

At 'greater extent' level, all respondents 100 per cent (n=5 of 5) from degree and diploma holder categories acknowledged the impact of CPD on their ability to manage school performance, while only 33 per cent (n=5 of 15) of certificate holders share the same view.

At 'some extent' level, 67 per cent (n=10 of 15) of the certificate holders acknowledge the impact of CPD to manage school performance. There was no response from degree and diploma holders.

Whether CPD Activities are Useful in Developing Classroom Practice

Table 4.5 below shows the teachers' responses on the CPD activities being useful in developing classroom practice. 91 per cent, representing 200 teachers agree that CPD activities are useful in developing classroom practice.

Table 4.5: CPD, Activities Being Useful in Developing Classroom Practice

Sex	Qualification	Response	
		Yes	No
Male	Certificate	36 (16.0%)	8 (4.0%)
	Diploma	24 (10.0%)	-
	Degree	-	-
Female	Certificate	56 (26.0%)	-
	Diploma	68 (31.0%)	12 (6.0%)
	Degree	16 (7.0%)	-
Total		200 (91.0%)	20 (9.0%)

9 per cent, representing twenty teachers disagree as a result of not being sure.

A segregation of these findings by sex and qualification yielded the following results: No males with a degree 'agreed' while 100 per cent of females (n=16) agreed. As regards respondents with diploma, all males 100 per cent (n= 24 of 24) agreed. On the other hand 85 per cent of females (n= 68 of 80) agreed and the remaining 15 per cent (n= 12 of 80) disagreed. On the other hand among the respondents with certificates, the majority of males 82 per cent (n=36 of 44) agreed, while only 18 per cent (n=08 of 44) disagreed, but all females agreed 100 per cent (n=56 of 56).

CPD Improving Teachers' Class Performance

Table 4.6 below shows the responses from the school managers over CPD improving teachers class performance. All the twenty school managers, DRC and four Zonal INSET coordinators agree that CPD improves teachers class performance. A differentiation of these findings by sex and qualification revealed the following results: Among the respondents with a degree, all males 100 per cent (n= 5 of 5) 'agreed', while no females responded. Again for those respondents with a diploma, all males 100 per cent (n= 5 of 5) agreed whereas no females responded. As regards certificate holders, there was no response from males, while 100 per cent (n=15 of 15) of the females agreed.

Table 4.6: CPD Improving Teachers' Class Performance

Sex	Qualification	Response	
		Yes	No
Male	Certificate	-	-
	Diploma	5 (20.0%)	-
	Degree	5 (20.0%)	-
Female	Certificate	15 (60.0%)	-
	Diploma	-	-
	Degree	-	-
Total		25 (100.0%)	-

Teachers' Attitudes towards CPD Programme

Table 4.7 below shows the responses of the school managers. 20 per cent, representing five indicated that teachers were very positive, while 80 per cent representing twenty showed positive towards CPD.

A distinction of these findings by sex, qualification and level brought out the following results: All male degree and diploma holders, (five each representing 100 per cent) indicated that the attitude was 'positive', while all female certificate

holders said the attitude was very positive and positive, representing 100 per cent and 67 per cent respectively.

Table 4.7: Teachers' Attitudes towards CPD programme

Sex	Qualification	Response			
		Very Positive	Positive	Negative	Very Negative
Male	Certificate	-	-	-	-
	Diploma	-	5 (20.0%)	-	-
	Degree	-	5 (20.0%)	-	-
Female	Certificate	5 (20.0%)	10 (40.0%)	-	-
	Diploma	-	-	-	-
	Degree	-	-	-	-
Total		5 (20.0%)	20 (80.0%)	-	-

Opinion of Teachers on School Based CPD

Table 4.8 shows teachers' responses on their opinion of school based CPD. Out of a total of 220 respondents, 136 (62.0 per cent) indicated that school based CPD is 'educative' while seventy-six (35.0 per cent) said it was 'very educative'. The rest (eight) said it was 'not educative'.

Table 4.8: The opinion of teachers on School Based

Sex	Qualification	Response			
		Very Educative	Educative	Less Educative	Not Educative
Male	Certificate	8 (4.0%)	28 (12.0%)	-	-
	Diploma	8 (4.0%)	20 (9.0%)	-	-
	Degree	-	-	-	-
Female	Certificate	32 (15.0%)	36 (16.0%)	-	-
	Diploma	20 (8.0%)	44 (20.0%)	-	8 (4.0%)
	Degree	8 (4.0%)	8 (4.0%)	-	-
Total		76 (35.0%)	136 (61.0%)	-	8 (4.0%)

As regards degree holders, 50 per cent of the females (8 out of 16) said it was 'very educative' while 50 per cent of the males (8 out of 16) were of the view that it was 'educative'.

In terms of diploma holders, 8 out of 28 males and 20 out of 64 females said it was 'very educative' while 20 out of 28 males (71.0 per cent) and 44 out of 72 females said were of the view that it was 'educative'. However 8 out of 72 (11.0 per cent) females said it was 'not educative'.

For the certificate holders, 8 out of 36 (78.0 per cent) males and 32 out of 68 (47 per cent) said it was 'very educative' while 28 out of 36 males (78.0 per cent) and 36 out of 68 females (52.0 per cent) were of the view that it was 'educative'.

Challenges in Organising CPD in School

The table below shows the responses of the teachers towards the challenges faced in organising CPD in schools. On the attitude, 50 per cent agree that teachers have negative attitudes. On poor communication and coordination, 49 per cent also agree that it is poor.

Table 4.9: Challenges in Organising CPD in School

School based CPD activities have challenges in organizing them. How much do you agree that the following are some of them	Level of agreement			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Negative attitudes of teachers	24.0%	50.0%	24.0%	2.0%
Poor Communication & coordination	14.0%	49.0%	33.0%	4.0%
Lack of motivation	49.0%	44.0%	5.0%	2.0%
Lack of experts or Skilled resources	28.0%	36.0%	36.0%	-
Failure to Integrate CPD activities	20.0%	49.0%	24.0%	7.0%

FINDINGS FROM QUALITATIVE DATA

This section presents results qualitatively. Categories, findings from qualitative methods have been used in the interpretation of data. The results are analysed according to themes and sub-themes. They are presented in the following themes of concern, namely; knowledge of CPD, CPD influence to participation, CPD impact on school performance, CPD contribution to initial training of teachers, CPD and Policy, Challenges of implementing CPD and Sustainability of CPD.

CONTINUING PROFESSIONAL DEVELOPMENT

CPD Activities

The study revealed that all key stakeholders of Continuing Professional Development had a clear idea of activities found in CPD. They identified the following activities; GRACE, TGM, HIM, PRP, NBTL, HIV and AIDS, ROC, SITE, SIMON, Learning at Taonga Market, Family Pacs and other cross cutting issues which were not mentioned. The class and school council's initiatives were mentioned as well. Other areas of concern which are worthy mentioning are Child rights, Child abuse, life-skills and activities relating to education for life.

Influence to Participation

The teachers revealed that motivation to participate in the CPD arose from the need to exchange ideas, share experiences on most frequented challenges, consult each other and improve performance. Others were the need to refresh ones mind and some had a passion for education, developing from their self-interest and willingness to learn. Teachers also had the desire to improve their methodology and approaches to teaching. Some teachers were interested in exploring and discovering new teaching methods. They were also aware of the

changing of their curriculum and so wanted to be updating themselves through the CPD. Other teachers pointed out the following:

'Activities educative'

'It is a school programme'

'In order to participate and be part of the school'

The CPD is a school programme, and hence, some reported that they had to attend whether they liked or not. One of the school in-service coordinators proudly said that:

'Some teachers have lagged behind especially that some came from colleges a long time ago so, they are keen to keep abreast'.

It was also observed that the presence of the DRCC influenced the attendance of the teachers as he was seen as an external monitor and as an expert in CPD.

A zonal in-service provider reported that in his case, the influence was to continue working harder, especially in areas he was doing well so that he became a model in the zone.

Impact on School and Class Performance

The impact of the CPD was observed by a DRCC as contributing to building of teamwork which was not there before. This was supported by a zonal INSET provider, who added that:

'Through learning from one another, teachers get ideas which have made their colleagues to succeed in their classrooms be tried in theirs. It helps teachers to plan together.'

He further said that:

'Being a class teacher too, it is very important to help and try out on some new ideas in class'.

What prompted most teachers to participate in CPD was the need to be abreast with the current skills in teaching.

Initial training

The contribution to initial training for CPD was frequently pointed out as follows by the DRCC:

'Teachers at teachers' college during training do not capture everything so they beef up on what was left out. For instance, when certificate holders relate with diploma holders, new ideas come in.'

He was supported by a Zonal INSET coordinator who added that:

'This is more on practical working experiences, which teachers have to share and build on and identify working solutions'.

Unfortunately, no ordinary teacher commented on the same.

Policy

When asked in an interview to tell what a school policy was on CPD, a school manager responded:

'That is a refresher course for any teacher, thus it is compulsory to all teachers'.

The aspect of the policy was not discussed as it was supposed to by teachers. However, one teacher commented that teachers participated because it was a policy. Surprisingly one of the school managers frankly said:

'There is no policy on CPD in schools.'

However, another school manager was quick to say that CPD is:

'Compulsory for all teachers'.

It was clearly agreed by everybody, however, that a teacher would not participate in these activities (CPD) without the influence of policy.

Challenges on CPD Activities

The implementation of CPD was not easy and key stakeholders were able to reveal the challenges that accompanied the innovation (CPD). These were outlined as discussed below as one teacher pointed out:

‘Although teachers attend they do it out of fear and victimization.’

Another teacher was able to reveal that there is:

‘No funding for the smooth running of the CPD.’

Teachers also commented that there was no time available for CPD as teaching was supposed to be the main business. Other teachers complained that there were just too many programmes on their schedule, such as sports, NATAAZ, and debate to mention a few, for CPD to function effectively. Others felt that orientation was important, but at the moment there was none. They claimed that:

‘Certain school managers are not well oriented, thus not much importance is attached to these CPD activities resulting in the lack of skilled human resources.’

Apathy was also brought out by teachers due to certain activities which are monotonous and, moreover, what was discussed was not implemented. A number of teachers were fond of getting permission any how each time there was a CPD, and some of those were senior teachers. Because there was monotony and that they were always going through the same things. One of the school INSET coordinators concluded sharply that:

‘Others feel this will not lead to staff development, such as promotions, or salary scale improvement.’

A school INSET coordinator lamented that teachers do not meet regularly. According to him:

'To make teachers meet regularly is my challenge.'

Teachers complained that time is also a challenge, as there are other activities to be attended to, absenteeism of teachers. It was discovered that even when the teachers were informed about the meetings, they were unable to attend. The teachers revealed that they did not have enough school materials and went through financial challenges to run the CPD. An elderly teacher complained that:

'Absenteeism is a problem during CPD as others get permission or give excuses of wanting to attend to other businesses. Some teachers are not interested as there are no payments such as lunch allowances, incentives, and certification. Teachers appear to be busy with matters of bread and butter.'

There is no 100 per cent turn up from members for those meetings, teachers do not want to meet because they think it is a waste of time and is expensive, and teachers attach allowances to the CPD activities, which the school managers cannot meet.

One may note that from the above comments, other teachers feel unhappy when their colleagues do not attend such meetings. They attributed this kind of attitudes to lack of motivation and support from the school managers, who also may not be in a position to assist. Most teachers appear not to be motivated by CPD as they claim that:

'This does not change their salary scale; there are no direct funds to zones for activities, no support from the district to encourage the zonal coordinators to continue in their work.'

The above comment was said by a zonal INSET coordinator, who further postulated that sometimes visits and follow-ups bring negative attitudes to teachers who do not want to be involved.

Sustenance of CPD

Though CPD has challenges as observed in the preceding section, there were efforts to eradicate them and some schools were doing very well by encouraging their teachers to carry on the good work they were doing. Such managers had planned CPD programmes in their school routine so well that it captured their teachers' attention to attend as it was tailored in the school time.

Monitoring of the CPD during SIMON 1 and 2 provided a platform for some administrators to help and encourage teachers. The use of observation forms enabled other teachers to have a different view of the CPD and regarded it to be serious. A zonal INSET coordinator added that:

'In Simon 1 and 2 the participating teachers are made to learn from teachers doing fine.'

Another school INSET coordinator was able to testify as below:

'I have been supported through meetings and seminars which I attend organised by the district resource centre.'

According to one zonal INSET coordinator, the proportion of school managers that have responded positively to the implementation of school based CPD activities were 50 per cent. Perhaps they were supported as reported above.

Accreditation was viewed by some quarters of the teachers to be very important. They claimed it would make the teachers change, and make teachers work for anything that has something to be gained. This was mainly advocated by insert providers in the schools.

The DRCC reported how he was motivating teachers during visits in their schools during GRACE; support schools through their zonal inset coordinators; give credit cards when they attend any of CPD activities.

Another district CPD officer makes follow-ups, especially during monitoring and encourages other key stakeholders and in his words:

'I call for meetings so that challenges faced by school managers could be shared and encourage heads to respond positively towards these challenges. I call up INSET coordinators so that they do not think it is a waste of time and is expensive.'

'New teachers have also provided encouragement especially where they are more than old teachers. Their fresh energies challenge the attitudes of the "old timers".'

The above comment was made by a DRCC after his reflection of his experience.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter will discuss the findings from the Questionnaires of both the school managers, and the teachers. It will further look at the findings from the teachers' Focus Groups and in-depth interviews. The chapter will provide a critical commentary of the research and will also attempt to synthesise the issues using the findings from the empirical literature. The present study has explored the general views, factors influencing teachers' participation, and other factors expressed by teachers in trying to assess CPD activities in schools.

Discussion

All key stakeholders of Continuing Professional Development had a clear idea of activities found in CPD. They identified the following activities; GRACE, TGM, HIM, PRP, NBTL, HIV/AIDS, ROC, SITE and SIMON. However, when the zonal inset coordinator and the DRCC were solicited to describe them, they could not do as expected. The explanation of each CPD activity was going to reveal its purpose and probably prognosticate, whether it was functioning or not. It was going to reveal the learning process of teachers about CPD activities, whether they reflect about their work or not.

Friele (1972), describes the process of learning with that of knowing, through an on going cycle of reflection and action (praxis) which is expected of such key stakeholders. Nevertheless, the DRCC was able to narrate that CPD activities are not only subject based but community oriented as well. This explains that an understanding was nestled in their minds and so, a link to the local community

should be established. The study further revealed that CPD are supported in the school by the head teacher and people delegated by him/her.

Influence to Participation

The MoE (2001) has particularly stressed that:

‘The head teacher has a particularly important responsibility to see to it that the teachers have an opportunity to participate in in-service training and that they are continuously informed about the education policy changes. The head should not wait until the Ministry organises such trainings’.

According to the above statement, the major responsibility lies in the school manager to effect participation. In CPD, the school in-service coordinator has to meet teachers to map out participation in order to plan profession development in the school. If the school management has had no time to organise Teachers’ Group Meetings (TGM) or other trainings in the school, then the policy may not be valued by the teachers. However, majority of the stakeholders if not all, appreciated CPD activities as useful as indicated from the quantitative results. The findings of the study show that of the 220, (91 per cent) representing 200 teachers agree that CPD activities are useful in developing classroom practice. However, 9 per cent, representing twenty teachers disagree as a result of not being sure.

If better approaches were developed to encourage more participation, then much can be achieved from CPD. However, teachers in this study showed that motivation to participate in the CPD arose from themselves due to challenges they had ahead of them in their teaching career. They responded to their need of exchanging ideas, share experiences on most frequented challenges, consult each other and improve performance. Other needs revealed were to refresh ones mind and some had a passion for education, developing from their self-interest and willingness to learn. Teachers also had the desire to improve their

methodology and approaches to teaching. Some teachers were interested in exploring and discovering new teaching methods. They were also aware of the changing curriculum and so wanted to be updating themselves through the CPD. This response was in line with the MoE's (1996), advice that teachers need to share responsibility for something; take initiatives and actions to accomplish it, and strive to cause things to happen. Teachers need to reflect and discuss with colleagues over pedagogical issues. They must turn to the head teacher and suggest such a meeting and not wait for the head to take the initiative.

Teachers need to be encouraged to participate in CPD activities in a school. School INSET coordinators in collaboration with teachers should find ways to upgrade their knowledge and refine their pedagogical methods and be open to new ideas in order to work effectively. This is because they are instruments of change and, therefore, need enough knowledge in order to disseminate the right information through CPD. Other teachers pointed out that they had to participate because the CPD is a school programme and so they had to attend whether they liked or not.

Researchers have discovered that most experienced teachers who work in isolation from peers continue to do the same things they did when they first entered teaching many years ago. 'This leads to finding teaching jobs monotonous and unchallenging (Mc Laghung and Marsh, 1978, Rosenholtz, 1985, Summers and Wolfe, 1977, cited by Rosenholtz, 1986)'. If isolation hinders progress as above, then the same can be observed of teachers who work in isolation, as is the case in most of our schools. This means that ignoring practices of teaching and schooling, or daily experiences of teachers, puts the soundest of reforms at risk (Tharp and Gallimore, 1988). The MoE may boast of a number of CPD activities in its institutions, but it should be known that schools can be innovative and at the same time unchanging (Rosenholtz, 1985).

It was also observed that the presence of the DRCC influenced the attendance of the teachers as he was seen as an external monitor and as an expert in CPD.

Impact on School and Class Performance

It is a well-known fact that social interaction and learning happens in groups of people. The question of whether teamwork is effective in accelerating a person's achievement is no longer debated in the literature. The focus now is a debate on the conditions under which teamwork is optimally effective (Stevens & Slavin, 1995). Teachers' Groups (TGs) provided excellent forums as observed by the key stakeholders. They were often seen organised in their groups in their own time to discuss pedagogical issues as dictated by their challenges. These groups created friendships. Their administrators appreciated CPD as a way of impacting on school performances as revealed by the findings of the study. The study shows that from the twenty school managers, four zonal INSET coordinators and the district resource coordinator, fifteen (60 per cent) of them agree to a greater extent that CPD has impacted on their ability to manage school performance. Though the number of participants in the study appeared to be small, there is an indication that this set of teachers are positive to CPD and may alternatively impact on the perceptions of the rest of the teachers as they are in the supervisory team. On the other hand, ten (40 per cent) of respondents also agree to some extent that CPD has an impact on managing school performance.

Developing teamwork is very important in teaching. This impact of the CPD was observed by the DRCC as contributing to building teamwork, which was not there before. This was supported by a zonal INSET provider, who added that learning from one another allows teachers to collect ideas which have made their colleagues to succeed in their classrooms be tried in theirs. It helps teachers to plan together.

Slavin (1994), reviewed the research on mutual knowledge and concluded that there are two conditions which are essential: group goals and individual accountability. Cluster goals provide motivation for the one person to help their team mates learn. Group goals also help promote positive interdependence between individuals in the group, giving group participants a reason to cooperate in a meaningful way. Individual accountability measures each student's learning and increases the probability that all students will learn. This reduces the potential for a 'free rider effect' which takes place when a student does little and depends on other group members to accomplish the goals (Slavin, 1994).

The teachers were prompted by the need to be abreast with the current skills in teaching.

Initial Training

The School In-service (CPD) type of training is ideal as all teachers will not be required to go back to the college to learn, but teachers themselves would meet, interact, share and learn from each other in a school. This is in agreement with the response from the Zonal heads and Zonal INSET providers in-depth interviews where respondents indicated that teachers at the college, during training do not capture everything, so they beefed up on the school on what was left out, for instance when certificate holders relate with diploma holders, new ideas come in.

The CPD activities are very important to all the teachers. But the extent to which these activities build up on Initial Teacher Training is another issue. Table 4.3 from the Teachers' Questionnaire (Appendix II) shows that 44 per cent indicates that CPD activities are GREATLY building up on initial training, while 27 per cent responded GREATLY and 22 per cent MODERATELY. Thus, 93 per cent agree on CPD building up on initial training. Furthermore, it is clear that certificate holders are more positive towards CPD despite their age and having saved for

many years than diploma and degree holders. Table 4.2 shows that there are *fifty-two certificate holders aged between 31 to 40 and have been in service for 10 to 15 years*, twenty-four of them aged between 41 to 50 and have saved for 15 to 20 years, while five were aged above fifty-one and have been in service for more than twenty years. This view is supported by 35 per cent against 25 per cent of certificate and diploma holders respectively, who expressed participation of CPD activities.

However, a comparison between diploma and degree holders in item 4.3.3 shows that diploma holders are positive towards CPD activities than degree holders. This trend tells us that the higher the qualifications, the less likely they would participate in CPD activities. With the rapid growth of knowledge, today's world challenges (HIV and AIDS, Child Abuse) and its applications, teachers should have an opportunity to renew their knowledge at regular intervals, hence CPD should not be shunned.

UNESCO (1995), further elaborates that teachers not only need to be properly trained and qualified, they also need to have a positive attitude to their work and learners. Teachers' professional development needs to go beyond teaching, by helping teachers to help learners holistically. This is done when teachers are able to interact and learn from each other. Findings from the study also consolidate the building up on initial teacher training. From the school managers' point of view, CPD has an impact on their ability to manage school performance as evidenced by 60 per cent of them who were of the view that CPD inculcates positive attitudes to their work to some extent. The study also showed that the availability of CPD policy, influence teachers' participation to a greater extent although others are not sure.

When one considers the views of school managers, diploma and degree holders, they would find CPD to have a great impact on the management of school performance. But certificate holders do not seem to have the same view. This

means that administrators with higher qualifications attach greater importance to CPD activities. This was expressed in focus group discussion by a teacher who said CPD programmes help improve one's performance. The DRCC, however, pointed out that teachers at teachers' colleges, during training, do not capture everything, so they beefed up on what was left out. For instance, when certificate holders relate with diploma holders, new ideas come in. This entails that this is more on practical working experiences, which teachers have to share and build on and identify working solutions. Unfortunately, no ordinary teacher commented on the same.

Policy

The policy, which simply means the guiding principle of CPD in this study, was responded to inadequately. When one school manager was requested to explain his school's policy on CPD for teachers, he responded that it was a refresher course for any teacher. The explanation was mystifying and, therefore, could not be understood. When his colleague was invited to react over the same question, the rejoinder was that there was no policy for CPD in schools. This response was even more appalling, emanating from the custodians of the public institutions. No wonder the quantitative analysis on the challenges in organising CPD in schools lay in the hands of administrators recorded low as revealed by the findings in the study. On the attitude, 50 per cent agree that teachers have negative attitudes. A number of factors were mentioned such as poor communication, no motivation, poor coordination, resistance to change some in management, failure to integrate CPD in school curriculum and lack of skilled human resource. The recordings show that 75 per cent agreed that it was very challenging to organise CPD and 25 per cent reported it was not challenging.

The MoE (1996), has clearly stated that it was the responsibility of the school managers to inform teachers about the education policy and they should not wait for the ministry to organise such meetings. This divulges why despite having

innovations in schools, transformations have rarely been observed. The MoE (1996), has decentralised education to the point that it acknowledges the creativity, innovation and imagination of the local level education managers to cause the vision of the country happen. In the same document, managers are encouraged to promote local ownership so that it does not impede efficiency in the system.

The study further exposed the respondents' reality that without the policy, they would not participate in the CPD activities. Another explanation is being disclosed that could mean in this investigator's opinion that the 'policy' is defined as external authority or force from above lying in the 'documents' of the superiors to implement CPD. Which also can be elucidated that creativity is always expected from above, and in this case the Ministry headquarters. This is the opposite of the vision of the national policy. Schools are empowered to develop their own policy on education, arising from their identified needs as expressed earlier in this document on what influenced the teachers to participate in CPD. However, some quarters of the school community may not support the initiative that is meant to fortify the standards of education because of underrating their own qualities to participate in developing the school's policy on CPD. Mumba (2000), has observed that contributing to the policy content is viewed as a professional issue where only those at the centre of operations are eligible. The reason why it is difficult for schools to participate in development of their school's policy on CPD in this investigator's opinion is because they have not been acknowledged before. A gap has already been created, but we need a bridge. A new beginning is necessary in our system. Nyerere (1979), had pointed out that 'people would not take up power and responsibility as soon as it is offered to them but as local practitioners, the time to act is now'. Teachers need to be educated in the democratic process of participating in a local policy. Thompson (1994), further concludes that 'the best way to exercise power responsibly is through the experience of exercising it'.

Challenges on CPD Activities

CPD implementation experiences challenges like any other innovation. Earlier, in this document this researcher described development according to Glatthorn (1995) and Wash (2000), as the growth the teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. The magnificence of this development is that it is not only for 'self' but for 'others' too.

However, this study revealed that it was not easy for some key stakeholders as they disclosed that they attend to such gatherings out of fear and victimisation. How can a teacher contribute developmental ideas under circumstances of fear and persecution? No authenticity can be appreciated in that mood. Any document that may be produced out of that meeting can be a deception of its intended objectives and a sheer waste of time and an offense committed to the tax payer who funds such assemblies under the name of workshops.

Challenges of that nature can be eliminated by including the participants from the planning stage to the implementation stage. This is the democratic nature of education enshrined in the policy (MoE, 1996). According to Giddens (1989), democratic ideals represent a way of expressing, as well as securing the compliance of the majority. This implies that people submit easily to those in authority when they are included in decision-making. They would unite and rebel against anything, whether it is good, when they are left out in matters pertaining to their lives. When people are forced against their will, they do not co-operate easily and this slows down development.

Other challenges mentioned included funding for staff development, since the current arrangement does not always lead to promotions or salary scale improvement. Contrary to motivation speakers who have emerged in this country, where an individual is supposed to pay for receiving life-long knowledge

and self-improvement, our professionals demand payment even for 'sitting' in a workshop. Other researchers, elsewhere, suggest that reforms that seek improvements through salary differentials may, in some forms, suppress conditions that would foster better teaching because teachers' skills development depends heavily on collaborative support and exchange (Tharp and Gallimore, 1988).

School managers should debate with their teachers on how best motivation could be achieved with less attention to monetary gain in view of the global economic crisis, otherwise the development of this nation will come to a stand still. School managers have been placed in their institutions for effecting positive changes in collaboration with other stakeholders. The best ways of effecting change in a school is through a teacher at the classroom level (Hawes and Stephens) with encouragement and collaboration to avoid doing the same things they did when they first entered teaching rendering their teaching jobs monotonous and unchallenging (Mc Laghung and Marsh, 1978, Rosenholt, 1985, Summers and Wolfe, 1977, cited by Rosenholt, 1986).

There is a possibility that absenteeism, late reporting for work and apathy were also brought out by teachers due to certain activities, which are monotonous and moreover, what is discussed never gets implemented. A number of teachers were fond of getting permission anyhow. Some of these teachers were senior teachers. This was due to monotony as they were always going through the same things.

Teachers also commented that there was no time available for CPD as teaching was supposed to be the main business. Other teachers complained that there were just too many programmes on their schedules such as sports, NATAAZ and debate to mention a few for CPD to function effectively. Others felt that orientation was important, but at the moment there was nothing. They claimed that certain school managers are not well oriented, thus not much importance is

attached to these CPD activities resulting in the lack of skilled human resources. Contrary to the above concerns by the teachers, school managers, however, showed a positive view towards CPD as indicated in the quantitative results in the study. The study shows that all the twenty school managers, DRCC and four Zonal INSET Coordinators agree that CPD improves Teachers Class Performance.

All the respondents agreed that CPD has been helpful in improving class performances and so there is need to sustain it.

Sustenance of CPD

Zambia boasts of a big number of educational innovations since independence. Some of the projects include AIEMS, SHAPE, Child to Child, and PAGE to mention but a few. The aims of the innovations have been very impressive and definitely meant to improve the standard of education with huge support from the cooperating partners. History reveals that the collapse of such innovations was traced to the way they were introduced and implemented in the schools. Day (1998), argued as earlier stated that 'aims and objectives of any innovation need not to be unclear, confused, conflicting because that would affect the process of change'. Most of the approaches initiated by the cooperating partners were a top-down approach.

However, the approach has changed in relation to current innovations in education as can be evidenced in the MoE (1996), policy where teachers are encouraged to be proactive (MoE, 2000). In order to sustain the CPD, teachers were implored to be practical and positive, though it appears instinctive. While all other key stakeholders in education are capable of effecting change, it is only a teacher who is capable of changing his classroom on the first day he enters his new class (Hawes & Stephens), and providing for sustainability. In view of such a responsibility, he must pursue a life long education i.e. continuing learning

throughout his life. Because of this huge responsibility he finds him/herself no longer regarded as a subject of change but an object of change significantly (Guskey & Huberman, 1995).

The major areas of concern as identified by teachers in this study are; encouragement, placing CPD in school routine, monitoring teachers and schools, providing support to schools and accreditation. Others include making follow-ups, maintaining meeting schedules and use of new teachers.

School managers with the support of other stakeholders must ensure there is a continuation in CPD and that was the reason for a local policy's creation. New teachers must be used for the provision of encouragement, especially where there are more than the old teachers. Their fresh energies challenge the attitudes of the 'old timers'.

Conclusion

From the study, it can be noted that CPD is one of the ways of giving teachers regular opportunities for self improvement in the knowledge of the subject matter and in their pedagogical skills. Teachers are keen to uphold it, though the teachers positioned themselves at different levels in the way they perceived CPD activities in their Schools. This is shown by the positive level of participation of the certificate, diploma and degree holders towards CPD.

Findings from the Teachers' Questionnaire (Appendix II) show that 44 per cent indicates that CPD activities are more 'greatly' building up on initial training while 27 per cent responded 'greatly' and 22 per cent 'moderately'. Thus, 93 per cent agree on CPD building up on initial training. Therefore, it is clear that certificate holders are more positive towards CPD despite their age and having saved for many years than diploma and degree holders as there were fifty-two certificate holders aged between 31 to 40 and had been in service for 10 to 15 years,

twenty-four of them aged between 41 to 50 and had served for 15 to 20 years while five were aged above fifty-one and had been in service for more than twenty years. This view is supported by 35 per cent against 25 per cent of certificate and diploma holders respectively, who expressed participation in CPD activities. *This indication tells us that the higher the qualifications, the less likely they would participate in CPD activities.* The school managers consolidate the building up on the initial teacher training that CPD has an impact on the school manager's ability to manage school performance where 60 per cent indicates to a greater extent while 40 per cent to some extent.

When one considers the views of school managers, diploma and degree holders, they would find CPD to have a great impact on the management of school performance. But certificate holders do not seem to have the same view. This means that administrators with higher qualifications value CPD activities to manage school performance. This was expressed in focus group discussions by a teacher who said CPD programmes help improve one's performance.

The issues of absenteeism, late reporting for work and apathy were also brought out by teachers due to certain activities, which are monotonous and, moreover, what was discussed was not implemented.

Teachers also commented that there was no time set aside for CPD as teaching was supposed to be the main business. Other teachers complained that there were just too many programmes on their schedule for CPD to function effectively. Contrary to the above concerns by the teachers, school managers, however, showed a positive view towards CPD. All the respondents said that CPD has been helpful in improving class performances and so there is need to sustain it.

Therefore, school managers should debate sustainability and how best motivation could be achieved with less attention to monetary gain. School managers have been praised for effecting positive changes in their institutions in

collaboration with other stakeholders. The best ways of effecting change in a school is to involve the teachers themselves.

Recommendations

This research has highlighted a number of issues, and from this analysed and interpreted data, the researcher wishes to make the following recommendations:

1. . Lack of exposure of the school INSET providers and zonal INSET coordinators who usually are left to work in isolation as reported by some teachers should be a concern. These should work hand in hand with the head, senior teachers, zonal INSET and DRCC should strengthen the links through the regional office, to help teachers benefit from the initiatives of these coordinators of CPD.
2. Zonal workshops and school based workshops should be held continuously in order to pass on knowledge to new teachers by coordinators. This is because many new teachers who have joined the ministry have no clear ideas on CPD and its components.
3. A number of teachers suggested that CPD activities have no place on the timetables, which are already over-loaded. Therefore, there is need for heads to make teachers be empowered through ownership of the programme so that they diversify to other professional class related issues, which is going to make them own the programme. Teachers, through conducting research on class issues such as pupils absenteeism, localisation of the curriculum and child abuse would make these activities very remarkable to them.
4. CPD should also include how the community perceives the relevance of teachers, their teaching in relation to the problems they encounter and what they (community) expect teachers to do to solve their problems (Being relevant to the community). This is to allow the community to work

closely with schools in the provision of quality education for their children as they are the major stakeholders.

5. There must be a deliberate talk and discussion about the education policy with regards to CPD activities and professionalism in schools. The school INSET coordinators in consultation and involvement of the rest of the teachers in the school should plan such workshops. The policy documents should be available to all teachers as well as lending the texts to them. This will help the teachers to understand, explain and implement the educational policy without difficulties.
6. Schools should create a method of evaluating CPD activities in their institutions and their impact. This would help greatly in moving the schools forward.
7. There must be a clear indication also to school managers not to be watching from the terraces but also to come out of their offices and attend these TGM so that they can identify, and have on-the spot-check ups, for challenges and be part of finding solutions there and then.
8. Schools and their administration should have the will to not only receive programmes as they come but make the programmes part and parcel of all the school activities so as to be integrative and sustainable.

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APPENDIX 1

QUESTIONNAIRE FOR SCHOOL MANAGERS

Instructions

You are required to tick the right answers in the spaces given. In other cases, you have to write the answers in the spaces provided. Note that wherever CPD appears it refers to School based continuing professional development. Please answer all questions in the questionnaire.

1. Name of School:
2. sex:
Male Female.....
3. Age:
(a) Less than 30 years.....
(b) Between 30 and 40 years.....
(c) Between 40 and 50 years.....
(d) Above 50 years.....
4. Duration of service as Managing Head at School:
(a) Less than 5 years.....
(b) Between 5 and 10 years.....
(c) Between 10 and 15 years.....
(d) Over 15
5. What are your highest professional qualifications?
(a) Primary teachers' certificate.....
(b) Primary teachers' diploma
(c) Secondary teachers' diploma
(d) Bachelor of Education (Degree)
6. How often do you organize workshops concerning CPD activities?
(a) Monthly
(b) Fortnightly

(c) Quarterly

(d) Termly

7. What motivates you to organize CPD activities?

.....
.....
.....

8. To what extent does current CPD impact on your ability to manage school performance?

(a) To a greater extent

(b) To some extent

(c) To a lesser extent

(d) Not at all

9. To what extent does the availability of CPD policy influence teachers' participation?

(a) To a greater extent

(b) To some extent

(c) To a lesser extent

(d) Not at all

10. Does CPD improve teachers' class performance?

Yes.....

No.....

11. Suggest two things that Government should put in place to encourage Teachers' participation in CPD.

(a)

(b)

12. Should CPD attainment be accredited?

Yes.....

No.....

13. Do local networks of teachers accelerate CPD outcomes?

Yes.....

No.....

14. If Yes to the above explain.

.....

.....

.....

15. Have the local networks of teachers made any positive contributions since they were introduced?

Yes..... No.....

16. If Yes to question 15, state the contributions the local networks of teachers have introduced.

17. If No to question 15, what should be put in place for teachers to benefit from the local networks?

- (a)
- (b)

18. Describe your teachers' attitudes towards CPD programmes.

- (a) Very positive
- (b) Positive
- (c) Negative
- (d) Very negative

19. State your roles, as a School Manager in implementing CPD activities.

.....
.....
.....

20. How is CPD sustained in your School?

- (a) Donour funding
- (b) Government funding
- (c) Local income generating activities
- (d) PTA funds

21. Which one of the following factors can lead to increased teachers' participation in CPD most?

- (a) accreditation
- (b) allowances
- (c) promotions
- (d) visits by CPD inspectorate

22. To what extent do you feel the following challenges affect the management of CPD activities in your School (22.1-22.3?)

22 .1. Teacher apathy towards School CPD activities.

- (a) Very greatly.....
- (b) Greatly.....
- (c) Moderately.....
- (d) Not all.....

22 . 2. Poor communication among teachers.

- (a) Very greatly.....
- (b) Greatly
- (c) Moderately.....
- (d) Not at all.....

22. 3. Staff attrition.

- (a)Very greatly.....
- (b) Greatly.....
- (c) Moderately
- (d) Not at all

23.Are there any practical difficulties to overcome?

Yes No

24. If yes to question 23, list three of them.

.....

.....

.....

APPENDIX II

QUESTIONNAIRE FOR SCHOOL TEACHERS

Instructions

You are required to tick the right answers in the spaces given. In other cases, you have to write the answers in the spaces provided. Note that wherever CPD appears it refers to School based continuing professional development. Please answer all questions in the questionnaire.

1. Name of School:
2. sex:
Male Female.....
3. Age:
(a) Less than 30 years.....
(b) Between 30 and 40 years.....
(c) Between 40 and 50 years.....
(d) Above 50 years.....
4. Duration of service as a teacher:
(a) Less than 5 years.....
(b) Between 5 and 10 years.....
(c) Between 10 and 15 years.....
(d) Over 20 years
5. Your highest professional qualifications:
(a) Primary teachers' certificate.....
(b) Primary teachers' diploma
(c) Secondary teachers' diploma
(d) Bachelor of Education (Degree)

6. Describe any professional development you have taken part in, since You qualified as a teacher?
- (a) SHAPE, AIEMS, SPRINT
 - (b) AIEMS, SPRINT
 - (c) SPRINT
 - (d) None of them
7. How often do you attend meetings concerning CPD activities?
- (a) Monthly
 - (b) Fortnightly
 - (c) Quarterly
 - (d) Weekly.....
8. What influences you to participate in CPD activities?
-
-
-
9. To what extent has the CPD activities built on your initial teacher training?
- (a) Very greatly
 - (b) Greatly
 - (c) Moderately
 - (d) Not at all
10. Are the CPD activities useful in developing classroom practice?
- Yes No
11. Is there any opportunity to give feedback on the CPD activities?
- Yes No
12. Which of the following practical difficulties is the most frequently encountered barrier to participating in CPD?
- (a) Time
 - (b) Funding
 - (c) Absenteeism
 - (d) Apathy

13. what is your opinion of School based CPD in your School?

- (a) Very educative
- (b) Educative
- (c) Less educative
- (d) Not educative

14. Suggest two things that Government should put in place to encourage Teachers' participation in CPD.

- (a)
- (b)

15. Should CPD attainment be accredited?

Yes..... No.....

16. Do local networks of teachers accelerate CPD outcomes?

Yes..... No.....

17. If Yes to question 16 please explain how.....

.....
.....
.....

18. If No to question 16 please state the challenges faced

.....
.....
.....

19. Have the local networks of teachers made any positive contributions since they were introduced?

Yes..... No.....

20. If Yes to question 19, what are the contributions?

.....
.....

21. If No to question 19, what should be put in place for teachers to benefit from the local networks?

- (a)
- (b)

22. School based CPD activities have challenges in organizing them. How much do you agree that the following are some of them (22.1-22. 5?)

22.1. Negative attitude of teachers.

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree

22.2 Poor coordination and communication among teachers in the School.

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree

22. 3. Lack of motivation among teachers.

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree

22. 4. Lack of experts or skilled human resources in School based CPD activities.

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree

22. 4. Resistance to change by School Management and teachers.

- (a) Strongly agree
- (b) Agree
- (c) Disagree
- (d) Strongly disagree

22. 5. Failure to integrate CPD activities within the School curriculum and routine.

- (a) Strongly agree

(b) Agree

(c) Disagree

(d) Strongly disagree

APPENDIX III

INTERVIEW SCHEDULE FOR DISTRICT RESOURCE CENTRE COORDINATORS (DRCC)

1. Can you kindly describe any CPD activities your Schools are involved in or are linked with?
2. Are CPD activities subject-based?
3. What are the common practical difficulties they might have to overcome? (Time, Funding, Absenteeism, and Apathy).
4. How does the participation in CPD activities build on initial teachers' training?
5. How do the CPD activities improve classroom practice?
6. Is there any opportunity for teachers to give feedback on CPD activities?
7. What kind of support do you render to participating teachers?
8. Do you make follow ups of these activities in Schools?
9. How do these visits influence teachers' participation in School based CPD?
10. What is the general attitude of the teachers towards School based CPD in the district?
12. Would teachers participate in these activities without the influence of policy?
13. How has the introduction of local networks impacted on teachers' participation in CPD?
14. Should CPD attainment be accredited?
15. What proportion of your School managers have responded positively to the implementation of School based CPD activities?

APPENDIX IV

INTERVIEW SCHEDULE FOR SCHOOL MANAGERS

1. How many members of staff does the School have?
2. How many male and female?
3. Mention the various professional development activities available in your School?
4. How are those programmes and activities organized and managed?
5. What is your School policy on CPD of teachers?
6. Comment on the general attitude of your teachers towards School based CPD?
7. What are the monitoring, assessment and evaluation strategies used by the School administration on CPD activities?
8. What challenges do you face in managing CPD in your School?
9. How do you over come these challenges?
10. Comment on CPD attainment accreditation.

APPENDIX V

INTERVIEW SCHEDULE FOR ZONAL INSET PROVIDERS

1. Kindly describe any CPD activities your Schools are involved in or are linked with.
2. Are CPD activities subject-based?
3. How does the participation in CPD activities build on initial teachers' training?
4. How do the CPD activities improve classroom practice?
5. Is there any opportunity for participants to give feedback on CPD activities?
6. Do you make follow ups of these activities in Schools?
7. What kind of support do you render to participating teachers?
8. How do these follow up visits influence teachers' participation in School based CPD?
9. What challenges are you experiencing in the way School managers respond to these activities?
10. How is the Zonal management trying to overcome those challenges?
11. What challenges have you encountered following an introduction of teachers' local network in specific subject areas?
12. Should CPD attainment be accredited?
13. Would teachers participate in these activities without the influence of the policy?
14. What proportion of your School managers have responded positively to the implementation of School based CPD activities?
15. What are the common practical difficulties they might have to overcome? (Time, Funding, Absenteeism, and Apathy).

APPENDIX VI

INTERVIEW SCHEDULE FOR SCHOOL INSET PROVIDERS

1. What professional development activities are taking place at your School?
2. Are you involved in these activities?
3. In what ways are professional development activities beneficial: to (a) you
(b)School?
4. What kind of support do you get from the district CPD office?
5. Are there any follow ups made by the district CPD office?
6. How do these follow up visits influence teachers' participation in School based CPD?
7. What is the general attitude of the teachers towards CPD at your School?
8. Could teachers participate in these activities without the policy influence?
9. What challenges are you experiencing in the way teachers respond to these activities?
10. How has the School management tried to overcome these challenges?