



**THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY**

**CONTINUING PROFESSIONAL DEVELOPMENT: CURRENT TRENDS AND
MANAGEMENT IN SELECTED PRIMARY SCHOOLS OF MPULUNGU DISTRICT.**

BY

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CERTIFICATE OF APPROVAL

This dissertation of Rhoda Chawe Nakasula is approved as a partial fulfillment of the requirements for the award of the Master of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University-UNZA/ZOU.

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DEDICATION

I dedicate this dissertation to my children Shazi, Ndangi and Taila, my beloved mother Catherine, My husband His Royal Highness Chief Fwambo Robbie Julius for the love and inspiration brought into my life, without their encouragement, their prayers, material and financial support, I would not have been where I am today.

DECLARATION

I, Rhoda Chawe Nakasula, National Registration Card number 199540/42/1, do hereby declare that this dissertation entitled “Continuing Professional Development: Current Trends and Management” is to the best of my knowledge original work done by me and a true reflection of my own thoughts and efforts with due and full acknowledgements of the ideas and works of others and listed under the reference.

Signature:

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LIST OF ACRONYMS

CPD	-	Continuing Professional Development
HEA	-	Higher Education Authority
STBCPD	-	Short Term Basis Continuous Professional Development
LTBCPD	-	Long Term Basis Continuing Professional Development
ZAMISE	-	Zambia In-Service For Special Education
NISTCOL	-	National In-Service Teachers College
INSET	-	In - Service Education of Teachers
SBCPD	-	School Based Continuing Professional Development
SPRINT	-	School Programme Of In-Service For the Term
DANIDA	-	Danish International Agency
SIDA	-	Swedish International Agency
MDG	-	Millennium Development Goals
UNDP	-	United Nations Development Programme
ECZ	-	Examination Council of Zambia
DEBS	-	District Education Board Secretary
SPRINT	-	School Programme Of In-Service For the Term
ZEST	-	Zonal Education Support Team Inset
MOGE	-	Ministry Of General Education

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ABSTRACT

This research investigated the Current Trends and Management of Continuing Professional Development in selected primary schools of Mpulungu district. The purpose of the study was to explore current trends and effects, examine management of CPD and explore adequacy of management of CPD programmes in schools. The study used a descriptive survey research design and adopted questionnaires and document review for data collection. The quantitative data collected was analyzed using descriptive statistics and statistical package Microsoft Excel (MS) version 2013 which helped to generate frequency tables, graphs and charts that were presented in percentages.

The study sampled 100 respondents, 80 class teachers were selected using stratified random sampling while 20 management representatives were selected using maximal variation which is a purposive sampling technique.

The major research outcomes regarding CPD implementation revealed that CPD is voluntary and self-driven, there is no needs assessment undertaken, teachers acquire qualifications irrelevant to their area of practice and there is no or very little input from school administrators in regards to the long term CPD implementation. Teachers choose the courses and finance their own CPD training. The study also revealed that CPD is not controlled, is not systematic, and teachers prefer long term based CPD as opposed to school based CPD.

The study on effects of current trends revealed lack of study direction, lack of specialization, promotion of irrelevant study programmes, promotion of teacher movement from lower grades to higher grades, reduced teacher retention, promotion of extended absence, inhibiting maximum teacher performance, promoting teacher study competition, resulting in CPD training which is not demand driven but haphazard, and not in line with MOGE'S needs and priorities. There is no accountability after studies and CPD training consumes a lot of time.

School managers do not effectively manage the long term CPD because there is no planning, no directing, no control, no coordination, no monitoring and there is no evaluation taking place. However, planning and monitoring rather takes place in school based CPD activities.

There is no proper documentation of CPD progression of individual teachers in schools. Individual teachers manage their own long term CPD. The major concern is how long term CPD is managed in schools. It's not effective, that's why performance of teachers has continued to deteriorate, consequently affecting the learner development, school development, education system development and the social system development.

On adequacy of management of CPD, the study shows that the way long term based CPD is managed is not suitable in that, it's not compulsory to all teachers, not founded on school needs, mostly done outside the area of practice, training is not audited, CPD is not providing relevant knowledge and skills needed while CPD progression is not documented and has no effective strategies or policies that can empower management to fully execute their functions. Further study revealed that CPD programmes teachers are undertaking are not adequate. It implies that knowledge and skills acquired are inappropriate to their current areas of practice and do not provide enough experience for teachers to become specialists.

The study reveals that management of CPD remains voluntary and teachers exercise their autonomy in CPD activities. Teachers engage in CPD activities out of their personal interest and aspirations. That is why, many teachers undertake CPD training which is not based on school needs and the Ministry of General Education priorities. The study also shows that Management of CPD remains weak due to weak policy on CPD implementation.

The policy guidelines should be implemented fully. If the current trend is not addressed, schools will continue producing unwanted and unproductive professionals who cannot serve any purpose in improving teacher performance. If the recommendations of the study could be upheld, teacher performance problem would be addressed in approximately all schools in Mpulungu district.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter looks at the back ground of the study, statement of the problem, objectives of the study, research questions, purpose of the study, significance and limitations of the study, the operational definitions that gave the meanings of some words according to the requirements of the research and lastly the ethical considerations. Continuing Professional Development (CPD) has been practiced in the Ministry of General Education and other departments for some time now. The back ground to the study plainly outlined the history of CPD programmes of teachers. There are two types of CPDs practiced in Zambia. The short term based programmes and the long term based training programmes (MESVTEE, 2015). The CPD programmes are meant to update and equip the already trained or qualified teachers with relevant knowledge, skills, attitudes and new technologies to maintain and sustain high performance of teachers that consequently affect learner development, school development, education system development and social system development (Nuttiya, 2009).

1.1 Back ground of the study

Continuing professional development (CPD) is an ingredient for evolution of any system be it an organization, country or individual. CPD has been key in providing the much needed knowledge, skills, attitudes, and values for workers in an institution like a primary school. There is a relationship between teacher`s CPD programmes and the performance of learners in class rooms (MOE, 1996). CPD aims at improving teacher`s methodology, increase knowledge and attitude change that consequently improve the teaching and learning activities in the classroom (Harris, 2002).

CPD has been recognized as an important intervention in professional development and improvement of teachers, learner`s performance and overall institutional performance across all sectors of the society (Hargeaves, 1994). In Education, the term professional development may be used in reference to a wide variety of specialized in-service training or advanced in-service

professional learning intended to help administrators, teachers, and other educators to improve their professional knowledge, proficiency, skills and usefulness (Garret et`al, 2001).

CPD undertakings are planned educational activities practiced within school and outside school like colleges and universities etc. According to MESVTEE (2007), there are two types of CPD or in-service trainings in Zambia such as; short term based CPD and long term based CPD. Short term kind of CPD comprises of school based in-service and out of school in-service training that may take place at the resource centres or teacher training college. CPD may range from short term of one day conference, to a two weeks workshop or refresher courses that may run for some months. The other type of CPD maybe a long term or multi- year advanced diploma or degree programme (MESVTEE (2007). This research specifically investigated the Continuing Professional development: Current trends and Management of long term CPD of teachers in Mpulungu district.

The history of CPD can be traced way back before independence, to pre- independence period as early as 1939 at Chalimbana College which was known as Jeans school (Manchishi et al, 1995). In the late 1950s, in-service training received increased emphasis and in 1968 parliament on 8th October passed a statement to convert Chalimbana Jeans School into a special (NISTOL) National In-Service Training Collage (Kelly, 1999). This came as one of the early policy changes made by government of the Republic of Zambia towards professional development of teachers after the 1966 Educational act which empowered government to control all educational affairs .

When Chalimbana became a National In-Service Training Collage (NISTCOL), training programmes were made open to all teachers while pre-service and in-service training programmes for primary school teachers continued to be offered at David Livingstone, Charles Lwanga and Kitwe teachers training colleges respectively. In 1980 provisions of regular in-service programmes were stopped at David Livingstone, Charles Lwanga and Kitwe teachers training college. These three colleges only focused on pre-service teacher training programmes (Manchishi et`al, 1995).

CPD programmes attracted a lot of support from donor communities and in 1980 the influx in donor supported programmes such as; Self Help Action Programme for Education (SHAPE) was introduced with aid from Swedish International Development Center Agency (SIDA), it took off in 1986 (Kamwengo, 1996).The action to improve English, Mathematics and Science (AIEMS) and School Programme of In-service for the Term (SPRINT) were also introduced in 1998, from

the Overseas Development Agency (ODA, 1998). These programmes for School Based Continuing Professional Development (SBCPD) become more important and turned to be the locus for Teacher Professional Development (TPD).

The quest for professional growth in Zambia through improvements in qualifications gained a lot of demand than through practice and experience. However, a Primary Teacher’s Diploma by Distance Learning (PTDDL) was designed to raise the professional qualification of teachers in Zambia (Chondoka, 1999). This in-service programme was conducted by NISTCOL at resource centres and was flooded by primary school teachers. The programme received overwhelming financial support from the government. Later, it was seen to have inefficiencies, therefore, it was revised (MOGE, 2015).

Despite having huge numbers of teachers undergoing some advanced college and university studies, in addition to school based CPD, the performance of pupils during grade seven examinations has continued to drop drastically as evidenced in the examination results (ECZ, 2015). What could have caused teachers go for CPD training and not producing higher achieving learners? The table below provides a clear picture of what was obtaining on the ground in relation to performance.

The general performance of grade sevens as from 2011 to 2014 was as follows:

Table: 1.1.1 Grade Seven General performance analysis according to Division-2015

Divisions	2014passpercent	2013 pass percent	2012 pass percent	2011 pass percent
Division 1	18.66	18.80	17.59	18.65
Division 2	23.59	23.34	21.56	23.36
Division 3	17.39	16.99	16.02	16.56
Division 4	40.36	40.88	44.83	41.43

MOGE (2015).Examination Performance Report 4.

The examination results at grade seven have not been so impressive. The table above shows that the majority of the candidates were in division 4, these candidates failed. Many teachers have been going for CPD, but the difference in results was very minimal. The question can always be focused on the CPD that teachers were undertaking. Was it saving its purpose of improving learner performance? This was what prompted the researcher to investigate why the results of grade seven

pupils were not improving and yet many teachers were flocking to colleges and universities for CPD training.

1.2. Statement of the problem

The prevailing CPD trends seem to be problematic to the management of CPD despite the government putting in place the education policy; “Educating Our Future” to guide implementation of CPD. Very little has been done to regulate implementation of long term CPD. It can be assumed that SBCPD appears not to be providing teachers with what they needed most, because most of the teachers ‘now pay particular seriousness to college and university CPD training. We do not know the extent the current trends have affected administration of long term CPD. The way in-service (CPD) training have been managed in schools seem to be seriously defective in that training might not be based on systematically identified needs, that could result from self-sufficiency, aspiration and personal interest driven training (Kennedy, 2011). It’s for this reason that further investigation on Current Trends and Management of CPD in selected primary schools of Mpulungu district was carried out, to establish current trends and effects, examine management of CPD in schools and establish the adequacy of management of CPD programmes.

1.3. Purpose of the study

The purpose of the study was to investigate the current trends and implications on management of CPD in selected primary schools of Mpulungu district. The study also aimed at generating pragmatic solutions that would help redress the declining performance. It is hoped that the recommendations would ultimately help formulate interventions to reverse the prevailing tendencies in schools. The researcher undertook to investigate the management of long term CPD training by examining the nature of and extent to which school managers are able to manage the CPD activities in schools since performance of teachers are not making headway.

1.4. Objectives of the study

The study was summarized in the following research objectives;

- (i). To establish the current trends and effects in CPD implementation.
- (ii). To examine the management of CPD in Schools.

(iii).To explore the adequacy of management of CPD programmes in schools.

1.5. Research questions

The research questions were;

- (i).What are the current trends and effects in CPD implementation?
- (ii). How do schools manage CPD?
- (iii).How adequate is management of CPD programmes in schools?

1.6. Significance of the study

The drive of this study was to undertake an in-depth research that would establish and ascertain the current trends and effects of Continuing Professional development, to examine the management of CPD in schools and establish the adequacy of management of CPD programmes. An enquiry into the aspects that contributed to under supervision of CPD was worthy undertaking as it helps to come up with interventions to address the effects of the prevailing trends in CPD. The findings and recommendations would also help policy makers to come up with informed decisions when dealing with matters relating to improving in management of long term CPD.The study sought to establish the current trends and implications, examine the management of CPD in schools and establish the adequacy of management of CPD programmes.

The rationale of the study was aimed at the following;

- ❖ The study would fill the gaps that were existing as regards to current trends and management of CPD training programmes in selected schools.
- ❖ The findings and recommendations would provide possibilities to address the problems in the study area at an early stage
- ❖ The information gathered from the study would contribute literature to the already existing body of knowledge on CPD, current trends and effects.
- ❖ The findings from the study would be useful to many stakeholders, our local schools and District Education Officers and would assist in designing strategies for appropriate and effective planning and local policies and guidelines to regulate CPD training programmes in Mpulungu District.

- ❖ The study may be used by other researchers and policy makers who might want to continue finding solutions and redesigning appropriate and effective strategies in the implementation of all kinds of CPD programmes so that CPD serves the purpose it is Intended for even when teachers decide to sponsor themselves.

1.7. Limitations of the study

The research was restricted to one district and three educational clustered zone that comprised of twelve schools. The researcher could have gone beyond the studied area but it was going to be difficult and take longer to reach all the schools. The remaining schools were very difficult to access by road and water and also because of financial constraints and limited period of time given to conduct research. Also, there were logistical challenges because water transport was very difficult to find as most schools could only be reached by water transport. The schools are too spaced, road network is very bad and vehicles hardly reach most of the schools and most of the schools cannot easily be reached within the possible shortest time.

1.8. Operational definition

A theory: is a well-established principle that has been developed to explain some aspects of the natural world.

Continuing Professional Development: are all in-service education and training activities that professionally qualified teachers engage in to improve their professional knowledge, Skills and attitudes, so as to educate learners more effectively.

Sprint: stands for school programme of in-service for the terms the school based system of continuing professional development for Teachers based in schools and supported by teachers` resource centres and in-service coordinators, and it involves small teacher group meetings.

Training: means a process of imparting knowledge, skills and changing attitude that brings a person to a desired standard or efficiency by instruction and practice.

Long-term CPD: Courses for more than six months done in university and colleges.

The next chapter covers chapter two. This chapter unveils the literature reviewed in the study on continuing professional development: current trends and management.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This section aims to analyze, evaluate and summarize scholarly materials about continuing professional development trends and effects on teachers. Teacher professional development has in the recent past been the sources of concern globally as every country desire to have its teachers expand their capacity to meet the changing environment in this new era or global world. The chapter will further establish the sustainability of CPD and establish the adequacy of management of CPD trends and effects of training programmes.

CPD has been practiced in the Ministries of General Education and other departments in many nations. The back ground to the study has plainly outlined the history of CPD programmes of teachers that CPD programmes were meant to update and equip the already trained teachers with relevant knowledge, skills and attitudes that enhance high performance of teachers that adversely affect the performance of the pupils and consequently the performance of schools (Banda, 2007). In reference to the general performance of learners, is CPD providing what it intended to provide? The major indicator to help answer the question were the examination results at grade seven and literacy levels at grade seven (Dadds, 1997).

Additionally, this section investigated current definitions and meaning of what constitutes Continuing Professional Development of teachers and the types of continuing professional development of teachers, what CPD is to teachers, why teachers go through CPD, the difference between training and development and types of CPD. Further, this chapter looked at current status of CPD, policy on CPD of teachers, management of CPD in schools and reasons for researching on the management of CPD trends and effects on teachers. The purpose of studying various management thought of CPD of teachers are vast, these have the potential to enable professionals to recognize and appreciate how developments in the field of management of CPD could contribute to current and better practices in education (Craft,2000). This chapter also looked at the historical perspectives of CPD globally and only a few countries were discussed. The African historical perspective on CPD of teachers that were discussed included Ghana, South Africa, Gambia, Lesotho, Eritrea, Uganda, Nigeria and Zambia. The current literature on the history of CPD in

Zambia taking into consideration the current status of CPD, policy and management of CPD trends and effects on teacher performance.

2.1. What is continuing professional development (CPD)?

CPD stands for Continuing Professional Development. Continuing Professional Development (CPD) can be defined as the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working-life (Kennedy, 2011). It is a commitment to being professional, keeping up-to-date and consciously seeking to improve performance, skills and general output. CPD is the key to optimizing a person's career opportunities for today and for the future. It focuses on what you learn and how you develop throughout your career (Chartered Institute of Professional Development, 2009). Some organizations use it to mean a training or development plan reflecting on learning and development (Guskey, 2000).

The Royal Institute of Chartered Surveyors (RICS), defined CPD in a more detailed manner by means of explaining each word:

Continuous: Because learning never ceases, regardless of age or seniority

Professional: Because if it is focused competencies in a professional role

Development: Because it is the goal to improve personal performance and enhance career progression (RICS, 2009).

CPD can also be referred to as Continuous Professional Education (CPE) and Lifelong Learning (LLL) (Knasel et al, 2000). Madden and Mitchel (1993) defined CPD as the maintenance and enhancement of knowledge, expertise and competence of professionals throughout their career according to a formulated plan. According to Richter et al (2011), "CPD is the lifelong learning and CPD". It's the means by which one can maintain and enhance knowledge and skills to complement both current role and future career progression (Richter et al, 2011). The ultimate outcome of well-planned and managed CPD is to safeguard the public, the employer, the professional and the professional's career (Fullan and Muscall, 2000).

The researcher's understanding of Continuing Professional Development (CPD) is that it's life long career development which uses a combination of approaches, ideas and techniques for

continued learning throughout one`s career and it aims at keeping ones profession up to date with developments in the current profession and prepare a professional for future career opportunities and challenges in order to develop confidence, knowledge, skills, right attitudes and values as a professional in the area of practice.

2.2. Why should teachers go through continuing professional development (CPD)?

The CPD process helps the teacher to manage their own development on an ongoing basis. Its function is to help teachers sharpen their skills, knowledge and methodologies in order to improve learner performance. Teachers are considered to be builders of the future by building the social system, the school system and the educational system (Lalitha, 2010). It is important for them to remain competent in their fields of practice (Morgan,2006).This competence is achieved and enhanced through ongoing professional development, which broadly refer to the development of people in their professional roles (Villegas,2003).

2.3. Training and development - what's the difference?

These terms are often used interchangeably, though there is a distinction. As a rule of thumb, training is formal and linear. It's to do with learning how to do something specific, relating to skill and competence in the area of practice. Training can be as simple as using a PC application and as complex as learning how to be a pilot (Little 1994, Kelly and McDiarmid, 2002). Training has been acknowledged as an effective means of introducing new knowledge; this method of CPD can provide an opportunity for dominant stakeholders and learners (Hoban 2002).

Development is often informal and has a wider application, giving you the tools to do a range of things and relating to capability and competency. It involves progression from basic know-how to more advanced, mature or complex understanding. Alternatively it can be about widening your range of transferable skills like leadership, managing projects or organising information (Morgan, 2006).

In education, there are two views of CPD; the narrow view considers CPD as imparting or acquiring specific sets of skills and knowledge in order to deal with specific new requirements. The broad view considers CPD as a much deeper, wider and longer-term process, in which

professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity (Padward and Dixit, 2011).

2.4. Management of continuing professional development (CPD)

Management is the art, or science, of achieving goals through people. Since managers also supervise, management can be interpreted to mean literally “looking over” i.e., making sure that people do what they were supposed to do (Fayal, 2013). Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Koontz and Wehrich, 1990). Management is both a field of academic study and a collective group of professionals that include teachers and other educational professionals (Badasie et `al, 2014).

In this context Management of Continuing Professional Development (CPD) of teachers means management of planned educational activities practiced within school and outside schools like colleges, universities and conferences or workshops to develop teacher’s professional knowledge, skills, attitudes and performance, in this case long term and short term continuing professional development of teachers (Fayal, 2013).

To understand management, it can be explained in five managerial functions namely; planning, staffing, leading, controlling and coordinating. It appears some management functions were somehow not performed (Robbins and Heystek, 2007).

In the context of management of CPD, an investigation pursued to answer the following questions;

- Are school Managers involved in planning or deciding on which teachers should undergo re-training or CPD,
- Is consideration given to area of study and needs in the school?
- Do the school managers have a part to play in filling the structure with appropriately trained staff?
- Does the management of CPD stresses on leading or directing the type of courses, controlling the number of teachers selected and the time one should attend the CPD, and coordinating of school activities to meet group goals.
- Do the School Managers have the skills audit for Teachers based on the Teachers`

acceptable Standards?

- How can a school manager develop an effective school leadership team?
- How can we develop a CPD programme that is appropriate? Unless CPD of teachers is managed effectively and efficiently.

It is argued that no matter how good pre-service training is offered, it cannot fully prepare teachers for all the challenges they are expected to face in their teaching career. It is also believed that teachers acquire and perfect their profession through experiencing different challenges, and thereafter advancing skills, attitudes, and knowledge that could increase the standards of professionalism (Kennedy, 2011).

CPD is an educational programme that is very important and sensitive. It demands a competent, committed, knowledgeable and pragmatic strategic manager for effective implementation of the programme. The management of CPD is simply providing clear instructions on sequence of actions to be followed and making of objectives clear while in the process monitoring and evaluating the activities undertaken (Zenebe, 2007).

Managers should be in the position to guide and direct the training that could provide knowledge, skills and expertise needed. Managers are supposed to be instrumental in identifying needs in schools and organize or recommend for the rightful training most needed to fill-up the gaps in the learning and teaching experiences. The kind of training to be recommended should take into consideration interests of the community as well as the interests of the teachers that should undergo the CPD (Kennedy, 2011).

MOE (2003), reported that in the implementation of CPD programmes, essential areas needed to be taken into consideration such as; individual variations of teachers, their experiences, expertise, skills, knowledge and teachers` rights to further professional development in order to improve the quality of teaching. CPD management takes into consideration the proper designing and management of well planned activities or programmes; which are determined by cooperation of teachers, training needs, planning, implementation and evaluation of results.

Further, management of CPD require adequate financial support for the programmes to succeed. Time is another factor and resource that needs wise usage in order for planned group work, individual activities, portfolio organization and research works to be implemented effectively. To

this end mentors and facilitators in school based CPD particularly need more time to prepare than other teachers (Hailesllasie, 2004).

2.5. Global historical studies on continuing professional development of teachers.

The study conducted by Shal et al (2012), to evaluate the impact of continuous professional development (CPD) programs on teachers' professional development in Pakistan, reviewed that improvements in teachers' performance resulted from the implementation of effective CPD. Urban localities were on a higher position than the rural localities regarding the impact of CPD of teachers that in turn affects the performance of their pupils, as well as their creativity. It's at this point that management must take keen interest in implementing management functions (Robbins and Heystek, 2007).

Ainscow (2004) explained that successful classrooms offered the conditions that supported and promoted all children's learning and adults. An adult in this sense was referred to teachers' who were also learners and teachers in the teaching profession. Shah et al (2012), analyzed that many teaching personnel believed that since they fulfilled their pre-service education and training, they were in a position to teach for all their life time. Teaching personnel must have a highly developed educational literature and must accept and practice new ideas contained in it continuously.

Training is unavoidable for the teachers because they are entitled with premier duty to educate and build up the character of humanity. In Pakistan it was revealed that the difference among districts and localities were due to better management in some regions with better facilities of CPD training and accessible to the teacher training centres. Availability of better qualified teaching staff and better quality of monitoring and supervision especially in urban areas made a great difference in teacher performance (Bakkenes et al, 2010).

While shifting the focus of teachers CPD to Ireland, Kennedy (2011), reviewed that only one organization was in state support for the development of their CPD programmes. They felt that support received from Skillnets did not suit the demands from their membership and expectations of CPD. The development of CPD in Ireland depends on state funding. The literature identifies that training courses in Ireland were made up of the vast majority of CPD activity and was an effective method of introducing new knowledge. However, the literature also suggests that training

courses offered a narrow type of training where dominant stakeholders control the type of learning received.

The management of continuous Professional development programmes in Saudi Arabia are designed nationally and delivered through local education authority (LEAs). It can be described as one size fit all (Alharbi, 2011). It entirely depended on school leaders to allow teachers access to professional development activities or not to. Algarfi (2005) found that some graduates from the pre-service training programs, provided at Saudi Arabian universities and Teachers Colleges, considered their training to be insufficient and outdated. Further, studies revealed ineffectiveness of the content, the structure and management of current in-service teacher training programs in Saudi Arabia.

Within the same context, Musalam (2003), 'claimed that the most common problems that new Saudi teachers faced, were the lack of appropriate professional support, lack of teaching aids, materials and resources, difficulties in lesson planning and choosing the right teaching methods.' Alhajeri (2004) reviewed that many school leaders did not support teachers' development activities at their schools and they did not support teachers 'attendance in professional development activities. However, a review of professional development literature reviewed that positive efforts have been made by Saudi ministry of education concerning teacher professional development. These efforts reinforced that the ministry recognizes the importance of the quality of teachers (Algarfi, 2005).

2.6. African historical studies on CPD of teachers

Across the continent of Africa there seem to be very little investment in continuous professional development for teachers to enable them to support policy reforms or innovations and adapt to changes in curriculum and assessment policy. Indeed, the continuing professional development of teachers is one of the most under-resourced areas of teaching policy in Africa. In most countries it is left to the partners without any coordination and management of the contents and the way the trainees are chosen by the authorities and the ministries. A 2013 study in Tanzania by World Bank, for example; found that teachers wanted to improve their qualifications but were largely constrained by resource limitations. Only a few countries, such as Ghana, implement policies to

upgrade teacher's knowledge of new subject contents and assessment practices through in-service courses or refresher programs (Giordano, 2008)..

Teacher training in Sub-Sahara Africa can be divided into two broad categories: initial or pre-service training and CPD in-service training. CPD is offered to in-service teachers who are practicing, to provide them with an opportunity to upgrade their qualifications and or knowledge of subject contents and instructional practice. CPD is relatively under-resourced in Africa, usually adhoc and dependent on funding from external sources. Governments' provision of short training courses are usually through cascade training, with courses developed centrally and delivered locally through a network of trainers. CPD training courses are divided into three main categories: (i) short training courses, (ii) support systems, and (iii) peer networks (Ono and Ferreira, 2010).

A great deal of the provision of CPD in Gambia was by non-state providers, or linked with donor-financed projects of limited duration (Yokozeki, 2016). The state in such cases had little or no control over monitoring of CPD of teachers. In Gambia, the expansion of the system which allowed teachers to move from lower basic to upper basic schools resulted in a loss of teachers from lower basic schools equivalent to 40 percent of the annual output of newly trained lower basic education teachers (Yokozeki, 2016). This trend seems to be prominent in many countries and appear to be causing numerous problems that most countries have not yet documented.

In Africa, research reviewed the management of CPD of Teachers in Tanzania. According to the study conducted by Komba and Nkumbi (2008), not much attention is committed to teacher Professional Development. Tanzania like most other developing nations has shortage of teachers. The government implement an enrolment expansion of teacher recruitment and development. The construction of classrooms and sanitary facilities, provision of teaching and learning materials and provision of pre-service is part of their agenda (World Bank, 2013). The quality of education system is not so much, going by the quality of the teaching workforce in Tanzania. This could have been attributed to having more unqualified and teachers with forged teaching certificates (Komba and Nkumbi, 2008).

Tanzania gained independence in 1961, and ever since has been committed to Universal Primary education. However, by the late 1990s it failed to achieve quality education due to lack of essential input largely because of unqualified and un-development of the teaching workforce (Omari, 1995). There is however, a crash programme designed to train paraprofessional teachers for the

Complementary Basic Education Programme for Teachers (COBET) to cater for primary education needs of the out of school children. Also in the name of Teacher Professional Development, the ministry encourage and support massive upgrading of teachers (Mosha, 1995). The District education officers, inspectors, head teachers and ward education coordinators are also encouraged to support teacher`s participation by giving necessary allowances, conducting seminars and sensitizing teachers to take the initiative of upgrading themselves (Omari, 1995).

Generally, teacher Professional Development in Tanzania is poorly coordinated and rarely budgeted for. Teacher Professional Development in Tanzania is not a priority in the strategic plan and there has not been no special budget for it. In Tanzania upgrading involves successful completion of ordinary level certificate of education course that is offered through distance education or attendance of evening classes offered by the institute of Adult education. Equally, in Tanzania, teachers are made to attend long term CPD at will and at their own cost hence dedicated all their efforts mostly to studies (Richester et al, 2011).

2.7.0. Historical study on CPD of teachers in Zambia

Since independence Zambia has had various reforms revised to develop and ensure quality Education outcomes of its citizenly. Like any other developing nations Zambia lack teachers to meet the growing demand of learners. Although, currently there is a number of teacher labour force on the market that are every year offloaded on the market but still not yet recruited by the ministry due to budget constraint (Banda,2007). There seem to be a big shortage of teachers being met by the private institutions. The country has in the recent past seen a lot of private universities opened while there are only three well known public universities against about 15 million populations (MOE, 2007b). The country has a number of teacher training colleges for the purpose of initial training of teachers but no re-training purposes except for Chalimbana University which has been an in-service training college for a long time, although there are other colleges and universities that allow trained teachers to undergo further trainings.

The government built teachers resource centres for improving teachers` professional experience, knowledge, skills and competence. While professional development is done through workshops and seminars, these activities are to be done in schools and teachers` resource centres (Mubanga, 2012). The pre-service training of teachers takes place over three levels namely; at primary

certificate, secondary diploma and university degree. There are two types of in-service education and training programmes such as; long term upgrading or professional courses for school teachers offered by the National In-service Training College (NISTCOL) now Chalimbana university, the Institute of Special Education (ZAMISE), the University of Zambia and now the Mulungushi University (MOE,2015).

The term INSET or continuing professional development (CPD) consists of capacity building programmes mostly school based or held at teachers resource centres aimed at improving the Professional as well as classroom practices of school teachers. INSET programmes have been used to upgrade the teacher's capacity, sensitize and train teachers to implement new interventions in education system such as primary reading programme (Kennedy, 2011).

The policy on INSET in 1996 necessitated Government to authorize the (SBCPD) activities and developed a guide on sustainable CPD and how it was to be managed through "School Programme of In-service for the Term (SPRINT)" (MOE, 1996).The CPD system changed with a view to improve and attain the Millennium Development Goals (MDGs) by improving the quality of service provision through better policies, strong institutions and improved management of CPD of teachers (Mubanga, 2012).

2.7.1. Current status of CPD

The education system has been faced with many challenges hence affecting quality ranging from inadequate and poor infrastructure, few teachers, few institutional materials and long distances from schools. Teacher's competences seem to be a source of concern despite the ministry of general education introducing school based continuing professional development for teachers (Kennedy, 2011). The government formulated the policy 'Educating Our Future' to guide the management of CPD in schools (MOE, 1996). Other concerns surrounding teaching are inadequate number of teachers in some schools, insufficient knowledge and skills of teachers and limited sponsorship to in-service training (Banda, 2007).

According to (MOE, 1996), the in-service training policy outlined that there are four types of in-service training in Zambia. The four types of in-service training are as follows;

- Short school based in-service training programme

- Out of school workshops in-service training at a resource Centre or teacher training college (short based)
- College based in-service training (long based)
- University – based in-service training (long based) (MESVTEE, 2015)

However, the prevailing CPD trends seem to be problematic because most teachers pay particular seriousness to college and university training than school based CPD. It can be assumed that School Based CPD seem not to be providing teachers with what they need most, making the system not to function as expected (Levin and Marcus, 2010).

It appears to have been difficult for School managers to manage teacher`s CPD trainings. Although the training policy outline the criteria to follow when undertaking CPD, it has been very difficult to follow it (MOE, 2007). The guidelines outline that the Head of the school or the Education Standards Officers are to identify teachers who need in-service training (MESVTEE, 2015). For example; the criteria has been that; after teaching for two years, or being promoted as Head or Deputy Head or if it were to prepare teachers to handle higher grades in the same subject area in the case of teachers teaching grade eight to grade twelve and when there are major change in the content like after revision of the curriculum.

CPD is also necessary when there is need for teachers to update to modern trends in education or after teaching for five years in the some school or subject area. Teachers need to undergo CPD to be oriented with new knowledge (MESVTEE, 2015). The teachers used to go for short term based CPD, at Chalimbana College and workshops in resource centres and teacher training colleges.

Today, the current CPD trends have emerged, teachers have been undergoing long term based CPD trainings taking place in colleges and universities. Teachers in the early beginning of CPD were just chosen by school management based on criteria stated above in relation to the CPD policy. There is no doubt there is a shift in focus on current CPD practices. That`s why it is not known whether the type of training teachers are undergoing is relevant to the needs of the schools in their areas of practice (MESVTEE, 2015). It can be assumption that School Based CPD has some insufficiencies and gaps that are compelling teachers to go for college and University CPD. If the current trends are allowed to continue, management of school based CPD in schools might be threatened.

It is alarming and disheartening that many teachers are more cautious, motivated and committed to off-site long term CPD training in colleges and universities which may not even be based on school identified needs and relevance of the subject area of their specialization or area of practice (MESVTEE, 20150).The issue of sponsorship has not been a factor to many teachers at all. The trend seem to have resulted into inadequate delivery of the curriculum and declining of teachers' performance at grade seven examinations and general literacy in many schools (MOE 1996).

Although universities and colleges seem to be providing relevant knowledge, skills, methodologies ideal for the profession, it seems the area of specialization, needs and area of practice is not considered. It also appears that current CPD trends in schools have created a gap in the education system that has given rise to under performance of teachers who subsequently affect pupils performance at grade seven examinations coupled with general low literacy levels of pupils in schools which needed to be investigated (MOGE, 2014).

Essentially, CPD training has been recognized as an essential task in professional growth and performance improvements of the teachers (Badasie et al, 2014).The assumed purpose of long term CPD training according to this research; was to help the workers in education and schools to learn new skills, keep up to date with the latest styles, perform better in current roles, gain a competitive advantage, gain more experience, expertise and subsequently improve in one`s current and future employment opportunities (Hill, 2008).

Efforts have been made by both government and Non-Governmental Organizations to provide short term CPD trainings to teachers. For example after realizing that performance of teachers was going down, school based CPD activities were introduced in schools as compulsory activities for all. The school based CPD (AIEMS and SPRINT) from 1998 helped to improve teacher performance in schools and management was not a problem. However, the school based CPD later was seen to be defective and inadequate, because it did not provide teachers with relevant documentation that could guarantee their career progression.

In the early beginning, a limited number of teachers were selected to go for CPD based on needs identified in schools, and the criteria for selecting a teacher to undergo CPD training was determined by government and heads of schools. The government also financed all in-service trainings. The current trend in teacher CPD training has seen teachers going for long term based

CPD training increasing at a fast rate, its free for all, self-payment for study, self-choice of study areas, there is no or very little input from school administrators and self-direction for study. The current trends may be assumed to have contributed to the plummeting levels in CPD management. Trends in simple language can mean tendencies or inclinations to CPD in the early beginning and the current state that teachers tend to practice (Mwansa, 2010).

What is worrying is that despite having huge numbers of teachers pursuing long term CPD training, their performance have continued to be unfavorable while performance of learners have also continued to decline at grade seven level (ECZ, 2006). We do not know the factors that have led to the current state of affairs in Mpulungu district. We do not know if teachers are acquiring qualifications that are relevant to their teaching areas or subject areas. It can be assumed that providing opportunities for teachers to learn did not guarantee that learning was taking place, or that teacher's professionalism was growing (Christine, 2005). Management of long term CPD of teachers in schools seem to be problematic because of the extent current trends have affected the implementation of CPD in schools. The way in-service training have been managed in schools seem to be seriously defective in that training might not be based on systematically identified needs, that could result from self-sufficiency, aspiration and personal interest driven training (Kennedy, 2011).

2.7.2. Policy on CPD of teachers

The government of the republic of Zambia through the ministry of general education recognizes the important role teachers play in providing quality education. The Policy "Educating Our Future (1996)" recognize the importance of employing well trained, qualified and competent teachers (MOE, 1996). The policy states that quality and effectiveness of any education system largely depended on the quality of teachers in all education sectors at all levels (MOE, 1996).The policy also helps to address CPD in-service training of the teachers. The policy document on CPD indicated that;

In order to foster the quality and effectiveness of INSET activities that are necessary and needed to be developed and implemented, the following are to be considered;

- Cost effective: a CPD programme that gives opportunities of learning to larger numbers.
- CPD that focus on needs of schools.

- CPD that is demand driven that will respond to identified needs in schools.
- CPD that should provide learning contents and methodologies.

The policy document on CPD resulted in the development of strategies such as; sustainable school based CPD, school programme of in-service for the term (SPRINT), establishment of basic infrastructure, Teacher Education Departments at national, provincial, district offices and zonal school centres that offered in-service training, monitoring, coordination and evaluation of CPD programmes (Banda, 2007).

2.7.3. Why research on the management of CPD of teachers

The area of continuing professional Development (CPD) or continuing Teacher professional Development (CTPD), has been significantly researched. It seems to have been yielding positive results in the early beginning because performance of teachers improved, which consequently reflected the performance of learners. Additionally, due to sponsored SBCPD, short and long term CPD, teacher retention, commitment and specialization was assured (Banda, 2007).

However, today it's a different story. A huge number of teachers seen to be going for long term in-service (CPD) courses and seem not to be paying much seriousness to SBCPD and short courses like workshops, and seminars. The assumption is that many donors have withdrawn their financial support, and due to financial constraints, the Government schools seem not to be successfully financing management of the CPD of teachers. SBCPD and short term courses appear not to be providing documentation that could help the teacher to secure their positions and promotion to higher positions. Additionally, there seem to be no documentation to support or measure knowledge and skills teachers acquire from the CPD training (Sales, 2011).

There is however limited scanty evidence to establish the extent of effects of current trends in CPD implementation in Mpulungu district which needs further investigation. This study therefore, sought to fill the gap by examining current trends and management in selected primary schools of Mpulungu district. Management of long term CPD of teachers in schools today seem not to be serving its purpose, it appears that the direction of CPD training for teachers seem to be problematic and that it has outstretched educational concerns. It is a well-known fact that the quality of CPD training determines the performance of teachers and consequently learner

performance which in turn affect the school performance, the entire education system and the social system respectively (Lalitha, 2010).

The race for higher qualification coupled with lack of coordination or thorough selection of teachers who should attend long term (CPD) courses in universities and colleges within a specified period of time, encourage teachers self-sponsorship for training in areas contrary to school needs, and not matching to the current area of practice or even future needs of the school (Paris and Spillan, 2010). The nature of training policy that could have helped in guiding teachers` training seem to be weak and leaving the process rather haphazard. There seem to be irregularities in the management of long term based CPD training programmes in schools.

2.8. Theoretical framework

The theory that holds this research on Continuing Professional Development: Current Trends and Management is the adult learning theory. The proponent of Adult learning theory is Knowles Malcom (1913-1997). A theory is a scientifically accepted set of principles offered to explain a phenomenon. Theories create frameworks for interpreting environmental observations, serve as a bridge between research and education and enable organizations of research findings and linkages to theories (Shunk, 2008). In this study the theory focused on adult learning. Knowles's theory (adult learning) was patterned after the work of Eduard Lindeman that guided his view of Adult learning especially in CPD training.

The Theory emphasizes on five principles;

(i).Adults are motivated to learn, from being in situations in which they see need to learn. As a person matures the motivation to learn is internal according to Knowles (1984). It's from this point that there is unprecedented increase of teachers going for CPD.

(ii).Adults are oriented to the broad range of affairs in life, not to narrow subjects, thus teaching should be multidisciplinary. As a person matures his or her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly orientation towards learning shifts from one of subject centeredness to one of problem centeredness (Knowles, 1984). The teachers engage in CPD to help solve their perceived problems in their profession that's why they finance their CPD trainings.

(iii). Adults learn from experiences. A productive adult learning come from the analysis of adult experiences. The theory explains that as a person matures he or she accumulates a growing reservoir of experiences that become an increasing resource of learning, CPD gives the required experiences to teachers. Esraut (1994) explains that the purpose of CPD is to bring practicing professionals into contact (experience) with new knowledge and ideas to make them function effectively.

(iv). Adults have a deep need to be self-directed. Teaching adults should be involved in setting the agenda for their learning. The long term CPD teachers go for, provide opportunity for them to discover things and knowledge for themselves without depending on people. However, they need guidance from the management for them to be able to select the courses ideal for their profession and area of practice.

(v). Individual differences broaden and harden with age, Adult teaching should allow for differences in style, time, place, focus and method (Knowles, 1998). Adult learning is problem – centered rather than content-oriented. The CPD teachers engage in should be able to solve the education and social problems that affect professional development (Kearsley, 2010).

The learning theory of Knowles is related to the study on CPD: current trends and management because of the prevailing trends matched with the principles that are proposed in the theory. CPD initially is in-service training for adult teachers who`s learning is dependent on their motivation, experience and have individual differences. The adults prefer self-directed learning especially through distance education, which in fact grant them opportunity to learn by doing and being involved in multidisciplinary subjects where they are to learn many subject areas, unlike learning only one subject for a long time as it were in short term based CPD. This is proved by the number of teachers undergoing CPD training.

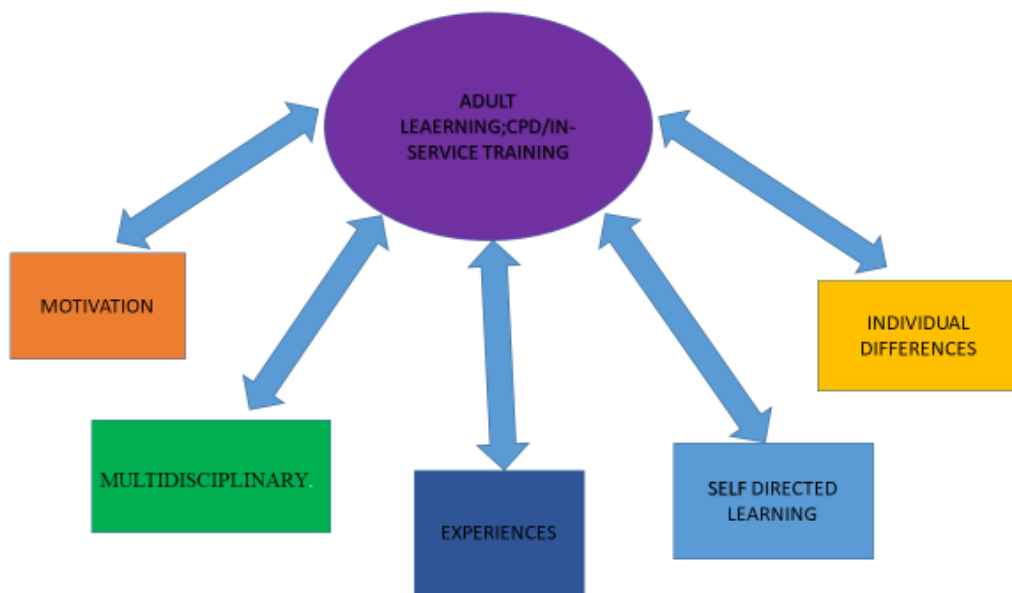
Scholars like Knowles (1998), described CPD as in-service training, which implies advantages for both the employee and the organization in form of improved performance and effectiveness in work practices and satisfaction experienced by the employee. He views the whole concept as a programme of systematized activities initiated, promoted and directed by school system that contributes to professional growth and competence of members of staff during the period of

service. This view focusses on CPD activities in the education system to enable them build capacities in their occupation.

Effective continuing professional development should be able to address the problem of upgrading to equip teachers with knowledge and skills necessary to raise professional standards to handle current educational needs (Mwansa, 2010). Raising the professional standard of teachers entails improved CPD, which affect learner development, school development, system development and the entire social system development. (Lalitha, 2010).

The Zambian education policy “Educating our future” also expresses the similar view that Knowles (1998), expressed that; CPD is a responsibility of all teachers, to deepen their knowledge, expand their professional skills and keep themselves up-to-date on major developments affecting their profession (MOE,1996).Teacher development has an effect on learners, school, education system and social development. It takes a motivated teachers to engage effectively in long term CPD. CPD training can have a positive impact on educational quality if it is appropriate, well organized and competently delivered (World Bank,1988).The theoretical framework has been outlined below;

Figure 2.8.1.Theoretical Framework of Adult learning.



Knowles Learning Theory-(1913-1997).

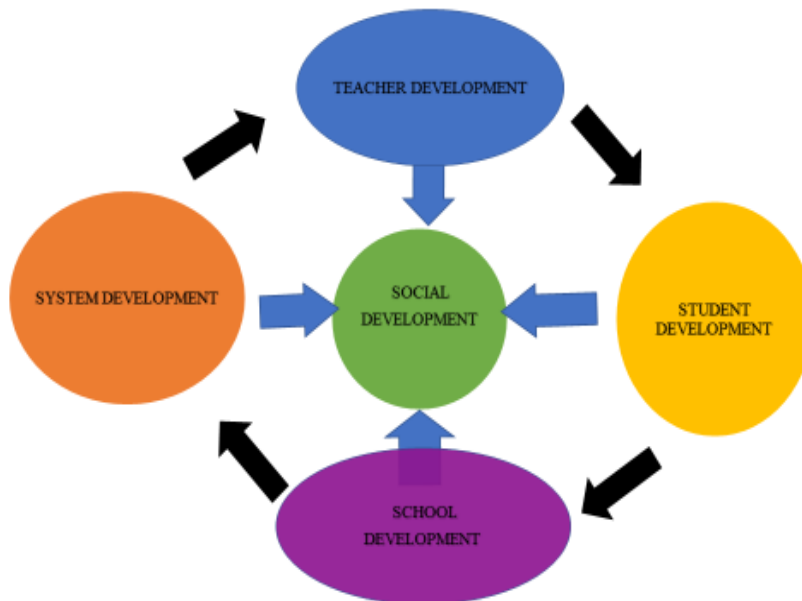
Knowles view focuses on continuous learning (CPD) through in service activities of teachers in the educational system so as to enable them build capacities in their occupation.

Some teachers never involve themselves in any form of in-service. This is detrimental to the teaching profession (Knowles, 1998). In Zambia, attendance of refresher courses has been voluntary among teachers after completing their pre-service training in colleges of education and universities. That is why many teachers have been sponsoring themselves and selecting courses that they feel match with their interests. At present, the CPD of teachers continues to be voluntary.

2.9. Conceptual framework

How Management of CPD of Teachers could affect the School development, Learner development, Education system development and Social Development is illustrated in the diagram below. The teacher`s professional development is key to teacher performance as well as learner and education system development. Problems in teacher development can affect the social systems as well.

Figure 2.9.2 Conceptual Framework: The process of teacher development



(Lalitha.H.D.A, 2010)

A conceptual framework is defined by Kothari (2004) as a structure that presents relationship between the main constructs in a given study. Mugenda (2003) further added that a conceptual framework give an enlightenment of how the researcher perceived the relationship between important variables in a study. In education, it is commonly believed that the quality of teachers is directly affected the quality of learner performance. A trained teacher without sharpening the professional skills and acquiring latest knowledge has high chances of becoming ineffective due to outdated knowledge and skills used in the area of practice. CPD of teachers has been an ideal tool to sharpen the skills and update the acquired knowledge which is likely to bring about positive effects on learner performance (Duttweiler, 1989).

The study on continuing professional development: current trends and management could be well understood by the detailed explanation. The expected ultimate result of continuing professional development of teachers is social change. For the sake of this research, there were four factors that were considered such as; Teacher Development, student development, school development and system development. The extent of teacher development determined the impact that the school development and the learner development have. The school development is likely to face more impact from the learner outcome and the teacher development (Lalitha, 2010).

The consequences of the school development tend to disturb the education system development. If the outcome is positive then the CPD practices is sustained and if the outcome is negative, it calls for change or revision of the curriculum and consequently call for better ways of conducting CPD of teachers and re-training of educators. These factors are alleged to have strong influence on effecting change in teacher and learner confidence and consequently cause change in performance (Dachi and Alphonse, 2010).

The CPD trends were explored to establish effects, management and adequacy of management of CPD in order to improve teacher`s acquisition of skills, knowledge, attitudes and pedagogies. It implies that there were some loose ends in the provision of CPD that should be tightened. Teacher`s CPD was assumed to lead to positive change which in turn should have brought about Educational System Development (Lalitha, 2010). Teacher CPD is also believed to impact learner performance positively or negatively, which in turn affect the development of the school and consequently lead to the development or breakdown of the entire education system. The development could threaten or enhance teachers desire to go for CPD (Budd and Early, 2004).

However, a cause and effect connection was identified among these factors where the absence or retardation of learner development was caused by inadequate or inappropriate teacher development. Each of the factors individually and collectively contributed to attitude, skill, values pedagogies and knowledge change due to the potential of each factor as an agent of teacher development.

The next chapter covers chapter three. This chapter unveils the methodology used in the study on continuing professional development: current trends and management.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter underscored the research methods that were used to carry out the study. Methodology was the major part of the field of research. An understanding of methodology was essential in assessing the value and quality of a section of research. According to Sarantokos (1993), methodology is a model employed by a researcher in carrying out a particular project. The methodology process involves investigating and formulating research data and outcomes. According to Saunders et` al (2016), the research aims and objectives support the research methodology and underpin the work and methods used to collect data. The type of information being sought determines the most appropriate research methodology.

The methodology in this research included the following sections; Research Design, Study Area or Site, Study Population, Study Sample, Sampling Techniques, Research Instruments, Data Collection Procedures, Data Analysis, Reliability of Research Instrument and Validity of the Research Instruments (Baker,1994). The researcher used the quantitative type of research method. This study employed quantitative type of research that used structured and unstructured data collection methods such as open and closed ended questionnaires and document review Sarantokos (1993).

3.1. Research design

A research design is a master plan specifying the methods and procedures for collecting and analyzing the needed data. A research design is a plan on how a study will be conducted or a detailed outline on how an investigation will take place (Msabila and Nalaila, 2013). It is a framework or blue print and plan of the methods and procedures that are used by the researcher to collect and analyze the data needed in the research project (Ghosh, 2006). A descriptive survey design was used in conducting this research. The major purpose of using descriptive research was to describe characteristics of a population or phenomenon. Descriptive research pursues to determine the answers to who, what, when, where and how questions (Cohen et al, 2007). Descriptive research maybe conducted to determine the extent of differences in the needs, perceptions, attitudes and characteristics of subgroups. The findings of descriptive studies,

sometimes called diagnostic studies does not provide evidence of causal nature (Bryman, 2008). The choice of this research design was helpful to describe the characteristics of the target population and determine relationships between variables and make specific predictions for solving the research problems (Stebbins, 2001).

Descriptive research attempts to describe a situation or problem and is adopted because it helps to explain the situations, or interactions that exists, thoughts, effects and trends that are developing (Koul, 2005). This study was an investigation into the existing current trends and management to establish the current trends and effects in CPD implementation, examine management of CPD, and explore adequacy of management of CPD programmes in schools. The Descriptive survey research design was used in the study because the schools were too spaced up and required more time and finances to reach them. However, information was collected faster by use of questionnaires and analysis of information was also manageable. To obtain information by way of using questionnaires, the researcher established good relationships with respondents and allowed them to freely express their views in a non-threatening manner (Bannister, 2005).

Collection of data was done by administering questionnaires to a sampled population under study. The study mainly deployed quantitative method of data collection to yield accurate data relevant to the study (Kombo and Tromp, 2014). The use of this method afforded the researcher an opportunity to conclusively collect the expected data and ensure validity and reliability in the data collected. In this research the quantitative approach was adopted using two methods of data collection which included use of two sets of self-administered open and closed ended questionnaires and document analysis. The empirical evidence from class teachers and management representatives regarding continuing professional development: current trends and management were collected.

The study was positioned in the interpretive and qualitative paradigm. A paradigm referred to the world belief systems that guided researchers and influenced the ways in which knowledge was generated, studied and interpreted (Maxwell, 2005). A paradigm could either be positivist, constructivist, interpretive, transformative or pragmatic (Bogdan and Biklen, 1998).

The interpretive approach is subjective or independent, and assumed that there is no objective reality but that it is reasonable and socially constructed (Basley, 1999). It pursued to understand

individual perceptions and views in order to advance knowledge of the phenomenon of the world and in an attempt to get shared meanings with others (Basley, 1999).

The interpretive stance adopted for this research was based on an approach that drew from various participant's perceptions, experience, feelings, and opinions regarding continuing professional development (CPD): current trends and management in selected primary schools. For the purpose of collecting data, self-administered questionnaires were used. A questionnaire is a written list of questions or statements that required responses or the answers that should be recorded by respondents (Chandran, 2004).

There were two sets of questionnaires, one set was for management representatives and another set was for class teachers. The questionnaires were given to the respondents and they were given a few weeks to read through and complete the questionnaires. The respondents were not forced to answer the questionnaires but explanations were given and the respondents were asked to choose whether to take part or not. The respondents were allowed to read the questions and interpreted the questionnaires according to their understanding or according to what was expected. The respondents were expected to give answers in written as required by the questionnaires. It involved use of primary data from self-administered questionnaires and secondary literature from documents that elicited the required information (Bryman, 2008).

Knowledge about the research subject was informed by the descriptions and interpretations of the participants' views and responses to the questions in the questionnaires (Kombo and Tromp, 2006). The interpretive paradigm was underpinned by interpretation which involved making meanings of the information and drawing inferences. Focus in this study was to explain the subjective reasons and meanings of findings from data that was collected and expressed within itemized social contexts.

In order to provide accurate account of the continuing professional development: current trends and management in selected primary schools of Mpulungu district, the research pursued to establish the current trends and effects in CPD implementation, examine the management of CPD in schools and explore the adequacy of management of CPD programmers in schools.

3.2. Study area or site

The research was conducted in Mpulungu district of Northern Province of Zambia. Mpulungu district has the population of 98,073 people and covers the area of 10,170 km squared according to the census for 2010 (Stetoids, 2010). Mpulungu District is the only port in Zambia, and it's located in the northern part of the Northern Province of Zambia. It shares local boundaries with Mbala in the east, Mporokoso in the south and Kaputa in the south-west. It shares international boundaries with Tanzania in the north-east and Democratic Republic of Congo in the west and Burundi in the north-west. It is 203 km from provincial headquarters (kasama).The target area where the study was conducted was the central area of Mpulungu district, specifically covering the three geographical educational zones clustered as; Mpulungu, Musende and Isoko zones.

3.3. Study population

Population is a group of elements or cases, whether individuals, objects or events, that conformed to specific criteria and to which is intended to generate the results of the research (McMillan and Schumacher, 2001). Babbie and Mouton (2004), defined a population as, “the theoretically specified aggregation of the study elements”. In this case the populations on target is the class teachers and management representatives in the 12 primary schools of Mpulungu district. The potential respondents in the study were Teachers including school managers. There are 60 primary schools in Mpulungu district, 6 are private schools and 12 community schools and 7 secondary schools. This study was conducted in 12 primary schools only. The following were the schools; Mpulungu primary school, Chitinta primary school, Kaizya primary school, Niamukolo combined school, Mupata primary school, Musende combined school, Mankonga combined school, Onzye primary school, Makaye primary school, Makola primary school, Lupongwe primary school and Isoko combined school.

In the first cluster, were the twenty (20) management representatives as targets for this research and were purposefully selected. Purposive sampling technique aimed at selecting study units which represented a wide range of variations in dimensions of interest. In this case maximum variation sampling was appropriate for this study because the selected participants were in the position to provide the expected answers to research questions (Harlon, Hodgkin and Fresle, 2004). In the second cluster of class teachers, 80 participants were selected randomly as targets for this research by use of stratified sampling. Stratified sampling is a probability sampling technique wherein the

researcher divided the entire population into different subgroups or strata, then randomly selected the final subjects proportionally from the different strata. In this case the samples were selected from teachers who are initially primary school trained. A stratified sample was one that ensured that subgroups (strata) of a given population was adequately represented within the whole sample population of a research study (Leedy and Ormrod, 2005).

3.4. Study sample

A study sample is defined as a group of subsets or situations selected from the large sample (White, 2005). The study sample was a hundred (100) respondents of which eighty (80) were class teachers' selected using stratified sampling method while twenty (20) respondents were selected from management representatives. The target sample represented ten percent of the total population in Mpulungu district. Stratified sampling was a commonly used probability method superior to random sampling because it reduced sampling errors. The researcher identified the relevant subsets and their representation in the population. These subsets included characteristics such as geographic location, age, sex, race or socioeconomic status. It was a representative of a number of subjects from various subgroups (teachers undergoing in-service training) which were randomly selected. Stratification ensured that different groups (females and male teachers) of the population were represented in the sample. The number of teachers selected from each group is proportional to the population (Cohen, et al, 2007). Under this kind of sampling, the samples were selected randomly from different subsets of the population to ensure that different groups of population are represented in the sample (Leedy and Ormrod, 2005).

The twenty (20) respondents were selected from management representatives who included Head teachers, Deputy head teachers or senior teachers and teachers in management positions were selected using non- probability sampling and in this case, maximal variation sampling technique was used (Harlon, Hodgkin and Fresle, 2004).

3.5. Sampling techniques or procedures

The sampling techniques that was used in this research was probability and Non –probability sampling techniques. The probability sampling technique that was used was stratified random sampling. Under this kind of sampling the samples were selected randomly from different subsets (schools) of the population to ensure that different groups were represented in the sample. The 80

class teachers as the target samples were selected from the subset of all primary school teachers, but only those who were upgrading as primary school teachers and those upgrading as secondary school teachers were picked from the strata in schools that were in the clustered zones. The required number of respondents per school and gender were not considered because some schools had fewer number of teachers and in some cases only one sex was available in the school at the time of conducting research.

Non- probability sampling technique was used, in this case purposive; maximum variation sampling technique was used in order to reach the target sample of (20) Head teachers or management representatives quickly and to access knowledgeable people who provided in-depth knowledge about the management of CPD trends and effects on teachers, according to Sarantokos (1993). In this case the Head teachers or management representatives of primary schools were selected using Maximum variation sampling technique as the target respondents as according to (Harlon, Hodgkin and Fresle, 2004). Maximal variation is very useful for this situation because there is need to reach a target sample quickly while sampling for proportionality was not the primary concern. The researcher was able to get opinions of the experienced target population to overweight subgroups in the population that were readily accessible.

3.6. Research instruments

The principal research instruments for data collection used in the study were self-administered questionnaires and document review. Questionnaire is a widely used useful tool for collecting survey information. According to Chandran (2004), Questionnaires provide a high degree of data standardization and adoption of generalized information amongst any population. They are useful in a descriptive study where there is need to quickly and easily get information from people in a non-threatening way while upholding confidentiality and saves time (Sarantokos, 1993). They provided flexibility at the creation phase in deciding how questions were to be administered. These self-administered questionnaires comprised of two sets of questionnaires. The first set was developed for management representatives and the second set was developed for the class teachers. The open ended questions on the questionnaires allow respondents to give their own opinions whole the closed ended questions restricted the respondents to the options given (Sounders et al, 2007). The other research instrument that was used was a document review. Secondary data date

were also collected through content analysis of authentic documents which revealed historical and current knowledge relevant to the study.

3.7. Data collection procedures

Having designed the research framework, permission to conduct research in some selected primary schools of Mpulungu district was sought from the District Education Board Secretary (DEBS) of Mpulungu District. This was done by way of presenting introductory and permission letters that was collected from the Director, Institute of Research and Graduate Studies (Distance Education), at The University of Zambia –UNZA/ZOU.

The research commenced, and self-administered open ended questionnaires were distributed to all management representatives in target schools and class teachers respectively. Secondary data was also collected from Documents such as the journals, policy books, school training plans, and Examination Performance Report and SBCPD activity files. The data was collected using two sets of questionnaires; for management representatives and for class teachers, as well as from documents reviewed. The data collection process was closely monitored in order to clarify issues that might arise during the answering of the questionnaires. More time was given to respondents who did not manage to fill in within the given time.

3.8. Data analysis

In accordance with White (2005), quantitative data was collected from various sources. To ensure completeness and logical consistency of responses, the researcher edited the data collected from the questionnaires on a daily basis. Collected data was assigned numerical scores, input into the computer programme, determine the type of scores and create a statistical programme to analyze the data (Saunders, 2003). Once data was thoroughly edited and coded, every question was analyzed using descriptive statistics. Micro Soft (MS) Excel version 2013 was used to analyze quantitative data from questionnaires (Saunders, 2003). The summary of results were then presented using figures, frequencies, and percentages which were used to determine the proportion of respondents giving different responses. Tables, charts and graphs were used to ensure easier understanding of both the analyses and as a way of presenting descriptive data. Descriptive statistics were used to describe basic features of the data in the study. This provided simple

summaries about samples and measures which were eventually interpreted to draw a conclusion (Pernecky, 2016).

Quantitative data collected from questionnaires was analyzed using MS word 2013 version. The researcher finally built a valid argument for choosing the themes by referring back to the literature in order to gain more information about the subject (Huberman and Mills, 1994).

3.9. Reliability of research instrument

A reliability test was undertaken by testing the instruments for consistency on a population similar to the study population. Firstly, the research instrument was administered on respondents and the answers that were collected were compared to the answers that were obtained when the same instruments was administered on different respondents from the same population. When the answers from the two tests became consistent, the instruments were deemed to have been reliable.

3.10. Validity of the research instrument

Firstly, efforts were made to align the research topic, research objectives and questions to ensure internal validity. Secondly, the research instrument was pilot tested to see if the answers obtained from members of the study population was still in line with the expected answers. According to (Polit, 2001), pilot studies are small scale version[s], or trial run[s], done in preparation for the major study. Baker (1994) indicated that one advantage of conducting a pilot study was to give advance warning about where the main research project might fail, where research protocols may not be followed, or whether proposed methods or instruments were inappropriate or too complicated. The researcher issued questionnaires to two head teachers and four class teachers as respondents from the selected category. The results of the pilot test and issues emanating from the questionnaire were used to correct the main questionnaire before actual data collection was undertaken. Member checking and triangulation is used to find out if the same answers could be obtained even when other instruments of data collection were used (Doyle, 2007).

3.11. Ethical consideration

Ethical issues are the concerns and dilemmas that arise over the proper way of executing research, more specifically not to create harmful conditions for the subjects of inquiry, humans, in the research process (Schurink, 2005). The ethical considerations that the researcher took into

consideration include; obtaining permission from the Director-Research and Graduate Studies, UNZA, and the DEBS office and the school management representatives before commencing the research. The researcher also ensured anonymity of the respondents and organizations participating in the study. The researcher ensured that all the respondents were treated with respect and that there was maximum confidentiality over all the information that was collected during the research period. The ethical issues of informed consent was adhered to as the researcher explained the purpose of the research, and that the study would be purely for academic purposes and allowed them to take part in the research willingly without coercion.

The next chapter is a presentation of findings from the study field. The findings are based on the research questions of the study.

CHAPTER FOUR
PRESENTATION OF FINDINGS

4.0. Overview

This chapter presents the findings of the study involving continuing professional development: current trends and management in selected schools of Mpulungu district. The research present the findings with reference to the research questions of the study as outlined below;

- (i).What are the current trends and effects in CPD implementation?
- (ii). How do schools manage CPD?
- (iii).How adequate is management of CPD programmes in schools?

This chapter is sectioned in themes that are appropriate to respondent’s background information, responses of class teachers and management representatives, and information from documents reviewed on continuing professional development; current trends and management.

4.1. Findings on gender characteristics

Figure 4.1.1 Gender of the respondents for Class teachers

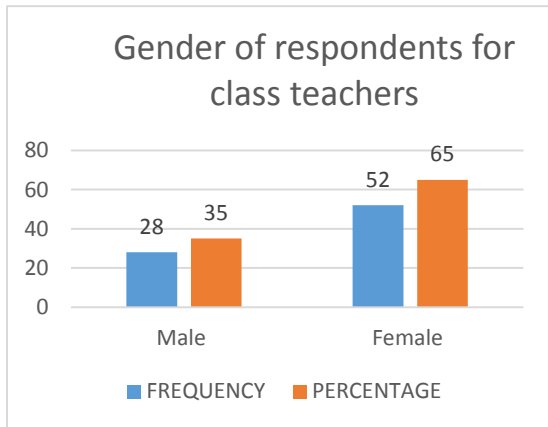
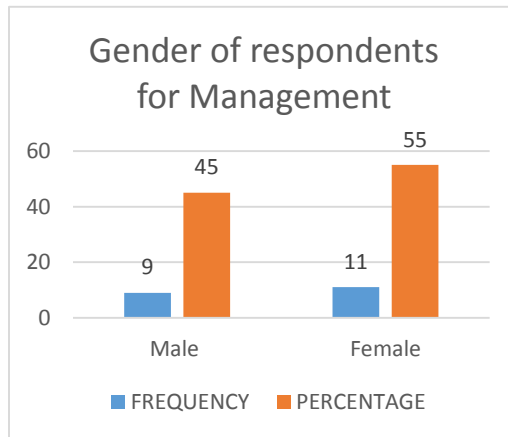


Figure 4.1.2 Gender of Respondents for Management

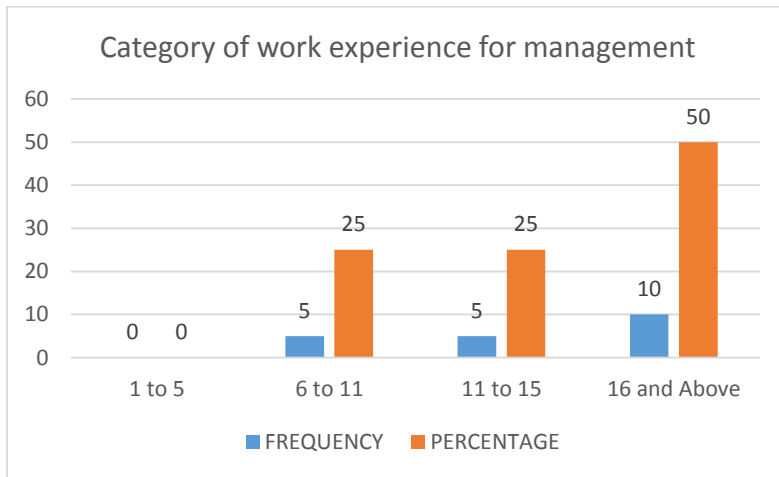


The gender characteristics of the class teacher respondents showed that 65% were female while 35% were male. On the other hand, management representatives were also dominated by females

as shown by 55% against 45% of the male respondents. The actual gender response was 60% female representation and 40% of the male representation.

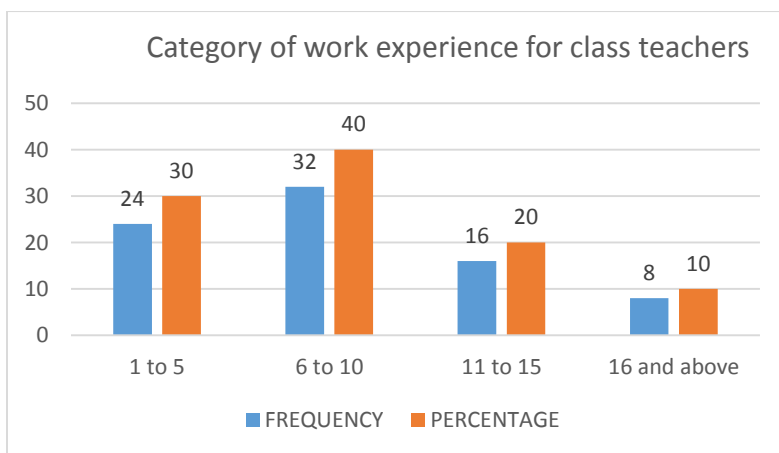
4.2. Findings on professional background

Figure 4.2.3 Work experience for management representatives



Findings on work experience of management representatives revealed that; 50% of management representative worked for over 16 years, 25% of the management representatives worked for 6 – 10 years, 25% of the management representatives worked for 11 – 15 years, 25% and 0% of the management representatives worked for 1 – 5 years.

Figure 4.2.4 Work experience for class teachers

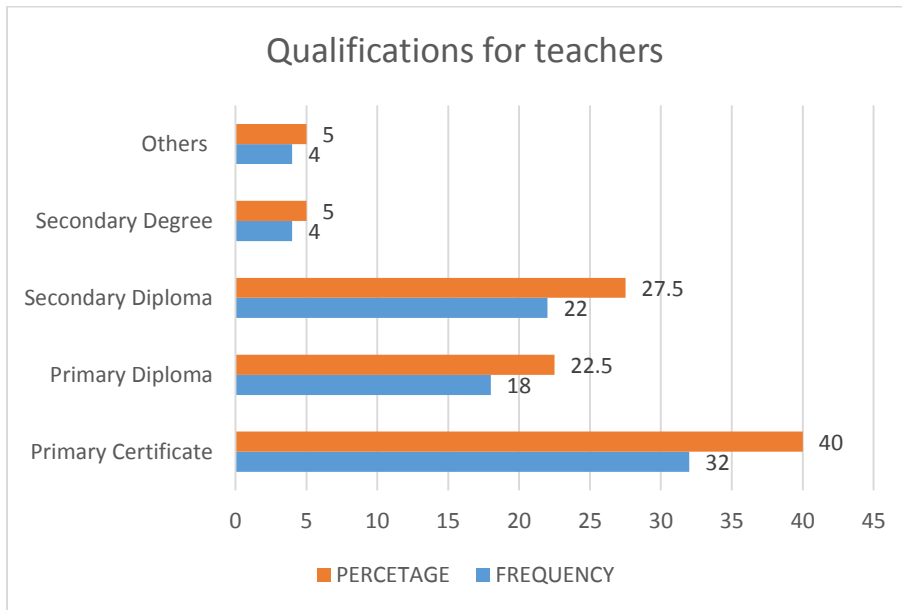


The findings on class teachers work experience revealed that 40% of the class teachers worked between 6 – 10 years, 30% of the class teachers worked for 1 – 5 years while 20% of the class

teachers worked for 11 – 15years and only those who worked for over 16 years were represented by 10%.

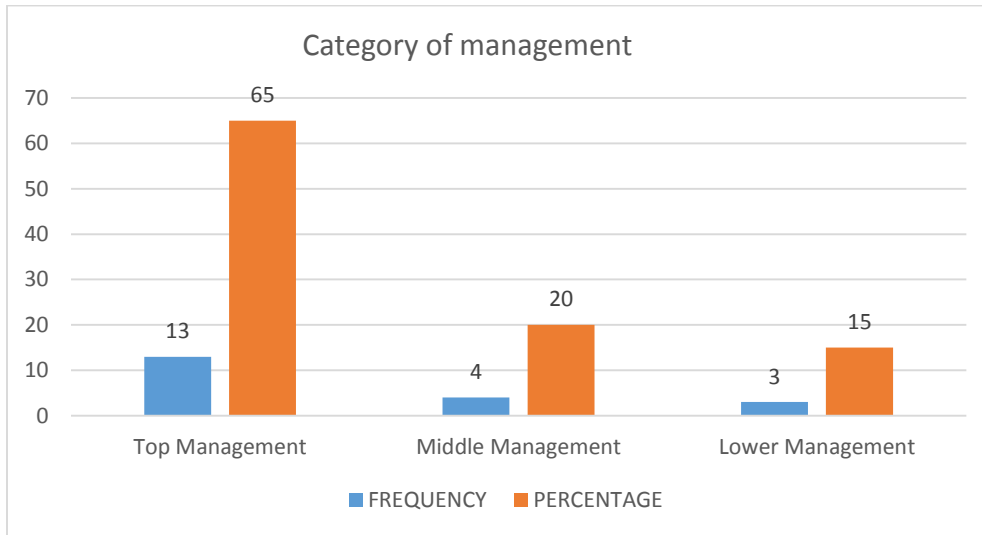
4.3. Findings on level of management and qualifications

Figure 4.3.5. Qualifications for teachers



Findings on the level of qualification for teachers indicated that 40% of the respondents were primary school certificate holders, 22.5% were primary school diploma holders, 27.5% were secondary school diploma holders, 5% were holders of secondary degree (Bachelor of Art Degree or Bachelor of Education Degree) holders and others are represented by 5% these had special education and guidance and counselling.

Figure 4.3.6. Category of management



Findings on category of management disclosed that 65% of the respondents were in the top management, 20% of the respondents were in the middle management and 15% of the respondents were those in the lower management.

4.4. Findings on professional development status

Table 4.4.1. Teachers undergoing Professional development

Statement responded to	class teachers		management	
	F	%	F	%
Number of teachers undergoing CPD training	80	100	18	90

Table 4.4.2 Professional development status

Statement responded to	class teachers		management	
	F	%	F	%
CPD not relevant to area of practice	68	85	11	55
CPD relevant and appropriate to area of practice	12	15	7	35
Not doing any CPD	0	0	2	10
Totals	80	100%	20	100%

Findings revealed that 100% of the class teachers and 90% of management were undergoing CPD training. 85% of class teachers and 55% of management were undergoing CPD irrelevant to the area of practice. 15% of class teachers and 7% of management were undergoing CPD relevant and appropriate to the area of practice. 10% of the class teachers were not undergoing any CPD training. 24 male teachers were undergoing CPD training while 74 female teachers were also undergoing CPD training. The total number of teachers undergoing training is 98.

4.5. Findings on current trends and effects in CPD implementation.

Table 4.5.3 Current trends in CPD implementation.

Responses	class teachers		management	
	Frequency	Percentage	Frequency	Percentage
CPD is voluntary and self-driven	8	10%	2	10%
Unprecedented increase of teachers going for long term based CPD training	8	10%	2	10%
No needs assessment to support CPD purpose of study	12	15%	2	10%
Teachers acquiring qualifications that are irrelevant to their area of practice	12	15%	1	5%
Teachers prefer long based CPD to short term	4	5%	2	10%
No or little input from school administrators	12	15%	3	15%
Self-choice of CPD courses	12	15%	5	25%
Self-sponsorship for long term based CPD	4	5%	1	5%
Uncontrolled CPD training programmes	4	5%	1	5%
No systematic long term CPD training	4	5%	1	5%
Total	80	100%	20	100%

Findings on current trends and management revealed that 10% of the class teachers and 10% of the management representatives indicated that school based CPD was voluntary and self-driven. Other developments were that 10% of the class teacher's and 10% of management respondents

indicated that there is unprecedented increase of teachers going for long term CPD. 15% of the class teachers and 10% of the management respondents indicated that there is no need of assessments done in schools to support CPD purpose of study. 15% of the class teachers and 5% of management respondents indicated that teachers were acquiring qualifications irrelevant to their area of practice which made the CPD to be irrelevant. 5% of the class teachers and 10% of management respondents indicated that there is no in-put from administrators. 15% of class teachers and 15% of the management respondents indicated self –choice of CPD courses.

15% of the class teachers and 25% of management respondents indicated self-sponsorship for long term based CPD. 5% of the class teachers and 5% of the management respondents indicated uncontrolled and undirected CPD training programmes. 5% of the class teachers and 5% of management respondents indicated that teachers prefer long term CPD training to short term. 5% of class teachers and 5% of management respondents indicated that long term CPD training is not systematic.

4.6. Findings on Effects of Current trends in CPD implementation

Table: 4.6.4 Effects of Current trends in CPD implementation.

Responses	class teachers		management	
	F	%	f	%
Lack of study direction and focus	8	10%	2	10%
Lack of specialization in the area of practice	11.2	14%	2.8	14%
Lack of relevance of programme of study and not demand driven	8	10%	2	10%
Promote teacher movement from lower grade to higher grade levels and reduced teacher retention	7.2	9%	1.8	9%
Promote extended teacher absence	9.6	12%	2.4	12%
Inhibit maximum teacher performance	4	5%	1	5%
Promoted teacher study competition	8	10%	2	10%
CPD is not demand driven	4	5%	1	5%
CPD not well organized but haphazard	8	10%	2	10%
Not done in line with MOGE`s needs and priorities	4	5%	1	5%
No performance accountability after CPD training	8	10%	2	10%
Total	80	100%	20	100%

The study on current trends and management revealed that 10% of the class teachers and management respondents indicated that Teachers lacked study direction and focus as they were not seeking guidance from administrators on what to study. Further responses revealed that 14% of the class teachers and 14% of management respondents indicated that Teachers Lack specialization in their areas` of practice because most of the teachers were studying courses different from what they were practicing. 10% of the class teachers and 10% of management respondents indicated that CPD training promoted irrelevant programmes of study.

It was also revealed that 9% of the class teachers and 9% of management respondents indicated that CPD training promoted teacher movement from lower grades to higher grade levels and reduced teacher retention. 12% the class teachers and 12% of management of respondents

indicated that long term CPD training promoted extended teacher absence, since teachers were required to go for studies regularly during the term. 5% of the class teachers and 5% of management respondents indicated that CPD inhibited maximum teacher performance because they were kept busy with college assignments and had less or no time to concentrate on school preparations.

It was also revealed that 10% of the class teachers and 10% of management respondents indicated that long term CPD promoted teacher study competition. 5% of the class teachers and 5% of management respondents indicated that long term CPD is not demand driven. 10% of the class teachers and 10% of management respondents indicated that long term CPD is not well organized but haphazard. 5% of the class teachers and 5% of management respondents indicated that long term CPD is not done in line with MOGE`s needs and priorities. 10% of the class teachers and 10% of management respondents indicated No performance accountability after CPD training.

4.7. Findings on Management of CPD in schools.

Table 4.7.5. Management of CPD

Responses	class teachers		Management	
	F	%	f	%
Management do not plan for teacher's CPD	5	6.25	2	10
Management do not direct teachers on the type of CPD training they should undertake?	12	15	2	10
Management do not Control or limit the number of teachers going for CPD training.	11	13.75	4	20
Management do not ensure coordination or matching of CPD training with the needs of the school or area of practice?	13	16.25	3	15
CPD training programmes teachers undertake are not evaluated by school management?	13	16.25	3	15
Monitoring of CPD training of teachers is not done	10	12.5	2	10
School based CPD are taking place in schools and school management are involved in supervision.	6	7.5	1	5
Teachers CPD training is not supervised	5	6.25	1	5
There is no or little documentation of CPD training progression	5	6.25	2	10
Total	80	100%	20	100%

The study that was conducted on current trends and management revealed that 6.25% of class teachers and 10% of management respondents indicated that school management were not planning for teacher's CPD in schools. 15% of the class teachers and 10% of management respondents indicated that administrators in schools were not directing teachers on the type of CPD training they should undergo. 13.75% of class teachers and 20% of management respondents indicated that school management were not controlling or limiting the number of teachers going for CPD training at any particular time.

16.25% of teachers and 20% of management indicated that school management were not selecting courses for teachers and coordinating and matching of CPD training with the needs of the school

and area of practice. 16.25% of teachers and 15% of management respondents showed that evaluation of CPD training programmes were not done in schools. 12.5% of class teachers and 10% of management respondents indicated that Monitoring of long term CPD was not done in schools.

7.5% of class teachers and 5% of management respondents indicated that planning and monitoring of school based CPD is done. 6.25% of the class teachers and 5% of the management indicated that teacher CPD training was not supervised. 6.5% of the class teachers and 10% of the management respondents indicated that there is little or no documentation of CPD training progression.

4.8. Findings on how Adequate is management of CPD programmes

Table 4.8.6 Adequacy in management of CPD

Responses	class teachers		management	
	f	%	f	%
CPD training is not compulsory	8	10	3	15
CPD is not focused on schools needs	7	8.75	2	10
CPD training is not solving current school needs	6	7.5	2	10
CPD was offering cost effective programmes	6	7.5	2	10
CPD programmes contain content and methodologies needed by the school	6	7.5	2	10
CPD training done outside the area of practice distort teachers knowledge and it's not suitable	5	6.25	2	10
CPD training is not audited and not supervised	8	10	2	10
CPD was not Providing relevant knowledge and skills needed in the area of practice	5	6.25	1	5
CPD training progression is not documented	5	6.25	2	10
Do not Provide enough time for teachers to practice what they are learning	8	10	0	0
CPD training provide certification suitable for career progression	5	6.25	1	5
CPD training provided professional growth while working	5	6.25	1	5
CPD training has no effective strategies or policies	6	7.5	0	0
Total	80	100%	20	100%

In line with the responses obtained from management representatives and class teachers, the study established that 10% of class teachers and 15% of management representatives indicated that CPD training is not compulsory, it was plainly voluntary and individual teacher's choice and not the school. 8.75% of class teachers and 10% of management respondents indicated that the introduction of free for all long term based CPD training was not founded on school needs. 7.5% of class teachers and 10% of management respondents indicated that CPD training was not solving existing school needs.

7.5 % of the class teachers and 10% of management respondents indicated that long term based CPD training was offering cost effective programmes which give opportunity of learning to a large number of teachers. 7.5% of class teachers and 10% of management respondents indicated that, CPD training programmes contained content and methodologies that were needed by the schools and individual teachers. The research findings also revealed that, 6.25% of class teachers and 10% of management respondents indicated that teachers who were undertaking CPD training in other areas not in their area of practice distorted their knowledge and it's not suitable.

10% of class teachers and 10% management showed that CPD training is not audited and not supervised. 6.25% class teachers and 5% of management respondents indicated that CPD provided relevant knowledge and skills only in the area of practice. 6.25% of class teachers and 10% of management respondents indicated that CPD training progression is not documented. 10% of the class teachers and 0% of management representatives indicated that irrelevant CPD do not provide enough experience for teachers to practice what they are learning from colleges and universities.

Findings revealed also that 6.25% of the class teachers and 5% of management representatives indicated that CPD training provide certification suitable for career progression. 6.25% of the class teachers and 5% of management representatives indicated that CPD training provided professional growth while working. 7.5% of the class teachers and 0% of management representatives indicated that CPD training has no effective strategies or policies in place.

The next is chapter five, it will discuss the findings from the study field. The findings are based on the research questions of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Overview

In the previous chapter the findings were generated from the study on all the two categories of respondents. The respondents were from the management representatives who were drawn from a category of head teachers, deputy head teachers and senior teachers while the second category was from the class teachers who were teaching in primary schools. The quantitative findings were presented in relation to the objectives that the study sought to achieve. This chapter exposed the discussion of major findings that came out of the study on Continuing Professional Development: Current trends and Management in selected primary schools of Mpulungu district. The study set out to address three questions that tackled the following three objectives,

The following were the objectives;

- (i). To establish the current trends and effects in CPD implementation.
- (ii). To examine the management of CPD in Schools.
- (iii). To explore the adequacy of management of CPD programmes.

The discussion unfolded through the followed themes;

5.1. Gender characteristics

The research shows that there is representation of both female and male gender. There are more female respondents as compared to male respondents, and the female respondents. Basically, the study indicated that the respondents were represented by both gender and no single opinion was attributed to a particular gender. However, the majority of Schools in Mpulungu District has more female teachers than male teachers. The working experience of majority class teachers range from one to ten years, while the majority of those in management positions have more years of experience considering that the majority worked for more than 16 years. The implication is that they have acquired enough experience, knowledge and skills necessary for the profession. For those who worked for less than six years, it implies that most of these teachers are in their youthful ages and with insignificant experience which could contribute to lowering performance.

5.2. Professional background

The study unveiled that the majority of class teacher are still holders of primary certificate. Despite the government phasing out certificates, the number of teachers is still high. It implies that majority of teachers are still new and need to gain more experience, knowledge and skills for them to work effectively. Most of the teachers still use the pre-service knowledge to teach which is likely to undermine the teacher`s performance. Teaching is not a static profession; it needs teachers to sharpen their skills, knowledge and attitudes frequently. The implication is that, teachers who are still certificate holders are more likely to underperform than those who have upgraded. The study also shows that many teachers have not upgraded and that there is room for the current trends to continue in operation since most of the teachers have potential to go for long term CPD.

5.3. Level of management and qualifications

On the level of management and qualification the study shows that teachers with secondary teacher`s degrees and secondary teachers Diplomas are still teaching in primary school classes. The trend is likely to cause alteration of knowledge and application of inappropriate methodology that could adversely demoralize the teachers and at the same time affect their performance if not addressed. Additionally, it`s noted that majority of administrators in top management are also holders of teachers certificate. The implication is that” if it`s not iron, it can`t sharpen iron”, it simply indicate that administrators need to be qualified for the positions they are holding for them to function effectively just like the class teacher should also upgrade their profession regularly to improve performance.

5.4. Teacher`s professional development and preference

The study on teacher`s professional development and preference shows that most teachers are no longer excited with short term based CPD resulting in increased number of teachers going for long term CPD training. MOE (1997), emphasized that CPD that teachers undertake should be relevant to their career and be in line with MOGE`S needs and priorities. However, teachers sponsor their CPD which also result into private study that do not allow the school management to interfere. The implication of self-sponsorship result in teachers not seeking for guidance on the type of CPD to take. Teachers end up making wrong choices of study programmes not necessary in areas of practice, and doing irrelevant courses that are bound to produce unwanted specialists that does not

serve a purpose in meeting the needs of the schools and render them no opportunity to practice what they are learning. The whole training is irrelevant, inappropriate and not in line with Ministry Of General Education's needs and priorities. Kabwe (2012), stressed that it is widely believed that the quality of training teachers receive and systematic support they get for their CPD will guarantee their contribution to quality. However, it's difficult to rate the extent of knowledge and skills acquired by individuals. Theory of adult learning states that in adult learning, individual differences broaden or harden with age. The longer the teacher upgrades in the same area of practice, the boarder the knowledge and skills base Knowles, (1998).

5.5. Teacher`s participation in school based CPD and long term based CPD

Results of the study show that SBCPD is taking place because it's mandatory, but as a routine and not seriously implemented. According to MOE (2010), school based CPD of teachers and educators has been institutionalized in all schools and colleges of education. It is now a regular feature in schools to strengthen and consolidate CPD programmes. The implication is that this type of training does not provide teachers with proper documentation that can guarantee career progression. Results show that there is no evidence of having undertaken the training. The situation has compelled teachers not to attach seriousness to school based CPD. Evidence of recognized certification motivates teachers to work harder, teach with confidence and Promote career progression which result in sustained teacher performance. Avalos (2011), explained that teacher education is the only strategic process which nurtures prospective teachers and updates qualified teachers` knowledge and skills in the form of CPD. The study further shows that long term based CPD provide study convenience to teachers as the theory states that adults have a deep need to be self-directed. Self-directed studies have increased the number of teachers going for studies. Literature reveals that the Zambian education policy (1996) and the education sector investment plan (1997), recognizes the growing demand for in-service CPD, and hence the need for long term CPD.

5.6. Long term cpd practices and policy

The policy is supposed to guide the running of the long term based CPD. However, lack of effective national policy on CPD is one thing that has contributed to failure of proper management of CPD. The implications that CPD is voluntary and self-driven. Upgrading of skills and knowledge is personal and no one can push the teacher to upgrade that's why the number for certificate holders is still high. CPD relates to individual's professional development and professional bodies in context of the job itself. Kabwe (2012), described CPD as "personal" owned by individuals and aspirational. Teacher's long term based CPD is not financed by MOGE, it makes some teachers to be reluctant because it's not teacher's priority to go for CPD (MOE, 1997). The result is that teachers engage in non-teaching courses. Performance retardation is likely to continue because the policy that is supposed to guide is not effective enough to prevent teachers from studying courses different or irrelevant to their career and training that is not focused on school needs. According to Kabwe, (2012), Teacher CPD is linked to broader education policies that seeks to support teachers' work and effectiveness. MOGE insist that; CPD should be demand driven, well organized, relevant to present career and should be in line with MOGE's needs and priorities.

5.7. Inconsistency in current CPD training

The study shows reduced financing of CPD training for teachers by MOGE. This has reduced the management ability to plan, coordinate and control CPD activities of teachers and compromised quality of trained teachers. Unplanned learning result in inadequate, inappropriate and under training of teachers which leads into unwanted specialists, having irrelevant qualifications that may not have placement in the education system. Robbins (1993), claims that planned CPD programmes facilitate for competent performer, proficient performer and expert teacher. Also, movement of teachers from primary to secondary upon upgrading, has resulted in overloading teachers in primary schools with crowded classes with high numbers of inexperienced teachers in primary schools. Allowing many teachers at the same time undergoing long term CPD is another area that has compromised the learner and school development. Craft (2000), stressed that teachers are under immense pressure to undertake specific development courses for improved quality teaching. CPD thus bear significance not only to teachers involved but also for learners, institutions, subsequently the whole education and social system as already illustrated in the

conceptual framework (Lalitha, 2010). Results of the study show that teachers are overloaded with assignments and studies from their universities that leave them with no space to concentrate on school planning and individual pupil's attention. Avalos (2011), further stresses that teachers may not be motivated to take part in professional development activities due to their packed schedules and full loads of school responsibilities. The results show that teachers fail to fully cover the syllabus due to frequent absence which leads to reduced teacher commitment and divided attention which result in poor performance. The situation is slowly becoming out of hand. Craft (2000), stressed that the role of CPD is to aid teachers build new pedagogical theories and develop expertise in the field and not to produce incompetent teachers. The teachers who's profession is developed is that one who trains in the same career and area of practice.

5.8. Dynamics upsetting implementation of CPD

The study shows that inadequate management of CPD is a harmful force that is liable of upsetting CPD implementation. Effective management is a process of planning, organizing, leading and controlling to ensure effectiveness in an organization (Hailesillasie, 2004). However, the study shows that lack of application of management principles is a harmful force that is upsetting implementation of CPD. Record management is another additional dynamic upsetting implementation of long term based CPD. Lack of allocation of funds to long term based CPD has led to teachers applying for loans to finance their CPD. Teacher's CPD should be funded for teachers to be motivated to do courses that meet the needs of schools (Badasie, 2014). The tendency has resulted in limiting management powers, teachers choosing their own courses of study, and unregulated attendance to long term CPD programmes. Chiyongo (2006), stated that student support was important in the management of long term CPD. Porter's (1998), also explained that there are many forms of assistance that are designed to remove barriers and promote professional success. These dynamics need to be addressed to improve CPD implementation.

5.9. Inadequacies in long term CPD management`.

Effective management of CPD includes administration, competent staff, well designed systems and routines, planning and monitoring systems, budgeting and accounting systems (Chiyongo, 2006). The study shows that management of long term based CPD does not provide for auditing of qualifications of teachers. Evaluation of performance during training and after completion of

the CPD training is not provided for. Schostak et al (2010), stressed that evaluation is vital in terms of generating the processes, approaches and subject matters of CPD that are considered appropriate. The results show that long term CPD lack or receive reduced professional support, reduced accountability and lack expertise supervision. Schostak et al (2010), further, explained that expert supervision, and monitoring of quality of CPD ensures that the methods used to develop, deliver and evaluate long term CPD activities are effective, efficient, evidence –based and economical. Results also show that teachers who engage in CPD that is not demand driven, lack effectiveness and because systems for managing teachers `CPD are weak. Bubb and Early (2004) states that well planned CPD should have strong policies in place to guide the implementation of long term CPD. CPD is rightly considered an important factor in assuring the quality of performance. Quality performance of teachers has potential to affect learners, school, education system and the social development. Social development focusses on the need to put people first in professional development (Lalitha, 2010).

The next is chapter six, it will bring out the conclusions and recommendations for the study. The recommendations will be based on findings of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0. Overview

This chapter presents the overview of the findings, as regards to the main objectives of the study based on the findings generated, the chapter presents the conclusions and recommendations of the study. The study sought to investigate Continuing Professional Development: current trends and management in selected primary schools of Mpulungu District. The data that was generated from the study provided useful information by bring out important recommendations on the current trends and effects, management and adequacy of CPD in schools. The objectives that directed the investigation were as follows;

- (i).To establish the current trends and effects in CPD implementation.
- (ii).To examine the management of CPD in Schools.
- (iii).To explore the adequacy of management of CPD programmes.

The discussion unfolded through the themes and the main findings regarding the same are explained below;

6.1. Conclusions

The study on continuing professional development (CPD): current trends and management was conducted in some selected primary schools of Mpulungu district. The major research outcomes are as follows; the current trends regarding CPD implementation revealed that CPD was voluntary and self-driven, there is no needs assessment undertaken, teachers are acquiring qualifications irrelevant to their area of practice and there is no or very little input from school administrators in regards to the long term CPD implementation. Teachers choose the courses and finance their own CPD training. The study also revealed that CPD is not controlled, is not systematic, and teachers prefer long term based CPD as opposed to school based CPD. However, the current trends resulted into some negative elements that are not acceptable in the education system.

The study on effects of current trends further revealed lack of study direction, lack of specialization, promotion of irrelevant study programmes, promotion of teacher movement from

lower grades to higher grades, reduced teacher retention, promotion of extended absence, inhibiting maximum teacher performance, promoting teacher study competition, resulting in CPD training which is not demand driven but haphazard, and not in line with MOGE`S needs and priorities. There is no accountability after studies and CPD training consumes a lot of time.

School managers have been facing challenges in managing CPD in schools especially long term based CPD. Management of long term CPD programmes is not easy especially if aspects of CPD implementation are not well managed. However, it is clear that schools do not effectively manage the long term CPD because there is no planning, no directing, no control, no coordination, no monitoring and there is no evaluation taking place. However, planning and monitoring is rather done for school based CPD activities. There is no proper documentation of CPD progression of individual teachers in schools. Individual teachers manage their own long term CPD. The major concern is how long term CPD is managed in schools, it's not effective, that's why performance of teachers has continued to deteriorate, consequently affecting the learner development, school development , education system development and the social system development.

On adequacy of management of CPD, the study shows that the way long term based CPD is managed is not suitable in that, it's not compulsory to all teachers, not founded on school needs, mostly done outside the area of practice, training is not audited, CPD is not providing relevant knowledge and skills needed while CPD progression is not documented, and has no effective strategies or policies that can empower management to fully execute their functions. Further study on management of CPD programmes revealed that the CPD programmes teachers are undertaking are not adequate. It implies that knowledge and skills acquired are inappropriate to their current areas of practice and do not provide enough experience for teachers to become specialists. These are some of the factors that promote poor performance of teachers. These practices are assumed to have the potential of affecting the development of teachers, learners, education system, school system and the entire social system.

The management of CPD remains to be voluntary and teachers exercise their autonomy in CPD activities. Teachers engage in CPD activities out of their personal interest and aspirations. That is why, many teachers undertake CPD training which is not based on school needs and the Ministry of General Education priorities. Management of CPD remains weak due to weak policy on CPD

implementation. The training route the teachers have adopted is likely to affect the entire school development, education development and social system development.

The policy guidelines should be implemented fully. If the current trend is not addressed, schools will continue producing unwanted and unproductive professionals who cannot serve any purpose in improving teacher performance. If the recommendations of the study could be upheld, teacher performance problem would be addressed in approximately all schools in Mpulungu district.

6.2. Recommendation

- The DEBS and school managers of all primary schools should design measuring tools to measure performance of teachers and criteria for selecting teachers to go for long term CPD in Mpulungu District.
- All primary school managers should plan, organize, direct and control implementation of all short and long term based CPD programmes for teachers in schools.
- The School Managers and District Education Board Secretary should design local policies, strategies and standards appropriate for regulating and guiding long term CPD training for all teachers in Mpulungu District.
- Further research should be conducted on the effectiveness of local policies on CPD implementation in schools.

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APPENDICES

APPENDIX: 1. QUESTIONNAIRE FOR MANAGEMENT REPRESENTATIVE



THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

QUESTIONNAIRE FOR MANAGEMENT REPRESENTATIVE

Dear respondent,

You have been picked randomly through the use of probability technique to participate in this research project.

This questionnaire is aimed at gathering primary data on Continuing Professional Development: current trends and management in selected primary schools of Mpulungu District. You are kindly requested to fill in the questionnaire depending on the instructions given. The information that will be generated from the study will be treated with utmost confidentiality and will be used for the purpose of accomplishing an academic purpose only. Do not include your name anywhere in the questionnaire. You are expected to be as truthful as possible.

Your full participation will highly be appreciated.

Student:

Rhoda Chawe Nakasula

SECTION A: BACK GROUND INFORMATION

1. Kindly indicate your gender by a tick

a. – Male b. – Female

2. How long have you worked in the Ministry of General Education? Tick

a. 1 – 5 years

b. 6 – 10 years

c. 11 – 15 years

d. 16 and above

3. Indicate your category in management

a. Top management

b. Middle management

c. Lower management

4. What highest level of education do the following staff have in your institution?

	Programme Studied	Professional Qualification	Gender
Head Teacher			
Deputy Head			
Senior teacher 1			
Senior teacher 2			
Senior teacher 3			
Senior teacher 4			

SECTION B: INFORMATION ON CONTINUING PROFESSIONAL DEVELOPMENT

5. How many teachers are undergoing continuing professional development in colleges or universities? Male;..... Female;..... Total;.....

6. Are there some teachers in your school who are undergoing CPD trainings appropriate to their area of practice? Male;..... Female;..... Total

7 .How many teachers in your school are undergoing CPD trainings different from their area of practice? Male;..... Female;..... Total;.....

8. What are the current trends in CPD implementation?

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9. What type of CPD do you think most teachers go for?

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10. What do you think drives the teachers to go for long term CPD?

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11. What are the effects of current trends in CPD implementation?

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12. How do schools manage CPD?

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13. How adequate is management of CPD programmes in schools?

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14. What should be done to improve CPD programmes?

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.....
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THE END!

THANK YOU FOR YOUR TIME

APPENDIX: 2: QUESTIONNAIRE FOR CLASS TEACHERS



THE UNIVESITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

QUESTIONNAIRE FOR CLASS TEACHERS

Dear respondent,

You have been picked randomly through the use of probability technique to participate in this research project.

This questionnaire is aimed at gathering primary data on Continuing Professional Development: current trends and management in in selected primary schools of Mpulungu District. You are kindly requested to fill in the questionnaire depending on the instructions given. The information that will be generated from the study will be treated with utmost confidentiality and will be used for the purpose of accomplishing an academic purpose. Do not include your name anywhere in the questionnaire. You are expected to be as truthful as possible.

Your full participation will highly be appreciated.

Student:

Rhoda Chawe Nakasula

SECTION A. BACKGROUND INFORMATION

1. Gender: (a).Male (b). Female (Tick)

2. How many years have you been teaching? (Tick)

(a).1 – 5 years (b). 6 – 10 years (c). 11 – 20 years (d). 20 and more

3. What is your current level qualification? (Tick)

(a).Primary Certificate

(b).Primary Diploma

(c).Secondary Diploma

(d).Secondary Degree

Others Specify:.....

SECTION B. CONTINUING PROFESSIONAL DEVELOPMENT INFORMATION

4. Which CPD training programme are you currently undergoing?

.....
.....

6. How relevant is the CPD training you are undergoing to your area of practice?

.....
.....

7. Why did you decide to undertake that kind of training?

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.....

8. What do you think drives teachers to go for long term CPD training in colleges and universities?

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8. What are the current trends in CPD implementation?

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9. Which type of CPD training do you think many teachers would go for between long term and short term based training?

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10. What do you think are the effects of current trends in CPD implementation?

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11. How do schools manage CPD?

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12. How adequate is management of CPD programmes in schools?

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13. What do you think should be done to improve CPD training programmes?

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THE END!

THANK YOU FOR YOUR TIME

APPENDIX: 3: DOCUMENT REVIEW GUIDE





THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

DOCUMENT REVIEW GUIDE

The researcher conducted document reviews on the following documents:

1. School Training Plans
2. School In-Service Record Files
3. Grade seven Examination Analyses
4. Examination Performance Report for 2015

APPENDIX: 4. CONFIRMATION OF STUDT FROM - UNZA/ZOU

THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

Telegrams: UNZA LUSAKA
Fax: 26021-1-260710
LUSAKA, ZAMBIA

DATE: _____

To THE DEBS
P.O. BOX 1847
Mpungu
20-06-17

Dear Sir/Madam

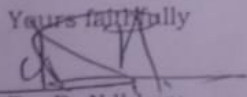
RE: CONFIRMATION OF STUDY

Reference is made to the above subject.


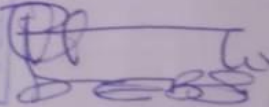
This serves as a confirmation that the above mentioned person of NRC No: 199540/4211 and computer number 715806642 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and that he will be carrying out a research on MANAGEMENT OF CPD TRENDS AND EFFECTS ON TEACHERS.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

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

IS NO: 18271

APPENDIX: 5. APPLICATION TO COLLECT DATA

C/O The University of Zambia

Institute of Distance Education

P.O.Box 32379

LUSAKA

20th June, 2017

The DEBS

P.O.BOX 134

MPULUNGU



RE: APPLICATION TO COLLECT DATA FOR ACADEMIC RESEARCH.

I am a master's student at The University of Zambia in collaboration with Zimbabwe Open University in Education Management. I request for permission to conduct an education research in some selected schools in Mpulungu District. This research is part of the prerequisite to fulfil the requirements of the study within my area of specialization. I therefore intend to carry out a study on the Management of Continuing Professional Development trends and effects on Teachers with a focus on selected schools in Mpulungu Town. The findings generated from this study will exclusively be used for this academic exercise only. This study will be handled with the highest level of confidentiality.

I therefore request that you allow me to gather information from schools within your area of jurisdiction.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'Rhoda Chawe Nakasula'.

Rhoda Chawe Nakasula

Computer No: 715806642

TS NO: 18071