



FACTORS INFLUENCING SCHOOL BASED CONTINUOUS PROFESSIONAL  
DEVELOPMENT (CPD) IN SELECTED SECONDARY SCHOOLS OF MWENSE  
DISTRICT, ZAMBIA.

BY  
LUNGU FRIDAY.

A dissertation submitted to the University of Zambia in association with the Zimbabwe Open University in partial fulfillment of the requirements for the award of the degree of master of education in educational management.

2017

## **Declaration**

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name \_\_\_\_\_

Sign. \_\_\_\_\_

Date \_\_\_\_\_

This thesis has been submitted for examination with my approval as university Supervisor

Supervisor's name: \_\_\_\_\_

Sign: \_\_\_\_\_

Date" \_\_\_\_\_

Place: The University of Zambia

Institute of Distance Education

Department of Educational Planning and policy studies.

Date of submission \_\_\_\_\_

### **Copyright**

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any other form or by any means; without prior written permission of the author or The University of Zambia or Zimbabwe Open University on that behalf.

### **Acknowledgements**

First of all I extend my deepest gratitude and appreciation to my thesis research supervisor Dr. P.C. Manchishi, Mr. C. Kukano co – supervisor and Dr G. Masaiti coordinator for Education Management for their unreserved professional advice and guidance by giving constructive comments and useful suggestions. Indeed, without their great dedication, the development and completion of this study would have been impossible.

Moreover, I wish to express my thanks to all my friends, in selected Secondary School of Mwense district, head teachers, teachers and District teachers' resource coordinator for their cooperation in giving necessary information, by filling my questionnaire, responding to my interview and providing me documents in the process of writing this thesis.

In addition, my thanks go to the District education office and my Head teacher for giving me the chance of following MA program in educational management at The University of Zambia.

I would like to express my profound gratitude to my beloved wife, Lydia Chileshe who shared all life burdens during my stay in the graduate studies.

I have deepest sense of gratitude and humble thanks to my loving children, brothers and sisters who always helped me without any reward.

I would also like to express my appreciation to my friends Mr. Kasoma and Mr. Bwacha for their moral support for printing and duplicating questionnaires for data collection.

## TABLE OF CONTENTS

Declaration.....	i
Copyright.....	ii
Acknowledgements.....	iv
Table of contents.....	iii
List of tables.....	Vii
Acronyms and abbreviations.....	viii
Abstract.....	ix

### CHAPTER ONE

#### INTRODUCTION

1.0 Overview.....	1
1.1Background .....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the study.....	5
1.4 Objectives of the Study .....	6
1.4.1 General Objective .....	6
1.4.2 Specific Objectives .....	6
1.5 General Research Question.....	6
1.5.1Specific research questions.....	6
1.6 significance of the study.....	6

1.7 Scope of the study.....	7
1.8 Limitation of the study.....	7
1.9 Theoretical framework.....	8
1.9.1 Conceptual frame work.....	9
1.9.2 Operational Definition of Terms.....	10
1.9.3 Ethical Considerations.....	10

**CHAPTER TWO**

REVIEW OF RELATED LITERATURE

2.0 Overview.....	11
2.1 The Concept of CPD.....	15
2.1.2 Principles of CPD.....	19
2.2 Influence of CPD on Classroom Practices.....	19
2.3 Factors Influencing CPD implementation.....	19
2.3.1 Peer coaching.....	21
2.3.2 Teachers.....	22
2.3.3 Headteachers.....	23
2.3.4 CPD coordinators.....	25
2.3.5 Other factors influencing CPD.....	26

**CHAPTER THREE**

METHODOLOGY

3.0 Overview.....	28
3.1 The Research Design.....	28
3.2 Target population.....	28

3.3 Sample Size and Sampling Technique.....	29
3.4 Research instrument.....	29
3.4.1 Questionnaires.....	29
3.4.2 Interview.....	29
3.4.3 Document Analysis.....	30
3.5 Data Analysis.....	30
3.5.1 Quantitative Data.....	30
3.5.2 Qualitative Data.....	30
3.6 Data Collection Procedure.....	31
3.7 Validity and Reliability of the Study.....	31

## **CHAPTER FOUR**

### **FINDINGS**

4.0 Overview.....	32
4.2 Characteristics of the Participants.....	32
4.3 Current Status of CPD activities in Schools.....	34
4.4 The influence of CPD Activities to Improve teachers .....	36
4.5 The Influence of CPD activities to improve quality of education .....	39
4.6 Teachers influence on CPD .....	42
4.7 Head teachers Influence on CPD activities.....	44
4.8 Facilitators influence on CPD activities.....	49
4.9 Other factors influencing of School Based CPD.....	51

**CHAPTER FIVE**

DISCUSSION

5.0 Overview.....58

5.1 Current Status of CPD activities in selected schools.....58

5.2 CPD influence on teaching and learning.....59

5.3 Factors influencing CPD activities.....60

**CHAPTER SIX**

CONCLUSION AND RECOMMENDATIONS

6.0 Overview.....61

6. 1 Conclusion.....61

6. 2 Recommendations.....62

6.3 Recommendation for future research.....64

References.....65

Appendices .....68 - 79

**LIST OF TABLES**

**List Page**

Table 1: Summary of Population, and Sample Size in each selected secondary schools .....29

Table 2: Gender, Qualification and year of services of Participants.....32

Table 3: Curent status of CPD activities in schools.....34

Table 4: Data Results of the Influence of CPD to Improve the Quality of teaching.. .....36

Table 5: Data Results of influence of CPD to improve quality of education.....39

Table 6: Teachers influence in implementation of CPD.....41

Table 7: The support of School Head teachers in Enhancing the Practices of CPD.....46

Table 8: The support of CPD Coordinators in Enhancing the Practices of CPD .....50

Table 9: Responses on the challenges of CPD implementation..... 53

## **LIST OF ABBREVIATIONS AND ACRONYMS**

CPD- Continuous Professional Development

MOE-Ministry of Education

OECD-Organization for Economic Co-Operation and Development

SPSS-Statistical Package for Social Sciences

USAID-United States Agency for International Development

DRCC – District Resource Coordinator

HOD – Head of Department

## **ABSTRACT**

The purpose of this study was to investigate the factors influencing the school based teachers' continuous professional development in selected secondary schools of Mwense. The research employed in the study was descriptive survey method, which was supplemented by qualitative data. The sampling techniques used included purposive, availability and simple random sampling. The sample size was 83 teachers, 8 department heads, 4 head teachers, 4 schools continuous professional development coordinators, 1 DRCC with the total of 97 participants out of 150 study populations. The data gathering tools employed were questionnaire, interview as well as document analysis. The participants of interview were Head teachers, department heads, and Continuous Professional Development coordinators and DRCC. Questionnaire was administered to 83 teachers of which 80 of them were properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage, frequency, standard deviation, and mean score while the data gathered through interview and open-ended questions were analyzed qualitatively. Results of the document analysis were also described. The findings indicated that the extent to which teachers engagement in professional development activities such as mentoring, facilitating group discussions and peer observations, and evaluating the overall successes and failures of the implementation processes were inadequately implemented. The school Head teachers, professional development facilitators, were providing insufficient support for the teachers. The major challenges identified were, lack of training, lack of action research, lack of fulfilling Continuous Professional Development materials, lack of trained facilitators, insufficiency of supports provided for teachers growth, insufficient allocation of budget, lack of peer coaching and peer evaluation, and absence of induction program, were identified by this research as the serious challenges of Continuous Professional Development realization in selected secondary schools of Mwense District. To overcome the challenges encountered, recommendations have been forwarded. These include: orienting teachers in advance with the overall contents of the professional growth, motivating teachers to willingly take more responsibilities in the implementation process, employing trained facilitators, and allocation of sufficient resources to effectively achieve the intended goals. Moreover, Mwense District education office has to allocate the necessary school budget.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter presents the Background of the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Significance of the study, Limitations of the study, Scope of the study, Theoretical framework, Conceptual framework, Definitions of Operational terms and ethical considerations.

#### **1.1 Background**

Education is believed to be one of the major forces that speed up economic, social and political advancements in society. It plays a major role in establishing suitable conditions for development process by producing skilled manpower and raising the human capital for national development and it helps to foster changes in technology MoE (1994).

The World is in the constant change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in respective professions. Haileselasse (2004) in this regard states that, while the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. As a result there has been an increase in focus on Continuing Professional Development for teachers worldwide. This is because CPD is continuously viewed as a means of improving learner performance and the production of required skills Coolahan,(2002).

Continuous professional development is, therefore, vital for quality education and, teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continuous for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve students' learning. Lange,(1990).

The term CPD implies all the activities in which teachers involve during the course of a career which are designed to enhance their work Day and Saches, (2004).Such activities are intended to

result in ongoing teacher learning, a process by which teachers move towards expertise Kelly, 2006). In education Continuous Professional Development is increasingly becoming a priority in most countries throughout the world. It is widely viewed as the most effective approach to prepare teachers adequately, and Guskey, (2002) describes professional development programs as systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcome of the students. This is also supported by Clarke and Hollings (2002) who argued that the most immediate and significant outcome of any successful CPD for teachers is a positive impact in changing teachers' knowledge and practice. This in turn results in improved learner performance. Furthermore, the school management bodies, such as Head teachers, Deputy Head teachers, and Heads of Department, are the main motivators in creating shared vision for the curriculum in the school and in providing inspirational curriculum leadership. The instructional activity of leaders determines the success of the school and provision of quality education. The school management bodies should take the initiative in working together with teachers in designing and implementing developmental programs including the determination of training needs, approaches to satisfy the needs and follow up activities spark,( 2002)

Additionally, Boalm (2000) and Hargreaves (1994) also recognize CPD to have a positive impact on the curriculum and pedagogy as well as teachers' effectiveness and their relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world as well as in Zambia.

There are various efforts that are being made to implement CPD in Mwense District since 2007. Quality student learning is a burning issue of today in Zambia. To ensure the quality of education, and improve the students result the professional development of teachers is the most important. Thus, one of the components of teachers' professional development is CPD and it helps to improve the classroom activities of teachers as well as students academic achievement.

Hence, teachers tried to influence CPD program in Mwense District Secondary Schools. Regardless of the attempts, the genuine implementation of CPD program is far short from being fully realized and it does not practically improve the students' academic performance.

Therefore, one of the possible reasons could be problem with effective implementation of CPD, a gap giving support for the influencing of CPD from supervisors, facilitators, and other concerned bodies. It is, therefore, important to fill the gap and it needs a scientific study so as to discover

the influence and the challenges that are being encountered in the process of CPD implementation in selected Secondary Schools of Mwense District.

## **1.2 Statement of the problem**

Continuous professional development helps teachers to improve their teaching activities and also students' academic performance. Because of this susceptible issue the policy clearly indicated that emphasis should be given to up grading and updating both in pre- service and in-service teachers to achieve pupils result through learner centered method of teaching. MoE, (1996).

Research surveys study, by Desalgne (2010) reveals that due to the expansion of education and large class sizes, teachers still relied largely on teacher centered methods and CPD activities are very poor. According to Gizaw (2006) CPD has little influence on teachers classroom practice, utilization of participatory approach of teaching, improved professional knowledge and skills. Moreover, another research study made by Berry (2008) in Ethiopia, conducted in three regions namely, Tigray, Afar and Amhara Regional States argued that although the policy is to upgrade all teachers to diploma level there is no difference in the teaching quality of certificate and diploma holders; the practice of teachers in classroom remains a challenge. Another research survey conducted by Belay (2012) in Benishangul-Gumuz Regional State in Metekel Zone Secondary Schools States that, teachers did not understand what CPD offers, lower commitment of teachers and Head teachers are the major problems in the study area.

In order to develop the quality of education and improve the professional skill of teachers, the school management bodies have the responsibility of influencing the implementation of CPD within their schools by arranging workshops, meetings, regular observation of teachers and giving feedback. The frame work document of MoE (2009) indicates that there are some influencing factors with CPD practice in schools, such as “ time constraint ,lack of shared vision ,lack of common understanding of partners on CPD ,lack of collaboration in monitoring and evaluation system ,lack of adequate awareness among teachers, absence of clearly defined objectives ,turnover of CPD facilitators ,lack of qualified leadership, the absence of link between CPD, and teachers career structure are identified problems in the CPD implementation process by secondary school teachers. The problem is what are the factors influencing CPD in selected secondary schools of Mwense District of Luapula Province?

### **1.3 Purpose of the study**

In light of the above pressing and sensitive issues, the researcher initiated to fill the gap and conduct in depth exploration of the problem in order to establish factors influencing CPD activities with reference to selected secondary schools in Mwense District.

## **1.4 Objectives**

### **1.4.1 General Objective**

The main objective of this study was to assess the factors influencing CPD activities in the selected Secondary Schools of Mwense District.

### **1.4.2 Specific Objectives**

- To examine the current status of CPD activities in Secondary Schools of Mwense District.
- To investigate influence of Continuous Professional Development on teachers in improving classroom performance.
- To establish other factors influencing the implementation of CPD in Selected Secondary Schools.

## **1.5 General research question**

What are the factors influencing CPD implementation in the selected secondary schools in Mwense District of Zambia?

### **1.5.1 Specific research questions**

(a) What is the current status of CPD activities in the selected secondary schools of Mwense District?

(b) What is the influence of Continuous Professional Development on teachers performance to improve classroom activities?

(c) What other factors are influencing the implementation of CPD in the selected secondary schools of Mwense District?

## **1.6 Significance of the study.**

Continuous professional development is very important to improve the performance of teachers in the classroom in order to raise students' achievement. It is a career long process of improving knowledge, skills and attitudes centered, especially in the classroom MoE, (2009). Continuous professional development (CPD) is being introduced to improve the quality of education. Therefore, reliable information about the way CPD is influenced by the stakeholders, the challenges facing the program, and the strategies to solve the problems is vital for teachers in the

process of regulating and initiating new changes within the program. Moreover, the aim of any research is to get changes and propose solutions for the existing problems. In light of this, the study would have the following benefits:

- It may provide information for educational officials on the current practice and activities of CPD and help them discharge their responsibilities in Secondary Schools of Mwense District.
- It may help Head teachers, coordinators and teachers to know the status of CPD implementation and discover challenges working against the success of CPD program.
- It may provide information to policy designers that will help further development of educational activities.
- the study would add to the existing literature pertaining to the experiences of educators in terms of CPD.

It is also hoped that the study results would contribute to the improvement of quality education by encouraging concerned bodies in school improvement of program which ultimately ends with pupils' achievement.

### **1.7 Scope of the study**

In order to make the study more manageable, geographically the study was delimited to the four Secondary Schools in Mwense District. The study was delimited to the assessment the factors influencing the school based CPD program and the challenges encountered in the process of implementing school based CPD.

### **1.8 Limitations of the study**

According to Orodho (2004), a limitation is an aspect of the study that the researcher knows may adversely affect the results or generalizability of the study, but over which he or she has no direct control. Orodho's view is supported by Best and Kahn (2003) who described limitations as conditions beyond the control of the researcher that may place restriction on the conclusions of the study and their applications to other situations. The main limitation while conducting this research was evidence by lack of money and time. The other of the limitation was that most of the teachers, headteachers, CPD coordinators and department heads were burdened by routine office and teaching and they were not devoted to fill the questionnaire and interview schedules

on time. The other limitation of the study was the fact that the study limited itself to Mwense District which has few secondary schools and is in rural setting. Therefore, the results cannot be generalized to the larger picture more especially in urban areas. However, it is worth noting that the results can also be generalized to areas or regions of the world with same characteristics to that of Mwense District and it is hoped that the results of this study has given an insight of what the picture is like in selected secondary schools in Mwense District.

## **1.9 Theoretical framework**

### **Functionalism: Education for the Good of the Society**

The theoretical framework of this study is grounded in the functionalist conception of education. Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual 'organism' and 'society'. This study presumes a functionalist view of 'society' specific to the middle years of the twentieth century, a time characterized by a high degree of occupational specialization, shared norms and values, stability, and the tendency to maintain equilibrium in the presence of social changes. According to Murphy (n.d), underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce. Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones. Functionalist analyses examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole. Whawo (1993), citing Hearn and von Bartalanffy, sees society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is fed back to the input and affects succeeding outputs and adjusts future conduct by reference to the past. Heylighen and Joslyn (1992) see functionalism as the 'Trans-disciplinary' study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them. Schools are component parts of a

system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden drift will cause the flame to flicker, but with the ceasing of the drift, the flame regains its normal characteristics (Whawo, 1993).

According to an Internet source <http://uwp.edu/~goldmip/education/functionalism.pdf>, structural functionalists view schooling as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society to remain a viable system all components must function together and thus requires a system to instill similar beliefs and values to each member of that society.

### **1.9.1 Conceptual framework**

A concept is an abstract or general idea inferred or derived from specific instances. A concept is a word or phrase that symbolizes several interrelated ideas. Unlike a theory, a concept does not need to be discussed to be understood Smyth, (2004)

Even though the majority of Professional development programs in the last 30 years were not conceptualized as a system impacting student learning, but only focusing on teacher outcomes. Some authors Guskey, (1986) have already advanced the importance conceptualizing Professional Development through its ultimate impact on students.

Guskey (1986, 1997) presented a model (Figure 1) of teacher change process that teachers go through when participating in professional development programs. This model has the professional development program as the initial triggering mechanism in the change process. However, it recognizes that the student learning outcomes, as observed by the teachers after they have transformed their classroom practices, are a determinant in promoting teachers' change in beliefs and attitudes.

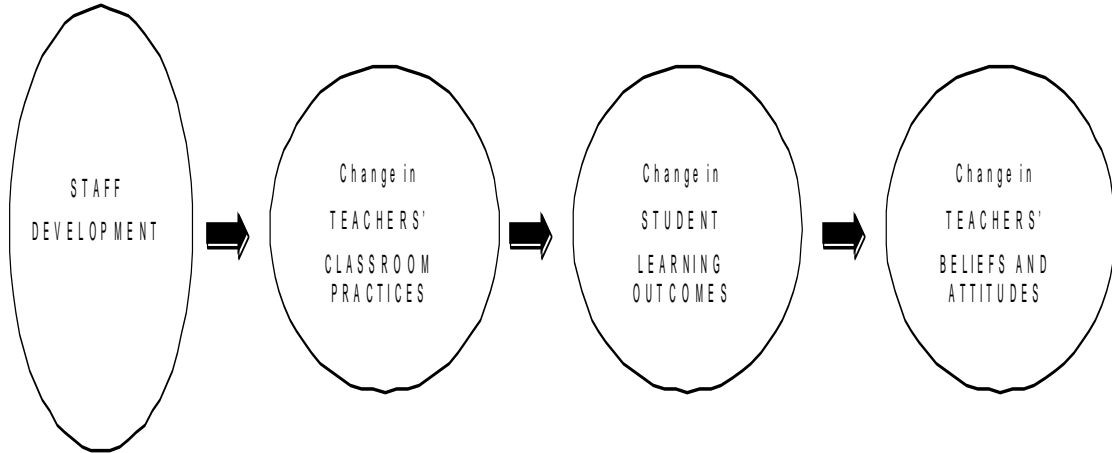


Figure 1: A Model of the process of Teacher Change (Guskey, 1986).

### 1.9.2 Operational terms

The term **CPD** implies all the activities in which teachers involve during the course of a career which are designed to enhance their work Day and Saches, (2004).

### 1.9.3 Ethical consideration

Having letters of permission from the University of Zambia and Mwense District Education office for ethical approval. The researcher contacts the 4 selected secondary schools head teachers, respondents and education offices for permission. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sampled teachers with in the four secondary schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Overview**

The second part of the research presents relevant literatures related to the general concepts related to continuous professional development, factors influencing the school based CPD program and the prevailing challenges. Published books, journals, policy documents and research reports are reviewed and briefly presented.

#### **2.1 Concept of Continuous Professional Development**

The concept of continuous professional development emanates from the understanding that reflection on self-practices and collaboration are essential to improve competence and bring quality in education. Teachers and schools are responsible for student learning. Knowledge does not transfer from outsiders; it is to develop through collaborative discussions, application and reflection in accordance with local realities Sparks and Hirsh, (1997). Therefore the commitment of teachers is very important to work together, to solve local problems, to increase the competency of teachers and to improve the students' academic performance.

Different scholars define CPD in different ways. But, they express similar ideas. The term continuing professional development refers to “all the activities in which teachers hold during the course of a career which are designed to enhance their work Day & Sachs (2004)

Continuous professional development refers to any professional development activities involved in with a view to enhancing their knowledge and skills that will enable them to consider their attitudes and approaches to the education of children with a view to improve their quality of teaching and learning (Bubb& Early 2004 in Bolam,2003;Day and Saches,2004). Bubb and Early (2004) further explain that CPD is an ongoing process building upon initial teacher training and induction, including development and training chances throughout career.

In the frame Work document of MoE, (2009), CDP is defined as anything that makes me a better teacher, targeting at the improvement of teachers performance. According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In line with

Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of ,in service , continuing education, on-the-job-training, workshop, post qualification courses etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated. And also we can define CPD as the pillar of teachers' teaching- Learning activities that helps the social and economic development of the society.

Continuing Professional Development is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning. CPD is defined as: "Professional development consists of all natural learning experiences and those aware and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom Day( 1999)

In addition, Taylor (1995) initially identified two aspects of the professional development of teachers, namely: staff development and further professional study. Staff development was regarded as rooted in the needs of the institution. Further professional study referred to being orientated to the needs of individual teachers. Therefore, CPD can improve the activities of the organization, as well as the professional qualification of teachers.

According to Desimone (2009) concurs with Gray (2005) and Mohammed (2006) describes that Teachers experience is a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topics specific seminars given on in-service days, to everyday, informal "entry" discussions with other teachers about instruction techniques, fixed in teachers' everyday work. Hence experienced teachers can accomplish the CPD actions better than the newly appointed teachers.

In addition, Fraser et al. (2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: Lifelong learning for professionals; a means of personal development; a means of assuring a doubtful public that professionals are indeed up-to date, given the rapid pace of technological advancement; a means for employers to gather a competent, adaptable workforce, a Means whereby professional associations can confirm that the standards of their Professions are being upheld.

Similarly, Steyn, and Vanniekerk, (2002) states that CPD is a continuing development program that focuses on the whole range of knowledge and skill and required to educate learners effectively. It refers to the participation of teachers or management bodies in development activities in order to be better equipped as teachers and school management bodies.

Continuing Professional Development is important to teachers' personal lives and career development. Much emphasis has to be put on the nature of CPD as a continuing process for improvement in the knowledge and skills gained. As an ongoing process of any kind of education, training, learning and support activities engaged in by teachers alone or with others Bolam (1993). Continuous professional development enhances their knowledge and skills and enables them to consider their attitudes and approaches to the education of children, and to improve the quality of learning and teaching. In short, CPD focuses on fostering individual competence to enhance, practice and facilitate dynamic changes in education Blandford,(2000).

Moreover, the recent meaning of CPD states that CPD means any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools. Dajer, (2001). The central point to the success of the plan is the need for staff to work in schools with collaborative cultures. Continuous professional development( CPD) is a continuing process of education, learning, training, and supporting activities to achieve valued teaching and learning culture of teachers so that they can educate their students effectively and creating an agreed balance between individual, school and national needs Bolam,( 2002).

As a result, in today's rapidly changing work environment, keeping pace with changes and Developments in practice and to satisfy professional development requirements; it is mandatory to up-date professional qualities for school achievement. The response to this challenge is embracing the concept of professional training, in order to adapt with learning new skills through CPD.

For that reason, continuous professional growth is the process by which a teacher maintains the quality and relevance of the professional services that he or she delivers. Thus, CPD is the purposeful improvement of knowledge necessary for the professional and technical duties throughout the practitioner's working life Robert(1987).

Continuous professional development prepares teachers to manage their future responsibility because it is a future oriented process. It is considered in this research as one of the most important pedagogical activities that is used to improve teachers' effectiveness and enhance School improvement with all its constitute parts.

Totally, teaching as an occupation requires standards of trainings and constant rebirth. Continuous professional development is a sustainable progress of teachers' knowledge and skills in the process of teaching and learning.

Continuous professional development program for teachers should aim at forming a better and more effective teacher capable of adapting to different school or classroom situations. At the same time, the end result of the change should be improved learning outcomes for the learners. Clarke and Hollingsworth (2002) stress that the most immediate and significant outcome of any successful CPD is a positive impact in changing teachers' knowledge and practice, which in turn should lead to improved learner performance.

In a research study on professional development of teachers reported by Guskey (2002), it was revealed that most teachers engage in CPD activities because they want to become better teachers. These teachers see professional development program as among the most promising and most readily available route to growth on the job. It is also important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes.

Scholars such as, Fullan& Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students.

Moreover, Eraut (1995) emphasizes that in-service education raises the cultural and professional standard of the teaching force as a whole. Therefore, in-service education is also an indicator of the health of an education system as it contributes to a better teaching force and improved learner outcomes as noted earlier. The changes in classroom practices demanded by the educational reforms ultimately rely on teachers (Fullan and Miles, 1992; Spillane, 1999).Continuous professional development plays an important role in helping teachers to manage current demands of the on-going and dynamic changes for enhancing the quality of learning and teaching (Fullan, 1995; 2006; Hopkins and Harris, 2000)

As the core of any innovation is the ongoing and constant process of change (Curtis and Cheng, 2001), such an ongoing change process requires a great deal of learning on the part of teachers, and support and guidance are required for facilitating such learning of teachers (Putman and Borko, 1997; Ball and Cohen, 1999; Wilson and Berne,1999). This learning of teachers should thus be regarded as ongoing and the importance of CPD should not be minimized (Blandford, 2000).

Teachers' CPD is generally viewed as a way for the improvement of learning and teaching.

Gordon (2004) has similar views about the purposes of CPD. He also outlines three core purposes of CPD, which are: Improvement of teaching and learning, in terms of curriculum development, restructuring, and instructional development, Improvement of school-parent collaboration and improvement of student assessment.

Hence, the overall purpose of the CPD program is to raise and improve teachers' subject matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to involve students in the development of higher order thinking skills by developing more positive attitudes to their work at the school level, and strengthen professional identity. It also promotes teachers to recognize their work as a professional by providing new chance for growth, exploration, learning and development villegasRiemers(2003).

Moreover, the contribution of CPD for improved pre-service and in service training and professional support is pointed out in the educational sector review of the federal ministry of education (MoE, 2010).

Finally, the purpose of school based CPD is to authorize teachers of their capability in order to improve students' learning atmosphere.

### **2.1.2 Principle of Continuous Professional Development.**

The dynamic evolution of science, technology, culture and school system itself makes it necessary for the basic training of teachers to be complemented by the further training. According to West (1989), the principles of staff development are the following: Staff must see themselves as owners of the program, it must go well with all staffs, it must be rooted in the organizations' culture and it should be based on need assessment.

The principles are the basic rules developed to satisfy for the achievement of objectives. At present CPD is not mandatory in most countries of the world. But, governments are introduced legislation concerning CPD and linking it to carrier structure and evaluation of teachers. The legislation contains various principles and conditions of services Schwill,Leu, e- tal,(2005).

According to the work of Leu and, Gray (2005) the major principles of CPD are the content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material. And also, Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Moreover, professional development should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development Leu and Gray (2005).

Generally, the principles of CPD help to show the features of professional teachers and are based on the societal requirements and cultural development of the society. MOE (1994) noted that professional requirements focuses on creativity, knowledge and skills, collaboration and cooperation between colleagues and its positive attitude towards the needs of the society.

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods . OECD (2005)

According to Sparks and Louck (1990) features of effective continuous professional development include: Program conducted in school settings and linked to school wide efforts, teachers participating as helpers to each other and as planners, with administrators, of in-service activities. And also, it focuses on self-instruction and with differentiated training opportunities, teachers in active roles, choosing goals and activities for themselves, emphasis on demonstration, supervised trials and feedback, training that is concrete and on-going over time, and ongoing assistance and support available upon request are the major features of effective CPD.

According to WestEd (2002) an effective continuous professional development program as one that focuses on teachers as central to student learning, individual, collegial, and organizational improvement, respects and nurtures the intellectual and leadership capacity of teachers, Head teachers, and others in the school community. Moreover, it reflects best available research and practice in teaching, learning, and leadership, enables teachers to develop further expertise in subject content, teaching strategies. And also, it uses of technologies, and other essential elements in teaching to high standards, Promotes the continuous inquiry and improvement embedded in the daily life of schools.

Furthermore, an effective CPD planned collaboratively by those who will participate in and facilitate development, Collaborative planning ensures ownership of the program, is driven by a coherent long-term plan. Change is a gradual process, hence, it needs to be given more time during which the teachers are monitored and given necessity evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional progress efforts. Teacher change and consequent improvements in learner performance are the ultimate goals of any CPD program for teachers WestEd,( 2002).

Another scholar, Lee (2002) conducted a study in Taiwan to examine the characteristics of effective CPD. In his study, effective staff development is described as for Treat every colleague as a potentially valuable contributor as: Teach other teachers, Share, discuss, and critique in public forums, Turn ownership of learning over to the learners, Situate learning in practice and relationships, Provide multiple access points into learning communities, Reflect on teaching by reflecting on learning, Share leadership, change professional characteristics and link it to the professional community.

Moreover, other researchers like Lieberman and Wood (2002) examine the features of good practice in CPD, in which ,opportunities for sharing of ideas/strategies and current developments with other teachers is the most recognized feature of good practice in CPD. The other most recognized feature of good practice in CPD was relevant content; whilst opportunities for hands-on, practical experience was identified the vital advantage of CPD.

According to Desalgne (2010), effective CPD is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' cognitive skill. It enhances teachers understanding of the content they teach and makes use of expert teachers and attractive classroom practitioners with the active participation of the stakeholders in improving, collaboration and planning of CPD practices.

The other common characteristics of effective CPD are situated learning and professional learning communities. CPD is effective when teacher learning occurred in authentic way through teachers' active involvement and participation. This authentic way of learning fundamentally situated in the context of the practice leading to the betterment of teaching and learning. Teachers put what they have learnt in to practice and new learning through social construction and negotiation of meanings by means of sharing, collegiality and reflection. In this learning process, collaboration is significance in shaping effective CPD. It is the basic to create professional learning communities. In collaboration can create teachers professional confidence and allow for interactions amongst teachers, Harris( 2003).

There has been a growing consensus that the most effective CPD is focused on teachers' classroom practice and in collaborative in nature. It claims that an increasing body of professional work demonstrates the value of moving collegial learning from the margins of professional practice to the heart of it in which classroom teachers not only as classroom expert in a single school but also as members of the boarder education community.

In addition, the features of effective school based CPD focuses on classroom practices and collaborative work, improving the teachers performance in the classroom, team teaching and planning lessons in a group, observing each other and teachers work together MoE,(2009) .

And finally, the features of effective CPD are the support of the achievement of the students result as well as the professional development of teachers. Hence, to practice and implement CPD program helps to achieve success.

## **2.2 The influence of continuous professional development on Classroom Practices**

Continuous Professional Development, activities has its own role in implementing the actual teaching and learning process in the classroom. And also, it promotes the application of student centered methods in the classroom to make learning more effective. continuous professional development also improves teaching skills such as self evaluation, conducting action research, lesson planning, and successful classroom management using variety of teaching techniques, creating teachers' collaboration in team work exercise continuous assessment practices, and considering gender issues Desalegn,( 2010).

According to, Gallimore and James (2002) CPD has the power of influencing the implementation of teaching learning practices in the classroom. The common activities among the classroom practices are learning together, promoting active learning methods, and using effective teaching skills. In the need for learning together, CPD is an important way to improve teaching and learning skills in the classroom by providing chance to learn from one another and share good practices and experiences with colleagues. The experience sharing takes place through peer observation followed by feedback and in-school visits which is encouraged by the head teachers and supervisors.

Generally, the objective of school based CPD is to increase the quality of teaching and learning techniques in the classroom such as promoting active learning, Skillful class management, performing well planned procedural activities, and creating smooth communication between the students and the teachers. Moreover, the major activities of CPD are induction, peer coaching, and action research, mentoring and classroom practice of CPD.

## **2.3 Factors influencing Continuous Professional Development**

Induction is a systematic organizational effort to assist personnel to adjust to new assignment Castetter( 1992). It could be argued that induction is an intended activity to help beginners and/or new staff so as to properly perform their duties. This is because the first year of teaching has

always been difficult as almost any serving teaching will testify. Newly hired teachers need to understand how the system is functioning and how they fit into it.

Induction is a form of well organized professional assistance provided for beginner teachers and new staff to contribute for the proper accomplishment of their job. Newly deployed teachers need to understand how the school system is functioning and how to suit to it. Induction is provided for new teachers as transitional CPD in order to adapt or transform to the lifelong process Gray,( 2005).

More specifically, newly hired teachers face difficulties in understanding their responsibilities due to lack of information about the schools' mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school Craft, (2004). According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues, they will frustrate and may leave their profession.

Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to ensure that they can demonstrate their proficiency in their teaching. To this effect, induction programs should be made to order based on analysis of individual needs to support new teachers from widely diverse backgrounds and experiences. The importance of teachers' induction both for the beginner teachers and the schools is that it contributes to avoid unnecessary tension and future fault.

According to Steyn and VanNiekerk(2002) new staff members are assisted through induction to adjust effectively to their work environment with the minimum trouble and as quickly as possible. Induction is therefore, familiarization process of all staff who is taking up a post in a new school or a new responsibility in the same school. Furthermore, Widen and Andrews (1987) point out that a well designed induction program is an excellent staff development model. The institutionalized induction program should be captured in the induction policy of the school. Schools that have an induction policy can assist in every one knowing about procedures, rights and responsibilities Bubb and Earely,( 2007).

Furthermore, a school induction policy should serve to insure that a planned induction program is followed, individuals involved in induction are aware of their roles and responsibilities.

The researchers such as, Wideen and Andrews(1987) states that a strong induction program is characterized by experienced and beginning teachers participating in the planning, problem solving, decision making and implementation of the induction activities. The induction activities should be tailed into the CPD plan of the school. The induction, therefore, would serve the purpose of building a firm foundation for the future professional and career development of individual teachers Bubb and Earely, (2007).

Therefore, an induction program can help teachers to tackle the problems they face and to cope with reality-shock they experience. Specially, an induction program is useful for new qualified teachers. Hence, the school management bodies need to give an induction program for teachers and follow its practice and solve the problems that create difficulty in their work. More importantly, teachers' induction program is vital for both the beginner teachers and the schools and it contributes to keep away from unnecessary anxiety and future fault.

### **2.3.1 Peer Coaching**

Coaching is the process where a person with expertise in the field assists colleagues through structured discussions and activities on how to solve their problems and perform their tasks better than they would do it without this assistance. The main purpose of coaching is improving practical skills. It takes place at workplace when workers seek advice, explanations or demonstrations. Major coaching opportunities are research, participation in study groups, problem-solving teams, observation on performance of their colleagues, writing journals, participating in improvement activities .Kalinauckas, (1995).

Peer coaching occurs when two or more peers, usually sharing the same grade, subject or learning area visit each other as they teach and discuss how to help learners Heysteketal,( 2008).Furthermore, Heysteketal,( 2008) quote Peixotto and Fagar(1998) when they state that peer coaching is particularly effective where teachers have undergone the same training and use chance to compare how they implement their newly gained skills. Hopkins, Ainscow and West(1994) provide an important pointer when they write that the primary purpose of peer coaching is to support and not evaluation, thus peers are more appropriate partners' than administrators in this professional growth system.

In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration. Skillful, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaches is essential. If this process is successfully implemented in schools, the education system will benefit a lot.

### **2.3.2 Teachers**

Each stakeholder in CPD has responsibilities. This can be either as an individual or as an institution. The most powerful and accessible human resource for schools CPD is committed and supportive teachers found in the school. Individuals or group of teachers in a school are responsible body for the implementation of school based CPD program. As revealed in the national Framework of the Ministry of Education, teachers are responsible to engage in CPD as forefront partners throughout their career MoE, (2009).

Teachers in the schools are the main actors in the program and should be beneficiaries. They are requested to create effective CPD meetings at school with the initiatives of department heads and other senior teachers in collaboration with facilitators and Head teachers who will join the meetings. They also expected to collaboratively prepare lesson plans, observe lessons, demonstrated by fellow teachers, participate in discussions after lessons, revise the lesson plan, record discussions and prepare report on CPD meeting and implement acquired skills in their own classrooms (MoE, 2009).

Teachers have to mentor, supervise, plan and monitor activities in the school in collaboration with their colleagues in order to improve teaching and learning. They have to be boldly committed and willing to realize CPD in the classroom. Thus, it is teachers, who in the end will change the world of the school by understanding the situation (MOE, 2009).

Teachers are responsible for engaging in their own Continuous Professional Development throughout their careers, in consultation with others (e.g. mentor, supervisor), identifying personal CPD needs in the light of the institutions' Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning, carrying out sixty hours CPD each year, putting CPD into practice in the classroom, being committed to supporting the wider CPD needs of their institution all their CPD and other, professional activities (MOE, 2009).

High quality teachers, those who are most capable of helping their students learn, have responsibilities of mastering both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom and teachers' quality affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter and their responsibility to use that knowledge to help students learn Darling-Hammond, (1997). Similarly, Hammond (2002) argues that, teachers' professionalism is built up from a combination of self-image, self-esteem, job motivation, task perception and future perspectives of individual.

Generally, teachers are the most important responsible practitioners in the process of real implementation of CPD. Teachers hold the duty of practicing each planned activities of CPD and improving the students' academic achievement.

### **2.3.3 Head teachers**

Different authors have written on school leadership practices in different administrative setting and tasks of school organization. Benjamin and Blasé (1999) noted that a leader who intends to bring about a change must develop and articulate a vision of what a school look like.

The school head teacher is the manager of the school. In order to manage and administer a school efficiently, he must provide organizational leadership in the school. In this respect, he is responsible for planning, organizing, coordinating, operating, monitoring the staff and the students, and managing school building and facilities Mussazi, (1982).

He also noted that the head teacher is an organizational man who must plan and sustain an organization of the school. He plays an important role in communicating his ideas to those with whom he works, and he must be responsive to the communication of other. He provides a leadership recognizing the impact of the changing world outside. He also seeks to transform the behavior of teachers, students, and members of the community so that they will better serve themselves, their fellow men, and the educational enterprise from which they reap untold cultural and personal benefits.

According to Steyn and VanNiekerk (2002 )the Head teacher is considered as a leader, motivator of the school having the responsibility for the development of staff training program, school based and to assist teachers, particularly new and inexperienced teachers ,in developing and

achieving educational objectives in line with the needs of school. One of the many roles of Head teacher is to create the right set of conditions to enable change to occur. Principals have an important role of setting and clarifying expectations with teachers and other staff members, monitoring progress and attending to the concerns of teachers.

As cited in Mintesinot (2008), Head teachers have to be active in coaching teachers and be catalyst to make the implementation process fruitful. It is also indicated in AREB (2009) that, head teachers are responsible to arrange inter-school visit programs, prepare intra-group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback .

According to MoE (2005) the school headteachers have the following responsibilities in implementing proper CPD programs: These are; decide the appropriate duration and timing for the course, decide on the formation of the groups and which teachers will be participants, Select appropriate facilitator for the group and gives orientation about the course, Contacts a nearby school to act as partner school (to share experience), and give orientation on the course to the participants, who are then able to begin the course.

As well as, MoE (2009) briefly states that head teachers are responsible for ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year together with colleagues, identifying issues for consideration as CPD priorities, ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget.

In addition to this the school head teachers are expected to exercise regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues.

Headteachers are the most important stake holders in planning, coordinating, facilitating, supporting, and evaluating the effective application of continuous professional development (CPD).

To sum up continuous professional development as a range of planned activities by which education personnel in active service have opportunities to further their education, develop their understanding of educational principles and techniques is crucial for the efficiency and effectiveness of a country's educational system. For this and other related reasons continuous professional development programs should mainly focus on improvement of schools' professional development of individual teachers and the school community as a whole.

In these endeavor educators at every level within the structure of the educational sector, teachers, parents, students and the community at large need to play a constructive role.

More importantly, school Head teachers have decisive role to play in every aspect of influencing the program.

#### **2.3.4. Continuous Professional Development coordinators.**

The main responsibilities of the CPD facilitator is to promote CPD as a central element of school improvement and performance management, to create and sustain CPD arrangements for all staff, to monitor and report upon the quality and impact of CPD undertaken, to keep up to date with CPD developments and initiatives, both nationally and locally, maintain and develop links with sources of CPD provision (Hustler, 2003).

The school CPD facilitator, in combination with the head teachers or senior members, shall ensure that all teaching staff understands the increased emphasis on CPD, within the revised performance management regulations. In addition to reporting annually to the principal on the operation and effectiveness of the school's performance policy and procedures, the facilitator and head teachers also report on teachers' training and development needs. There should be consistent and transparent arrangements for accessing professional development that the CPD facilitator ensures are known to all staff (Hustler, 2003).

Schools have to specify their CPD leaders, who have responsibility for the leadership and management of CPD within school and who have access to appropriate support and training. The CPD facilitator is responsible for ensuring school systems and processes such as, performance management, professional review, school improvement plan, school self evaluation, and operate to help identify the school's CPD needs and those of the staff working within it.

The facilitator is also responsible for collecting the CPD needs of the school and the staff. The school should maintain an up to date job description for the role of CPD facilitator. The school CPD leader is responsible annually for discussing with the head teacher and governing body on the CPD priorities and the likely budgetary implications of addressing these needs. Such needs are drawn largely, but not exclusively, from the training and development needs identified through the school performance management process (Hustler, 2003).

The use of supervisors (department heads, senior teachers and mentors) results in the provision of knowledge and ideas, and is useful in terms of the external expert acting for an agent of change. Schools in particular can benefit from bringing in supervisors, to widen their group of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available.

Therefore, school based CPD facilitator and head teachers, department heads are responsible to provide technical assistance for teachers; prepare trainings and discussion forums; and establishing learning teams and collaborative activities that will contribute for the improvement of teachers' proficient.

### **2.3.5 The Other Factors influencing on continuous professional development.**

There are different challenges or obstacles in order to achieve the predetermined goals. These challenges need efforts and strength of mind to solve the existing problems and to become successful. According to the finding of the Ministry of Education, MoE (2010), the major challenges identified at the national level to practice CPD program are; lack of trained facilitator, time constraints of teachers, teachers are not provided awareness about the background of CPD, lack of CPD books, absence of coordination between the stakeholders, Teachers are not motivated to solve the ongoing problems, and less committed of the stakeholders.

According to Falk (2001), leadership and supervision for professional development is distributed among teachers, principals and other administrators. School based continuous professional development is most effective when there are strong leadership and supervisory assistance. But, defects in the leaders recognition of the value of high quality professional development discourages and undermines teacher participation and communication about the benefits of professional development to stake holders Gray,( 2005).

Besides, limited resources hinder the effective implementation of CPD. Almost all CPD program need a certain amount of monetary and material inputs to run. It does not matter whether it is on-school or off-school site based CPD. Without financial resources, CPD program cannot run. These programs need financial resources for logistical purposes. These may include transportation, buying of materials to use during and after the training, paying allowances to resource persons and participants and paying for accommodation of participants if the training is an off-school site based CPD program Mohammed (2006). Governments need to commit themselves to CPD program budgets and ensure that they are used for the intended purpose. Cost effective ways of running effective CPD programs need to be explored so that the programs do not suffer much due to limited funding.

In addition, duration and time span of CPD programs is another determining factor for the effective implementation of CPD. Several authors including Penuel, Fishman, Yamaguchi & Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether.

Another scholar, Brown (2004) argues that professional development that is of longer duration and time span is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into practice. And also, Little (1992), stated that in most cases teachers are poorly experienced to implement reforms in subject matter teaching that end with the absence of the integration of the contents with students opportunity to learn. Fine (1992) as cited in Little (1992), further indicates that the magnitude of CPD task frustrate teachers and discourage them to dilemmas. Moreover, less committed leaders damage the coordination of CPD program.

Generally, the main challenges that can hider teachers from active involvement in the process of school based CPD are lack of skill, less commitment and teachers' resistance, low level of understanding about the significance of CPD, scarcity of need based trainings and absence of consolidated collaborative school system.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter describes the research design and methodology that was applied in carrying out the study in order to achieve the stated objectives of the study. The methodology will be discussed under the following subheadings: research design, target population, sampling techniques, sample size, instruments for data collection, data collection techniques, data analysis, validity and reliability of the instruments.

#### **3.1 The research design**

Research design is the plan of action that links the philosophical assumptions to specific methods Creswell and Plano Clark (2007). This study attempted to obtain information in order to establish the factors influencing on school based CPD in selected secondary schools of Mwense District. Hence it was a descriptive survey design with the belief that this design is suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time. The strategy was the concurrent triangulation strategy which uses both quantitative and qualitative methods of data collection concurrently in order to best understand the phenomenon of interest Creswell, (2003).

#### **3.2 Target Population**

Target population is the entire group a researcher is interested in. All secondary school head teachers, subject teachers, CPD coordinators, Heads of departments and District Resource Coordinators from Mwense secondary school, Lukwesa secondary, Kashiba secondary School and Mambilima special secondary school constituted the target population for this study. This target population was considered to be ideal because it was directly involved in activities of CPD in secondary schools.

### 3.3 sample size and sampling techniques

Table 1- Summary of sample size and population from selected secondary schools.

S/N	Types of participants	Population	Sample size	%	Sampling technique
01	Teachers	122	80	72	availability
02	head teachers	7	4	57	Availability
04	Head of departments	14	8	57	purposive
05	CPD Coordinators	7	4	57	purposive
07	Totals	150	96	67	

### 3.4 Research instruments

According to Ghosh (1992) data collection is a systematic way of drawing information about objects of the target population who are represented by a sample. Therefore, in an effort to Systematically collect information from respondents, the researcher used questionnaires, semi structured face-to-face interviews, and document analysis methods were used in order to triangulate. This was done in order to ensure validity and credibility of the findings, Cohen et al, (2007). These methods are explained further below:

#### 3.4.1 Questionnaires

The questionnaire was consisting of two parts. The first part deals with the general background of the participants. The second part was containing the total number of both closed ended and open-ended question items that pertain to the basic questions of the study.

A questionnaire was prepared by the researcher to collect information from teachers and filled the questionnaires because the researcher believed that they are rich in the information required to accomplish the research. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely.

#### 3.4.2. Interviews

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee Gall et al., (2007). For this study, Semi-structured interview questions were prepared in English Language for schools head teachers, CPD coordinators, heads of Department, and DRCC to gather more information. The reason of using semi-structured interview is its

advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee.

The interview questions were discussed with the interviewee in English Language to reduce communication barriers and to get more information. The purpose of the interview was to get evidences and to gather more information that may not be easily held by the questionnaires.

### **3.4.3 Document Analysis**

In addition to questionnaire and interview, the researcher used the document as secondary sources of data collection and the document analysis was used to enrich the information about the issue under study. CPD manuals, CPD activity reports, guide lines and all CPD plan documents were analyzed.

## **3.5 Methods of data analysis**

### **3.5.1 Quantitative Data**

Quantitative data were analyzed using percentage, frequency, standard deviation and mean score. The quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency tally were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires were presented in tables according to their idea coherence. The scores of each item were organized, statistically compiled and entered into SPSS to obtain the frequency, percentage mean value and standard deviation of each item.

### **3.5.2 Qualitative Data**

The data collected from the documents, Semi-structured interview, and open ended question items were analyzed qualitatively. The written notes of interview were transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions and document analysis were summarized and organized with related category. Analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis.

## **3.6 Data collection procedure**

A letter of introduction was obtained from the Director of Research and Graduate Studies for Postgraduate of the University of Zambia, Institute of Distance Education and then presented to the District Education Board (DEB) office for Mwense district on 13<sup>th</sup> July 2017 in order to get permission to conduct research at Mwense, Lukwesa and Mambilima special secondary

schools. The researcher presented the introductory letter to District Education Board Secretary. Thereafter, DEBS introduced me to the head teachers in sampled secondary schools on 02<sup>nd</sup> August, 2017. Then the researcher visited the schools and the District Resource Center and got again permission from the Head teachers and DRCC respectively before making appointments on the days to collect data from the head teachers, Heads of Department, subject Teachers teachers and DRCC.

On the specific days the researcher got permission from the head teachers, questionnaires were distributed to the teachers. Depending on the agreed days and dates, interviews with the head teachers, HOD, DRCC and CDP coordinators were also held at each institution. The process took one month. The note book was used to record the interviews. The researcher then transcribed the data recorded from the note book and paraphrased. Document analysis was also conducted.

### **3.7 Validity and Reliability of the Study**

According to Kothari (2004), Maree (2007) and Mark (1996), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample Maree, (2007).

To be sure of the validity, the advisors and experienced teachers of Musangu secondary school were consulted to give their comment.

Moreover, to confirm the validity of the instrument, the questionnaire with sufficient number (86 copies) of items addressing all objectives of the study were administered to secondary school teachers in four secondary schools of Mwense District and then, 80 copies were collected with high return rate of 95%. Triangulation of data gathering tools was executed by using interview, Questionnaires and document analysis in each sampled schools. Information sources were also multi-faceted by using variety of respondents such as, Head teachers, CPD coordinators and head of departments.

## CHAPTER FOUR

### FINDINGS

#### 4.0 Overview

The previous chapter justified research methodology employed in this study. However, this chapter presents the findings of this study. The findings are presented according to the objectives. The findings from the questionnaires are presented alongside those from interviews and document analysis. Though actual words said by respondents have been used in the descriptions, other words have been paraphrased.

#### 4.1.1 Characteristics of the participants

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in Table 2 below.

**Table 2-** Gender, educational qualification and year of services of respondents

items	category	PARTICIPANTS									
		teachers		HODS		HEADTEACHERS		DRCC		CPD FACILITATORS	
		NO	%	NO	%	NO	%	NO	%	NO	%
gender	Male	72	90	8	50	4	100	1	100	4	100
	Female	8	10	-	-	-	-	-	-	-	-
	total	80	100	8	50	4	100	1	100	7	100
Level of education	Certificate	-	-	-	-	-	-	-	-	-	-
	Diploma	10	2.5	-	-	-	-	-	-	-	-
	First degree	70	87.5	14	100	7	100	1	100	7	100
	Masters degree	-	-	-	-	-	-	-	-	-	-
Year of service	1 - 5	50	62.5	3	42.85	4	57.14	2	50	2	42.85
	6 – 10	21	26.2	3	42.85	4	28.57	1	25	2	42.85

			5								
	11 – 15	3	3.75	1	14.28	1	14.28	1	25	1	14.28
	16 – 20	6	7.5	-	-	-	-	-	-	1	14.28
	21 and above	-	-	-	-	-	-	-	-	1	20

**NB.** D/head: stands for department head

The above table shows the respondents characteristics in terms of gender. Regarding teachers respondents, the male teachers constituted 72(90%) while the female teachers hold up 8(10%). Concerning head teachers, DRCC, department heads, CPD facilitators, most of the respondents are males. This shows that the essential data was mainly obtained from male respondents.

The academic qualification of respondents listed in the above table shows that 10(12.5%) of teachers are diploma graduates. While 70(87.5%) of teacher respondents are first degree holders. This implies that the qualification standards set by MOE were almost achieved.

According to the work experiences of the respondents, 50(62.5%) of teachers’ respondents had 1-5years of service as teachers. The small number of teacher respondents 21(26.25%), 3(3.75%), and 6(7.5%) had more than six years of work experience. Moreover, majority of department heads, head teachers and facilitators had the work experience of 1-5 service. This shows that the schools have teachers’ with less experience. In addition, it is important to point out here that the lack of experienced teaching staff creates less effective school environment to influence and implement induction program to professionalize the new employed teachers.

Likewise, the majority of school leaders were less experienced in leadership position and lack of experience to implement CPD activities effectively in the schools.

Furthermore, all the Department Heads, CPD facilitators, DRCC, Head teachers’ hold first degree. Therefore, according to their qualification, they could be the sources of reliable and important information for the study.

#### 4.1.2. Current Status of Continuous Professional Development in selected schools

This section deals with the items related to the current status of CPD to achieve school objective. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview and document analysis. Accordingly, the four items were interpreted as indicated in the table below.

**Table 3-**Teachers understanding of the contribution of CPD to achieve school objectives

NO	ITEM	RESPONDENT										MEA N	SD
		Very high		high		Med ium		lo w		Ver y low			
		Fr	%	Fr	%	F	%	F	%	F	%		
1	Understandi ng of the importance of CPD	11	13.7 5	13	16.2 5	30	37.5	23	28.7 5	3	3.7 5	3.07	1.07
2	Understandi ng of how CPD facilitate changes in education	15	18.7 5	20	25	26	32.5 4	17	21.5	2	2.5	3.3	1.09
3	Understandi ng of the goals of CPD activities	10	12.5	18	22.5	21	26.2 5	28	35	3	3.7 5	3.01	1.11
4	Understandi ng of CPD as staff developmen t tool	23	28.7 5	13	16.2 5	6	7.5	12	15	26	32. 5	3.00	1.21
<b>Average mean</b>											3.09	1.40	

**NB.SD:** Showed the significance different of responses between the respondents.

In item 1 of table 3, the respondents were asked to rate the level of understanding of the importance of CPD. As we can see from the responses, the majority of respondents 30(37.5%) and 23(28.75%) replied that the understanding the concept of CPD is medium and low

respectively. On the other hand, 11(13.75%), 13(16.25%), 3(3.75%) replied that the understanding of the concept of CPD is very high, high and very low respectively. The mean of the response is 3.07. This implies that understanding of the importance of CPD is in the range of moderate level. From the data it can be stated that the understanding of the importance of CPD activities was medium at school level. The response of the interview held with Head teachers and DRCC confirmed that the understanding of teachers on CPD activities is not as expected but it is in the range of moderate activities.

The respondents were asked to give their suggestion on the understanding of how CPD helps to facilitate changes in education. In this regard, 15(18.75%) of the respondents rated that their understanding of CPD that helps to facilitate change in education is very high. In addition, 20 (25%) of the respondents replied that the understanding of CPD that helps to facilitate changes in education is high. Besides, 26(32.5%), 17(21.25%) and 2(2.5%) of the respondents rated that the understanding of CPD that facilitate changes in education is medium, low and very low respectively. As indicated in the table the mean score is 3.3 which is in the range of medium level. From this it can be concluded that the understanding of CPD that facilitate changes in education is in medium at school level. This may indicates that to increase the students' academic achievement as well as teachers' professional skills the actions of CPD was at moderate level of support.

Regarding item 3 of table 3, the respondents were asked to rate the understanding of the goals of CPD activities. Accordingly, respondents requested to answer this question, 10(12.5), 18(22.5%), and 21(26.25%) were responded that the understanding of the goals of CPD actions is very high, high, and medium respectively. Moreover, 28(35%) and 3(3.75%) respondents responded that the understanding of the goals of CPD activities is low and very low respectively. As stated in the table the mean score is 3.05 and it is within the range of medium. This implies that the understanding of teachers on the goals and actions of CPD was medium and it was not adequate enough.

The respondents were asked to give their opinion on the understanding of CPD as staff development tool. Accordingly, 5(6.26), 40(50%), 18(22.5%), 14(17.5%), and 3(3.76%) responded that the understanding of CPD as staff development tool is very high, high, medium, low and very low respectively. As indicated in the table the mean score is 3.0 and it is within the scope of medium level. This indicated that the understanding of CPD as staff development tool is

medium at school. Thus it can be concluded that teachers understanding of CPD as staff development tool and to enhance the implementation of its action was at medium level in the school. Generally, the weighed mean of teachers' understanding of the contribution of CPD to achieve school objectives is 3.09 which are in the scope of medium. This implies that CPD is not practiced as the expected level in Secondary Schools of Mwense District.

Moreover, the data obtained from open ended questions and interview (Head teacher, CPD facilitators, DRCC, and department heads) confirmed that most of the teachers believe that school based CPD helps to increase their professional development and to improve the quality of teaching learning events as well as the students' academic achievement. But some of the respondents perceived CPD as an extra work and also most of the Head teachers replied that the newly deployed teachers lacked the understanding of the activities of CPD. Generally, one can say that teachers understanding of the importance, objectives and actions of CPD were found to be at moderate level in Secondary Schools of Mwense District

#### 4.2 The influence of CPD for the Improvement of Teachers in their Profession

This title was treated with the purpose of assessing the influence of CPD for the improvement of teachers' effectiveness in their profession in the secondary schools.

**Table 4-** The support of CPD for the improvement of teachers' effectiveness in their professional

NO	ITEMS	PARTICIPANTS										MEAN	SD
		Very high		high		medium		Very low		low			
		Fr	%	Fr	%	Fr	%	Fr	%	F	%		
1	The extent to which teachers participate as helping to each other	7	8.75	9	11.25	14	17.75	20	25	30	37.5	2.28	1.13
2	The extent to which CPD deals with	7	8.75	12	15	8	10	24	30	29	36.25	2.30	1.33

	subject matter												
3	The extent to which CPD helps teachers improvement	14	15.5	8	10	6	7.55	25	31.25	27	33.75	2.46	1.41
Average Mean												2.34	0.98

**NB:** The influence on CPD with a mean value of 0-1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as medium, 3.50-4.49 as high achievement of the task, and 4.50-5.00 as very high implementation of the activities.

The above table shows the effectiveness of CPD implementation. In item 1 of table 4, the respondents were asked to rate the extent to which teachers participation as helpers to each other. Significant number 7(8.75%), 9(11.25%), and 14(17.5%) of the respondents replied that the degree to which teachers participation as helpers to each other is very high, high and medium respectively. Additionally, the majority 20(25%), and 30(37.5%) of the respondents responded that the extent to which teachers involvement as helping to each other is low and very low respectively. The mean of the item is 2.28, which is in the range of low level of support. This shows that teachers' participation as helping to each other is low at school level. This result indicates that less effort was made to ensure the implementation of CPD by helping each other in the school.

In item 2 of table 4, teachers were asked to rate the degree to which CPD deals with subject matter actions. Seven(8.75%), 12(15%), and 8(10%) respondents responded that the degree to which CPD deals with subject matter actions is very high, high and medium respectively. The majority 24(30%), and 29(35.25%) rated that low and very low respectively. The mean of the item is 2.30. This shows that the extent to which CPD deals with subject matter actions is at low level of support. Thus, it could be said that teachers were not active to improve their classroom practices based on the actions of CPD.

As shown in item 3 of table 4, respondents were asked to rate the extent to which CPD helps teachers' improvement. Small number, 14(17.5%), 8(10%), and 6(7.5%) of teachers answered

that the extent to which the importance of CPD for teachers improvement is very high, high and medium respectively. On the contrary, the majority 25(31.25%), and 27(33.75%) of the respondents replied that the degree to which CPD deals with teachers improvement is low and very low respectively. The mean of the item is 2.46. This shows that the importance of CPD to teachers' improvement is low at school level. From this, it could be said that teachers were not improving their profession through feedback from peer evaluation and the activities of CPD.

The data from interview and open ended questions showed that trainings were given for teachers at regional and District level at least once in each year for teachers, Head teachers, and CPD facilitators. But, their effort to implement the actions of CPD is very less in Mwense District Secondary Schools because of turnover of teachers. Every year there is an attempt of preparing CPD plan. But its implementation is not properly conducted.

Moreover, the documents were assessed and analyzed in the four Secondary Schools. The school based CPD plan documents exist in all four secondary schools. However, the practiced activities were not recorded in the four observed schools.

Importance documents on the actions of CPD were assessed, and only one secondary school has given training two times at the school level.

One Headteacher had this to say: *'Intra-group discussion were planned once in a Week but, what is planned is not achieved due to lack of time. Sometimes unforeseen programs disrupt the meetings for CPD'*

There was no inter-school visit and discussion in all observed schools. No record was found in all schools regarding school based CPD in connection with class room actions. Generally, based on the respondents and document analysis, one can concluded that the participation of teachers in the implementation of CPD actions was very less. This could hinder teachers' professional development as well as students learning outcomes. Generally, the support of CPD for teachers' effectiveness in their profession is at low level in Secondary Schools of Mwense District.

#### **4.2.1 The Influence of CPD Activities to improve the Quality of Education**

It is clear that CPD activities help to improve the academic achievement of the students and the quality of education. Therefore, this part of the analysis examined the influence of CPD to improve teachers' professional development.

**Table 5- Data results of the importance of CPD activities to improve the quality of education**

NO	ITEM	PARTICIPANTS										MEAN	SD
		Very high		high		medium		Very low		low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	CPD improves classroom activities	4	5	20	25	5	6.25	34	42.5	17	21.25	2.41	1.25
2	CPD motivates teachers to evaluate their actions	18	22.5	24	30	34	42.5	3	3.95	1	1.25	2.60	1.28
3	CPD helps in enhancing teachers knowledge	17	21.25	17	21.25	4	5	34	42.5	8	10	2.01	1.44
4	CPD helps enhancing the quality of learning and teaching	13	16.25	13	16.25	6	7.5	12	15	36	4.5	2.12	1.38
5	CPD helps to apply continuous assessment methods	3	3.75	30	37.5	9	11.25	12	15	26	32.5	2.51	1.35
6	CPD helps to give experience sharing through colleagues teachers	13	16.25	46	57.5	4	5	10	12.5	7	8.75	3.50	1.29
7	CPD helps to give the renewal of	13	16.25	15	18.75	5	6.25	13	16.25	34	42.5	2.31	1.30

a	professional													
	teaching													
	license													
Average mean												2.49	0.49	

In item 1 of table 5, the respondents were asked to rate the extent to which CPD improves classroom activities. Accordingly, 4(5%), and 20(25%) respondents rated that CPD improves classroom activities is very high and high respectively. On the other hand, 5(6.25%), 34(42.5%), and 17(21.25%) respondents rated that CPD improves classroom activities is medium, low, and very low respectively. As we can see from the table the mean score is 2.41, which is in the range of low level of support. From the results, it can be said that the contribution of CPD in improving classroom activities was found to be inadequate. The response of the interview held with school Head teachers, department heads, CPD facilitators, and DRCC confirmed that the support of CPD to improve classroom activities as well as the students' academic achievement is very low.

As indicated in the above table 5 item 2, the respondents were asked to give their opinion by rating to what extent CPD motivates teachers to evaluate their actions. 18(22.5%), 24(30%),34(42.5%), 3(3.75%), 1(1.25%) respondents rated that CPD motivates teachers to evaluate their actions as very high, high, medium, low and very low respectively. The mean of the item is 2.60 which are in the range of medium level of support. From the data, it can be said that the contribution of CPD activities motivates teachers to evaluate their actions is moderate. Likewise, the interview results from Head teachers, department heads, CPD facilitators, DRCC confirmed that the status of CPD implementation and preparing teachers for evaluating their action is medium level of support. Hence, one may say that the importance of CPD for teachers to evaluate the success of CPD activities was at medium stage in Secondary School of Mwense District.

Regarding item 3 of table 5, respondents were asked to rate the importance of CPD in changing teachers knowledge. Accordingly, 17(21.25%), and 17(21.25%) respondents replied that the importance of CPD in changing teachers knowledge is very high, and high respectively. And also, 4(5%), 34(42.5%), 8(10%) respondents responded that the advantage of CPD in changing teachers knowledge is medium, low and very low respectively. As stated in the above table the mean of the item is 2.01 which are in the range of low level of support. This indicates that the

importance of CPD in changing teachers' knowledge is at low level of support at school level. From the data it can be stated that the importance of CPD actions in changing teachers' knowledge was inadequate and got little attention.

In item 4 of the same table shows that CPD helps enhancing the quality of learning and teaching. Accordingly, 13(16.25%), and 13(16.25%) of respondents replied that CPD helps to enhance the quality of learning and teaching is very high and high respectively. On the other hand, 6(7.5%), 12(15%), and 36 (45%) respondents responded that CPD helps to enhance the quality of learning and teaching is medium, low, and very low respectively. As the mean score 2.14 indicates that the importance of CPD enhancing the quality of learning and teaching is low level of support. This implies that to enhance the quality of learning and teaching CPD is not helpful at school level. From this, it can be stated that the important of CPD to enhance the quality of teaching and learning was ineffective.

In item 5 of the above table respondents were asked to rate the use of CPD to apply continuous assessment methods. Accordingly, 3(3.75%), and 30(37.5%) of respondents replied that the use of CPD to apply continuous assessment methods is very high and high respectively. Additionally, 9(11.25%), 12(15%), and 26(32.5%) respondents responded that the use of CPD to apply continuous assessment methods is medium, low and very low respectively at school level. The mean of the responses' is 2.51 which are in the scope of medium. This implies that the use of CPD to practice continuous assessment methods is medium but not in the expected level.

In item 6 of table 5, the respondents were asked to answer the importance of CPD that gives experience sharing through colleagues teachers. Accordingly, 13(16.25%), and the majority 46(57.5%) respondents replied that the importance of CPD that gives experience sharing through colleagues teachers is very high and high respectively. On the contrary, 4(5%), 10(12.5%), and 7(8.75%) respondents responded that the use of CPD to give experience sharing through colleagues teachers is medium, low, and very low respectively. As stated in the above table the mean score of the item is 3.50 which is in the range of high level of support. This indicates that CPD is important to give experience and knowledge sharing through colleagues teachers at school level. So, one may say that teachers were regularly involving in discussions to share experiences with colleagues within the school so as to promote professional skills.

One HOD has to say on the importance of sharing knowledge during CPD meetings: “.... During CPD meetings new teachers are helped very much on how to teach difficult perceived topics, more over even new topics included in the new curriculum are addressed during CPD meetings....”

Regarding item 7 of table 5, teachers were asked to rate the importance of CPD that gives the renewal of a professional teaching license. Significant number 13(16.25%), 15(18.75%), and 5(6.25%) of the respondents replied that the importance of CPD that gives the renewal of a professional teaching license is very high, high and medium respectively. On the other hand, the majority 13(16.25%), and 34(42.5%) respondents responded that the advantage of CPD that gives the renewal of a professional teaching license is low and very low respectively. The mean of the item is 2.31, which are in the range of low level of support. This indicates that CPD does not give the renewal of a professional teaching license. Thus, it can be concluded that teachers were not benefited from CPD to promote their profession and to get their license in their teaching learning process at Secondary Schools of Mwense District. Generally, the data results showed that the benefits of CPD activities to improve the quality of education are at low level of support.

#### 4.3 Teachers influence on Continuous Professional Development activities.

This part deals with the items related to the factors influencing CPD implementation by secondary school teachers. Each item is analyzed based on the data obtained through questionnaires responded by teachers and further backed by the data obtained from interview and document analysis. Therefore, the five items are interpreted as indicated in the table below.

**Table 6-** Data results of the implementation of CPD practices

No	item	PARTICIPANTS										MEAN	SD
		Very high		high		medium		Very low		low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent have you participating on peer coaching on CPD activities	8	10	12	15	10	12.5	24	30	26	32.5	2.40	1.34

2	To what extent have you practicing mentoring other teachers on CPD activities	6	7.5	20	25	13	16.25	25	31.25	36	45	2.4	1.33
3	To what extent have you involving in the selection of the school CPD priorities	7	8.75	10	12.5	12	15	15	18.75	36	45	2.75	1.21
Average Mean												2.4	0.18

In item 1 of table 6, various respondents were given regarding the extent to which participating on peer coaching on CPD actions. Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems (TTA, 1998). Accordingly, 8(10%), 12(15%), and 10(12.5%) of respondents responded that the involvement of teachers on peer coaching is very high, high, and medium respectively. On the other hand, 24(30%) and 26(32.5%) rated that low and very low respectively. The mean of the responses is 2.40 which are in the range of low level of support. This indicates that the degree to which participation of teachers on peer coaching on CPD action is low. From this, it can be said that teachers were not always participating in peer coaching to share experiences with colleagues in order to promote their profession.

In item 2 of table 6, the respondents were asked to answer the extent to which practicing mentoring other teachers on CPD action. Accordingly, six (7.5%), and 20(25%) respondents replied that the practice of mentoring other teachers on CPD actions is very high and high respectively. On the other hand, 13(16.25%), 16(20%), and 25(31.25%), of teachers replied that the practice of mentoring other teachers on CPD actions is medium, low and very low respectively. As stated in the above table the weighed mean of the item is 2.4 which are in the scope low level of support. This indicates that the mentoring activities of experienced teachers

for newly deployed teachers are not practically implemented. This shows that the mentoring activities are not accomplished as the expected level.

In item 3 of the same table, the respondents were asked to rate the extent to which teachers involvement in the selection of the school CPD priorities. Significant numbers 7(8.75%), and 10(12.5%) of respondents replied that teachers involvement in the selection of the school CPD priorities is very high, and high respectively. on the contrary, the majority, 36(45%), 15(18.75%), and 10(12.5%) of respondents responded that the participation of teachers in the selection of the school CPD priorities is medium, low and very low respectively and the mean of the responses is 2.72. This implies that the participation of teachers in the selection of the school CPD priorities is in the medium level of support in Secondary Schools of Mwense District. The response of the interview held with school Head teachers, Departmental heads, CPD facilitators and DRCC confirmed that there was some attempt made in participating of teachers in the selection of the school CPD priorities program. From the data it can be stated that the attempt of teachers' involvement in the selection of the school CPD priorities was medium and got some attention.

#### 4.4 Head teachers' influence on Continuous Professional Development activities

It is obvious that enhancing teachers' professional development is one of the most important tasks carried out in school by Head teacher. Hence, teachers CPD must be on going and systematic and supported by the school Head teacher. The Head teacher therefore is responsible for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether Head teachers effectively support teachers professional development activities in order to help teachers develop in their profession.

Table 7- The support of school Head teachers in enhancing the practices of CPD

No	items	Very high		high		medium		Very low		low		Mean	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which principals effort to select a suitable	13	16.25	15	18.75	10	12.5	24	30	18	22.5	2.38	1.42

	facilitators for CPD activities												
2	The extent to which principals effort to prepare training on CPD activities for teachers	4	5	11	13.75	16	20	28	35	21	26.25	2.41	1.18
3	The extent to which principals effort to organize experience sharing among the nearby schools	7	8.75	11	13.75	14	17.5	28	35	20	25	2.28	1.37
4	The extent to which Headteachers effort to produce annual CPD plans with teachers	10	12.5	38	47.5	7	8.75	8	10	17	21.5	2.52	1.38
5	The extent to which principals effort to organize induction programs for newly deployed teachers	7	8.75	10	12.5	15	18.75	26	32.5	22	27.5	2.43	1.28
6	The extent to which principals effort to evaluate the CPD	14	17.5	16	20	7	8.75	22	27.5	19	23.75	2.40	1.43

	activities of teachers												
7	The extent to which principals effort to give feedback on the actions of CPD	9	11.25	7	8.75	15	18.75	31	38.75	18	22.5	2.47	1.25
Average mean												2.44	0.98

It is obvious that enhancing teachers' professional development is one of the most important tasks carried out in school by Headteacher. Hence, teachers CPD must be on going and systematic and supported by the school Head teacher. The Headtacher therefore is responsible for helping teachers to grow and develop in their understanding of teaching and class room life in improving basic teaching skills and in expanding their knowledge. This part of analysis examined whether Head teachers effectively support teachers professional development activities in order to help teachers develop in their profession.

The above table deals with the performance level of the Head teachers in accordance with the listed roles and responsibilities set by the MoE in the implementation of CPD. In item 1 of table 7, teacher respondents were asked to rate the extent to which head teachers effort to select a suitable facilitators for CPD activities. Thirteen (16.25%), 15(18.75%), and 10 (12.5%) of respondents replied that Head teachers effort to select a suitable facilitators for CPD actions is very high, high, and medium respectively. On the other hand, the majority 24(30%), 18(22.5%) of teachers responded that Head teachers effort to select a suitable facilitators for CPD activities is low and very low respectively. The mean score of these responses is 2.38. This indicates that the Headteachers effort to select suitable facilitators for CPD activities is in low level at the Secondary Schools of Mwense District.

Regarding item 2 of the same table, the respondents were asked to give their opinion about Head teachers' effort to prepare training on CPD activities for teachers. Accordingly, 4(%), 11(13.75%), 16(20%) of teachers replied that Head teachers effort to prepare training on CPD activities for teachers is very high, high, and medium respectively. Moreover, the majority 28(35%), and 21(26.25%) of the respondents responded that Headteachers effort to give training at school level is low and very low respectively. The mean score of the item is 2.41 which show

low level of preparing training by headteachers on the action of CPD at school. Thus, one can learn that the head teachers' effort in preparing frequent training or workshops to deal with CPD practices was insufficient.

In item 3 of table 7, the respondents were asked to give their suggestion for Head teachers' effort to organize experience sharing among the nearby schools. Headteachers are responsible to arrange inter- school visit programs, prepare intra –group discussion forums at school level, encourage teachers to exercise and try out peer evaluation, observe and visit CPD activities, arrange training programs and provide constructive feedback(AREB,2009). Accordingly, significant number 7(8.75%), 11(13.75), 14(17.5%) of respondents replied that Headteachers effort to organize experience sharing among the nearby schools is very high, high and medium respectively. On the other hand, the majority 28(35%), and 20(25%) of teachers responded that the effort of Headteachers to organize experience sharing among the nearby schools is low and very low respectively. The mean of the item is 2.28. This indicates that the roles of head teachers' effort to arrange experience sharing among the nearby schools are low and ineffective.

However, literature shows that in the schools where teachers are accessed to new ideas and share experiences more readily, there is a greater potential for school and classroom improvement. Improving schools" endeavor in the development of their staff creates opportunities for teachers to collaborate and to share best practices. Evidences also suggest that attention in such teacher learning can impact directly upon improvements in student learning and achievement (Day, 1999).

In item 4 of the same table, the respondents were asked to rate Head teachers effort to produce annual CPD plan with teachers. Accordingly, 10(12.5%), and the majority 38 (47.5%) of respondents responded that head teachers' effort to produce annual CPD plans with teachers is very high and high respectively. On the other hand, 7(8.75%), and 8(10%), and 17(21.5%) of teachers replied that the effort of Head teachers to produce annual CPD plan with teachers is medium, low and very low respectively. The mean score of the responses is 2.52 which are in the scope of medium level of participation. This implies that the effort of Head teachers to produce annual CPD plan with teachers' participation was medium at the school level.

In item 5 of the above table respondents were asked to rate Head teachers' effort to organize induction program for newly deployed teachers. As it has been indicated in the literature, principals has the duties to help teachers to organize and provide professional training programs

and gives induction orientation to new teachers as a means to achieve professional development of teachers. In this respect, few number of respondents 7(8.75%), 10(12.5%), and 15(18.75%) responded that Headteachers' effort to organize induction program for newly deployed teachers is very high, high and medium respectively.

On the contrary, the majority of respondents 26 (32.5%), and 22(27.5%) responded that Headteachers effort to organize induction program for newly deployed teachers is low and very low respectively. The mean score of this response is 2.43 which are in the scope of low level of support. This implies that Head teachers' effort to arrange induction program for newly deployed teachers and to develop self confidence and to avoid unnecessary tension and future malfunction is low.

Regarding item 6 of table 7, teachers' respondents were asked to answer Head teachers' effort to evaluate the CPD activities of teachers.

Accordingly, significant number 14(17.5%), and 16(20%), and 7(8.75%) of teachers answered that the degree of Headteachers effort to evaluate and giving feedback is very high, high, and medium respectively. In addition, the majority of respondents 22(27.5%), and 21(26.25%) responded that the effort of Headteachers to evaluate and giving feedback on the CPD activities of teachers is low and very low respectively. In the same way the mean score 2.40 inclined in the low level of evaluating and giving feedback on CPD activities of teachers by Headteachers.

With item 7 of table , teachers were asked to rate the degree to which, Head teachers effort to give feedback on the actions of CPD. accordingly, 9(11.25%), 7(8.75), 15(18.75%) respondents replied that Headteachers' effort to give feedback is very high, high and medium respectively. On the other hand, the majority 31(38.75%), and 18(22.5%) of respondents responded that Headteachers effort to give feedback is low and very low respectively. The weighed mean score of the item is 2.44 which show low level of giving feedback on CPD activities for teachers. In the same way, the data obtained through the interviews with Head of Departments, CPD facilitators and DRCC replied that Headteachers did not visit the activities of CPD and the general actions of teaching and learning and discuss with students to solve the problems. This implies that the monitoring and evaluation of CPD activities are not effective enough at school level and also, from the results it can be said that continuous evaluation of the success of CPD activities was very low. Furthermore, the average mean of the school Headteachers support in

enhancing the practices of CPD is 2.44 which are in the range of low level of support in Mwense District Secondary Schools but not as expected rank.

Therefore, Headteachers, teachers, education experts and other concerned bodies should attempt to improve the program through a joint effort in order to achieve the objectives of CPD. Otherwise, the vision to produce professionally well informed and motivated teachers, capable of delivering quality education will not be fulfilled.

#### 4.5-Facilitators influence on the Practices of Continuous Professional Development

This title was treated with the aim of assessing the level of effectiveness of the secondary schools CPD facilitators in influencing school based CPD.

Table 8- The support of CPD facilitators in influencing the practices of CPD

no	items	PARTICIPANTS										MEA N	SD
		very high		high		me diu m		very low		low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which CPD facilitators to arrange discussion with senior teachers	6	7.5	34	42.5	4	5	21	26.25	15	18.75	2.72	1.07
2	The effort of CPD facilitators to give training on CPD practices according to teachers need	5	6.25	9	11.25	15	18.75	23	28.75	28	35	2.41	1.22
3	The effort of CPD facilitators to arrange colleague evaluation on the implementation of CPD	6	7.5	9	11.25	17	21.25	29	36.25	19	23.75	2.42	1.18

Average Mean	2.46	0.23
--------------	------	------

As indicated in item 1 of table 8, the total 80 respondents were asked to answer the extent to which CPD facilitators arrange discussion with senior teachers. Six (7.5%), and the majority 34(42.5%) of teachers replied that the degree to which CPD facilitators to arrange discussion with senior teachers is very high, and high respectively. On the other hand, 4(5%), 21(26.25%), and 15(18.75%) of teachers replied that the effort of CPD facilitators to organize discussion with senior teachers is medium, low and very low respectively. The mean score of teachers' response is 2.72 within the range of medium level of support at school level. This shows that CPD facilitators adequately prepare discussion with senior teachers within the school on CPD practices.

In item 2 of the same table, the respondents were asked to rate the effort of CPD facilitators to give training on CPD practices according to teachers need. Significant number 5(6.25%), 9(11.25%), 15 (18.75%) of respondents replied that the effort of CPD facilitators to give training for teachers on CPD actions is very high, high, and medium respectively. On the other hand, the majority respondents 23(28.75%), 28(35%), replied that the effort of CPD facilitators to give training on CPD practices in relation to their needs is low, and very low respectively. The mean of the response is 2.41 which are in the scope of low level of support. This indicates that the effort of CPD facilitators to give training on CPD activities was inadequate.

Regarding item 3 of table 8, teachers were asked to give their opinion to the efforts of CPD facilitators to arrange colleague evaluation on the implementation of CPD. Accordingly, 6(7.5%), 9(11.25%), and 17(21.25%) of respondents replied that the efforts of CPD facilitators to organize colleague evaluation on the implementation of CPD is very high, high and medium respectively. Most of the respondents 29(36.25%), and 19(23.75%) responded that the efforts of CPD facilitators to arrange colleagues evaluation on the implementation of CPD is low and very low respectively. As we can see from the above table the mean score is 2.42 which are in the scope of low level of support. This implies that in order to organize colleague evaluation on CPD action, the effort of CPD facilitators was insufficient. Additionally, the average mean of the above table is 2.46 which are in the range of low level of support but not practiced as the expected point.

#### **4.6- Other factors influencing School Based CPD implementation**

This section is devoted to the presentation of the major difficulties that hinder the positive application of CPD activities. The challenges were learned from the responses provided to items as is displayed in table 9

**Table 9-** Responses on the challenges of CPD implementation

NO	items	PARTICIPANTS											
		5		4		3		2		1		mean	SD
		Strongly Agree		agree		undecided		disagree		Strongly disagree			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Less commitment of leaders	24	30	32	40	10	12.5	9	11.25	5	6.25	3.82	1.15
2	Shortage of time for teachers to implement the CPD actions	19	23.25	22	27.5	12	15	12	15	51	18.75	3.26	1.42
3	Lack of trained CPD facilitators to coordinate the actions of CPD	37	46.25	13	41.25	5	6.25	3	3.37	2	2.5	4.25	0.92
4	Lack of arranging training on CPD programs	24	30	24	30	12	15	9	11.25	11	13.75	3.47	1.41
5	Absence of motivation for teachers by the concerned bodies on the actions of CPD	22	27.5	28	35	15	18.75	7	8.75	8	10	3.61	1.25
6	Lack of resources or budget to	39	48.75	29	36.25	5	6.25	4	5	3	3.75	4.21	1.02

	implement CPD												
7	Absence of commitment of teachers to implement the CPD program	15	18.75	21	26.25	12	15	18	22.5	14	17.5	3.06	1.39
8	Lack of awareness of teachers on CPD activities	9	11.25	16	20	20	25	12	15	23	28.75	3.40	1.32
9	The absence of career structure with the actions of CPD	30	37.5	25	31.25	11	13.75	7	8.75	7	8.75	3.80	1.18
10	The absence of giving feedback on CPD actions	16	20	31	38.75	11	13.75	4	5	18	22.5	3.28	1.22
Average mean												3.65	0.44

NB: for items related to other factors influencing CPD which are negatively constructed, the scale was inversely interpreted. Accordingly, 4.50-5.00 = very low, 3.50-4.49 = low, 2.50-3.49 = medium, 1.50-2.49 = high and 0-1.49 as very high in the magnitude of ineffectiveness. And also, Fr: Frequency, SD: standard deviation and Total%: 100.

In item 1 of table 9, states that about less commitment of leaders to implement CPD Activities. However, teachers were asked to respond their opinion about the commitment of leaders to practice CPD activities. While, responding to less commitment of school leaders, the majority 24(30%), and 32(40%) of teachers showed their strong agreement and agreement respectively. Significant number 10(12.5%), 9 (11, 25%), and 5 (6.25%) of teachers replied that less commitment of leaders to implement the activities of CPD is undecided, disagreement, and strongly disagreement. The mean score of this item response is 3.82 which are in the scope of high level of difficulty. The investigation showed that one of the problems to implement the CPD

activity is less commitment of leaders. This tells us that the Secondary School leaders of Mwense District were not well committed to apply the actions of CPD.

Regarding item 2 of the same table, the intention was to find out shortage of time for teachers is the challenge of the implementations of CPD activity. While responding to this item 19(23.75%), and 22(27.5%) respondents showed that their strong agreement and agreement respectively with shortage of time is the challenge of CPD implementation. Additionally, 12(15%), 12(15%) of teachers said strongly disagree and disagree respectively. And also, 15(%) of teachers, however, did not make decision. The mean score of this item is 3.26. Thus one can say that shortage of time for teachers to implement the CPD activity is moderate level of complexity. This result show that time constraints as a result of teachers work load was found to be at moderate level of challenge to implement CPD in Mwense District Secondary Schools.

In item 3 of the above table states that lack of trained CPD facilitators is the challenges of CPD implementation. Accordingly, 37(46.25%), and 33(41.25%) respondents indicated that their strong agreement and agreement respectively. on the other hand, 3(3.75%), 2(2.75%) of teachers indicated their strong disagreement and disagreement, and 5 (6.25%) of teachers failed to make decision. The mean score of this item is 4.25 which are in the scope of high level of complexity. This shows that the lack of trained CPD facilitators is the serious problems in the secondary schools.

With item 4 of table 9, which was raised to check whether lack of arranging training on CPD programs is the challenge of CPD implementation or not. Accordingly, 24(30%), and 24(30%) of teachers replied that they strongly agree and agree respectively. Moreover, 9(11.25%), and 11(13.75%) respondents showed that their disagreement and strong disagreement respectively. On the other hand, 12(15%) of respondents, however, did not make decision. The mean score of this item response is 3.47 which are in the range of moderate level of difficulty. Thus, we can conclude that the lack of arranging training on CPD program was at moderate level of challenge in Mwense District Secondary Schools.

In item 5 of table 9 was intended to check the absence of motivation for teachers by the concerned bodies on the action of CPD is the obstacles of its implementation. Accordingly, 22(27.5%), and 28(35%) of teachers responded their strong agreement and agreement respectively. And, significant number 7(8.75%), and 8(10%) of teachers pointed out their disagreement and strongly disagreement respectively. Moreover, 15(18.75%) respondents could

not make decision. The mean score of the item is 3.61 which show high level of influence. This implies that lack of teachers motivation was one of the challenges that hinder the actual implementation of CPD activities. In support of this issue, studies widely declared that low teacher motivation results in poor professional performance.

With item 6 of table 9, respondents were asked to give their opinion on the lack of resources or budget for the implementation of CPD activities. Accordingly, the majority 39(48.75%), and 29(36.25%) of teachers showed that their strong agreement and agreement. On the other hand, 4(5%), and 3(3.75%) of respondents replied their disagreement and strongly disagreement. However, 5 (6.25%) of teachers could not make their decision. The mean score of this item is 4.21 which are in the scope of high level of complicatedness. This implies that failure to allocate money to practice CPD activities was one of the serious challenges in the Secondary Schools of Mwense District.

Item 7 is intended to find out the absence of commitment of teachers to implement the CPD program in the secondary schools of Mwense District. With regard to this, 15(18.75%), and 21(26.23%) of teachers said that strongly agree and agree that the absence of commitment of teachers to implement the CPD program is the serious problem in the secondary schools. Moreover, 18(22.5%), and 14(17.5%) of teachers showed that their disagreement and strongly disagreement with the problem. 12 (15%) of teachers failed to make their own decision. The mean score is 3.06 which is moderate level of complexity. Thus, one can say that the commitment of teachers to implement the CPD actions in the secondary schools of Mwense District was insufficient. Moreover, this is one of the challenges to practice and implement the school based CPD actions in the Secondary Schools of Mwense District.

In item 8 of table 9, respondents were asked to give their suggestion for the lack of awareness of teachers on CPD activity implementation. Accordingly, 9(11.25%), and 16(20%) of respondents showed their strong agreement and agreement respectively on lack of awareness of teachers on CPD activities. And also, 12(15%), and 23(28.75%) of teachers showed their disagreement and strong disagreement on the lack of awareness of teachers in the action of CPD. 20(25%) of teachers failed to make decision. The mean value was 3.40 which almost represent moderate level of obstacle. This reveals that the lack of awareness to implement the activities of CPD was moderately threaten the actual implementation of CPD.

Regarding item 9 of the same table, most of them 30(37.5%), 25(%) of teachers replied that the absence of career structure is the challenge of CPD implementation replied that their strong agreement and agreement respectively. On the other hand, significant number 7(8.75%), and 7(8.75%) of teachers showed that their disagreement and strong disagreement respectively. Additionally, 11(13.75%) of respondents could not make their decision. The mean value of the response is 3.80 which indicated high level of challenge. This implies that the absence of career structure with the actions of CPD was one of the challenges of its effective implementation. In item 10 of table 9, deals with whether the absence of giving feedback on the action of CPD hinder its effective implementation. In response to this, 16(20%), and 31(38.75%) of teachers indicated their strong agreement and agreement respectively to the point that the absence of giving feedback is the obstacle of CPD implementation. On the other hand, significant number 4(5%), and 18(22.5%) of teachers replied their disagreement and strong disagreement respectively. And also, 11(13.75%) of respondents could not make decision. The mean score of the responses is 3.28 which are in the range of moderate level of difficulty. From the data one can conclude that the absence of giving feedback on the activities of CPD was one of the hindrances of the effective implementation of CPD in Secondary Schools of Mwense District. The average mean of the above table is 3.67 which are in the range of high level of difficulty. The data collected through the interview from one DRCC revealed that “...*the shortage of school budget from the education office, absence of focal person on CPD at District level, lack of continuous training at District level, resistance of teachers to implement CPD, lack of CPD materials, overload of teachers, lack of commitment from Head teachers and other supervisors, lack of motivation of teachers, lack of coordination among the concerned bodies, shortage of time to practice CPD actions, absence of experienced teachers, and absence of career structure with the actions of CPD were mentioned by the respondents as the major challenges of CPD implementation in Secondary Schools of Mwense District.....*”

All the respondents gave their suggestions that the Ministry of Education and the Regional Education declared quality education and efforts were being made to improve CPD activities by organizing stake holders meeting. They said that “ *the program was working in all schools and education offices at different levels. However, there is still lack of common sense of ownership and various aspects of supports and continuous follow up of the process*” According to the

respondents, “.....*teachers perceived school based CPD as complex and ambiguous process. Moreover, trainings were not continuously conducted based on teachers’ needs.....*”

With regard to open-ended questions, respondents indicated that principals, teachers, D/ heads, DRCC, CPD facilitators were to be found or lacked commitment to implement the CPD activities in each Secondary Schools in Mwense District. Furthermore, they gave their opinion that CPD actions were not connected with teachers’ career structure development and teachers looked CPD as an extra work load. Additionally, respondents confirmed that lack of support from the concerned bodies on CPD activities is the challenge of its implementation. The continuous turnover of experienced and trained teachers on the activities of CPD in Mwense District Secondary Schools was pointed to become one of the obstacles of teachers’ application of CPD

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.0 Overview**

This chapter discusses the research findings as guided by the objectives of the study stated in chapter one of this dissertation. The objectives were as follows: To examine the current status of CPD activities in selected Secondary Schools of Mwense District. To investigate influence of Continuous Professional Development on teachers in improving classroom performance. To establish other factors influencing the implementation of CPD in Selected Secondary Schools. The discussion of findings from all the respondents has been integrated

#### **5.1 The current status of CPD activities in selected secondary schools.**

There was evidence that the four secondary schools had CPD activities taking place. The three public secondary schools and a grant-aided secondary school had ensured that CPD plans are drawn.

Furthermore, the District and provincial education offices conducted stakeholders meeting in term two and three respectively. Additionally, it was noted that CPD activities were conducted across all the departments, however, planned meetings were rarely conducted.

Due to teaching loads, teachers rarely found time to help fellow teachers to improve their teaching skills.

From the data it can be stated that the understanding of the importance of CPD activities was medium at school level. The response of the interview held with Head teachers and DRCC confirmed that the understanding of teachers on CPD activities is not as expected but it is in the range of moderate activities.

From this it can be concluded that the understanding of CPD that facilitate changes in education is in medium at school level. This may indicates that to increase the students' academic achievement as well as teachers' professional skills the actions of CPD was at moderate level of support.

## **5.2 Influence of Continuous Professional Development on teaching and learning**

From the responses given by the teachers in the questionnaires and from the interviews it is very obvious that teachers understand the importance of CPD in the improvement of the Classroom practice. One teacher has this to say on the impact that CPD has on Classroom practice: “ *CPD help us to share knowledge, we also learn how to teach topics that have perceived to be difficult.*”

Another teacher had this to say: “ *CPD helps in the improvement of Knowledge and during the meetings our actions are evaluated.* He further stated : “*that in the end pupils benefit from the knowledge the teachers acquire*” from the findings from the questionnaires and the interviews, its is very evident that CPD has not influenced on the teaching and learning in the selected secondary schools.

The participation is very low on the part of teachers, very few teachers attested to it that CPD has impacted on the performance of teaching and learning. They lamented that, the conduct of CPD activities were very irregular.

Although teachers have known the importance of CPD and activities that are related to effectiveness of the program in their schools, they have not welcomed the program.

## **5. 3Factors that influence the implementation of the CPD activities**

From the findings its evident that the head teachers have a great role in the influencing of the CPD activities.

Going by the fundings from the interviews and the questionnaires, its evident that headteachers have not put the program at the level it deserves. However, the plans and programs are there which are not implemented.

Headteachers play a role of selecting CPD facilitators. These facilitators are not trained at some point to take up a lead role of conducting CPD in school.

From the findings, we can also attest to the fact that, sharing of Knowledge with the nearby schools is not there.

Headteachers do not conduct induction programmes for new deployed teachers. To this effect, we can surely state that the Head teachers have not influenced the implementation of the program positively.

The Head teachers from the findings, do not evaluate the CPD programmes as expected.

However some teacher had this to say when he was questioned to list other supports which were being provided by the head teacher: “ ..... *sometimes when we have CPD meetings the School through the Head teacher buys soft Drinks for the department to facilitate the meeting.....*”

#### **5.4 Influence of CPD coordinators**

It was discovered that the facilitators were put in place to coordinate CPD activities in school, keeping of necessary records connected to the conduct of CPD, but assessment from the questionnaires and the interviews, it's evident that the CPD facilitators were not trained to conduct CPD. Mostly , the extent to which the coordinators arrange the Discussions with the HOD was at moderate level.

It was also discovered that the facilitators never gave trainings on CPD practices neither did they evaluate the implementation of CPD.

No support was given by the facilitators in line with CPD activities. From this effect, we can conclude that the influence of the facilitators was as expected.

#### **5.5 Other factors influencing CPD implementation**

As the findings from the interviews and questionnaires indicate, it's true that less committed leaders have have influenced CPD negatively.

Not only that shortage of time affect the program of CPD. One HOD had this to say: “ ....*in most cases we plan for CPD but, they are other programs that come to disturb the conduct of CPD meetings.....*”

Also lack of trained facilitators who fail to arrange for CPD trainings have affected the running of the program. Teachers at some point are less Motivated to participate in the CPD activities. Lack of resource budgetary allocation hinders the progress of the CPD program as we can see from the findings. Lack of Awareness on the part of the teachers, mostly the newly deployed teachers affect the program negatively. Lastly but not the least, absence of feedback from headteachers affect the program.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Overview**

This chapter concludes and gives recommendations of the study basing on the findings of the study. The study was conducted to establish the factors influencing school based CPD in selected secondary schools in Mwense District of Zambia. The conclusion will be made in line with the research objectives and theoretical framework as presented in chapter 1. Recommendations will be divided into general recommendations and recommendations for future research emanating from the gaps identified during this study.

#### **6.1. Conclusions**

Based on the major findings, the following conclusions were drawn.

A. From this we can conclude that teachers understanding of the importance and goals of CPD in each Secondary Schools of Mwense District were at moderate level.

B. As shown in the findings, the influence of school based CPD for the improvement of classroom activities as well as the students' academic achievement was inadequate. Moreover, CPD actions lacks bring change in teachers professional development, and also, in the quality of teaching and learning activities. Generally, teachers did not sufficiently influencing the school based CPD actions and also, they are not effectively and collaboratively solving educational challenges in the Secondary Schools of Mwense District.

C. As indicated in the study, teachers' participation in recording relevant documents, and involving in peer coaching was found to be insufficient. This implies that there was inadequate teachers' involvement in the activities of CPD. In addition, teachers and the concerned school based CPD stakeholders in Secondary Schools of Mwense District rarely discussed their common obstacles for the practical implementation of CPD. Moreover, senior teachers infrequently participate in induction program for the newly deployed teachers on the activities of CPD. Hence there was lack of support for the newly deployed teachers in the activities of CPD.

D. Among the responsibilities expected from school Head teachers are: preparing training or workshops organize experience sharing with the nearby schools, arrange induction program for newly deployed teachers, evaluating and giving feedback on CPD activities of teachers. But, the analysis of this study revealed that the school head teachers failed to meet these responsibilities.

Therefore, from the data of the study, it is possible to conclude that teachers were not encouraged by the school head teachers to accomplish the school based CPD activities and develop their professional skills in order to bring into the light them with modern trends in their respective subjects.

F. District resource coordinator and other school based CPD implementers' were less supportive on the activities of CPD. That is, there was failure to organize induction program for newly deployed teachers, failure to allocate sufficient budget, absence of preparing local CPD plans, organizing training programs, intra- and inter group discussions, encouraging peer evaluation and timely feedback regarding the practical implementation of school based CPD. Therefore, there was absence of commitment and lack of responsibilities among CPD stake holders for its real implementation.

G. There are various challenges that hinder the effective implementation of CPD. Some of these are: less commitment of school Management, absences of motivation of teachers, lack of budget, were the serious problems of the real practice of CPD. Furthermore, lack of commitment of teachers to implement CPD activities, in Secondary Schools of Mwense District were the common challenges posed.

Generally, it is possible to conclude that school based continuous professional development was inadequately implemented and students' academic achievement was insufficiently improved in Secondary Schools of Mwense District.

## **6.2 Recommendations**

Based on the major findings of the study the following recommendations are forwarded:

To make teachers professionally competent, that is improving classroom activities of teachers, increasing teachers' knowledge and improving the quality of teaching and learning, various methods of CPD such as in-service training, action research, and induction program for newly deployed teachers is recommended to be implemented. In addition, intra- and inter school group discussion on the action of CPD, mentoring, peer coaching, and peer evaluation are suggested to be practiced in the Secondary Schools of Mwense District. Moreover, the study results confirmed that teachers and Headteachers' insufficiently practiced these strategies. Therefore, the school based CPD stakeholders, as well as District standards officers should make great effort to improve the practice of action research, induction program for newly deployed teachers ,mentoring, peer coaching and peer evaluation, in-service trainings and workshops, inter

and intra school group discussion to apply teachers professional development effectively in the Secondary Schools of Mwense District

A. To enhance CPD practices, it is essential to develop on incentive mechanism for Head teachers, teachers, CPD coordinators and mentors. Teachers' performance of any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant to implement CPD. To this end, the senior officers in the ministry at all levels are advised to consider attempts to implement school based CPD as part of the performance of teachers' career structure development criteria and it needs immediate actions in order to solve the problem.

B. The contributions of school headteachers to the CPD program implementation were not sufficient. One of the major factors, as indicated above, has been lack of commitment from school head teachers to implement the CPD activities. Hence, for the CPD program to be successful, Mwense education office in collaboration with other stakeholders has to organize the necessary training on CPD as well as educational leadership and management to school headteachers should organize motivation program. Furthermore, it is recommended that there should be trained CPD facilitators at Mwense District office level who should be responsible for coordinating overall activities of CPD and provides the required support needed.

C. Head teachers have to prepare the school CPD plan with the participation of teachers in the selection of the school CPD priorities. This condition helps teachers to be adapted with the plan and used to include their needs and demands as well as the existing challenges of the schools. These increases mutual responsibility of the school based CPD stakeholders to implement the plan and the activities of CPD effectively.

D. It is recommended that the regional and Mwense District standards education officers, Head teacher, CPD facilitators and HODs should practically assist teachers by creating conducive environment for skill development through both short and long term training programs, allocating sufficient budget, by preparing self and peer evaluation opportunities and followed by timely feedback. In addition, by fulfilling CPD materials, and increasing the commitment of teachers and principals by giving motivation, in order to implement the CPD actions sufficiently and to improve the students' academic performance.

E. The study results showed that support from District Resource coordinator for the implementation of school based CPD were found to be inadequate. It is strongly recommended

that District Resource Coordinator should take immediate actions and follow up the school CPD performance, organize teachers training on the activities of CPD and maintain experience sharing with the nearby schools and share CPD manuals and materials to all secondary schools for the real implementation of school based CPD, as well as to improve the quality of teaching and learning activities, and to improve students result in Secondary Schools of Mwense District

### **6.2.1 Recommendations for future research**

Although this report provides new and significant findings regarding influence on CPD in Mwense District, the results highlight key areas where research could be carried out in the future. By expanding on these findings, research could evaluate and assess the quality and relevance of content of CPD for teachers and in particular examine the extent to which training is aligned with their day-to-day work.

Moreover, future research is needed on the extent to which teachers in Zambia access and participates in informal learning opportunities, particularly given the increasing emphasis on this type of learning in the CPD literature (Richter et al., 2010). Studies also highlight how lack of time is a factor influencing teacher takeup of CPD. Future research could explore this issue in a Zambian context in order to identify ways in which CPD participation could be incorporated into the school year and relief could be provided for teachers to attend.

## REFERENCES

- Blandford, S.(2000). *Managing professional development in schools*. London: Routledge.
- Balon, R. (1993). *Recent developments and emerging issues*. In GTC Trust, (Ed).The continuing Professional development of Teachers. London.
- Ball, Dol and Cohen,D. (1999). *Developing practice, developing practitioners: toward a practice-based theory of professional education*. In L.Darling-Hammond and
- Bubb, S. and Early, P. (2004). *Leading and managing continuing professional development, Developing people developing schools*.London: 5 age Publishing Company Bland
- Bladford, S. (2000).*Managing professional Development in schools*. Britain: St. Edmunds 103 Burry Press.
- Craft,A. (2004). *Continuingprofessional Development: A practical Guide for Teachers and School* (2nd Ed.). London: Routledge Flamer
- Desimone, .L. Day, C. M; Porter, A.C; Garet, M: S; Kwangsuk Yoon, K.S. and Birman, Day, G. (1999).*Developing Teachers: The challenge of lifelong learning*. London: Falmer
- Dajer,S. (2001).*Learning and Teaching: A strategy for professional Development* (the Gree Paper) ,London, HMSO.
- Eraut, M. (1995).*In-service teacher education*, In L.W.Anderson (Ed). The international
- Ehrich,L. and Hansford, B.( 1999). Mentioning: press and cons for HRM. *Asia pacific*
- Fullan,M. and Hargreaves, A. (1996). *What is worth fighting for in your school?* New 106 York: Teachers college press.
- Fullan, M..and miles, M.(1992).Getting reform right: what works and what doesn't. *Phideltakappon, 73 (10), 745-752*
- Gray,S. (2005). *An Enquiry into continuing professional Development for teachers*. London: Emcee Fair brain foundation
- Guskey, T. and sparks, D. (2002). *Linking professional development to improvements In student learning*, Paper presented at the American Educational Research Association,New Orleans, LA.
- Gordon, S. (2004). *Professional Development for school Improvement*. Empowering Learning Communities, Boston: Allyn and Bacon.
- Gray S. (2005).*An Enquiry into continuing professional Development for Teachers*.

University Of Cambridge

Grandy, F. (1994). *Action research at school level: possibilities and problems* (Vol.2 no.1)

Australia: Murdoch University

Hopkins, D. and Ainscow, M. (1994). *School improvement in an era of change*, London:

Cassell. Heyster, et al, (2008). *People leadership in education*. Sandton

Heinemann.

Hopkins, H. David. I. (2002). *Teachers guide to class room research*. Maidenhead, And

Philadelphia: Open University press 108

Jarvie I. C (1973), *Functionalism*, Minneapolis: Burgess publishing Company

Johson, B. (1993). *Teacher as researcher*. Taking action research to task, USA

Lee, L. (2002). *The effect of Agency Training for Taiwanese child care director*

*Professional Development* (China), (Electronic resource). Ed.D. Thesis at

Spaldine University

Murphy M.D (n.d) *Functionalism: Anthropological theories* Department of anthropology college

of Arts and Sciences, the University of Alabama

MoE (2009). *CPD for primary and secondary school Teachers, Leaders and supervisors in Ethiopia: The framework*. Supervisors in Ethiopia: (unpublished).

MoE (1994). *New education and training policy*. Addis Ababa: EMPDA

MoE (2010). *Educational sector Development program Document (ESDP-IV)*. A.A.U 110

OECD. (2005: 238). *perspective on practice, performance and policy*. (2003)

Sparks, D. (2002). *a New Vision for staff Development*. Paper co-published by the

National Staff Development council (NSDC) and the Association for

Supervision and Curriculum development (ASCD).

Sparks, D. and Hirsch, S. (1997). *A new vision for staff Development* Alexandria:

*Association For supervision and curriculum Development and National staff*

*Development Council*.

Wilson, S.M, and Berne, J. (1999). *Teacher learning and the acquisition of professional*

*Knowledge: on examination of research on contemporary Professional*

*Development In A. Iran-Nejad and P.D. Person (Eds.). Review of Research in*

*Education, 24, 173-209*.

WestEd (2002), *Teachers who learn, kids who achieve*. San Francisco. WestEd.

Whawo D.D( 1993) E ducational Administration, Planning and Supervision. Bennin – city.  
Johah publication.

APPENDIX A

THE UNIVERSITY OF ZAMBIA IN ASSOCIATION WITH THE ZIMBABWE OPEN  
UNVIVERSITY.

DEPARTMENT OF EDUCATIONAL PLANNING AND POLICY STUDIES.

COURSE MDEA 570: DISSERTATION

Questionnaires' for teachers

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed. "Factors influencing school based continuous professional development (CPD) on teachers' performance in selected secondary schools of Mwense District." Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond to the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

- Please, read all the questions before attempting to answer the questions.
- No need to consult others to fill the questionnaires.
- You do not need to write your name on the questionnaire.

**Part I: Personal Data**

Please, write your personal background on the space provided.

School.....

Sex: Male.....Female.....

Academic Qualification.....

Years of experience in teaching.....

Part II: Please use one of the following Likert scales to point out your response by marking(x) against each closed ended item from the given rating scales.

5=very high 4= high 3= Medium 2= Low 1=Very Low

**1. Items linked to teacher’s understanding of the concept of school CPD**

NO.	ITEMS	Options				
		5	4	3	2	1
		Very high	high	medium	low	Very low
1	Understanding of the important of CPD is					
2	understanding of CPD helps to facilitate changes in education is					
3	understanding of the goals of CPD actions is					
4	understanding of CPD as staff development tool is					

5. List some of your understanding of CPD program.....

**2. Items related to the influence of school CPD**

NO	items	options				
		5	4	3	2	1
		Very high	high	medium	low	Very low
1	CPD has improved classroom activities					
2	CPD promotes teachers to evaluate their action					
3	CPD helps to improve teachers knowledge					
4	CPD helps to enhance the quality of learning and teaching					
6	CPD helps to give experience sharing through colleague teachers					
7	CPD helps to give the renewal of a professional teaching.					

8. List out some of the impacts that CPD has impacted on your performance as a teacher in your school.....

**3.Items related to effectiveness of CPD**

NO.	ITEMS	Options				
		5	4	3	2	1
		Very high	high	medium	low	Very low
1	The extent to which teachers participate as to each other					
2	The extent to which CPD deals with subject matter					
3	The extent to which CPD helps teachers improvement					

4. please, explain other CDP activities that are related to CPD effectiveness in your school.....

**4. Items related to the influence of the head teachers on school CPD activities.**

NO.	ITEMS	Options				
		5	4	3	2	1
		Very high	high	medium	low	Very low
1	The extent to which head teacher’s effort to select a suitable facilitator for CPD activities.					
2	The extent to which head teacher effort to prepare training on CPD activities for teachers					
3	The extent to which head teachers effort to organize experience sharing among the nearby schools					
4	The extent to which head teachers effort to produce					

	annual CPD plan with teachers					
5	The extent to which head teachers effort to organize induction program for newly deployed teachers					
6	The extent to which head teachers effort to evaluate the CPD activities of teachers.					

8. List out other supports which are being provided by the head teacher in your school .....

### 5. Items Related to the influence of CPD coordinator.

NO.	ITEMS	Options				
		5	4	3	2	1
		Very high	high	medium	low	Very low
1	The extent to which CPD coordinator to arrange discussions with senior teachers					
2	The efforts of CPD coordinator to give training on CPD practices according to teachers need					
3	The efforts of CPD coordinator to arrange colleague evaluation on the implementation of CPD					

4. List out other supports that are being provided for you by the CPD coordinator.....

### 6. Items Related to the challenges of CPD implementation CPD

Strongly agree=5 Agree=4 Undecided=3 Disagree=2 strongly disagree=1

No	Item	Options				
		5	4	3	2	1
		Strongly agree	agree	undecided	disagree	Strongly disagree
1	Less commitment of Leaders					
2	Shortage of time for teachers to implement the CPD actions					
3	Lack of trained CPD facilitators to coordinate the actions of CPD					
4	Lack of arranging					

	training on CPD programs					
5	Absence of motivation for teachers by the concerned bodies on the actions of CPD					
6	Lack of resources or budget to implement CPD					
7	Absence of commitment of teachers to implement the CPD program					
8	Lack of awareness of teachers on CPD activities					
9	The absence of career structure with the activities of CPD					
10	The absence of giving feedback on CPD activities					

11. List out other challenges that you face during the process of CPD implementation in your school.

.....

Thank you for your cooperation !!!

APPENDIX B

Interview Guide for Head teachers and CPD facilitators.

General information for Head teacher and CPD facilitators

SEX ..... Academic Qualification.....

Service Years.....

Guiding questions for interview

What does the understanding of teachers on CPD actions looks like in your school?

What kind of activities has been practiced on CPD in your school?

What are the obstacles for the effectiveness, implementation of CPD in your school?

What kind of solutions do you propose to solve the problems to the implementation of CPD in school?

What impact has CPD activities done on the effectiveness of teachers?

APPENDIX C

Interview Guide for DRCC and Head of Department

General information for DRCC and Head of Department

SEX ..... Academic Qualification.....

Service Years.....

Guiding questions for interview

What does the awareness of teachers on the actions of CPD looks like?

What does the planning of CPD by teachers in your schools look like?

Do you think that CPD is effectively practiced in your schools? How do you evaluate the actions of CPD?

Do the concerned bodies participate in the actions of CPD?

What are the major obstacles of CPD implementation in your school?

What solutions you may suggest to solve the problems of CPD implementation in your school?

Do you think CPD has impacted on the performance of teachers?

APPENDIX D

DOCUMENT ANALYSIS

Name of the school:.....

Education and qualification of Head teacher.....

Do you have CPD annual plan in your school?

Do you have the Monitoring reporting and the evaluation system of CPD actions in your school?

What does the experience sharing between teachers CPD actions within and outside the schools looks like?

Do you have feedback from the concerned bodies on the actions of CPD in your school?

From the examinations records, do you think CPD activities would be the major contributor as the result of positive impact of CPD activities on teacher performance?

## Appendix E: CONSENT FORM

The University of Zambia, Institute of Distance Education

Directorate of Research and Graduate Studies

Dear Participant,

My name is Friday Lungu. I am a student at the University of Zambia pursuing Masters of Education in Educational Management. This is a collaborative Post Graduate Programme between the University of Zambia and Zimbabwe Open University. You are invited to participate in a research study entitled: Practices and Challenges of School Based Continuous Professional Development(CPD) in Selected Secondary Schools of Mwense District , Zambia.

The following study interview which will be recorded and observation was developed to ask you a few questions regarding the factors influencing School Based Continuous Professional Development(CPD) in Selected Secondary Schools of Mwense District , Zambia. It is my hope that this information can contribute to the little existing literature on factors influencing School Based Continuous Professional Development (CPD) in Selected Secondary Schools Zambia, thereby helping in policy formulation. There are no identified risks from participating in this research.

The information you provide during the interview is highly confidential. Participation in this research is completely voluntary and you may refuse to participate without consequence. The interview will take approximately 30 to 60 minutes to complete. You will receive no compensation for participating in the research study. Responses to the study will only be reported in aggregated form to protect the identity of respondents .The results will be presented at the University of Zambia Post Graduate seminar presentations. Neither the researcher nor the University has a conflict of interest with the results.

Should you have any questions about the research or any related matters, please contact the researcher at [lungu.friday@yahoo.com](mailto:lungu.friday@yahoo.com) or 0979531412.



**THE UNIVERSITY OF ZAMBIA**  
**INSTITUTE OF DISTANCE EDUCATION**

Telephone: 26021-1-291777-78 Ext. 5300 0978772349  
 Telegrams: UNZA LUSAKA  
 Telex: UNZALU ZA 44370  
 Fax: 26021-1-290719  
 Your Ref  
 Our Ref

P.O. Box 32370  
 LUSAKA, ZAMBIA

13<sup>th</sup> July, 2017

THE DISTRICT EDUCATION  
BOARD SECRETARY  
BOX  
MWENSE

Dear Sir/Madam

**RE: CONFIRMATION OF STUDY - LUNGU FRIDAY**

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 10589413511 and computer number 715808882 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 he will be carrying out a research on PRACTICES AND CHALLENGES OF CPD IN SELECTED SECONDARY SCHOOLS OF MWENSE DISTRICT.

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Prof. B. Namangala, PhD  
**DIRECTOR**  
**INSTITUTE OF DISTANCE EDUCATION**





REPUBLIC OF ZAMBIA  
**MINISTRY OF GENERAL EDUCATION**

DISTRICT EDUCATION BOARD SECRETARY'S OFFICE  
P.O. BOX 760094  
**MWENSE**

**ME/DEB/MW/TS. 800557**

2<sup>nd</sup> August, 2017

The Headteacher

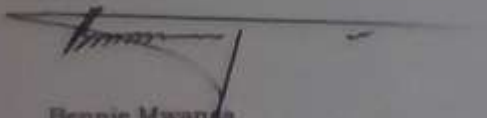
- Mwense Secondary School
- Kashiba Secondary School
- Mambilima Special Secondary School
- Lukwesa Secondary School
- Mwense District Resource Centre

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER - MR FRIDAY LUNGU TS/800557**

I introduce to you the above mentioned officer who is pursuing studies with University of Zambia. The officer is there to carry out a Research on Practices and Challenges of CPD in selected schools and Mwense District Resource Centre.

Kindly attend to him in every way possible.

  
Bennie Mwansa  
District Education Board Secretary  
**MWENSE**