

**IMPLEMENTATION OF SCHOOL-BASED CONTINUING PROFESSIONAL  
DEVELOPMENT (SBCPD) IN SELECTED SECONDARY SCHOOLS OF MAZABUKA  
DISTRICT**

**BY**

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**UNZA/ZOU**

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## **Declaration**

I **Gift Sikombe** do solemnly declare that this dissertation represents my own work, which has not been submitted for any Degree at this or another university.

Signature.....

Date.....

## **Certificate of Approval**

This dissertation of **Gift Sikombe** is approved as a fulfilment part of the requisites for the award of the Degree of Master of Educational Management of the Zimbabwe Open University in collaboration with The University of Zambia.

### **Examiners**

1. Signature..... Date.....

2. Signature..... Date.....

3. Signature..... Date.....

## **Dedication**

This piece of work is dedicated to children Sihle, Anthony, Namonje, Samuel and Salifyanji, my wife, brothers and sisters and my late parents Mr. Simon Robert Sikombe and Elida Luvuno.

## **Acknowledgement**

I wish to thank my supervisor Dr. P.C. Manchishi for his tireless advice and guidance during the course of my study and report writing, Mr. Crispin Kukano for his inspiring guidance. Not forgetting Dr. G. Masaiti for his academic and tireless encouragement and guidance, the teachers and administrators in schools who helped me during information gathering.

## **ABBREVIATION**

**SBCPD:** School-Based Continuing Professional Development.

**CPD:** Continuing Professional Development.

**MoGE:** Ministry of General Education.

**FNDP:** Fifth National Development Plan.

**SNDP:** Sixth National Development Plan.

**ZECF:** Zambia Education Curriculum Framework.

**SPRINT:** School Programme of In-service training for the Term.

**SHAPE:** Self-Help Action Plan for Education.

**AIEMS:** Action to Improve English Mathematics and Science.

**TGM:** Teacher Group Meeting.

**SMARC:** Subject Meeting at Resource Centre.

**HIM:** Head masters In-service Meeting.

**GRACE:** Grade Meeting at Resource Centre.

**SIMON:** School In-service Monitoring.

**JICA:** Japan International Cooperation Agency.

**NISTICOL:** National In-service Teachers College.

**ZEST:** Zonal Education Support Team.

**DEST:** District Education Support Team.

**ZEST:** Provincial Education Support Team.

**NEST:** National Education Support Team.

**HOD:** Heads of Department.

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## **ABSTRACT**

The purpose of this study was to assess the implementation of School-Based CPDs in secondary schools of Mazabuka District. The study used three basic research questions. The research design employed in the study was the Concurrent nested design using a mixed approach. The major approach was quantitative and qualitative was nested. The sampling techniques used included purposive sampling and simple random sampling techniques. The study population size targeted was 150 and the sample size was 4 head teachers, 4 deputy head teachers, 12 heads of departments, 4 CPD co-ordinators and 36 subject teachers. All the respondents were sampled from 4 secondary schools of Mazabuka District with junior and senior classes (grades 8-12). Structured and semi-structured questionnaire were administered to all the 60 respondents of which 51 of them were properly filled in and returned successfully for analysis. The information gathered was analyzed quantitatively using SPSS to project percentages, frequencies and graphs. Closed and open-ended interview questions were designed for the deputy heads and CPD co-ordinators. The results were transcribed, recorded and narrated qualitatively. A focus group discussion was designed and applied to subject teachers in groups of 6. The results were transcribed and recorded for analysis and were narrated qualitatively. Document analysis was done from each of the selected schools. The focus was on The CPD Book, CPD Work Plan and other relevant documents from the department.

The findings indicated that most SBCPDs in selected secondary schools of Mazabuka District were implemented during learners learning and teaching time. This meant that there was no sustainable planning on the implementation of SBCPD in the schools to avoid affecting learner time. The school administrators were providing insufficient planning on the appropriate time for SBCPD implementation. The results established that the schools were receiving sufficient support from the school administrators in terms of financial and materials. On the perception of teachers on School-Based CPDs implementation, most subject teachers indicated that CPDs ease challenging topics, reinforced knowledge sharing and collaboration among the communities of practice, enabled teachers acquire new methods of teaching, built confidence in teachers in their classroom instructions and learners benefited from knowledge and skills that teachers acquired.

To overcome challenges encountered in the implementation of SBCPDs in selected secondary schools, recommendations were made. Recommendations include: Schools were encouraged to implement SBCPDs during non-teaching and learning time, increased number of SBCPD meetings so as to achieve adequate impact. School administrators to be actively involved in sustainable planning of SBCPD implementation in schools and to step-up their support to enhance teacher participation. Subject teachers were encouraged to submit challenging topics for discussion, keep SBCPD lesson study records safe and strengthen individual consultative approach to problem-solving.

# CHAPTER ONE

## INTRODUCTION

### Overview

In this chapter, the researcher highlighted the background information of the research topic, statement of the problem, the scope, significance of the study, objectives, research questions, theoretical framework, conceptual framework and definition of terms.

### 1.0. Background

School- Based Professional Continuing Development (SBCPD) of teachers is key to quality and effective education delivery because it is in empowering teachers with skills and knowledge that improve their teaching practice. The Ministry of General Education, through various policy documents, has expressed teacher education based at local Centre as a cornerstone to quality education provision. The Zambia Education Act of 1996 states that the quality and effectiveness of an education system depends on the quality of teachers that are deployed into the system. The ministry further states that teacher education is a life- long career development because of the many changes that take place in the world over. It keeps the teachers up- to- date with the ever changing world. (MoGE, 1996).

The Sixth National Development Plan (SNDP) provides an additional focus on school level processes such as school governance, teacher professional development and pedagogical support so as to actively pursue an improvement in quality of education delivery, (MoGE, 2013). The Fifth National Development Plan (FNDP), further emphasized the move to strengthen the system for continuing professional development, management and support.

The improvement of teacher performance in lesson preparation and delivery can be achieved through sustained programmes based on CPD. Continuing Professional Development (CPD) is defined by Farant (1980) as a life process in which the teacher is constantly learning and adapting

to new changes of his job. This approach to teacher education is an in- service training where teachers continue to improve their teaching skills by acquainting themselves with new methods of teaching and various changes that take place in the education system. For example, in the initial training in Agricultural Science, the topic on Fish Farming and Bee keeping were not taught. In today's curriculum, these topics are reflected and they have to be taught. Therefore, it is through school- based continuing professional development that such topics could be discussed in CPDs and equipped the teachers to be able to teach them.

Olatunde (2007), argues that teacher quality lies in the performance of standards and in the professional development of teachers. This could be instilled in the teachers through SBCPD, programmes. The bottom line is that the school should produce a pupil who is all round developed. Kelly, (2008), argues that there was need for specialized training for teachers in order for them to appropriate support to the learners.

The Zambian Education Curriculum Framework (ZECF) provided a guide and a set of regulations for schools, colleges of education, technical education institutions and Universities involved in the provision of education. The policy acts as a tool in the implementation of policy on education (MoGE 2012).

The Zambian Education Curriculum Framework (2012) clearly stated that learning institutions should have well organized School Based Continuing Professional Development (SBCPD) programmes for their members of staff. As a key player in the educational system, teachers were encouraged to regularly attend SBCPD programmes in order to update their pedagogical approaches, care for the learners and assessment procedures. This would actively help them to implement the curriculum. Furthermore, the Ministry of General Education (MoGE, 2011) indicated that SBCPDs were supported by the Sixth National Development Plan (SNDP) as

programmes that actively pursue an improvement in quality of educational delivery as well as providing teacher pedagogical support to enhance pupil performance.

Mweemba (2010), stated that SBCPD activities were an in- service approach to training for a teacher with a focus on school needs. In the policy document 'Educating Our Future' (MoGE,1996) it is stated that CPD approaches were demand driven, focused on school needs and were based in schools or resource centers and were cost- effective which provided opportunities to learning to a large number of teachers. Basically CPDs in schools were intended to enhance network of teachers to have a moment of reflection on their profession and to improve classroom instructions through Lesson Study, Teacher Group Meetings, in other words through the School Programmes of In-service for the Term (SPRINT) programmes. Lesson Study according to MoGE Strategic Plan (2012 – 2017) is a teacher CPD model where groups of teachers work collaboratively and continuously in properly implementing, monitoring and reporting the outcome of learning based on selected themes. The Fifth National Development Plan, (FNDP) (2006-2010) also indicated that CPD was one of the core programmes in teacher education.

Kamwengo in Mataka (2010), reported that CPD activities in schools had been expressed in many forms. He cited the introduction of Self-Help Action Plan for Education (SHAPE). (SHAPE) was introduced through the Swedish Government in 1998. Chondoka in Mataka (2010), explained the introduction of Action to Improve English, Mathematics and Science, (AEIMS), as a form of CPD. The examples given above showed that CPD programmes began a long time ago in different forms and all focused on teacher education.

The idea of having SBCPDs was to identify professional problems at teacher's local environment and employ methods that created interaction in order that there was sharing of ideas, knowledge

and pedagogical skills aiming at improving the teacher learning process which may result in quality education.

Haile selasse (2004), stated that the world was an evolving mass which brought about change. Teaching like any other profession faced a world of change. It meant that teachers' first training in their profession could not fit in today's world. Teachers must therefore, be in a state of transformation in order to fit in their present time. Coolahan (2002), agreed with the idea of Haile selasse as noted that SBCPDs were meant to develop teachers worldwide and that those SBCPDs were actually meant to improve learner performance. Kelly (2015), argued that SBCPDs were meant to provide teacher training and described the situation as developing expertise. SBCPDs were key to academic success throughout the world because they prepared teachers to fit into the ever changing learning and teaching environment. Guskey (2006), argued that SBCPDs were tri-dimensional aspect of a process of change in that it embraced teachers' classroom practices, teachers' beliefs and attitudes as well as the change with regard to learning outcomes of students. With the coming of the Zambia Education Revised curriculum, (MoGE 2013), the Zambia Education Curriculum Framework, (MoGE 2012), teachers were already implementing the policy. This is because of the implementation of the SBCPDs, which researchers such as Kennedy and McKinney (2007), Schwill and Dembele (2007), described as an approach to improving learner performance and acquisition of professional skills that allowed teachers to fit in the changing world. It meant that when teachers were well vested with good teaching skills, their input was translated into improved learner performance.

Mwanawasa (2011), also indicated that teacher education as a continuous process, must be extended throughout the individual's years of actual teaching. It meant that teachers were to find

a way of interaction in order to improve their classroom instruction and it had to be organized and facilitated by the teachers themselves. Haile selasse (2004), echoed the same assertion by adding that teachers therefore, needed to have enough scheduled non- teaching time in order to be able to participate in SBCPD opportunities and to put what they learned into practice. This research therefore, attempted to assess the implementation of SBCPDs in selected secondary schools.

### **1.1. Statement of the problem**

The School Based Continuing Professional Development (SBCPDs) were conducted in schools to enhance teachers' pedagogical skills, reinforce teaching excellence and helps teachers to focus on learner outcome. This fact was clearly stated in the Fifth National Development Plan (FNDP) and in the Sixth National Development Plan (SNDP), (Mwanawasa, 2011). The Zambia Education Act is custodian of quality education provision and ensures that all providers of education adhere to policy and regulation of curriculum, (MoGE 2011). The Zambia Education Curriculum Framework states that the time allocated to the subjects in the framework must be adhered to as outlined in the policy document, (MoGE 2012).

However, it was observed that most teachers did not complete their teaching syllabus at the end of the academic year in examination classes, (MoGE, 2016). It was assumed that some schools did implement SBCPD programmes during learning and teaching time and therefore, so much time was spent on SBCPD programmes at the expense of teaching and learning. By and large, this could be one of the factors contributing to underperformance of learners in their final examinations in schools. In any case, SBCPDs were programmes that needed to be undertaken in non-teaching and learning time schedule. So far, there had been no study conducted to establish the implementation of SBCPDs in schools during learning and teaching time schedule for the learners. This research

therefore, investigated the implementation of SBCPD programmes conducted in selected secondary schools, with emphasis on the time in which SBCPD activities were implemented in schools, the role of school managers in SBCPD implementation and the perception of teachers on the impact of SBCPD implementation on teacher lesson preparation and delivery and learner performance.

## **1.2. General Objective.**

To assess the Implementation of School Based Continuing Professional Development (SBCPD) in selected Secondary Schools of Mazabuka District.

### **1.2.1 Specific Objectives**

This study sought to:

- i. Assess the time in the school schedule in which SBCPD programmes were implemented in selected secondary schools of Mazabuka District.
- ii. Investigate the role of school managers in the implementation of SBCPD programmes in selected secondary schools of Mazabuka District.
- iii. Assess the perception of teachers on the impact of SBCPB implementation on teacher lesson preparation and delivery and learner performance in selected schools of Mazabuka District.

### **1.3 Research Questions**

- i. What time of the school schedule were SBCPD programmes implemented in selected secondary schools of Mazabuka District?
- ii. What was the role of school managers in the implementation of SBCPD programmes in selected schools of Mazabuka District?

- iii. What was the perception of teachers on the impact of SBCPDs on teacher lesson preparation and delivery and learner performance in selected schools of Mazabuka District?

#### **1.4. Significance of the study**

SBCPD were a very important program in the improvement of teacher preparedness in enhancing quality of education delivery and learner achievement. SBCPD programmes were implemented to provide the teacher with pedagogical support to uplift the education standards and learner performance. Therefore, the information on the implementation of SBCPDs in schools was important for teachers to adjust their strategies and approaches to enhance both teacher and learner performance. This study could therefore, benefit the education system in the following ways:

- Provide information for education officials at School, Zonal and District level on the right time schedule to conduct SBCPD programmes in schools with minimum disturbance on the learners learning and teaching time.
- Inform school managers of their role in planning SBCPDs implementation in their schools.
- Help policy makers in the planning of SBCPD programmes at Provincial and National Level in order to enhance learner achievement.
- Would ultimately improve learner performance and achievement.

#### **1.5. Theoretical Framework**

This study was based on Wenger's social theory of learning. This theory attempted to explain why teachers in a particular institution, come together to share ideas in their professional work in order to improve their lesson preparation and delivery. This approach to their profession was meant to

have improved learner performance. According to Wenger's social theory of learning, learning is viewed as an activity that occurs in a particular physical and social context and is distributed across individual and other participants and tools within a community of practice. A school is viewed as a physical locality with teachers who form a community of practice. Teachers in their Subject Sections and Departments meet to discuss topics that were most challenging. In this case learning occurred in social context in that the interaction among the teaching staff in their respective fields was a social aspect that brought about cohesion and interconnectedness, Wenger (1998). This theory was supported by Robinson (1984), as he explained his ideas that SBCPDs involved activities taking place physically within a school in which the teams consists of teaching staff colleagues and the problems tackled were those arising in the school to remedy the deficiencies in the initial training.

Wenger's social theories of learning would help in this study in that it supported learning in teacher education as evidenced in increased participation in mutual and meaningful activities. The theory was expressed through SBCPD programmes which involved teachers coming together to share their experiences in social context in their local location which is a school. Social, according to Collins (2016), meant, communal, community, collective or group. In a school situation, teachers form a community of practice. Practice as defined by Collins (2016) meant to prepare, perform, exercise or study. In a school situation, teachers practice when they prepare their work in order to teach. This practice was done in a group. This theory therefore, emphasizes that teachers meet in their groups of practice and prepare their work as a group. Group work is good in that it provides several experiences that are brought together and the best experience is shared and adopted in teaching. This approach helped teachers prepare meaningful schemes of work and lesson plans

that would ultimately improve teacher content and lesson delivery which was translated into increased learner performance. It creates learning as a process of becoming a member of a community. The theory brought about unity among the teachers which is an essential feature in SBCPD activities.

Wenger's theory has potential in that it suggested that becoming a teacher involved a nexus between one's past, present and future experiences. This helped a teacher to fit well in the ever changing world. For example, the Revised Curriculum as expressed by the Zambian Education Curriculum Framework (2012), meant that a teacher must fit into the ever changing world and that teachers must use their past and present situations to fit into the Curriculum. These teacher group meetings referred to as School- Based Continuing Professional Development SBCPD help to update the teachers without the long and resource demanding training institutions.

Wenger's Social Theory of Learning was expressed in schools through School-based Continuing Professional Development in master plan for Teacher Professional Growth (TPG) programme. School- based In- Service Training Framework within the school through the In- Service Framework: The School Programme of In- Service for the Term (SPRINT). Under SPRINT, there are components of Teacher Group Meeting (TGM) or Departmental Meetings, Grade Meeting at Resource Centre (GRACE) and Subject Meeting at Resource Centre (SMARC). In addition, all Head Teachers and Deputy Head Teachers conduct Head Teachers In-service Meetings (HIM) and School In-Service Monitoring (SIMON) and supervise Lesson Study. All these activities are taking place in schools using Wenger's Social Theory of Learning, (MoGE & JICA, 2016; MoGE; 2015).



Figure 1.1 Theoretical Framework

## 1.6 Conceptual Framework

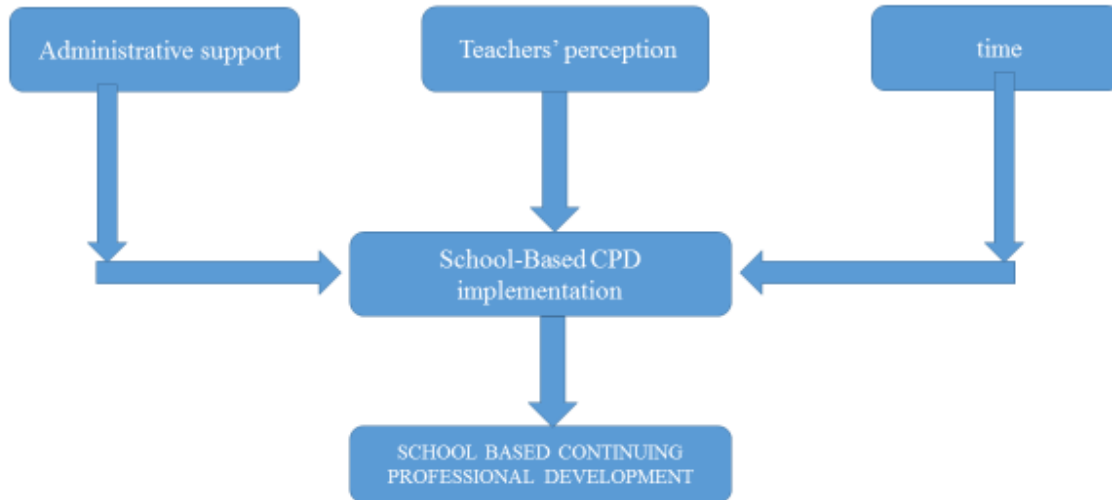


Figure 1.2 Conceptual Framework

The Conceptual Framework in the figure above showed that School-Based CPDs implementation in schools were influenced by the support received from school administrators. Support such as refreshments, materials in terms of learning and teaching aids and motivation in general. Staff motivation increased teacher participation in SBCPDs. The implementation was also affected by the perception of teachers. For example, if teachers perceive CPDs as programmes that did not benefit them in monetary gains, then their implementation would be affected negatively. Time was the most influential factor in the implementation of SBCPDs in schools. Every school had its own time schedule. It had been a challenge in most schools to find a suitable time to implement CPD programmes. No wonder most CPDs in schools were implemented during learning and teaching time, which was not the right time for SBCPD implementation. Therefore, the interaction of the three factors: school managers' support, teachers' perception and the time schedule affected the implementation of School-Based Continuing Professional Development in selected secondary schools.

### **1.7. Limitation of the study**

The research work conducted in selected secondary schools did face some limitations. Some of the major limitations were that of unreliable SBCPD work plans in the schools. Most of the schools did not adhere to the work plans. This was caused by unforeseen circumstances in the schools. Therefore, most of the CPD activities were overtaken by other events such as hosting, sporting activities and many others. The other challenge faced by the researcher on document analysis was that of poor record keeping. It was noted that some SBCPD activities were not recorded especially by heads of department.

The other limitation was that of reliability of the contents of the CPDs conducted. The researcher did not know the SBCPD contents and how the contents were conducted. The responses got from data collection tools such as; Questionnaires, interviews and focus group discussion were influenced by the mood of the respondents at the time of administering the research tools. There was a problem of finding the best time in which to collect data from the respondents. Most of the times, respondents were found busy with their work. These intervening factors affected responses by the respondents. Some respondents delayed in submitting the data collecting tools because they were found busy all the time. Some respondents could not submit the questionnaires back and some responses were not clear. Some respondents provided answers that were inadequate and some irrelevant to the research topic. It was also noted that some respondents could not participate freely in a group discussion they were more on the quiet side due to personality. The research design used could be inconsistent because each school had a unique way of implementing school-based continuing professional development.

## **1.8. Operational Definition of terms**

**Assess** is to evaluate or to fix value, (Collins, 2016).

**Implementation** is to give practical effect to by positive action, (Webster, 2004).

**School** is a place where a comprehensive programme for the physical, mental, moral, emotional, social and spiritual growth of children is acquired through the interaction with the total environment, (Taneja, 1990).

**Continuous** is being without break or interruption, (Collins, 2016).

**Profession** is a high- status occupation that requires specialized skills obtained through formal education, (Thomas, 1990).

**Professional** is a term relating to characteristics of a profession or engaged in one of the profession, (Collins, 2016).

**Development** is the act or state of being developed or having a high level of standards, (Collins, 2016).

**SBCPD** is School Based Continuing Professional Development, (MoGE, 2012).

## **1.9. Ethical Considerations.**

The researcher collected a letter of permission from The University of Zambia, Ethical Consideration Committee office for ethical approval. The respondents were free to participate without force and that the information was merely for research purposes and could be revealed to them on demand. The researcher visited the selected secondary schools and introduced his objectives to all participants and conducted the research. At the end the researcher conducted a pilot test which gave him a guide on his research tools. However, there were eight (8) ethical considerations that needed to be taken into account. The following were the considerations:

- **Privacy and confidentiality:** The researcher had the primary obligation and took reasonable precaution to protect confidential information obtained through or stored in any medium, Jack and Norman (2003).
- **Respect for human dignity:** The researcher approached respondents with respect so as not to expose the weaknesses of the respondents or the inadequacies. This was achieved by having a warm conversation with respondents and made requests for anything that the researcher required from the respondents, Babbie (2003).
- **Right of information:** The researcher knew what kind of information he needed to collect and did inform the respondents where the information was going and for what reason.
- **No mention of names:** The researcher could not mention the respondents by name but referred the participants as respondents, Jack and Norman (2003).
- **Provision of food, water or any material as favors:** The researcher could not provide food, water or any precious thing to the respondent because that was regarded as a form of bribery.
- **Choice of research design:** A research design as defined by Kombo and Tromp (2013), was a structure of a research or an arrangement of collection and analysis of data. The researcher could make use of friendly research designs such as questionnaires, interviews and focus group discussion. These were conducted in a friendly atmosphere in order to allow freedom in the respondents. They were done in such a manner that they did not affect the feelings and dignity of the respondents.
- **Co-operation with ethical committee:** The researcher did co-operate with ethics investigations proceedings and resulting requirements of the APA or any of the affiliated state association to which they belonged, for example the UNZA ethical committee.

- **Seeking permission:** Where learners were part of respondents, permission would be sought from the school authority to conduct a research on them.

### **1.10. Scope of the study**

This study was only limited to four selected secondary schools of Mazabuka District. The selection of these schools was by virtue of their being secondary schools with Junior and Senior secondary sections and located in the same environment, notably in urban area. The researcher used a mixed approach (quantitative and qualitative). The type of research design used was concurrent nested. In this design Quantitative was the main one while qualitative was nested. The researcher targeted key respondents in the research who were purposively sampled because of their positions and responsibilities in the school regarding SBCPD implementation.

### **1.11. Summary**

This chapter dealt with the background of CPDs as expressed in the Zambian Policy documents on education, such documents as Educating Our Future, (1996), the Fifth National Development Plan (2006-2010), the Sixth National Development Plan (2011) and the Strategic Plan, (2012-2017). The Statement of the problem was outlined. Research objectives and questions were phrased out clearly. The significance of the study was also explained to justify the need for the study. The Theoretical Framework, Conceptual Framework, operational definitions as well as Ethical Considerations were discussed. The last part discussed was the scope of the study and its limitation

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Overview**

In this chapter, the researcher reviewed the works of other researchers in the same area of study. Information was sought from journals, books and policy documents.

#### **2.0 The concept of SBCPD**

Combo and Tromp (2013), stated that related literature was a review of the works of scholars and researchers on the research topic. Orodho (2003), indicated that literature review was to be related to the problem, must tie together relevant studies, revealed the gap in the area of study, organized the review and provided the importance of the study reviewed. Literature review could be reflected in journals, text books and policy documents among others. These documents had been consulted as a way of answering the research objectives

Effective SBCPD programmes required the isolation that permeates teaching to be broken down so that teachers could work together as professionals and assist in the development of the school, Bezzina (2002); Collinson, (2001). This collaboration would contribute towards the development of a positive school culture that was committed to change and the creation of better learning opportunities for all, (Robinson and Carrington, (2002) and Rhodes and Houghton-Hill, (2000). SBCPDs did explicitly acknowledge the importance of collaborative learning among staff members in sustaining the CPDs of staff, since it focused on the development of individual teachers. As such, CPDs did not neglect the importance of teacher collaboration and a more collegial culture in schools.

Blandford (2000), described CPDs as a teacher support approach which enhanced knowledge, skills and ability to improve quality of teaching and learning in schools. This notion was further supported by Bolam (1993), who stated that CPDs enhanced teachers in their knowledge and skills

with a view of improving quality of teaching and learning. In Zambia CPDs were even more relevant with the revised curriculum where there were challenges in subject content and learning and teaching materials.

In collaboration with School-Based programmes, teachers were actively engaged in complementing and developing each other's' knowledge and skills, which provided adequate opportunities for teachers to work together and learn from each other. Collaboration among teachers utilized their strengths, knowledge and skills, while also stimulating reflection and broadening perspectives, thus giving rise to more effective teaching and ownership of their professional learning, Dymoke and Harrison (2006); Boyle *et al*, (2005); Lee (2005); Blackmore (2000). Collaborative learning was also regarded as the key to sustaining knowledge building in the school. Wenger (2000), concisely supports this view by stating that communities of practice were a prerequisite for learning. Furthermore, although there were intrinsic rewards in becoming skilled, the value of participation to the community and the learner lies in *becoming* part of the community – the sense of belonging. Moving towards full participation involved greater commitment of time, intensified effort and more responsibility within the community with more difficult tasks and an increasing sense of identity as a master practitioner, Lave and Wenger (1991). Although Wenger's theory acknowledged the development of an individual's competence, the emphasis in the learning theory was on collective learning in schools.

The Zambia Journal of Teacher Professional Growth (2016), researched on the impact of Policy, Practice and Research on Teacher Professional Growth. The study indicated that emphasis on policy encouraged teacher participation and practice strengthened research culture

In Zambia, continuing professional development CPD had existed during the pre – independence period. The programme implementation continued attracting both national and international support. The in - service and pre- service training of teachers began in chalimbana in 1939, Manchishi et al (1995). At that time, chalimbana was known as ‘Jeans schools. Since then, in - service training received increased emphasis from the Ministry of General Education. This resulted into the conversion of chalimbana Jeans school into a National in – Service Training College (NISTICOL), Kelly (1999). The in – Service Training was then emphasized by the Zambian government when the Education Act Policy document of 1966. The college NISTICOL was then made open to all teachers who wished to upgrade themselves in their profession, Manchishi et al (1995).

Since the 1980s, continuing professional development received donor support. The donor support programmes included Self - Help Action Plan for Education (SHAPE). This was introduced with the aid of the Swedish International Development Agency (SIDA) in 1986, Kamwengo (1996). SHAPE was replaced by Action to improve English, Mathematics and Science (AIEMS) in 1994. AIEMS was then replaced by the programme for in – Service Training for the term (SPRINT) in 1998 with the support from Overseas Development Agency (ODA), Chondoka (1999). This became an entirely school – based programme which is decentralized. Since then Continuing Professional Development had been top priority in the Ministry of General Education. A number of policy documents attested to this. Like any other programme at school level, School-Based Continuing Professional Development (SBCPD) required appropriate management which involved support, planning, coordination, appraisal, monitoring and evaluation from managers in order to raise the standards of teaching and learning through CPD activities of teachers in the practice of lesson study.

There are various stakeholders of the programme that have continued to support SBCPD activities such as Resource Centers, Subject Co-ordinators, Zone Education Support Team (ZEST), District Education Support Team (DEST), Provincial Education Support Team (PEST) and National Education Support Team (NEST). Above all, the programme has received support from Japan International Cooperation Agency (JICA), for technical assistance in the production of materials to enhance implementation of the programme, (MoGE, JICA 2015).

### **2.1. Time schedule for SBCPDs**

According to Collins (2016), time is described as a period, term or space. The Zambia Education Curriculum Framework (2012) stated that time was a very important resource that needed to be managed properly and that all teachers and other stakeholders could attend to their assignments as required. It further stated that all time allocated to each subject or learning area needed to be utilized correctly and efficiently. It was therefore, important to note that all SBCPD programs needed to be implemented during non-teaching and learning time. The research gap was noted on the fact that there was no related research literature on the time in which SBCPDs were implemented in selected secondary schools of Mazabuka District. The only literature that mentioned time was the Zambia Education Curriculum Framework which stated that all time allocation to each subject needed be adhered to, MoGE (2012). The other policy document was the Zambia Education Act, which stated that the Ministry of Education was the custodian of the provision of quality education and that all educational providers must adhere to the regulations of curriculum, (MoGE 2011). Regulations of curriculum clearly stated that the time allocated to subjects must be adhered to by all education providers. Teachers, head teachers, deputy head teachers, heads of departments are education providers and must adhere to curriculum.

Mekonnen (2014), researched, on the practices and challenges of School Based CPDs in secondary schools of Kemushi Zone in Ethiopia. The findings revealed that CPDs empowered teachers by

increasing their individual practices, improved student learning outcomes, teacher commitment to work, and cooperativeness at workplace and enhanced effective school leadership. The findings also revealed that the involvement of teachers in school-based CPDs was very high and high respectively. This research was done in Africa, Ethiopia, in secondary schools but nothing was researched on how those SBCPDs were implemented with regard to time schedule in the schools. Mataka (2010), researched on teachers' assessment of School-Based CPD in selected Basic Schools of Lusaka District. The findings indicated that CPDs were useful in developing classroom practice, motivated participants through exchange of ideas shared expediencies and improved methodologies and approaches to teaching.

A research conducted by Mweemba (2010), investigated the effectiveness of the school-based CPDs in Upper Basic Schools. The study was aimed at determining the extent at which school-based CPD activities in upper basic schools of Lusaka Urban District had helped in improving the competencies of teachers. The research findings revealed that most of the teachers attested to the benefit of CPDs in that it enabled them to share problems and their possible solutions, improved their lesson preparations and were able to get help from their fellow teachers on how to teach some challenging topics, among other things. In all the mentioned researches conducted in Zambia on SBCPDs, nothing was researched on the implementation of SBCPD activities in secondary schools with regard to time in which those CPDs were implemented the involvement of school managers and the perception of teachers in lesson preparation and delivery and learner performance. That was a research gap on which the researcher based his research.

From the gap noted so far, no research had been carried out to find out how schools adhere to curriculum with regards to time in implementing CPD activities. Policy documents stated that

CPDs should be conducted during non-teaching and learning time. It was for this reason that the research was carried out, to establish the implementation of SBCPD activities in selected secondary schools of Mazabuka District.

## **2.2. Role of School Manager on SBCPD**

Although a principle in the policy framework refers to “sustained leadership and support” for quality education provision, School-Based CPD programmes for teachers’ development require active involvement of school managers, South Africa (2007). This concern was supported by Wenger (2000), who believed that leadership played a key role in maintaining a spirit of learning and pushing the community’s development, Wenger (2000). Successful leaders provided the necessary infrastructure for communities of practice to thrive, Wenger (2001). Principals or school heads could therefore, play a key role in SBCPDs by identifying teachers’ needs, such as motivation and support during CPD meetings and in their development, and working towards a collaborative school culture with shared values and norms. School-Based CPD programmes as communities of practice are generally successful when principals or school heads played a key role in effectively implementing and sustaining teachers’ learning and growth. Principals or school heads provided intellectual stimulation when they challenged teachers to re-examine their assumptions about their teaching practices and rethink how they could be more effective Yu *et al.*, (2000).

Osakwe (2010), stated that the involvement of school managers in education in supporting SBCPD programmes had a positive impact on improving teachers’ skills in learning and teaching and learner performance. School managers provided conducive environment such as resources and materials needed for School Based CPDs to Thrive. This was supported by Khalkhali et al, (2011) who stated that School management was key in improving network of improving pupil

performance objectives. MoGE (2015), indicated that the head teacher, as a manager of the school, was responsible for ensuring that the school produced the desired expectations of improved pupil performance. This meant that the head teacher needed to oversee all school-based CPD activities by way of planning, management, co-ordination and monitoring, by creating a conducive teaching and learning environment supportive to CPD activities and allocated necessary resources for effective school based CPDs. MoGE (2016), also indicated that head teachers needed to conduct HIM as a way of supporting SBCPD work plan.

Mekonnen, (2010) carried out a research in Ethiopia to investigate the implementation of CPDS in Kemashi Zone secondary schools with emphasis on the assessment of the practices and challenges of CPD during the implementation process. With the present knowledge of the researcher, there was no systematic study on the implementation of CPDS in secondary schools with emphasis on the role of school managers in the implementation process. The research by Mekonnen, was carried out in secondary schools of Ethiopia while this research was carried out in secondary schools of Zambia. Both countries are located in Africa, but have different external and internal environments, including strengths and weaknesses, opportunities and threats and their educational systems might be different. Therefore, it was expected that different results would be obtained from these schools. It was this gap among others that prompted the researcher to carry out this research in selected secondary schools of Mazabuka District.

History indicated that CPDs were first developed in 1960 in Great Britain with a reason to deliver quality education through teaching and learning, Nicollas (2001). The Zambia education Act of 1996 and 2011, both support the provision of quality education. CPDs were school based activities

which meant to improve the quality of teaching resulting in quality education, (MoGE, 1996, 2011).

Sparks and Louck (1990), argued that in order to achieve effective continuing professional Development, there was need to include the effort of teachers as helpers and planners and above all, effective administrators. In the same direction, WestEd (2002), attested that an effective continuing professional development was one that nurtured the intellectual and leadership of capacity of teachers, school managers and other people in the community. The arguments by sparks, Louck and WestEd, showed the importance of the roles of school managers in the implementation of school – based continuing professional development. Benjamin and Blasé (1999), noted that a leader of any institution must be visionary in order that change was achieved and developed. The argument by Benjamin and Blasé was supported by Musaaazi (1982), who stated that in order to manage and administer a school effectively, the school manager must provide organization leadership in a school or institution in terms of planning, organizing, coordinating, operating, monitoring the staff and students, managing school infrastructure and facilities.

Therefore, the arguments by the scholars above indicated that successful implementation of school – based CPDs, depended on the effort of the school manager. For example, he or she must plan for the time in the school schedule when school – based CPDs, could be implemented with limited disturbance on learning and teaching time for the learner. The school manager must co – ordinate all school – based CPD implementation processes so that they all take place on stipulated time. He or she ensured that stakeholders in the implementation process, such as heads of department, prepared a CPD work plan for the term and that they were all fused in school programme of in –

service training for the term (SPRINT) and that the planned programmes were approved. The school manager provided supervision on all CPD programmes to all stakeholders in the school. In addition, the school head provided a conducive environment in the school for the implementation process.

The school manager must communicate his or her ideas on CPDs, especially on the impact of the changing world outside. According to Steyn and Van Niekerk (2002), a school manager or principal, was considered a leader, motivator of the school as he or she had the responsibility to develop staff training programme, at school level and assist teachers especially new entrants with induction so as to achieve institutional objectives and needs. School managers or principals as cited by Mintesinot (2008), needed to be catalysts to make implementation of programmes including CPDs, fruitful, and provided constructive feedback. This assertion indicated that school managers provided the following responsibilities in implementing CPDs. They must decide on the duration and timing for the programme, select appropriate facilitators and above all, visited CPD practices. In support of the above statement, Musaazi (1982), pointed out that the school administrators must be equipped with appropriate knowledge, skills and attitudes in order to effectively carry out their leadership roles on CPD implementation.

Studies conducted by Mwale (2006), on the implementation of SBCPDs, focused on high school through resources centers. A gap was noted in that Mwale's study was carried out to establish the implementation of SBCPDs at resource centers, while my study focused on implementing SBCPDs at school level. The two research conducted were likely to have differences in the findings. Besides Mwale conducted the study for high school level learners, which covered grades ten to twelve (10

– 12) while this study focused on secondary schools with Junior and senior classes (grades 8-12). Mwale's research was conducted in the Copperbelt while this study was conducted in Mazabuka District, Southern Province. This meant that the findings between the two studies could be different, hence the need to conduct this research.

A successful professional development of staff reflects a school management's desire of value and support of its staff. The school management that takes staff development as an important aspect always showed improvement and effectiveness in raising the level of achievement of all learners. In any profession, the transition from initial training to work place generates certain tensions and desire. It is therefore, imperative that head teachers as school managers took on board all members of staff including the experienced and non-experienced to undertake school – based continuing professional development, (MOGE, 2015).

Like any programme at school level, the school based continuing professional development (SBCPD) required appropriate management which involved support, planning, coordination, appraisal, monitoring and evaluation from managers in order to raise the standards of teaching and learning through implementation of CPD activities of teachers. Bennis (1989), defined management as comprising directing, controlling a group of one or more people or entities for the purpose of co-ordinating, harmonizing, that goal towards accomplishing a goal. The goal of implementing SBCPDS was to achieve improved teacher lesson preparation and delivery and increased learner performance. Therefore, school managers have a critical role of managing CPDs in a school. A significant portion of school management involved skills and competencies such as staff motivation, communication, and negotiating and maintaining certain attitudes and behavior

of staff in order that staff discipline and performance is maintained for the sake of successful implementation of CPD activities in the school.

The implementation of school based CPDs involved active participation of teachers as they come together regularly in teacher group meetings. The main purpose for which schools were established was basically for creating an environment where both pupils and teachers were learning. Thus, the head teacher's main pre – occupation ensured that pupils were learning and teachers teaching effectively. The policy document 'Educating our Future' (1996), recognized the importance of teacher development with regard to ongoing professional development. In this regard, institutionalization of school – based CPDs compelled the school manager to create an enabling environment for the enhancement of teacher professional growth (MoGE, 2015).

It is therefore, the role of school management, the head teacher, deputy head teacher, senior teachers, HODs to be clear as to why they should effectively manage SBCPDs. The main purpose of an effective SBCPD was to enable the teacher to grow and develop professionally using the SPRINT framework. The teaching profession Act (2013), also cited SBCPD as cardinal for professional growth of a teacher. Shabani et al (2004), argued that effective planning was important in order to achieve organization goals in SBCPD implementation.

A review of literature showed that there were no studies that had been done on the role of school managers on the implementation of school based CPD in secondary schools. Studies by Mweemba (2010), focused on the effectiveness of CPDs in Upper Basic Schools and not in secondary schools. Another study done by Mubiana (2011), focused on the Effects of Continuing Professional

Development of Rural Basic School Teachers on the quality of education. The findings indicated that the majority of teachers reported that CPDs improved teaching skills, reinforced teaching excellence and helped teachers focus on student outcome. On administrative involvement in CPDs the findings revealed that head teachers encouraged professional development of teachers which they believed reinforced teaching skills. The findings by Mubiana focused on basic school and this was the research gap. My study was focused on the role or involvement of school managers on the implementation of SBCPDs in secondary schools and not in basic schools. It was likely that the research findings of the two would be different because there was great difference between management of CPDs in Primary Schools and in Secondary Schools.

### **2.3. Perception of teachers on SBCPDs**

School Based CPD was one of the programme in the Ministry of Education which was reflected in the Fifth National Development Plan FNDP (2006-2010) and the School Programme of In-Service Training for the Term (SPRINT), which helped improve teachers in their teaching methodological skills and in enhancing learner performance. The Zambia Education Curriculum Framework (2012), supported the programme by stating that teachers and teacher educators were key players in the education system and should regularly attend SBCPD activities in order to update their pedagogical skills to effectively implement the curriculum.

Individual or groups of teachers in a school form the main body for the implementation of school –based CPD programmes. This is supported by the policy document Educating Our Future (1996), which stated that teacher education was a continuing process that must be extended throughout individual years of actual teaching. It further stated that teachers had a responsibility to themselves and to their profession, to deepen their knowledge, extend their professional skills and keep themselves up to date on major developments effecting their profession (MoGE, 1992).

The policy document Focus On Learning (1992), stated that teachers were one of the chief determinants of educational achievement in the classroom. Their classroom effectiveness depended heavily on their knowledge of subject matter and on their pedagogical skills. The document also gave emphasis in support of Educating Our Future, policy document that teacher education was a continuous process to keep them up to date with their work.

Fullan (1993), stated that the expected outcome in learners' rests on teachers' activities, which was the closest level to learning that directly affects students' achievement. This statement by Fullan meant that the quality of academic and professional development of teachers at both initial and in-service training have direct bearing on the achievement of students. The perception of teachers on the improvement of the current status of teaching quality through School-Based CPD was hoped to provide a way to direct what they learnt into their teaching. The applications acquired from SBCPD led to better instruction and improved student learning which was connected to curriculum materials. Other studies conducted on the same theme, revealed that the more professional knowledge teachers have, the higher the level of student achievement, (National Commission on Teaching and American Future, 1996, 1997).

A study by Hailu and Jebessa (2010), on the teachers' perception on School-Based CPD was carried out in Jimma Zone in Ethiopia on selected primary schools. The intention of the study was to understand primary school teachers' perception and practice of SBCPD from their perspectives and to find out its implications for the betterment of student learning. This research was carried out in Ethiopia and it targeted primary schools. This was a research gap. My research on the

perception of teachers SBCPD implementation was carried out in Zambia and targeted secondary school teachers. Therefore, it is likely that the results from the two studies would be different.

Hailu and Jebessa research on the teachers' perception on SBCPD was analyzed under three themes: Promoting professional ethics, improving collaboration and develop problem-solving skills. The results indicated that CPDs improved teachers' professional ethics. It was noted that after CPD programmes, the results showed that a change was noticed on the teachers' habits on drinking alcohol, absenteeism and mistreating learners. On collaboration, participants expressed that CPDs strengthened sharing ideas. On problem-solving skills, participants expressed that CPDs improved creativity in the teachers.

Mataka (2010), researched on the perception of teachers on the implementation of continuing professional development in selected Basic Schools of Lusaka District. The findings by Mataka indicated that among the respondents, 8(50%) out of 16-degree holder female teachers said that CPDs were very educative and 8 (50%) of the males out of 16 said that it was educative. With regard to diploma holders 8 out of 28 males and 20 out of 64 females indicated that CPDs were "very educative" while 20 out of 28 males (71%) and 44 out of 72 females were of the views that implementation of SBCPDs was "educative" and 8 out 72 females said that it was not educative.

With regard to certificate holders, 78 percent males and 47 percent females indicated that it was "very educative" while 52 percent had a view that it was educative. These results were obtained from teachers' in Basic Schools of Lusaka District. This research was carried out on teachers in Basic Schools of Lusaka District. The research by Mataka showed a gap in that it concentrated on

basic school teachers. My research was carried out to assess the implementation of SBCPDs in secondary schools and on secondary school teachers. Besides, Mataka's studies were done in Lusaka District while my research was conducted in Mazabuka District. Other features that created a research gap were that Mataka's studies targeted respondent holding Certificates, Diplomas and Degrees while my research targeted respondents holding Diplomas Degrees and Masters. It is clear that the two researches would not yield the same results. It is likely that the perceptions of the two sets of teachers would be different (Basic schools and secondary schools).

With regard to usefulness of CPDs in developing classroom practice, the majority of teachers indicated that CPDs had positive classroom practice. These findings could not be the same with secondary school teachers, hence the need to research on the perceptions of secondary school teachers.

Mubiana (2011), researched on the effect of CPD of Rural Basic Teachers on the quality of education. Her research established that School-Based CPDs had an effect on the quality of education. The research showed that all teachers and head teachers interviewed confirmed that teacher participation in CPDs had a positive impact on both teacher and learner performance. The findings therefore, indicated that the more teachers participate in CPDs could greatly improve both teacher and learner performance. The studies also indicated that most teachers needed CPDs in order to acquaint themselves with new methodologies as some of them did their initial training many years back. Many teachers perceived that Teacher Group Meetings at their schools helped promote the development of improved teaching skills and that it was the duty of every teacher to participate in CPDs. However, there were concerns that teacher attendance to SBCPDs was not

very good at all. There was no mention on the implementation of SBCPDs in secondary schools and that was a research gap.

#### **2.4. Summary**

This chapter basically discussed the literature review, which was outlined in three major parts: The time schedule for SBCPD, the involvement of school managers on SBCPD activities and the perception of teachers on the impact of the implementation of SBCPDs on teachers' lesson preparation and delivery and learner performance.

## **CHAPTER THREE:**

### **METHODOLOGY**

#### **Overview**

In this chapter, the researcher discussed the research methodology adopted, sampling techniques, research instruments and data analysis methods.

#### **3.0. Research Design**

The research design selected for this study was the concurrent nested design. This design described the research as an approach that constituted two approaches, quantitative and qualitative, which is a mixed approach. This meant that the researcher would carry out a survey design to find out how School Based Continuing Professional Development, SBCPDs were implemented in selected secondary schools and how they had impacted on teacher performance in improving learner performance. Kombo and Tromp (2013), postulated that Descriptive Survey involved collection of information by interviewing or administering a questionnaire to a sample of individuals. The researcher used a survey research design because the information to be gathered was based on the feelings, attitudes and opinions of the respondents in relation to the implementation of school based continuing professional development program on selected secondary schools of Mazabuka District.

#### **3.1. Target Population**

The researcher conducted research in all the four selected secondary schools of Mazabuka District, namely Mazabuka Girls Secondary School, St Edmunds Secondary School, Kaonga Secondary School and St Patrick's Secondary School: One Government Secondary and three Grant- aided Secondary schools. All schools selected were day schools located in the same environment. The target population was 150. The primary data was collected by using questionnaires, interviews and focus group discussion and Document Analysis.

### **3.2. Sample Size**

The major respondents targeted were 4 head teachers, 4 deputy head teachers, 4 SBCPD coordinators, 4 Heads of Department and 3 teaching staff from each of the three selected departments all from each of the selected secondary schools of Mazabuka District. This gave a total of 60 respondents. The three selected departments were Languages, Mathematics and Science. Three teachers were selected from each department.

### **3.3. Sampling Technique**

The researcher selected the secondary schools studied from the fact that they were the major Day Secondary Schools in the District. Purposive sampling technique was used to separate them from other secondary schools such as comprehensive schools which had both primary and secondary sections. The selected schools were homogeneous schools which had both Junior and Senior classes, running from grades 8 to 12. The head teachers, deputy head teachers, heads of department and SBCPD coordinators were selected by purposive sampling. This was because they had special attachment to the implementation of School-Based CPD in their respective schools. The head teachers and deputy head teachers were purposively selected because they were key stakeholders in the implementation process of School-Based CPDs. They were the ones who interpreted policy to the staff members and provided support regarding SBCPDs. CPD coordinators were purposively sampled on the basis that they were the ones who were responsible for coordinating all SBCPD programmes in the school. The researcher sampled three departments from each of the selected schools. The departments sampled were English, Mathematics and Science. These departments were purposively sampled on the basis that they were the first departments in the 1990s which were engaged in CPD activities by the Zambian Government under AIEMS project in partnership with Sweden. Therefore, the researcher assumed that these subjects were in no doubt engaged in SBCPDs in the secondary schools selected.

The teaching staff from each of the selected departments were selected by simple random sampling. This was because the number of teachers in each of the departments was very small, it ranged from four to nine. The advantage of using the selected sampling technique was that it yielded research data that could be generalized to a larger population and provided equal opportunity of selection for each element in a population, Ghosh (1992). The teachers' names for each of the selected departments were written in small pieces of paper and folded. At random, the three papers were picked and contained the names. Only three subject teachers were selected from each of the three departments for each school.

#### **3.4. Instruments for data collection**

The researcher used four instruments to collect data in this study namely, questionnaires, Interviews, Focus Group Discussion and Document Analysis.

#### **3.5. Data Collection Procedure**

Before getting to any of the selected schools, the researcher had to seek permission from the District Education Board Secretary (DEBS) using the letter of authority obtained from the University of Zambia. After seeking permission from the DEBS Office, the researcher visited the office of the headteacher of the selected schools to seek permission to conduct the research. At that time, the researcher explained to the headteacher how he intended to conduct the research.

For each of the schools visited, the researcher made appointment with the headteacher, Deputy headteacher CPD Coordinator, Heads of Department and subject teachers on the best days and

time to conduct the research. In each of the selected schools, the researcher sought a special room which was conducive for interviews and focus group discussion.

### **3.6.1. Questionnaire**

A questionnaire is an instrument specifically designed to elicit information that is useful for collected data analysis. Kombo and Tromp, (2013) supports questionnaires as primarily used in survey research when dealing with large numbers and included open-ended questions which the respondents were asked to provide their answers and close-ended questions which the respondents were asked to select an answer from a set of given options. Ghosh (1992), stated that the use of questionnaires had advantages in that the information gathered was more valid and reliable. The method was also relatively cheap and expeditious. Respondents for questionnaires were; the head teachers, deputy head teachers, CPD coordinators, heads of department from selected departments on the key subjects and subject teachers. For each of the selected respondents for questionnaires, ethical conditions were considered. The selected respondents for questionnaires were asked to be in a separate room. Before filling the questionnaire, the respondents were asked if they were willing to participate in answering the questionnaire. They were asked to be free to write their names or not and that all the information on the questionnaire would remain confidential and for research purposes. The researcher then distributed the questionnaire to the respondents. The researcher asks the respondents to read instructions first and then asked them to start answering the questions.

### **3.6.2. Interviews**

Interviews were questions asked orally Kombo and Tromp, (2013). There are various forms of interviews: unstructured, semi-structured and structured interviews. The researcher used Structured and Semi-Structured interviews. For structured and semi structured interviews, the researcher used them in order to gather information which was expected to be highly reliable. This approach was time saving as the respondents answered what had been asked by the researcher. Kombo and Tromp, (2013), further indicated that among the advantages of semi structured interviews, was their being systematic as the researcher intensively investigated the topic under study and saved time since respondents just answered specific questions of the researcher. The respondents targeted for interviews were; the deputy head teachers and CPD coordinators in each of the selected schools. These were selected purposively due to their active positions in the schools with regard to SBCPD activities. In conducting interviews, one respondent at a time was invited into a separate room where he or she felt comfortable and free. The researcher asked the respondent for permission to record the conversation. The respondent was then asked to be free and to express himself or herself freely during the interview session. Using the interview guide, the researcher began the session.

### **3.6.3. Focus Group Discussion**

Focus Group Discussion was a group of respondents who share characteristics related to the research study. The topic was known, questions were set before hand and focus was on discussion among participants on known topic, Kombo and Tromp (2013). Two teachers from each of the three selected departments per school were selected from the three who were earlier on selected for interviews. These were selected by simple random sampling. Three names were written in separate small pieces of paper. Two fold papers were picked at random to determine the two respondents. The reason for using the teachers who were earlier on selected was to ensure that the

respondents were familiar with the topic already. That arrangement was seen to yield more reliable results.

Six teachers, two from each department namely; English, Natural Sciences and Mathematics. The selected teachers were invited into a separate room where they sat in a semi-circle. The researcher identified one member of the group to conduct the discussion. Using the focus group discussion guide, the group leader conducted the session. During the discussion time, the researcher was taking down notes. The researcher also sought permission from the respondents if he could record the conversation.

#### **3.6.4. Document Analysis**

The other data collection technique that the researcher used was document or content analysis of written materials. For this technique, the researcher visited the deputy head teacher's office to ask for information in the School CPD Book and the CPD Work Plan for term two 2017. The researcher also visited the head of department for each of the selected departments and requested for any data regarding CPDs in the department. The content of CPD programme documents such as CPD Work Plan for term two 2017, CPD Book and other relevant documents in departments related to CPD programmes were analyzed to determine and ascertain the implementation of CPD programmes in the selected schools. The kind of knowledge and skills the programme was supposed to develop and address and the goals the programme intended to achieve were analyzed. This technique made the data to have strong validity.

#### **3.7. Data Validation**

The researcher used Triangulation for validity and credibility of data. To achieve this, the researcher used four sources of data collection techniques. These were: Questionnaires, Interviews, Focus Group Discussion and Document Analysis. To achieve validity in the data collected, the

researcher did cross verification from the results of the four data collection tools. This helped to give a more detailed picture of the situation. Validity therefore, helped the researcher in qualitative research to determine the degree to which the researchers' claims about the knowledge corresponding to the reality being studied.

The purpose of triangulation in qualitative research was to increase the credibility and validity of the results. It also helped the researcher to be more confident with the results. Triangulation was achieved when the different sources of data, when cross verified gave the same results. For example, data collected from questionnaires, interview and focus group discussion, corresponded when cross verification was done.

Pilot testing was conducted in one of the selected secondary schools as a way of reshaping data collection tools.

**Data analysis** was done using the Statistical Package for Social Sciences (SPSS) for quantitative data, thematic and content analysis for qualitative data

### **3.8 Summary**

This chapter dealt with research designs which the researcher used. The researcher in particular used the descriptive research design which involved questionnaires and interviews. The chapter also highlighted the secondary schools that were targeted. It also highlighted the respondents that were targeted. That included head teachers, deputy head teachers, SBCPD coordinators, Heads of Department and subject teachers each from the selected secondary schools. The chapter also captured the selection technique in identifying the locations and the instruments that were used in data collection. Data analysis was also highlighted. The statistical package of data analysis for social sciences used was also discussed.

# CHAPTER FOUR

## FINDINGS

### Overview

This chapter presents the results of the research carried out in the four selected secondary schools of Mazabuka District. In this research, the participants were; head teachers, deputy head teachers, heads of department, CPD coordinators and subject teachers. The first section gave demographic and personal characteristics of sampled participants. This was followed by the findings which were organized according to research questions.

### 4.0. Demographic Data

#### 4.1.1. Gender

The personal characteristics of the respondents were described in terms of Gender and level of qualification. The findings were established as shown below.

Figure 4.1 Respondents by gender

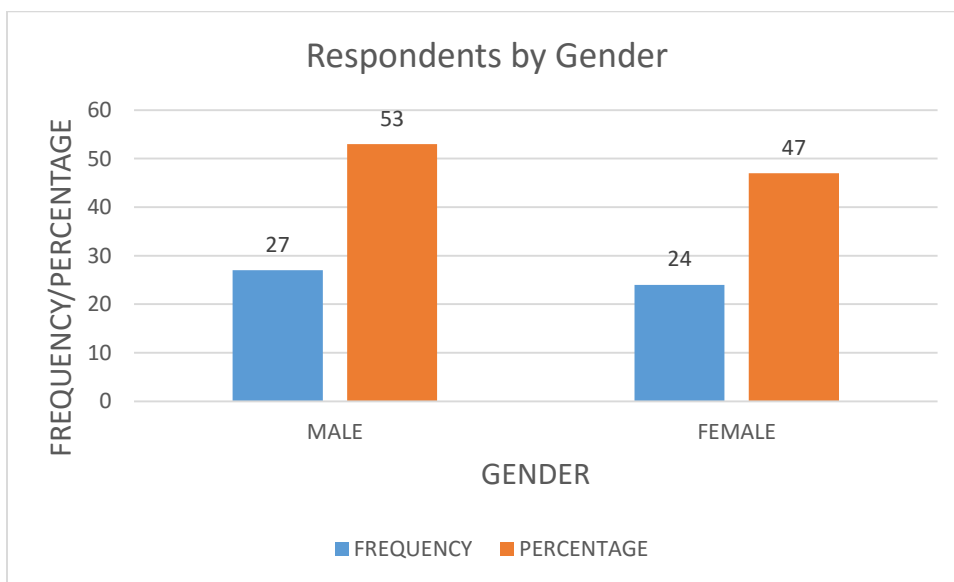


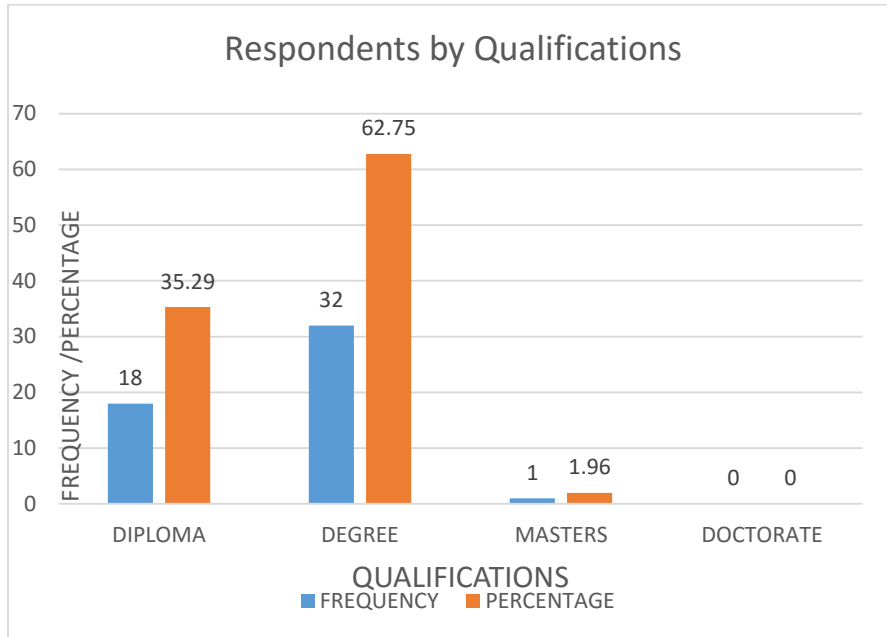
Figure 4.1 showed gender of the respondents. The analysis on gender of respondents showed that 27(53%) of the respondents were males and 24(47%) of the respondents were females. The results showed that both respondents were represented by gender, though results showed that males were more than their counterpart females by 3(6%). The findings indicated that gender did not influence implementation of SBCPD programmes in selected secondary schools.

#### **4.1.2. Qualifications**

Figure 4.2 below showed levels of qualifications by the participants in selected secondary schools of Mazabuka District. From the figure, the analysis showed: Diploma 18(35.29%), Degree 32(62.75), Masters 1(1.96%) and Doctorate 0(0%).

The results analyzed showed that there were more degree holders among the selected secondary school teachers in Mazabuka District than the other qualifications. This distribution showed that most of the teachers in the selected secondary schools in Mazabuka District did have the right qualifications to teach at senior secondary school. However, SBCPDs were undertaken by all the staff regardless of the qualification. The findings established that qualification level had no influence on the implementation of School-Based CPD activities in selected secondary schools. In fact, the distribution of qualification provided a good balance in knowledge sharing during CPD activities.

Figure 4.2 Qualifications of respondents



**4.2. What time of the school schedule were SBCPDs implemented in selected Secondary Schools of Mazabuka District?**

**4.2.1. Time when SBCPD were implemented**

Figure 4.3 Time when CPDs were implemented

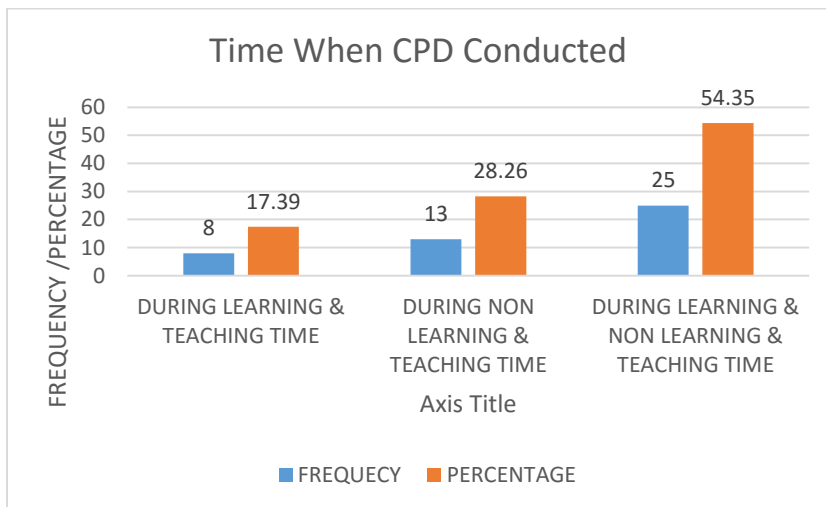


Figure 4.3

Figure 4.3 showed questionnaire findings on the time SBCPDs were implemented in selected secondary schools of Mazabuka District. The findings showed that, 8(17.39%) of the respondents indicated that SBCPDs were implemented during learning and teaching time. One of respondents interviewed said:

*“We conduct CPDs during learning and teaching time, especially when we have a workshop because it usually takes the whole day”.*

Another respondent interviewed said:

*“Most of the times in our school we implement CPDs in the afternoons and it is only those periods in the afternoon that are affected, the morning lessons are not affected.”*

From the above verbatims, it is clearly established that learning and teaching time did get affected by CPD activities in schools, though the percentage seemed to be minimum. However, it was also noted that there were variations in the implementation of CPDs in the selected secondary schools of Mazabuka District.

Findings also showed that 13(28.26%) of the questionnaire respondents indicated that SBCPD activities were implemented during Non-learning and teaching time. Interviews conducted with some of the respondents indicated that most CPDs were held in the afternoon after lessons. One of the respondents said:

*“We usually hold CPDs after classes when we are off lessons and teaching. Afternoons are meant for remedial work. During this time, we are not serious with teaching.”*

25(54.35%) of the respondents indicated that SBCPD activities were implemented during both Learning Non learning and teaching time. Respondents in focus group discussion indicated that most CPDs in selected secondary schools of Mazabuka District were implemented during learning and non- learning and teaching time. One of the respondents revealed that:

*“When we hold CPD workshops, we start in the morning and end in the afternoon. This covers both learning and non-learning and teaching time.”*

Another respondent in focus group discussion said:

*“Our school conducts lessons in both morning and afternoon, so sometimes we have SBCPDs in the afternoon and sometimes in the morning. This is done to balance morning and afternoon.”*

The results from the entire findings established that most of the School-Based CPD activities were implemented during learning and Non-learning and teaching time.

### 4.3. What was the role of school managers in the implementation of SBCPDs in selected Secondary Schools of Mazabuka District?

#### 4.3.1. Role of School Managers in SBCPD implementation

Figure 4.4

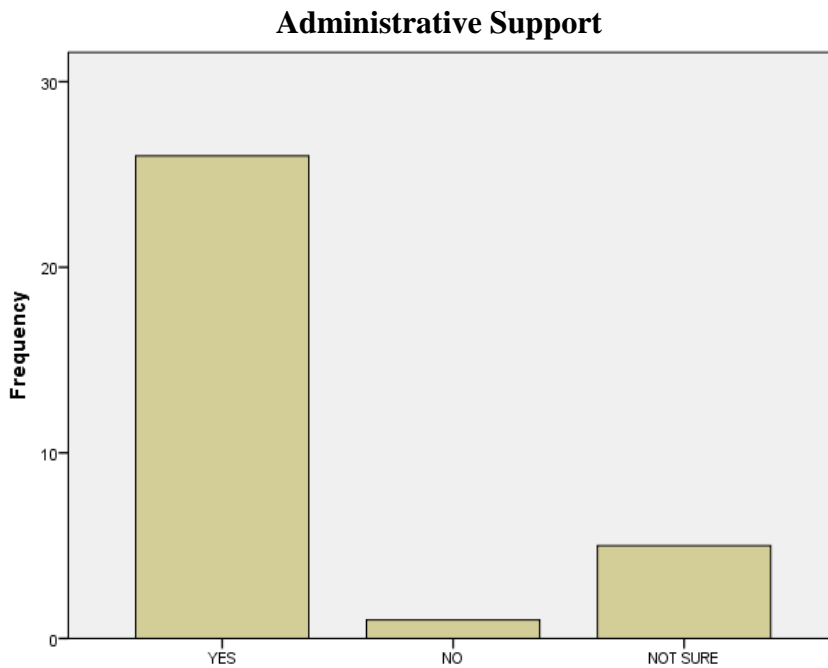


Figure 4.4 above, showed questionnaire findings on the involvement of school managers on the implementation of SBCPDs in selected secondary schools of Mazabuka District. The findings showed that 34(85%) of the respondents indicated that head teachers were involved in the implementation of School Based CPDs in selected secondary schools. These findings were emphasized by respondents in interviews conducted who said:

*“The school administration supported SBCPDs by providing refreshments, stationary and they do attend the meetings.”*

A respondent in focus group discussion said:

*“School managers are involved in preparations by providing transport, provide logistics for facilitators and apart from that, they do attend the meetings.”*

From the respondents above, the response was overwhelming that School administrators do support SBCPD programmes. With such support SBCPDs were expected to be successful and fully addressed the needs of the teachers.

1(2.5%) of the questionnaire respondents indicated that head teachers were not involved in the implementation of School-Based CPDs in selected secondary schools.

For example, one of the interview respondent said:

*“School managers do not support CPD activities in our school and they have never attended any.”*

This action by some of the administrators demotivated teachers in SBCPD activities.

5(12.5%) of the questionnaire respondents indicated that they were not sure if head teachers were involved in the implementation of school-based CPDs in selected secondary schools or not. In the focus group discussion, one of the respondents said:

*“I do not know whether the support comes from the administration or not because no one has ever explained this to me.”*

Another respondent said:

*“We do not know if the administration is involved or not because we are not told.”*

The results established that the majority of head teachers were involved in the implementation of school-based CPDs in the selected secondary schools of Mazabuka District.

**4.4. What were the perceptions of teachers on the impact of SBCPDs on teacher lesson preparation and delivery and learner performance?**

**4.4.1. Perception of teachers on SBCPD implementation**

Table 4.1

Responses (Themes)	Frequency	Percentage
challenging topics were discussed	13	37.14
teachers exchanged knowledge	10	28.57
teachers acquired new methods	9	25.71
teachers gained confidence	3	8.57
Total	35	100

The total number of respondents was (35). The findings on the frequency of responses showed that 13(37.14%) of the questionnaire respondents perceived that challenging topics were discussed during implementation of SBCPD activities in selected secondary schools. For example, one of the teachers in the Focus Group Discussion (FGD) said:

*“Teachers benefit from SBCPDs because topics that we find difficult to teach are discussed. This gives us full knowledge of the topics and we teach them in a more organized way.”*

From the table above,10(28.57%) of the questionnaire respondents perceived that teachers exchanged knowledge among themselves during implementation of SBCPD activities in selected secondary schools of Mazabuka District.

For example, one respondent in an interview said that:

*“When we discuss in CPD meetings, we learn from one another and this improves our understanding of the topics and we tend to teach them better.”*

Another respondent said that:

*“There is so much of knowledge sharing in CPD meetings.”*

From the verbatims above, it is clear to note that there was benefit of knowledge sharing among the teaching staff who form a community of practice in a learning institution. On the acquisition of new methods of teaching, 10(28.57%) of the questionnaire respondents perceived that teachers acquired new methods of teaching during implementation of SBCPD activities in selected secondary schools and 5(14.24%) of the respondents perceived that teachers gained confidence in teaching from the implementation of SBCPD activities in the selected secondary schools.

For example, one of the respondents stated that:

*“I learn new methods of teaching in CPDs and this gives me confidence when i am teaching.”*

From the verbatims above, it can be deduced that shared knowledge and acquiring new methods gave teachers confidence in a classroom situation. SBCPDs therefore, created preparedness in communities of practice.

The results of the findings therefore, established that SBCPD implementation in selected secondary schools' ease challenging topics and made teachers confident in their teaching.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **Overview**

This chapter discussed the findings of the study. The study focused on three topics: The assessment of the time schedule at which SBCPDs were implemented in selected secondary schools of Mazabuka District, the assessment of the involvement of school managers in the implementation of SBCPD activities in selected secondary schools of Mazabuka District and the examination of the teachers' perception on the impact of the implementation of SBCPDs on teacher lesson preparation and delivery and learner performance in selected secondary schools of Mazabuka District. The study participants were head teachers, deputy head teachers, heads of department, CPD coordinators and subject teachers with varying qualifications ranging from Diploma to Masters.

#### **5.0.0. To assess the time in which SBCPDs were implemented in selected Secondary Schools of Mazabuka District.**

##### **5.0.1. Time for SBCPD implementation**

The results established that most of the SBCPDs in selected secondary schools of Mazabuka District were implemented during learning and non-learning and teaching time. This scenario was represented by 25(54.35%) out of 46 respondents. The second findings, 13(28.26%) out of 46 respondents indicated that SBCPDs were implemented during non-learning and teaching time. The third findings showed that 8(17.39%) out of 46 respondents, implemented SBCPD activities during learning and teaching time.

The results obtained from document analysis such as, The CPD Book and The CPD Work Plan for term two 2017, established that most CPD meetings were scheduled to cover morning and afternoon time. They clearly showed that Most CPD meetings and workshops were implemented during both learning and non-learning and teaching time.

While SBCPDs were meant to improve teacher lesson preparation and delivery which ultimately was translated into increased learner performance, their implementation during learning and teaching time was detrimental to increased learner performance. This practice by schools to implement SBCPDs during learner time showed that school managers and teachers as providers of quality education did not abide to rules and regulations of curriculum as outlined by the Zambia Education Act of 2011 policy document, (MoGE, 2011). The Zambia Education Curriculum Framework of 2012, policy document emphasized that education providers should observe time period allocated to each subject. This meant that any deviation from learner time had negative effect on the learner.

The practice of implementing SBCPDs during learning and teaching time has implications. It is assumed that time allocated to each subject in the curriculum Framework was equivalent to the coverage of the syllabus. If this time was allocated to some other programme such as SBCPDs then, the practice was likely to impact on the learners negatively. With this practice, it could be understood that this had implications on the completion of the syllabus and in the long run disadvantaged learners in their final examinations. One of the respondents in focus group discussion stated:

*“When CPDs are carried out during learning and teaching time, the lost time is never compensated because there is no time in the school schedule to conduct any compensatory work on lost time as there is more contact time in the revised curriculum as compared to the old curriculum.”*

Another respondent stated:

*“The lost time has made some teachers fail to complete their syllabus because CPD was conducted during learning and teaching time.”*

Another respondent noted:

*“Mostly we hold CPD activities in the afternoon and sometimes we hold CPD workshops in the morning and learner time is affected without any compensation on time.”*

From the conversation on focus group discussion and interviews conducted, it clearly indicated that there was no much time to make up for the lost time. The practice led to non- coverage of the syllabus, and many of the learners had their performance affected negatively.

It was also possible to assume that implementation of CPDs during learning and teaching time, may be responsible for learner indiscipline in the school. It was commonly stated that when learners were left by themselves, they tended to play around making noise all over the time. Cases of learners reported fighting were common when learners were left to themselves. Broken furniture, door levers and glass panes always happened whenever learners were left alone. One of the respondents said:

*“There is always disorder among the learners whenever teachers are out on SBCPD activities for a longer time.”*

The statement by the respondents established that learners did not do any constructive work in the classroom during the time when their teachers were out on SBCPD meetings. However, another respondent said:

*“Some learners when they are left with work, they remain doing their work left behind by the teachers who are out to attend SBCPD meetings but when they are through with the work, they begin to play around”. “But somehow when learners are well organized, they do not lose out completely.”*

Most respondents agreed that there was loss of learner time which could be minimized when there was a well-planned programme to keep the learners busy with enough work for the period of time. At the same time, it could be deduced that only fewer learners were affected when CPDs were implemented in the afternoon as compared to CPDs implemented in the morning. This argument was expressed by heads of department in their questionnaire responses where the results showed that most of the CPDs were implemented in the afternoon as compared to the morning times. However, it all amounted to the same thing, whether there were more CPD implementations in the afternoon than in the morning, the fact is that there was loss of learner time which was not compensated for in conformity to the rules and regulations of the Zambia Education Curriculum Framework, (MoGE 2012).

There were 11 heads of departments respondents involved in this research. Out of the 11, 6(54.5%) of the respondents indicated that they conducted their CPDs in the afternoons only, while 5(45.5%)

indicated that they conducted their CPDs in the mornings and afternoons. Even though most subject teachers in their focus group discussions indicated that there was much loss of learner time in CPD implementation, all the heads of department respondents indicated that there was need to conduct CPDs in schools. The results established that 11(100%) of the HODs in the selected secondary schools indicated that there was need to implement CPDs in secondary schools of Mazabuka District.

#### **5.1.1. To assess the role of School Managers in the implementation of SBCPDs in selected Secondary Schools of Mazabuka District.**

#### **5.1.2. Involvement of school managers in SBCPD implementation**

Studies on the involvement of school managers in SBCPD implementation showed that 34(85%) of school managers supported SBCPD activities in the schools. The results established that school administrators were involved in the implementation of SBCPDs. This was supported by Spark and Louck (1990), who argued that in order to achieve effective continuing professional development, there was need to include the efforts of teachers as helpers and planners and above all, effective administrators. Benjamin and Blase (1999), also noted that a leader of any institution must be visionary in order that change is achieved and developed. However, it was noted that in most of the schools researched, the implementation of SBCPDs affected learner learning and teaching time. This meant that school administrators had left out their critical part of planning. School administrators seem to concentrate much on financial and material support. This was confirmed by one of the respondent who said:

*“School Managers provide snacks, drinks and give allowances to facilitators’.*  
*Another respondent mentioned that; ‘administration support SBCPDs by providing teaching and learning materials, morale support and refreshments.’”*

The two verbatims confirmed that school administrators have always wanted SBCPDs to be implemented but have not looked at the implications alongside with the implementation regarding time of implementation. It is therefore, clear to note that time has not been a factor in SBCPD implementation process in most secondary schools of Mazabuka District. Scholars like Little (2001), supported the view that the involvement of school managers in SBCPD implementation was to motivate staff in the self-will to advance in their profession. However, there are implications when school administrators did not get so much involved in planning of SBCPD implementation with regard to time. One of the implications was that it led to unsustainable practice of SBCPD implementation. Such implementation affect learners learning and teaching time as noted in the findings in this research. Inadequate support on SBCPD programmes by administrators resulted in low morale and ultimately low teacher turn-out for SBCPD meetings.

### **5.2.1. To assess the perception of teachers on the impact of SBCPDs implementation in selected Secondary Schools of Mazabuka District**

#### **5.2.2. Teachers’ perception on impact of SBCPD implementation**

Under this topic, the perception of teachers was discussed as sub topics. These sub-topics or themes were out-lined as follows: Ease challenging topics, new methods of teaching were adopted, there was exchange of knowledge, built confidence and improved quality of work.

### **5.3.1. Ease challenging topics**

The findings established that 13 out of 35 respondents; 13(32.14%) perceived that SBCPDs ease challenging topics when they were discussed in groups. Villegas (2003), identified that the specific objectives of CPD were to support teacher capacity to teach effectively by improving teachers' subject- matter knowledge based on the content of the curriculum. Therefore, when challenging topics were discussed, they made the teacher competent in his or her subject matter. Teachers' viewed CPDs as a means by which the school community collaborates to improve quality of teaching and learning. It was a programme that continued throughout the professional life of a teacher. Government Educational Survey (1990), supported the fact that collaboration among teachers was a strategy for building teachers. This therefore, indicated that it was one of the most important things that was needed for teacher communities of professional practice which encouraged continuing professional development among teachers.

### **5.3.2. New methods of teaching are adopted**

The results on teachers' perception regarding CPD established that 10 out of 35 respondents 10(28.51%) perceived that SBCPD implementation helped teachers adopt new methods of teaching. The policy documents 'Educating Our Future', 'Focus On Learning', both emphasized that CPDs help improve teachers' pedagogical skills so as to improve quality education delivery, (MoGE 1996), (MoGE 1992).

### **5.3.3. Exchange of knowledge**

The results on teachers' perception established that 5 out of 35 respondents, 5(14.24%) perceived that SBCPD implementation would benefit the teachers with exchange of knowledge among themselves. The collaborative activities of the teachers involved knowledge and skills sharing. This ultimately improved teachers' knowledge of the subject matter and pedagogical skills.

### **5.3.4. Builds confidence**

The results on teachers' confidence indicated that 5 out of 35 respondents, 5(14.24%) perceived that SBCPD implementation helped build confidence in teachers. The knowledge of the subject matter gained, the pedagogical skills gained through collaborative work enabled teachers to teach with confidence. However, there are implications when teachers did not acquire sufficient knowledge and skills in teaching methodologies and competence in the subject matter. Such teachers fail to prepare good lesson plans and have difficulties in delivering the lessons. They face challenges in difficult topics and lose confidence in themselves. Ultimately it led to poor learner performance.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Overview**

This chapter is going to discuss data obtained from the study in order to provide valuable conclusions recommendations on the implementation of SBCPDs in selected secondary schools of Mazabuka District.

#### **6.0. Conclusion**

School-Based CPDs provided a training platform for teaching staff in a sustainable way in order that they are up-dated with subject content, pedagogical skills, attitudes, values and norms necessary for improving quality of education at local level. CPDs enabled teachers improve their subject matter, knowledge and concrete skills to teach for improved learner performance. CPDs therefore, improve teacher performance which is translated into learner performance.

The implementation of School-Based CPDs in this research called for a number of considerations. Among the considerations was the time at which schools implement CPD activities, the involvement of school managers and the perceptions teachers have on the implementation of CPD programmes in selected secondary schools of Mazabuka District. It was noted that in schools, most teaching staff have a challenge in subject content and methodology. When teachers are deficient in the two, then the teacher would not deliver quality education. This has been noted in the perceptions of teachers, where the greater percentage of respondents indicated that CPDs eased challenging topics, brought about sharing of knowledge, improved teaching methods and created

confidence in the teachers. These findings clearly showed the importance of undertaking SBCPDs in the selected secondary schools.

The biggest problem that the implementation of School-Based CPDs faced was the time of implementation in the school schedule. Most schools in Mazabuka District implement CPDs during learning and teaching time. This practice was not in line with the policy document, the Zambia Education Curriculum Framework, (2012), which stipulated that the subject time allocation needed to be adhered to. This situation was worse where teachers belong to two departments and had to attend to CPDs in both departments at varying times. In such cases, more learner time is lost.

The study findings showed that school administrators were involved in SBCPD implementation, but they seemed not to have looked at sustainable time allocation to the programme. There were some implications poor timing in implementation of SBCPDs caused. It led to non-completion of the syllabus by the teachers. In the long run, it caused underperformance in the learners. To some extent, it was sighted as a source of indiscipline in the learners as they were left alone for longer periods of time.

### **6.1. Recommendations**

There were some recommendations that needed to be applied in order that improved teacher lesson preparation and delivery and increased learner performance is achieved through the implementation of SBCPDs in secondary schools of Mazabuka District. Schools were encouraged to implement CPDs in non-teaching and learning time to avoid affecting learners learning time.

For example, in the afternoons when there were no classroom instructions. This included implementation during school holidays, especially in the zero week of the term. It was important that the frequency of SBCPD meetings were increased. It was also important that school administrators got involved in the planning of sustainable SBCPD implementation programme and stepped-up their support in order to enhance teacher participation. Teachers were encouraged to submit challenging topics for presentation during CPD meetings. It was also important to keep SBCPD records in departments in a safe and accessible place, including records on lesson study cycle. Above all, it was important to cultivate the spirit of collaboration between and among teachers in the school, most particularly in departments in order to strengthen consultative approach to problem-solving.

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# APPENDICES

## APPENDIX A

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development in selected secondary Schools. You have been selected to take part in the research using purposive sampling method. You are therefore, requested to give honest answers to all the questions. The information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation.

### **Questionnaire for ADMINISTRATORS (Head& Deputy)**

**Tick the option that is suitable to you. Respond in detail to answers without option**

1. SEX

M	<input type="checkbox"/>
---	--------------------------

F	<input type="checkbox"/>
---	--------------------------

2. QUALIFICATION:

DIPLOMA

DEGREE

MASTERS

DOCTRATE

3. How many teachers are there in the school?

4. How is the distribution of lessons in the school?

Morning only

Afternoon only

Morning and  
Afternoon

5. Which time of the school schedule are there more lessons?

Morning

Afternoon

6. Does your school conduct School-Based Continuous Professional Development (SBCPD) programs? **Yes**.....**No**.....

7. If the answer for question (5) above is yes, list down the departments that carry out SBCPD programs in the school.

.....

.....

.....

.....

.....

.....

.....

8. According to your School Program of In-service training for the Term (SPRINT) work plan, how many SBCPD activities are to be conducted in term two for all the departments in the school?.....

9. Is the number in (6) above achievable without affecting learning and teaching time for the learners? **Yes.....No..... Not sure.....**

**Briefly explain your answer below:**

.....  
.....

10. Does the school administration support the conduction of SBCPD programs in the school? **Yes.....No.....**

11. If the answer for question 7 is yes, briefly outline the kind of support that the administration provides to the program.

.....  
.....

12. Do you think SBCPD have a positive impact on teacher lesson preparation and pupil performance? **Yes..... No.....**

13. Briefly explain how SBCPD programs have benefited the teachers and learners in your school.

.....  
.....

14. How would you rate the administrative support on SBCPD programs in the school?

Above average

Average

Below average

15. What measures should be undertaken in your school in order to enhance the impact of SBCPD on:

(i) Teacher lesson preparation and delivery?

.....  
.....

(ii) Improvement of learner performance.

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

**END**

## APPENDIX B

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development in selected secondary Schools. You have been selected to take part in the research using the purposive sampling method. You are therefore, requested to give honest answers to all the questions. The information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation

### Questionnaire for HEAD OF DEPARTMENT

**Tick the option that is suitable to you. Respond in detail to answers without option**

1. SEX

M	<input type="checkbox"/>
---	--------------------------

F	<input type="checkbox"/>
---	--------------------------

2. QUALIFIICATION:

DIPLOMA

DEGREE

MASTERS

DOCTRATE

3. What Department do you head? .....
4. How many teachers are there in your department? .....
5. As HOD, do you see a need to conduct SBPCPD in your department?

Yes	
-----	--

No	
----	--

6. Give reasons for your answer in question 6 above.

.....

.....

.....

7. Does your department conduct SBPCPD programs during **learning and teaching time** or in **Non-learning and teaching time** or **both in learning and Non- learning and teaching time**? (Tick option).

Learning & teaching  Non learning and teaching time.....

Time

Both learning and Non-learning and teaching time.....

8. Tick the time of the day when SBPCPD programs are conducted in your department.

Morning only

Afternoon only

Morning & Afternoon

9. In your departmental work plan on School Program of In-service training for the Term (SPRINT), how many SBPCPD activities do you have for term two?.....

10.(a) Does the school administration support your school-based CPD activities in the department?

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

(b). If your answer in 11(a) above is yes, what kind of support does the administration provide?

.....  
.....

11. During SBCPD meetings in your department, are there measures that are put in place by your Teachers to keep learners busy? Explain.....

.....

12. Does time spend by teachers on SBCPD activities got an impact on the coverage of the syllabus in your department? **Yes.....No.....**Give reasons for your answer.....

.....  
.....

13. Is conducting SBCPD activities during learning and teaching time beneficial to learners?

Yes	
-----	--

No	
----	--

14. Give reasons for your answer for question 13.

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

15. How best should SBCPD programs be conducted in secondary schools in order to enhance skills in teacher lesson preparation and delivery and learner performance?

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

**END**

## APPENDIX C

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development in selected secondary Schools. You have been selected to take part in the research using purposive sampling method. You are therefore, requested to give honest answers to all the questions. The information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation.

### **Questionnaire for SBCPD coordinator**

**Tick the option that is suitable to you. Respond in detail to answers without option**

1. Sex:    male.....    Female .....
2. Qualifications:  
    DIPLOMA.....  
    DEGREE.....  
    MASTERS.....  
    DOCTRATE.....
3. What subject/s do you teach? .....
4. Do you co-ordinate School-Based CPD activities in the school? .....
5. In your school School-Based CPD work plan, what time of the school schedule are School-Based CPD activities conducted? (**Tick option**)

(a). during learning and teaching time.....

Or

(b). during non-learning and teaching time.....

Or

(c). during learning and Non- learning and teaching time.....

6. If the answer in (6) above is (a) or (c), how are the learners taken care of during that time?.....

.....  
.....

7. Are School-Based CPD activities supported by the school administration? Yes.....  
No.....

8. If the answer in (8) above is **Yes**, briefly describe how the school administration has supported the program.....

.....  
.....

9. (a) As a school co-coordinator do you think School-Based CPD activities are beneficial to Teachers and Learners? Yes..... No.....

(b). If the answer in 9(a) above is yes, briefly describe how the activities have benefited:

(a). The teachers.....  
.....  
.....

(b). The learners.....  
.....  
.....

10. What is the perception of teachers on the implementation of School-Based CPDs on teacher lesson preparation and delivery and learner performance? .....

(a). Teacher lesson preparation and delivery:

.....  
.....

(b). Learner performance:

.....  
.....

**END**

## **APPENDIX D**

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development in selected secondary Schools. You have been selected to take part in the research using simple random sampling. You are therefore, requested to give honest answers to all the questions. The information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation.

### **Questionnaire for Subject Teachers**

**Tick the option that is suitable to you. Respond in detail to answers without option**

1. Sex      male .....      Female .....
2. Qualification      Diploma.....  
                                 Degree.....  
                                 Masters.....  
                                 Doctorate.....
3. To which department do you belong?.....
4. What subject/s do you teach?.....
5. (a). What time of the school day are SBCPD programs conducted in your department?  
(a). During learning and teaching time.....  
  
(b). During Non-learning and teaching time.....  
  
(c) Combined learning and Non-learning and teaching time.....

6. (b). If the answer in 6(a) above is during learning and teaching time, how are the learners taken care of during that time?

.....  
.....

7. (a). Are you fully satisfied with whatever activities or exercises you give to the learners during SBCPD meetings?

- Yes.....
- No.....
- Not much .....
- Not sure.....

(b). Give reasons to your answer in 7(a) above.

.....  
.....

8. What is your general comment on SBCPD activities that are held during learning and teaching time?.....

9. SBCPD activities conducted during learning and teaching time affect the completion of the syllabus.

- Strongly agree.....
- Agree.....
- Disagree.....

10 (a). Are SBCPD activities supported by the school administration?

- Yes.....No..... Not sure.....

(b) . If the answer in 10(a) above is **yes**, briefly describe how the school administration has supported the program in your department.

.....  
.....

11. As a subject teacher do you think SBCPD activities are helpful to teachers and learners?

- Yes..... Not much .....
- No..... Somehow.....

12. Briefly explain how school-based CPDs have helped improve performance of:

(a) Teachers

.....

.....(b).

Learners.....

.....

13. What is the perception of teachers on the implementation of SBPCDs on teacher lesson preparation and delivery and learner performance?

(1). Teacher lesson preparation and delivery.....

.....

.....

(11). Learner performance.....

.....

.....

END

## **APPENDIX E**

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development in selected secondary Schools. You have been selected to take part in the research interview using purposive sampling method. You are therefore, requested to give honest answers to all the questions. The information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation.

### **INTERVIEW GUIDE FOR DEPUTY HEADTEACHERS**

1. How many members of staff does the school have?
2. How are School-Based CPD activities organized and managed?
3. At what time of the school schedule are these School- Based CPD programs conducted?
4. Do the School-Based CPDs activity time in (3) above affect learner teaching and learning time?
5. Does the school administration support School Based CPD activities in the school?
6. Mention any support given toward School-Based CPD activities in the school by the administration.

7. Do School -Based CPDs improve teacher and learner performance? Briefly explain your answer.

8. In your own opinion, what is the perception of the teachers on the implementation of SBCPD on Teacher lesson preparation and delivery and learner performance?

**END**

## **APPENDIX F**

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development in selected secondary Schools. You have been selected to take part in the research using purposive sampling method. You are therefore, requested to give honest answers to all the questions. The information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation.

### **INTERVIEW GUIDE FOR SBCPD COORDINATORS**

1. How many departments are there in your school?
2. Are there any topics in the department that require collaborative work by the teaching staff?
3. Do you co-ordinate School-Based CPD programs in the school?
4. How many School-Based CPD activities do you have in term two according to the CPD work plan for 2017?
5. What time of the school schedule do you hold SBCPD activities?

During learning and teaching time only

Or During both teaching and learning time

During Non-learning and teaching time

6. (a). Are the departments in the school able to do all their CPD activities for the term?  
**(b). Give reasons to your answer in a (a) above:**
7. (a) Does SBCPD activity time undertaken affect learners learning and teaching time?  
(b). If the answer in 7(a) above is Yes, briefly explain how this time affects the learners.  
(c). briefly explain how loss of learner time is compensated if any.
- 8(a) Do SBCPD activities receive support from the school administration?  
(b) Mention any support you have so far received from the school administration.  
(c) Does the school administration attend departmental SBCPDs?
9. Is the support adequate for a successful School- Based CPD?
10. (a) Does School- Based CPD got any impact on teacher performance? Justify your answer.  
(b) Is School- Based CPD in the school translated into learner improved Performance? Justify your answer.
- .
11. In your opinion, what is the perception of teachers on the implementation of SBCPD on teacher lesson preparation and delivery and learner performance.  
(a) Teacher lesson preparation and delivery.  
(b) Learner performance.

**END**

## **APPENDIX G**

**The Zimbabwe Open University**

**In collaboration with**

**The University of Zambia**

**School of Education**

**Master of Education in Educational Management**

Dear Respondent,

I am a postgraduate student at The University of Zambia carrying out a research on The Implementation of School- Based Continuous Professional Development (SBCPD) in selected secondary Schools. You have been selected to take part in the research. You are therefore, requested to give honest answers to all the questions the information you give will be purely used for research purposes and nothing else. This information will also be treated with high degree of confidentiality. Thanking you in anticipation.

### **FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS**

1. Have you ever had School- Based CPD in the subject(s) you teach in your departments?
2. What time of the school schedule are School- Based CPD activities undertaken in your departments?  
 During learning and teaching time.  
Or  
 During non-teaching and learning time.  
Or ..... During both learning & Non learning and teaching time
3. Does the time in (3) above affect the learners learning time?
4. Is there any compensation of time loss, if any on the learners? Justify your answer.
5. Do School – Based CPDs, receive adequate support from the school administration?

6. What kind of support do you receive from the administration in support of SBCPD activities in departments?
7. Does the head teacher or deputy head teacher attend your departmental School-Based CPD meetings?
8. Have SBCPD activities got any benefit to the teaching staff and the learners?
  
9. How does School – Based CPD improve:
  - (a). Teacher lesson preparation and delivery.
  - (b). Learner performance.
  
10. What is the perception of teachers on the implementation of SBCPDs on teacher lesson preparation and delivery and learner performance.

**END**



**THE UNIVERSITY OF ZAMBIA**  
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17<sup>th</sup> March, 2017

SIKOMBE GIFT  
ST. EDMUND'S SEC SCHOOL  
P.O Box 670049  
MAZABUKA



No objection  
 Rn  
 DEBS

Dear Sir/Madam

**RE: CONFIRMATION OF STUDY**

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 154953/71/1 and computer number 715806529 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and that he will be carrying out a research on THE IMPLEMENTATION OF SCHOOL-BASED CONTINUOUS PROFESSIONAL DEVELOPMENT IN SELECTED SECONDARY SCHOOLS OF MAZABUKA DISTRICT.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Dr. D. Ndhlovu  
**ASSISTANT DIRECTOR (PG)**  
**INSTITUTE OF DISTANCE EDUCATION**

