

**PROVISION OF CONTINUING
PROFESSIONAL DEVELOPMENT BY
RESOURCE CENTRES IN SELECTED HIGH
SCHOOLS OF THE COPPERBELT
PROVINCE**

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DEDICATION

To my late beloved father Mr. Mole Morris Isaac Mwale, my dear mother, Mrs. Tiyezye Mary Felesiya Mwale, my beloved wife, and children. Your wonderful words of encouragement to make me realize my fullest potentialities in educational pursuits have been inspirational. I have set the tone for my family. I dearly and profoundly love you all.

DECLARATION

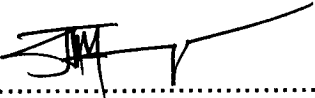
I, Kelly Kezala Mwale, do hereby make a solemn declaration that this dissertation is a representation of my own work and that it has not been submitted previously for a degree at this or any other university. All the other person's works have duly been acknowledged.

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APPROVAL

This dissertation by Kelly Kezala Mwale is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education (Educational Administration) by the University of Zambia.

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ABSTRACT

The purpose of the study was to investigate the effectiveness of resource centres in providing Continuing Professional Development to high school teachers in the Copperbelt Province.

Major concerns have been expressed by various stakeholders that not enough has been done in enhancing and strengthening the concept of Continuing Professional Development among high school teachers. The Teacher Resource Centres that are supposed to be custodians of In-service Training of Teachers (INSET) now Continuing Professional Development (CPD) are perceived not to have done enough.

The establishment of Teacher Resource Centres throughout the country was meant to help upgrade the skills and competencies of teachers at both basic and high school levels. These Continuing Professional Development activities that should be on-going include School Programme of In-service for the Term (SPRINT), Demonstrate, Observe, Discuss and Implement (DODIS) and Subject Meeting at the Resource Centre (SMARC).

A purposive sample of 8 teacher resource centres and 12 high schools giving the study a number of 84 respondents was selected.

Data were collected by way of questionnaires, interviews and Focus Group Discussions. The major informants were the following: Headteachers, Heads of Department, Teachers and Resource Centre Coordinators.

The results of the study revealed that Teacher Resource Centres were not effectively providing Continuing Professional Development (CPD) activities among high school teachers. The findings further revealed that the Continuing Professional Development activities such as School Programme of In-service for the Term (SPRINT), Demonstrate, Observe, Discuss and Implement (DODIS) and Subject Meeting at the Resource Centre (SMARC) were almost non-existent in high schools despite clustering them with basic schools.

Generally, the findings indicated lack of commitment both by the coordinators in Resource Centres and school administrators. Further revelations by the study indicate that little or no effort has been given to school – based workshops, seminars, professional meetings and conferences. Additionally, constant monitoring of CPD activities was not given prominence by Resource Centre Coordinators hence the glaring lapses in the actual implementation of Continuing Professional Development programmes.

Further analysis of both quantitative and qualitative data revealed that there was lack of significant advocacy and sensitisation on the difference between Continuing Professional Development activities and In-service Teacher Education tenable at colleges of education and universities.

In view of the research findings, recommendations were made. Teacher Resource Centres ought to enhance advocacy and sensitisation of Continuing Professional Development activities. Pedagogical competences and skills would be strengthened at high school level if Teacher Resource Centres played their expected role of providing Continuing Professional Development to teachers. The study has also shown that school administrators did not apportion equal weight to Continuing Professional Development as they did with sporting activities. There is need to give both areas equal attention.

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CHAPTER ONE

INTRODUCTION

1.0 PROVISION OF CONTINUING PROFESSIONAL DEVELOPMENT

The Zambian education system has undergone tremendous change since independence. Notably, it is said that education is a product of many and varied resources. Among these resources are teachers who require constant professional development activities. These professional development activities would enhance and strengthen the pedagogy and practice of teachers in terms of skills and competencies. Educating Our Future, the National Policy Document on education states and acknowledges that: ... Training and professional development underpin what a teacher can accomplish in school. (MOE, 1996:108).

Further, the Ministry of Education reforms document argues that: "... a teacher is not a product of chance, he is the product of good education, both academically and professionally." (MOE, 1977:70).

Arising from the above rationale, it has been generally observed, that the strengthening of the provision of Continuing Professional Development programmes among high school teachers, might form the basis for creating more knowledge, professional competences and enhanced pedagogical skills. (Ministry of Education/CHANGES 2 2007).

Continuing Professional Development Programmes are in many dimensions. Mostly, these are in form of in-house workshops, seminars, conferences, study-tours and in-house training which is school-based and is in Teacher

Resource Centres. In general terms, it is agreed that in-service training, improves in-put of personnel, in this case teachers. It has been observed, particularly through inspections by standards officers, that Continuing Professional Development Programmes have been well received and are deeply rooted at basic school level. However, at high school level, observations have shown that little has been done to enhance the provision of Continuing Professional Development among high school teachers.

1.1 THEORETICAL FRAMEWORK

The conceptual framework in this study is based on the theory that education could be greatly improved if its personnel, in this case the teachers, are on a constant basis, subjected to in-service training now called Continuing Professional Development (CPD). Researchers have supported findings that "the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students" (Avalos and Haddad 1981; Husen, Saha and Noonan 1978; Schiefblin and Simmons 1981, cited in Lockhead and Verspoor 1991:62). These views are also supported by the Ministry of Education policy documents, *Educating Our Future* (1996), *Education Reforms* (1977) and *Focus on Learning* (1992). These government documents emphasise the importance of in-service training for teachers mostly through Teacher Resource Centres.

Therefore, teacher education and development is a process that need different training and support at different stages of the continuum (Craig et al, 1998). This view is equally reflected by the research of Siaciwena et al, (2005), they contend that: Continuing Professional Development of teachers should be in a

coordinated system that involves colleges of education, NISTCOL – Chalimbana and Teacher Resource Centres.

In fact, Levine and Horwitz cited by Harry Kahn (1991) emphasise the importance of Teacher Resource Centres being places where skills are improved and innovations shared. Its also a concept of professional development and growth. These views are supported by the Ministry of Education, (2006), revised Teachers' Resource Centre Management Manual, which lays emphasis on Resource Centres improving the quality of teaching and learning in all subjects of the school curriculum both at basic and high school level.

The Resource Centres are cardinal in providing a needs analysis in both basic and high schools. The information they get could then be used to plan In-service education for teachers now called Continuing Professional Development. these will include in-house workshops, conferences, seminars and the provision of learning and teaching materials.

It is believed that the initiative of building Teacher Resource Centres was to enhance the decentralisation of education at delivering points. These include basic and high schools. Although deep-rooted at basic schools, Continuing Professional Development activities at high school level have received very little or no attention at all.

Craig et al (1998) further contend that in countries such as Botswana and Namibia teacher education has been given prominence. Mostly, this is done in

Resource Centres. The learning outcomes and pupil performance both at primary and secondary schools has improved.

Currently, the Ministry of Education and other relevant stakeholders are striving to provide Continuing Professional Development through Resource Centres to high school teachers. This should be SPRINT. When teachers are on a constant basis subjected to Continuing Professional Development activities, those will act as a motivation factor. Mwanalushi, (1992) contends that increased participation in a number of progressive activities will act as a motivation factor. This will lead ultimately to increased productivity.

1.2 **BACKGROUND**

1.2.1 **GLOBAL CONTEXT**

At global level a number of studies have been undertaken by different academics. These studies pertain to strengthening the provision of Continuing Professional Development of teachers. Ferron (1977) argues in favour of such activities.

Hixson and Tinzman (1990) state that Continuing Professional Development has focussed primarily on helping the teachers improve strategies in the educational process. This should be mostly school-based In-service training. This study was conducted in the United Kingdom.

Fullan (1982) postulates that administrators and other senior staff in the education sector have had an upper hand in attending in-house training and

meetings. They also attend other related professional programmes. Teachers who are the practitioners have had no opportunity to do so.

Further, Blandford (1997) observes that despite several attempts globally to give Continuing Professional Development programmes much attention, there is so much rhetoric seen and very little planning done to enhance these programmes.

Emphasis on improving the aspect of institutionalised In-service training is cardinal. Wilkin (1994) argues in favour of this concept. He states further that necessary skills and competencies through school-based training would improve teacher performance.

Straver (1987) states the importance of strengthening Continuing Professional Development activities. He states further that pedagogy and practice can be enhanced to improve teacher performance and competences.

1.2.2 ZAMBIAN CONTEXT

As already observed in the global context, Continuing Professional Development for teachers is also a big challenge for the Zambian Education System. The need to develop teachers both at basic and high school levels remains top priority of the Ministry of Education. A number of policies and plans attest to this argument. Beginning with the First National Development Plan (1964–1973), teacher education was emphasised.

Another policy document, **Education Reforms** (1977) lays emphasis on using Teacher Resource Centres as avenues to deliver In-service teacher education

now called Continuing Professional Development. **Focus On Learning** (1992) emphasises the fact that quality education delivery and effectiveness of education depends to a larger extent on strengthening the provision of Continuing Professional Development.

The current policy document on education, **Educating Our Future** (1996) emphasises a lot on Teacher Resource Centres being “vehicles” through which the provision of Continuing Professional Development can be delivered. The aspect of Continuing Professional Development in Zambia has a historical perspective. At one point the National In-service Teachers College (NISTCOL) – Chalimbana was in charge of providing In-service training to serving primary school teachers.

Between 1992 and 1993 ZAM-STEP an initiative to improve mathematics and science education was introduced to the Zambian teaching system. The mathematics part was tenable at Copperbelt Secondary Teachers College (COSETCO) whilst the science part was at Nkrumah Teachers College in Kabwe. Both these programmes aimed at strengthening In-service education for high school teachers.

In 1994, the Zambian government in conjunction with the British government, Nkhata and Arden (2000) attest to this, introduced a project called Action to Improve English, Mathematics and Science (AIEMS), in order to strengthen school-based Continuing Professional Development both at primary and secondary school level. In 1996, the British and Zambian governments commenced the construction of both the Provincial and District Teacher

Resource Centres. The major aim was to spearhead the provision of school-based Continuing Professional Development as well as help in the production of teaching and learning aids.

Currently, the Ministry of Education and the co-operating partners such as CHANGES 2 and VVOB are continuing with supporting the provision of both school-based and college - based Continuing Professional Development activities. In addition, CHANGES 2 have revised and produced the 2007 SPRINT – Teachers Guide that teachers use in Teachers Group Meetings at basic school level. VVOB – has equally done the same.

SPRINT is currently used as a “vehicle” for the provision of school-based Continuing Professional Development both at basic and high school levels. During the AIEMS period, most school-based Continuing Professional Development activities were initiated from national-provincial-district levels then implemented in schools, through the cascade system.

Under the new SPRINT system, schools and teachers both at basic and high school levels are encouraged to identify their needs which are then addressed during Continuing Professional Development activities.

To motivate the aspect of Continuing Professional activities, Resource Centre co-ordinators who mostly were on secondment basis, are now under the new restructuring process on permanent and pensionable establishment.

Continuing Professional Development activities can be delivered through Teacher Resource Centres. The revised Ministry of Education SPRINT Manual states that:

"... resource centres are cardinal in the development of Continuing Professional Development to teachers. They are used for purposes of research, information, materials and group activities." (MOE, 2006:10).

Additionally, Jesse Mpoyo, an 18 year old Grade 11 pupil at Luanshya Central High School observes that: there was need to have teachers undergo in-service training for them to improve in teaching certain subjects. He attributes the failure rate in high schools to lack of constant short in-service courses at school level. (Saturday Post, September 17, P II, 2005).

1.3 STATEMENT OF THE PROBLEM

Concern has been shown about the provision of Continuing Professional Development activities among high school teachers by Resource Centres. The establishment and construction of Provincial and District Resource Centres was meant to enhance and strengthen the delivery of Continuing Professional Development activities to teachers. Teacher Resource Centres and their coordinators are not adequately tackling the concept of strengthening the provision of Continuing Professional Development at high school level. Therefore, a situation of this nature necessitated an investigation. The study was therefore, premised on finding out on the provision of Continuing Professional Development by Resource Centres in selected high schools of the Copperbelt Province.

1.4 **PURPOSE OF THE STUDY**

The purpose of the study was to examine the provision of Continuing Professional Development among high school teachers. This was to be done by assessing the Resource Centres in the Copperbelt Province.

1.5 **OBJECTIVES OF THE STUDY**

The major objectives of the study were as follows:-

- i) To find out whether teaches in high schools had benefited through Resource Centres on Continuing Professional Development activities.
- ii) To assess possible reasons that inhibited Resource Centres from providing Continuing Professional Development activities.
- iii) To establish how best Continuing Professional Development activities would be streamlined by Resource Centres at high school level.
- iv) To determine whether there was a connection between the location of Resource Centres and the lack of provision of Continuing Professional Development in high schools.

1.6 **RESEARCH QUESTIONS**

Owing to the nature of the research, it was guided by a number of research questions rather than testing a single hypothesis. This research focussed on finding out, why Resource Centres were not adequately providing Continuing Professional Development to high school teachers. The following were the questions addressed in the study:

- (i) How many high school teachers have benefited from the provision of Continuing Professional Development through Resource Centres?

- (ii) Are there possible reasons that have inhibited Resource Centres from providing Continuing Professional Development activities to high school teachers?
- (iii) Are there significant ways of streamlining the provision of Continuing Professional Development by Resource Centres at high school level?
- (iv) Is there a connection between the location of Resource Centres and lack of provision of Continuing Professional Development in high schools?

1.7 SIGNIFICANCE OF THE STUDY

There is a general recognition by the Ministry of Education that the effectiveness and efficiency of delivering quality education will be through strengthening the provision of Continuing Professional Development to teachers (MOE, 1996). This provision can be enhanced by way of involving the Teacher Resource Centres dotted around the country. (MOE/CHANGES 2 SPRINT MANUAL, 2007).

Although some studies have been undertaken on the provision of Continuing Professional Development at basic school level (Nkhata and Arden, 2000), no serious studies have been undertaken in Zambia in respect to the provision of Continuing Professional Development at high school level through Resource Centres.

Therefore, this study was premised on the provision of Continuing Professional Development by Resource Centres in the Copperbelt Province. It was hoped that through the findings and recommendations of the study, possible solutions would be generated to assist the policy-makers, relevant stakeholders such as co-operating partners and future researchers on the subject.

1.8 DELIMITATIONS

The study was limited to selected Resource Centres and high schools in the Copperbelt Province. The study focused its attention on the provision of Continuing Professional Development among Copperbelt high school teachers by the Resource Centres. This was in terms of professional support. The reason for focussing the study in this area was on account of the researchers professional experience and interest in the provisions of Continuing Professional Development among teachers. Mostly this has been done at basic school level through SPRINT and Teacher Group Meetings. However, at high school level this was not much rooted. The researcher has been coordinating both basic and high school teacher education since the restructuring of the Ministry of Education and based in the Copperbelt Province.

1.9 LIMITATIONS

The limitations in this study were as follows: Firstly, on account of the limited time-frame of the research, only a small sample was involved. In addition, funds and to a certain extent transport in the rural districts were limiting factors. The study would have been extended to other provinces if adequate funding and time were allocated. Secondly, it was difficult to get certain information from some teachers as they feared reprisals from their supervising officers, even when strict confidentiality was assured. Thirdly, owing to perceived monetary gain, some respondents were reluctant to partake in the study. Fourthly, it was extremely imperative to adhere to the researcher's masters time-frame in which the dissertation could be completed and submitted, thus sticking to the planned time-frame.

1.10 DEFINITION OF OPERATIONAL TERMS

CASCADE: To flow down or hang down in large amounts.

CONTINUING PROFESSIONAL DEVELOPMENT: A system of institutionalized or school-based in-service training or education for teachers. It's a process which begins at the college of education and continues throughout the teachers' professional life-cycle.

CLUSTER: A number of things of the same kind growing or being close together in a group.

DODI: Demonstration, Observation, Discuss and Implement. A method whereby teachers meet in their groups and critically look at a topical areas of study and share experiences.

PEDAGOGY: The art or Science of teaching or the practice of teaching.

RDC: Recurrent Departmental Charges are funds released by the Zambian Government to all its departments in order to meet their operational costs on a monthly basis.

SMARC: Subject meetings at the Resource Centre is a system whereby teachers meet during school holidays to share experiences on difficult topics in various subjects and the venue is the Resource Centre. The Subject Co-ordinators facilitate in liaison with the experienced staff and mentors such as Heads of Department.

SPRINT: A system that is school-based, supported by Resource Centres aimed at enhancing teachers' professional development as it relates to classroom practice.

1.11 ORGANISATIONAL STRUCTURE OF THE STUDY

Chapter one gives the background information in the study comprising, statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitations and limitations of the study and operational definitions under the study.

Chapter two is the next chapter in the study. It focuses on the review of related literature to the problem in the study.

Chapter three gives an in-depth look into the research methodology used in the dissertation. In this chapter the following have been included: pilot study, this is followed by discussions on research design, the target population, data collection, and data analysis.

Chapter four deals with the presentation of results. Where possible and appropriate tabulations of tables and figures have been provided.

Chapter five, analyses the results of the study. The findings are discussed under headings and sub-headings drawn from the objectives in the study.

Chapter six, highlights the summary of findings of the study and offers a conclusion. It further constitutes recommendations/suggestions based on the study for possible future research.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 OVERVIEW

This chapter reviews the research literature relevant to the topic under-study. The research literature focuses on concerns of High school teachers regarding the strengthening of the provision of Continuing Professional Development Programmes through Teacher Resource Centres.

Available published research literature in Zambia regarding the provision of Continuing Professional Development Programmes to High School Teachers, is scanty. The related literature in Zambia is mainly in form of workshop deliberations, minutes of meetings, official government documents such as circulars, minutes of conferences, seminars and workshops. These are normally held under the auspices of the Directorate of Teacher Education and Specialised Services (TESS) and to a certain extent the Directorate of Standards and Curriculum.

Owing to few published literature materials locally, on Continuing Professional Development Programmes of High School teachers, the review of related literature shall begin by referring to the global trends and situation before looking at the Zambian situation.

Continuing Professional Development of Teachers in general and high School Teachers in particular has been studied globally, continentally, regionally and nationally by various academics and scholars. Globally, academics and scholars

have undertaken studies regarding the strengthening of the provision of Continuing Professional Development Programmes of High School Teachers.

A study undertaken in the United Kingdom by Ferron in 1977 states that:

In-service teacher education leading to a recognized professional qualification, is one of the most recent innovations in the training of teachers both in the United Kingdom and in Third World countries. (Ferron, 1977: 381)

It must be noted that Ferron is referring to in-service training which was college based. This was the major weakness of the study. It did not make strong emphasis on utilizing Teacher Resource Centres and schools as a "vehicle" through which Continuing Professional Development Programmes as well as re-training of teachers ought to be done.

The rationale on in-service training was that it was extremely costly to send teachers for such Continuing Professional Development programmes that were tenable in colleges and universities. Globally, it is noted that Teacher Resource Centres were strategically placed to cater for pressing professional needs of teachers. These are institutions that would help teachers grow professionally. Teachers understandably were spending more time on college based in-service training. This trend tended to rob the ultimate beneficiary, the pupil of the much needed knowledge from the teachers.

With the realisation that it was costly to send teachers for college and university based in-service training there was need for a paradigm shift of such Continuing Professional Development programmes. Firstly, such institutionalised

programmes were started at global-level. The rationale behind this paradigm shift was to maximise the cost-effectiveness of the decentralised system of training for teachers.

Another study by Hixson and Tinzmann (1990), in the United States of America, observed that Continuing Professional Development had focused primarily on helping teachers and administrators. This was meant to develop isolated skills and strategies for improving one or another aspect of the educational process. Again the weakness in this study was on account of emphasis on college-based training.

Nonetheless, both studies cited above have emphasized the importance of in-service training as a means of up-dating and sharpening the skills, knowledge and competencies of High School Teachers. This was to be in liaison with Teacher Resource Centres. Wilson, as cited by Ferron points out that:

It was not possible to effect a change in education without the most rigorous systematic in-service training of existing teachers. What once was new and developing is itself out of date before it is fully accepted. (Ferron, 1997:381)

Its worth noting that the meaning of this argument by Wilson was that teachers must be continually updated and trained in new methodologies, in order to enhance effectiveness and efficiency in the delivery of education. To do this, Teacher Resource Centres were well placed to consolidate the process at high school level.

To this effect Orlich (1989:20) states that In-service education comprises specific learning experiences sanctioned and supported by the school and departments of education. Cawood and Gibbon (1985:15) point out that In-service education aims at promoting the professional growth of teachers so that they may teach more effectively and be exposed and respond to educational change and innovations.

According to Fullan, district administrators and other central office personnel such as coordinators and consultants, spend large amounts of time at conferences and workshops within ongoing professional networks of communication among their peers. Individual teachers are less likely to come to contact with new ideas, for they are restricted to the classroom and have a limited network of on-going professionally based interaction within their schools or with their professional peers outside. (Fullan, 1982:53).

This was true of the Zambian situation. Many times Continuing Professional Development programmes have been mainly at National, Provincial and District levels. To a certain extent these had been extended to zones and school level in basic schools.

The development of Continuing Professional Development in Zambia is not entirely new. It started during the pre-colonial era, Kamwengo and Ndhlovu (2004). NISTCOL-Chalimbana was initially in charge of providing in-service training to teachers. However, other colleges like Nkrumah College and Copperbelt Teachers College (COSETCO) became heavily involved in the provision of in-service training particularly to high school teachers through a

programme called ZAMSTEP. This again was a very restrictive way of providing in-service training to teachers.

Therefore in 1994, the British government partnered with the Zambian government to introduce a project called Action to Improve English, Mathematics and Science. This was meant to strengthen school-based CPD in both primary and secondary schools now called basic and high schools. Nkhata and Arden (2000). This proved to be a very restrictive way of providing in-service training again as it only took into account three learning areas of English, Science and Mathematics instead of all.

Therefore, the British and Zambian governments conceived the ideas of constructing 78 Teacher Resource Centres in 1996, whose aim was to cover all subject areas both at basic and high school level. MOE, (1997) states that: the initiative of building Teacher Resource Centres was to enhance decentralisation of education in order to reach out to both primary and secondary teachers.

The main aim of these Teacher Resource Centres were to spearhead the provision of school-based CPD/SPRINT and to help in the production of teaching and learning aids.

The introduction of Teacher Resource Centres was to encourage the "bottom-up" approach. This meant that teachers would meet either in Resource Centres and at school to interact and share professional experiences.

Therefore, this entrenches the notions that Teacher Resource Centres are very important institutions in the provision of Continuing Professional Development to school teachers.

Harris (1989:36) postulates that in-service education programmes are based on the argument that all staff can improve their performance thereby making schools become effective and efficient.

Initiatives and interventions such as New Break Through to Literacy (NBTL), Read on Course (ROC) , Step Into English (SITE) and other related Continuing Professional Development Programmes, have been captured and sustained at Basic school level using the SPRINT model. The District and Zonal Resource Centres have been instrumental in the delivery of Continuing Professional Development Programmes. At High School level, however, glaring gaps have been noticed.

Teachers at whatever level need to meet and share experiences in content and methodology. To do this effectively and efficiently would need the services of Resource Centres. Day, et al emphasize that reflections on successful teaching is a school-based professional development exercise (1993:178).

Maher (1985:62) shares the foregoing view that in-service education demands a considerable amount of extra time for courses, workshops, congresses, after-school and evening lectures, community contacts and supervising learners' activities after school.

Experience and studies have shown that most High School teachers do not go for national, provincial and district workshops, seminars and subject conferences. This makes it difficult for them to grow professionally. Blandford (1997) citing Williams (1991) argues ***that Continuing Professional Development for teachers has until recently been ignored in teacher education terms. In essence INSET has been the subject of much rhetoric and little planning (Blandford, 1997:205)***

There is a pressing need for High School Teachers to utilize Resource Centres and school-based Continuing Professional Development Programmes, to update themselves and improve their competences and skills in quality education delivery.

It is worth noting that In-service education and staff development are terms that are interchangeably used. Glickman (1990:56) argues that the terms "staff development" and "in-service education are used interchangeably but there is a distinction.

In his study, Fullan argues that:

Teachers do receive information, literature, and most attend workshops here and there, but they do not have the opportunity for continuous personal contact which should be necessary for becoming aware of and following up on innovative ideas. (Fullan, 1982:102)

Mampuru (1998:88) notes that staff development and in-service education participants want to be involved in planning, implementing and evaluating their learning experience.

A pressing need has arisen to enhance the strengthening and streamline the provision of Continuing Professional Development Programmes among High school Teachers. In order to do this, the cascade system, ought to be employed as the case is at basic school level. Therefore, Teacher Resource Centres could play a pivotal role in the provision of this form of Teacher Education.

Hargreaves and Reynolds (1989) observe that:

In relation to teacher education the state has to assume a mandate for reform endorsed as school-based or on the job training.

This study was in line with the current in-service training policy of (2002) by the Ministry of Education. The emphasis was on a decentralised mode of Continuing Professional Development of teachers, which Hargreaves and Reynold were emphasizing. To this effect, emphasis should be to strengthen SPRINT as a form of Continuing Professional Development at High School level using the Teacher Resource Centres.

Further, Mampuru (1992:87) observes that better teaching and effective learning, together with a richer sense of fulfilment for teacher and learner are the goals of In-service education. According to Turner (1990:73), In-service and training refers to non-award-bearing and mostly shorter courses of study, in

some cases as a single lecture, and to long award bearing courses of one year or more, which may require either full-time or part-time study.

In response to enhancing school-based teacher activities, Widen and Grimmer (Eds) (1995) , state that:

Unless teacher education responds positively to the call for significant and profound change in which they do, and how they do it, they are likely to have the means or the indication to support a system that is grossly ineffective.

The meaning of this argument was in line with school-based training. In order to support the effectiveness and efficiency of the system of Continuing Professional Development through SPRINT, Heads of schools, ought to liaise with Resource Centres to be constantly conducting Continuing Professional Development among High School Teachers.

In addition, Gough (1985:35) and Turner (1990) view in-service education as something that covers a vast spectrum from a single activity located in a practitioners' own school to a structured course, leading to a higher degree.

The aspect of strengthening and enhancing the quality of teaching and learning was of global concern. The development of any nation depends largely on the delivery of quality education. To do this would require a co-ordinated and well-articulated provision of Continuing Professional Development Programmes of teachers which were school-based.

An observation made by Mortimore and Mortimore (1989:34) states that the purpose of in-service education is to provide staff development which will meet individual needs but which will do so within a known and agreed context of school policies. Additionally, Straver (1987:138) observes that in-service education of experienced teachers is essential.

In their 1994 studies, Wilkin and Sankey supported the views on delivering quality education. They stated that most institutions took their approach to quality, through an in-house means, for maintaining and enhancing quality. They further argued that there must be quality audit as an external mechanism for ensuring that suitable means of quality control were in place and working, and quality assessment as the process of externally reviewing and making judgments on teaching and learning. In order to ensure that quality education was maintained at High School level, Teacher Resource Centres ought to be pro-active in the way they provided capacity building to High School Teachers.

Hixson and Tinzmann (1990), support the views expressed above on the delivery of quality education. They argued that the restructuring framework presented a need for fundamental changes in the content and process of schooling, and set the context for re-thinking the role of professional development in the education structure.

Oldroyd and Hall (1991:11) argue in supporting the restructuring framework that competence is a result of trial and error. They claim that in the school situation, lessons learned through trial and error are encapsulated in a training programme, which is called Staff Development.

These arguments go to show that school-based Continuing Professional Development was important. In this respect, Teacher Resource Centres would play a very vital role in enhancing and streamlining it. Teacher induction particularly newly graduated, was a very cardinal factor in conscientising them in their professional development. These teachers were full of theories acquired through initial teacher education. The argument by some scholars was that these often left some gaps that ought to be filled by using various initiatives and interventions, such as Continuing Professional Development through SPRINT, in schools and being in consistent consultation with peers.

For example a controversy in some European countries had emerged not long ago. This was over the ways colleges of education prepared teachers in their present form. It had been argued that in England, a parallel method of training teachers based at High schools themselves was being adopted increasingly.

In supporting this argument, Wilkin cites the then Secretary of Education, John Patten who in 1993 said that:

We are ensuring that teacher training is precisely that, training undertaken as much as possible in the school and not wasted studying dated and irrelevant texts in theory. To that end, we have recently announced the first wholly school-based training scheme. (Wilkin, 1994:34).

In Zambia to realize what Patten advocated, there was need to provide Continuing Professional Development Programmes to teachers through the Teacher Resource Centres. Under the current arrangements, the government provides funds for Continuing Professional Development Programmes of teachers under the umbrella of

Sector–Pool Funds and Recurrent Departmental Charges (RDC), co-operating partners were fulfilling the Jomtien and Dakar Conferences of 1990 and 2000 respectively, on the attainment of quality education for all, by providing funds to support teacher education activities, including Continuing Professional Development of teachers in the High schools.

The school-based training would be beneficial to most teachers. The reason being that High School Teachers, with years of experience, were best suited to induct newly graduated teachers on how best to teach syllabi content. The other reason for school-based training was that it was cost-effective. Many teachers would benefit as opposed to a few being sent for college-based training.

Joyce Bruce (1990) observes in his studies that: whether a better designed curriculum would be implemented, the promise of new technologies realized or visions of a genuine teaching profession take form, all depended to a large extent on the strength of growing professional development programmes.

Similarly, Hixson and Tinzmann (1990) support the views of Joyce. They state that the primary focus for change would continue to be at school level, it was after all in schools and classrooms that the context of individual school realities and priorities for change that professional development needed to be best identified and addressed.

Through Teacher Resource Centres, Continuing Professional Development Programmes would be best delivered and strengthened to High school Teachers. This would develop capacity for continuous professional growth, with most directly to the evolution of High school education into learning communities.

Shulman (1987) asserts that: if teachers and administrators were to remain effective they would need to continually upgrade their skills, expand their knowledge and develop new strategies to meet the increasing diverse students and their parents. Howey and Zimper (1990) argue that Professional Development could be viewed as an integrated and planned continuation of Professional and personal growth experiences. They state that Continuing Professional Development was the obligatory responsibility of institutions.

In the case of Zambia, Teacher Resource Centres and High schools in particular were suitable institutions to carry such tasks. This would enable teachers to widen their scope of understanding professional development.

Marczely (1990) argues that: opportunities for staff renewal in Continuing Professional Development was virtually true for all segments of the school society. Teachers and administrators who felt good about themselves and were competent and confident in what they did were most likely to create similar supportive and nurturing environments for others.

In agreeing with Marczely, there was need to note that administrators either at school level, district or province must be supportive of the provision of Continuing Professional Development Programmes. With such support the enhancement would be done effectively.

Tyley cited in Pickard (1998:8) adds support for research in Continuing Professional Development activities. He states that the task of preparing teachers would not be

accomplished solely through pre-service programmes. He further argues that research was necessary which viewed teaching as a continuous and developmental career.

Meaningful change would only be attained in institutions when Continuing Professional Development was streamlined. To this effect Shroyer (1990) notes that: for staff development programmes to effectively change educators' beliefs' and behaviours to support school improvement, these programmes must be based on a sound understanding of organizational development and the factors that chance school change. Professional development planners must take into account what change means to the organization, as well as the people within the organization.

Cole (1991) emphasizes the need for a continuous process in the induction of teachers professionally. He argues that induction programmes would typically include workshop sessions, in-service programmes, communications and support networks, and school-based assistance and support. Thus, scholars have often argued that beginning in pre-service education gave focus on developing the basic knowledge base and pedagogical competencies. These were necessary for initial certification only. They however, argue that the induction process in terms of Continuing Professional Development provided a bridge from being the students' teacher. The process of Continuing Professional Development provided the roles in which the primary attention of translating theories and concepts into effective practices were enhanced. This streamlines the identification of areas where additional information and training were needed.

In the Teacher Resource Centres, experienced teachers, including those that have retired ought to be encouraged to serve as mentors, coaches and resource consultants.

They could do this to less experienced staff both in the Resource Centres and High schools.

To further strengthen and streamline the provision of Continuing Professional Development Programmes among Copperbelt Province High School Teachers, there was need to develop partnership, so that individual teachers become more responsible for their competence and performance.

In the Zambian context, the Continuing Professional Development of teachers has both the historical and traditional perspectives. A study by Kamwengo and Ndhlovu (2004) states that: Continuing Professional Development traces its origin from the colonial period. They argue that as early as 1923 there was an education policy guideline established. This was in the colonial office by the Advisory Committee on native education in British Tropical Africa.

Kamwengo and Ndhlovu (2004) citing Kelly (1999) and Snelson (1974) further argue that this Committee recommended the establishment of a system that comprised visiting teachers. These moulded a programme of improving village schools and continued the training of teachers. The notable feature of this arrangement was that the Advisory Committee visited village schools on a rotational basis. They showed local teachers how certain tasks could be done. They even introduced better inspirational methodologies that were injected into the education system.

Another notable feature by Kamwengo and Ndhlovu's (2004) survey was that the Advisory Committee recommended for the establishment of institutions for training

teachers. They also advocated for the vacation teachers' conferences to help teachers develop professionally.

To enhance professionalism, Kamwengo and Ndhlovu (2004) cited the inspectorate as being instrumental and assertive. Inspectors were involved in guiding the professional development of teachers during the colonial era. At independence, these researchers argued that the Zambian government included in its (1964 -1973) National Development Plan, the aspect of Continuing Professional Development. The plan stressed the importance of expanding facilities for teacher training and upgrading.

This development, Kamwengo and Ndhlovu observe, called for the enhancement of in-service training. This was to be done through an Act of Parliament. It would result into transforming the National Teachers College at Chalimbana into a National – In-Service training college of teachers.

The inspectorate in the Ministry of Education was once again heavily involved. They held and organized a number of workshops, subject conferences, seminars, including short but intensive courses. This was done to streamline the Continuing Professional Development Programmes of teachers.

In order to enhance further the provision of Continuing Professional Development Programmes at all levels of education delivery, the Ministry of Education, (1977) states that:

It was essential to all stakeholders in the educational enterprise by participating in various in-service programmes through initial training for unqualified teachers and upgrading professional qualifications

through various professional in-service courses (Ministry of Education, 1977:66).

Nkhata and Arden (2000) further observe that a project called Action To Improve Mathematics and Science (AIEMS) was established in 1994. This was a joint programme between the British and Zambian Governments. The aim of the programme was to provide a well designed decentralised system of Continuing Professional Development of teachers. The end result was the construction of 78 Teacher Resource Centres both at Provincial and District levels to help implement Continuing Professional Development Programmes for teachers in Basic and High Schools.

Following subsequent reviews and evaluations, it was found that the concept of Continuing Professional Development of teachers was not well received at High School level. The major reason according to various standards' reports by the Ministry of Education was that a system was lacking at High School level which could co-ordinate effectively Continuing Professional Development activities.

Nonetheless, there was need to rectify this phenomenon. Therefore, the Ministry of Education established a position under the Directorate of Teacher Education and Specialised Services that was replicated in all the 9 provinces, of Subject Co-ordinators, to deal with Teachers' Professional Development in High schools. The officers charged with Professional Development at High school level were called Subject Co-ordinators – High Schools.

In order to achieve this goal, there was need to put in place a sustainable school-based Continuing Professional Development system, which would be responsible for the professional needs and growth of the Copperbelt Province High School Teachers themselves and the school.

To rationalize and integrate initial Teacher Education with Continuing Professional Development, the Ministry of Education was trying to concretize the foundation of knowledge. This was being done through a firmly rooted culture of Continuing Professional Development Programmes for teachers.

Levine and Horwitz (1991) as cited by Khan, state that: the Teachers' Resource Centre was both a place and a concept. A place where skills were improved and innovations shared and a concept of professional growth, which valued the integrity of each teacher's work. It could respond to the needs of teachers and enhance their professional development and growth in a positive and constructive way. The Teacher Resource Centre emphasised active approach to learning and special attention was paid to maintaining an informal atmosphere encouraging interaction among participants and building self-confidence as well as knowledge.

The Resource Centre Management manual (1995) states that: the Resource Centre would, working within the Ministry of Education structure, strive to improve the quality of teaching and learning of English, Mathematics and Science at primary and secondary levels. The Resource Centre would become an integrated part of the community by offering equal access to all educationalists, aiming to eliminate gender bias.

The emphasis of the statement above was on Teacher Resource Centres being “vehicles” through which the Continuing Professional Development of teachers should be delivered. This should be through a cascade system. Some studies carried out internally by the Ministry of Education and externally by the consultants have shown some gaps between the District and Provincial Resource Centres. Most initiatives and programmes such as Read on Course (ROC), Step into English (SITE) and New Break Through to Literacy (NBTL) are well grounded at basic school level through SPRINT. In case of high schools, the programmes that suit that level are to a large extent lacking.

The District Resource Centres have been instrumental in giving Continuing Professional Development Programmes of Basic School teachers. This has permeated through the Zones and school-levels. Zonal and school In-server co-ordinators have been magnificent in delivering such programmes through Teacher Group Meetings and SPRINT. At High School-level this “cascading” is yet to be fully realised.

An observation concerning Continuing Professional Development is cited in the Post Newspaper of Saturday, 17th September (2006: III) article by Uncle Foster. He states that schools could organize in-service training of teachers on final Grade 12 examination marking practice. He asserts that with this kind of Continuing Professional Development, teachers who were less exposed to the process could have an opportunity to learn the different ways in which pupils expressed themselves hence enhancing the quality of teaching and learning in schools.

The subsequent chapter looks at the methodology that was used to collect data on the topic under study in selected High Schools in the Copperbelt Province.

2.1 **SUMMARY OF REVIEWED LITERATURE**

The review of the related literature in this study shows the important part the high school teachers could play in the teaching "industry". The improvement of pedagogy and actual classroom practice was anchored in the Continuing Professional Development programmes of teachers.

Teachers might graduate with advanced theories from Universities and Colleges of Education; however, they may lack the pedagogical competences and actual classroom practice in both content and methodology. Nonetheless, these aspects could be improved upon when teachers are exposed to re-training by way of Continuing Professional Development through Teacher Resource Centres and at school-level.

Continuing Professional Development has some historical perspectives. A study by Kamwengo and Ndhlovu (2004) entitled, "Basic School Management Training of Headteachers (BSMTHT) on Professional Development sought to enhance this belief. The study postulates a number of issues relating to enhancing Continuing Professional Development programmes. There was an attempt by the study to appreciate effects of bringing the lapses and weaknesses in the provision of Continuing Professional Development programmes to the relevant stakeholders. This was so on account of Headteachers being primary targets in cascading the information and knowledge to the practising teachers.

The importance of Teacher Resource Centre is promulgated in the study by Nkhata and Arden (2000). It was observed in the study that a joint project called Action to Improve Mathematics and Science (AIEMS) established between the

Zambian and British governments resulted in the well designed decentralised system of *Continuing Professional Development*.

Ultimately, 78 Teacher Resource Centres both at provincial and district levels were constructed to help implement Continuing Professional Development programmes for teachers at Basic and High School levels. However, a lopsided situation was noted where Continuing Professional Development was firmly and deeply-rooted at Basic School level.

A study by Msango (1988) entitled: "The Improvement of quality, relevance and efficiency in teacher education in Zambia" emphasises that networking among various stakeholders in order to enhance teacher education. teacher unions like the Zambia National Union of Teachers (ZNUT), the only teachers union at the time of study was conducted was strongly encouraged to partake in teacher education programmes.

A survey by Siaciwena et al (2005) lays an argument on strengthening Continuing Professional Development in a more coordinated system that involves colleges of Education, Teacher Resource Centres and NISTCOL-CHALIMBANA.

This study attempted to close the gaps of some researchers conducted within Zambia on enhancing the provision and strengthening of Continuing Professional Development among High School teachers.

The study used both quantitative and qualitative methodologies when collecting data. This was done in order to validate the data that one approach could have biasly provided.

This study involved Headteachers, Heads of Departments Teacher Resource Centre coordinators and the teachers, as part of the multiple sources of information. The ultimate goal was to solidify evidence on the weaknesses and lapses in strengthening the provision of Continuing Professional Development to High School teachers. The subsequent chapter delves into the methodology that was used in the study.

CHAPTER THREE

METHODOLOGY AND PROCEDURE

3.0. OVERVIEW

The chapter discusses the methods that were used to collect data. The aspects of various techniques that were used to collect data are equally discussed. Briefly the pilot study is equally discussed, herein.

3.1 THE PILOT STUDY

In order to minimize aspects of ambiguity in the various instruments used in the study, a pilot study in 6 schools and 2 Teacher Resource Centres in Ndola and Kitwe was conducted. This was meant to optimally give both the researcher and study subjects enough latitude, in understanding the instruments.

3.2 RESEARCH DESIGN

The research design took the form of a survey. The study involved both methodologies of the qualitative and quantitative nature. The qualitative methodology relied mainly on aspects of semi-structured interview schedules and Focus Group Discussions. On the other hand the quantitative methodology relied mainly on the structured questionnaires that were self-administered, on account of the type of data required by the researcher from the population. The research design of the survey was chosen as the most reliable and dependable. The reason for using both methods was to avoid biases and limitations that characterises the use of one method.

3.3 TARGET POPULATION

The target population comprised all High schools and Teacher Resource Centres on the Copperbelt Province. This target population included Resource Centre Co-ordinators and subject-co-ordinators in Provincial and District Resource Centres, Head teachers, Heads of Department and ordinary school teachers.

According to the Ministry of Education Regional Headquarters in Ndola, at the time of the study, the Copperbelt Province had 58 High schools. 52 of the high schools in this study were defined as being urban and 6 were defined as rural.

Therefore, 58 high schools comprised the target population. These included 531 Teachers, 10 District Resource Centre Co-ordinators, 4 subject co-ordinators in the 2 Provincial Resource Centres, 58 Head teachers and 28 Heads of Department giving the researcher a total study population of 541.

In order to obtain relatively compressive and dependable situational picture in the Copperbelt Province, the study sampled both the rural and urban schools as well as Teacher Resource Centres. The 7 districts were classified as urban and 3 districts as rural. The rationale behind conducting the study of High schools in both rural and urban areas was that basic/primary sector have had more Continuing Professional Development activities taking place. Tindi (2005) in his secular letter to Provincial Education Officers laid emphasis on strengthening CPD/SPRINT at High school level. This was because of numerous reports that Ministry of Education had received indicating the lack of seriousness in the implementation of CPD, by Resource Centres in high schools.

3.4 SAMPLE SIZE AND SAMPLING PROCEDURES

In order to enhance a sample representation of the study population a number of factors were taken into account. The respondents in the study were drawn from both rural and urban areas in the Copperbelt Province. To draw a sample of 12 schools from a total number of 58 high schools, a proportionately stratified technique was used to come up with a list of 12 High schools demarcated into rural and urban. In addition a total number of 8 Teacher Resource Centres were included.

It was discovered that 4 High schools were based in the rural districts of Lufwanyama, Mpongwe and Masaiti, whilst the other 8 High schools were based in the 3 urban districts of Ndola, Kitwe and Chililabombwe, giving us a total of 6 districts in the Copperbelt Province.

The total sample of 84 respondents that represented 16% of the study population was taken into account, this included the following: 20 Heads of Department, 40 High school teachers out of a total number of 541, 12 school head teachers out of a total number of 58 and 8 Teacher Resource Centres out of 14, being part of an estimated 100.

3.5 DATA COLLECTION INSTRUMENTS

In order to achieve triangulation a number of data collection methods were used. These included questionnaires, interview-schedules and Focus Group Discussions (F.G.Ds). The exercise was conducted from April to August 2006. In order to comprehensively collect dependable and reliable data, the following research instruments were used:-

(i) *Semi-Structured Questionnaires*

These took into account all the objectives of the study and were self administered to all respondents, the teachers. They were the main research instruments of the study.

(ii) *Semi-Structured Interview Schedules*

These were administered to Head teachers, District Resource Centre Co-ordinators and subject Co-ordinators at Provincial level. The different categories had separate interview schedules. The objectives of the study were taken into account.

(iii) *Focus Group Discussions (F.G.D.s)*. The target group were Heads of Department (H.O.Ds). This instrument was chosen in order to confirm the provision of information by the other instruments.

The researcher administered a total number of 26 semi-structured interview schedules to 12 Head teachers, 10 District Resource Centre Co-ordinators, 4 Provincial Resource Centre Co-ordinators. 50 self –administered questionnaires to teachers and conducted Focus Group Discussions with 24 Heads of Department in the 12 High schools.

3.6 PROCEDURE OF DATA COLLECTION

A research assistant in each participating school was enlisted. Some orientation on how to administer the questionnaire was administered to a randomly selected sample by the research assistants in each participating school. The research assistants were advised to carefully take into account the aspect of gender, in the administration of the questionnaires.

In order to give ample time to the respondents, the research assistants were advised to leave the questionnaires to each respondent for a maximum 3 days. The research assistant collected and kept the questionnaires. These were collected by the researcher on the 4th day.

The researcher conducted interviews using the semi-structured interview schedules. In each participating school the researcher chose a quiet room and filled in the interview schedule as the respondents gave out answers to each item. Owing to follow-up questions on Continuing Professional Development the interview was conducted this way principally to have a richer base of information. Additionally, focus group discussions were used to collect data from selected heads of departments in the selected high schools.

3.7 ANALYSIS OF DATA

Quantitative data in this study were subjected to computer generated calculations, percentages, frequencies using Statistical Package for Social Sciences (SPSS) software.

While qualitative data were analyzed using the content analysis approach. This took into account coding, categorizing and re-categorizing themes which emerged in the study.

3.8 INTERPRETATION OF DATA FROM THE STUDY

The interpretation of data in the study, took into account the data that were collected and analyzed. The data were separated into objectives and respondents strata. The researcher compared, and drew conclusions in order to

determine the depth and seriousness with which High schools had taken in response to the provision of Continuing Professional Development among High school Teachers through Resource Centres.

3.9 PROBLEMS ENCOUNTERED/ETHICAL MATTERS DURING DATA COLLECTION

During the process of data collection, the researcher encountered the following problems:

Firstly, the funds to carry out the study were not released in time due to administrative procedures by the sponsor – Ministry of Education – Regional Headquarters in Ndola. However, this did not deter the researcher from preparing adequately for the study and research.

Secondly, some participants in the study showed a generally negative attitude. Some respondents (teachers) thought it would be a meaning-less exercise because it might not mitigate the situation at hand. The other respondents' thought Continuing Professional Development was synonymous with IN-SERVICE Teacher Training at Universities and Colleges, hence distorting the meaning.

Thirdly, some respondents grudgingly and deliberately responded fairly negatively to questions in the Questionnaire thus, having some implications of some outcomes in the study.

Fourthly, owing to lack of respect for time, the researcher had to return to some schools more than once to collect the Questionnaires from some respondents.

However, the interview-schedules and Focus Group Discussions had fewer problems compared to the Questionnaires.

3.10 **RESPONDENTS CONFIDENTIALITY**

The respondents (teachers) and other participants were assured of *confidentiality on information they were providing during and after the study.* This was in-line with issues patterning to Ethics in research. The subsequent chapter presents the research findings.

CHAPTER FOUR

RESEARCH FINDINGS AND RESULTS

4.0 OVERVIEW

This chapter presents findings, results and interpretations from questionnaires, interview schedules and Focus Group Discussions. In conformity with the presentation of data, the objectives and research questions were taken into consideration. In arriving at the results the data analysis procedures as discussed in Chapter Three were used and followed.

4.1 FINDINGS FROM HIGH SCHOOL TEACHERS

The questionnaires that were completed by 40 teachers were processed. The respondents ranged in age between 21 and 55 years. Out of these 12% ranged from 21 to 30 years. Twenty-three were in the range of 31 to 35 years representing 27%. Twenty-one were in the range of 36 to 40 years representing 27%. Thirteen were in the 46 to 50 range age group representing 15 % and ten were in the 51 to 55 years range representing 12%. Some variables that are considered cardinal in strengthening the provision of Continuing Professional Development were taken into account. Out of the 50 respondents, 24 were male representing 48% whilst 26 representing 52% were female.

4.1.1 RESPONDENTS VIEWS ON COURSES UNDERTAKEN DURING INITIAL TEACHER TRAINING

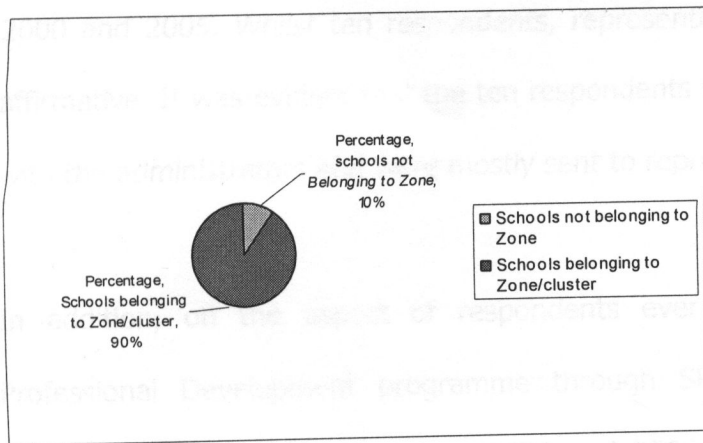
The purpose of this section was to examine to what extent the teachers initial training was responsive to the current trends in teacher performance in forms of pedagogy and practice. It was considered useful to know whether the initial training programme meets the expectation of the system. Teaches were asked to

indicate whether they had undertaken any administration/management course during initial teacher training. 80% indicated that they had not undertaken any administration/management course during their initial training. 20% indicated that the administrative/management course they took did not relate to their subject area of specialisation, thus making it difficult to see the need for Continuing Professional Development. 90% did indicate that they did not belong to any subject association. This was an indication that there was lack of adequately provided for Continuing Professional Development programmes at high school level. 10% indicated that they belong to subject associations but were not meeting as often as they should.

4.1.2 **IDENTIFICATION**

90% of the respondents identified their schools as being under a zone/cluster. The other 10% were either mission (Grant aided) or government owned. Mostly, the schools the researcher visited in urban centres clearly identified with zones/clusters. However, the findings of the researcher were that inspite of there schools belonging to either a zone or cluster, the teaches in such schools hardly mingled with their colleagues to share Continuing Professional Development activities, whose ultimate aim was to streamline the competencies of these teaches in pedagogy and provide skills. The situation was even worse in the peri-urban and rural areas the researcher visited. This was attributed to long distances between Teacher Resource Centres and schools.

Figure 1: Identification of schools in zones/clusters



4.1.3 MEASURES PROVIDED IN FINDING OUT NUMBERS OF TEACHERS THAT HAD BENEFITED FROM CONTINUING PROFESSIONAL DEVELOPMENT THROUGH SPRINT BY TEACHER RESOURCE CENTRES

Regarding the views on how many teachers had heard of Continuing Professional Development through SPRINT by Resource Centres, all the respondents, 40 teachers affirmed that they had heard of such programmes, thus representing 48%. 12 Headteachers positively responded thus representing 14%. And through focus group discussions most heads of department responded positively in this regard. However, what was saddening was the actual non – implementation of such programmes at school level inspite of attempts on many occasions by Resource Centres.

On possible reasons whether initiatives either by High Schools or Teacher Resource Centres had been taken to administer Continuing Professional Development programmes through SPRINT, thirty respondents representing 36%, indicated clearly that there was inadequate initiative taken both by school administrators and Teacher Resource Centres to enhance the provision of

Continuing Professional Development programmes through SPRINT between 2000 and 2005. Whilst ten respondents, representing 12% did respond in the affirmative. It was evident that the ten respondents were those that had favours with the administrators and were mostly sent to represent headteachers.

In addition, on the aspect of respondents ever attending any Continuing Professional Development programme through SPRINT either at school or Teacher Resource Centre between 2000 and 2005, sixty-six respondents were involved, out of these, fifty-two representing 62% claimed that they had not attended any CPD/SPRINT programme either at school or in the Teacher Resource Centres between 2000 and 2005, whilst twenty-four, representing 28% responded in the affirmative. Clearly, this was an indication that there was lack of CPD/SPRINT programmes taking place at high school level. The meaning of this was that Teacher Resource Centres had to do more in order to entrench such programmes to teachers.

The respondents were equally asked to indicate how many times they had attended workshops, subject association meetings, seminars and conferences, out of the seventy-six respondents, seventy-two representing 86% said that they had not attended any CPD/SPRINT activities in form of workshops, subject-association meetings, seminars and conferences between 2000 and 2005, whilst four, representing 50% claimed that they had in one way or the other attended. These were teaches and headteachers respectively.

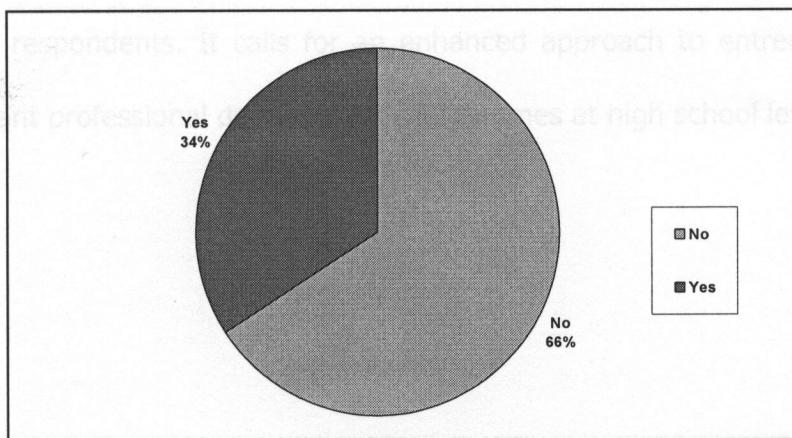
On whether teachers attended any school-based Continuing Professional Development programmes between 2000 and 2005 through the initiative by

Resource Centres, fifty-respondents representing 59% indicated that they had not attended whilst twenty-six respondents indicated that they had done so, thus representing 31%. Clearly, this is an indication that Resource Centres were not doing as much as they should in enhancing the provision of Continuing Professional Development programmes at high school level. It is evident that high schools were not, as much as they should, holding department workshops, seminars and conferences. This is inadvertently, the responsibility of Teacher Resource Centres, through a well co-ordinated and streamlined supervisory role. Currently, it is lacking.

The respondents were further asked to state whether Teacher Resource Centres were doing enough in strengthening CPD/SPRINT in high schools between 2000 and 2005.

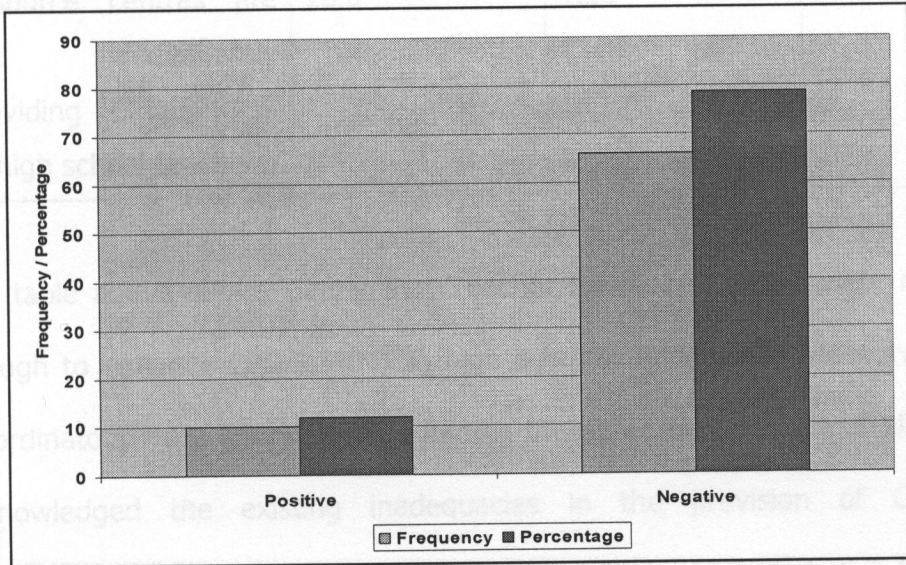
4.1.3.1 Respondents views on whether Teacher Resource Centres were doing enough in strengthening CPD/SPRINT in High Schools between 2000 and 2005.

FIGURE 2



4.1.3.2 Respondents views on whether Teacher Resource Centres were doing enough in strengthening the provision of CPD/SPRINT in High schools between 2000 and 2005.

FIGURE 3



Sixty-six respondents representing 78% indicated that Teacher Resource Centres had not done enough to strengthen the provision of Continuing Professional Development/SPRINT in high schools between 2000 and 2005 whilst ten respondents representing 12% responded positively. This is a critical observation by the respondents. It calls for an enhanced approach to entrench these very important professional development programmes at high school level.

Table 1 : Teachers evaluation on whether resource centres were doing enough in providing continuing professional development in high schools

	RESPONDENTS PERCENTAGES TO INDICATED ITEMS		
	Very much	To some extent	Not at all
Resource centres are not adequately providing CPD/SPRINT to high school teachers	10.0	12.0	78.0

The table above shows clearly that Teacher Resource Centres were not doing enough to enhance CPD/SPRINT in high schools. Additionally, Resource Centre co-ordinators were interviewed regarding the same matter. Almost all of them acknowledged the existing inadequacies in the provision of Continuing Professional Development programmes. They clearly indicated that there was lack of strict adherence to such programmes by the school administrators thereby, making it difficult for the teachers to follow. This included either not time-tabling such programmes on the main school time-table or not funding the said programmes in form of in-house workshops, conferences and seminars.

4.1.4 POSSIBLE REASONS WHY HIGH SCHOOL TEACHERS WERE NOT BENEFITING FROM CONTINUING PROFESSIONAL DEVELOPMENT INITIATIVES-SPRINT BETWEEN 2000 - 2005

Table 2: Teachers perception on inhibiting factors on CPD/SPRINT

	RESPONDENTS PERCENTAGES TO INDICATED ITEMS		
	Very much	To some extent	Not at all
School – administration support to CPD/SPRINT	12.0	8.0	80.0
Number of times SPRINT meetings attended	12.0	8.0	80.0
Impressed with venues of CPD/SPRINT	12.0	8.0	80.0
Inadequate funds to carry out CPD/SPRINT activities	0.0	17.0	83.0

The teachers were asked to state whether there were possible reasons that inhibited high school teachers from fully benefiting from CPD/SPRINT programmes between 2000 and 2005, 83% indicated that school administrators did not fully support CPD/SPRINT financially, 17% through this was being done to some extent. On the question of whether CPD/SPRINT venues were impressive, 80% thought that there were none, whilst 12% thought they were impressive and 8% thought that such reviews were impressive to some extent. 80% subscribed that school administrators did not fully support CPD/SPRINT activities, 8% thought to some extent and 12% that they were. All these were in comparison with other school related activities such as sports.

4.1.5 **RESPONDENT'S VIEWS AND OPINIONS ON HOW BEST CPD/SPRINT COULD BE ENHANCED AND STREAMLINED THROUGH TEACHER RESOURCE CENTRES**

Respondents were asked to state how best CPD/SPRINT programmes could be enhanced and streamlined. 84, respondents representing 100% stated that Teacher Resource Centres were cardinal and strategically placed to superintend on such professional programmes through constant monitoring and supervision at high school level unlike the case now. This should be through constant liaison between school administrators and Resource Centre co-ordinators. 14 respondents representing 17% pointed out that enough advocacy and sensitisation particularly on the difference between CPD/SPRINT and in-service teacher education was needed. 10 respondents representing 12% postulated that the Ministry of Education officials, including headteachers were just spending money on workshops other than just monitoring CPD/SPRINT among high school teachers.

Table 3: TEACHERS VIEWS ON HOW BEST CPD/SPRINT COULD BE STREAMLINED THROUGH RESOURCE CENTRES

	RESPONDENTS PERCENTAGES TO INDICATED ITEMS		
	Very much	To some extent	Not at all
School administrators to meet frequently to plan/review CPD activities	90.0	10.0	0.0
Involvement of teachers in the planning of CPD/SPRINT activities	5.0	5.0	90.0
Are Resource Centres being involved in providing	10.0	10.0	80.0

professional support in high schools			
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90% responded that school administrators did not frequently meet to plan and review CPD activities whilst 10% thought otherwise. On teachers involvement in such activities main 90% indicated that they were not involved 80% stated lack of involvement by Resource Centres in providing CPD/SPRINT support whilst 10% thought otherwise.

4.1.6 LOCATION OF HIGH SCHOOLS IN RELATION TO ACCESSING PROFESSIONAL HELP BY RESOURCE CENTRES

Table 4 : Teachers views on whether the location of high schools inhibited them from accessing professional help by Resource Centres

	RESPONDENTS PERCENTAGES TO INDICATED ITEMS		
	Very much	To some extent	Not at all
Location of school from Resource Centre inhibits access to professional help	69.0	20.0	11.0
School encounters professional problems in conducting CPD owing to location	70.0	25.0	5.0

The respondents were asked to indicate whether the location of high schools inhibited them from accessing professional help from the Resource Centre, 69% clearly stated that this was a setback regarding such professional help by

Resource Centres. 20% felt this was only to a certain extent, as teachers could easily reach out to Resource Centres, especially in urban areas. 11% claimed this was not a factor. Additionally, 70% felt schools encounter problems in conducting CPD as Resource Centres were mainly located in fairly far flung areas, especially rural areas. 25% thought this was to some extent affecting such professional issues, whilst 5% that this was not a factor at all.

4.1.7 VIEWS ON STRATEGIES TO MAXIMISE AND STRENGTHEN PROVISION OF CPD/SPRINT THROUGH TEACHER RESOURCE CENTRES TO HIGH SCHOOLS

The question on strategies to maximise and strengthening the provision of CPD/SPRINT was asked to all categories of respondents. 74% felt strongly that more strategies such as enforcing the policy on the role teacher Resource Centres play in providing CPD/SPRINT needed to be strengthened. In addition constant monitoring of CPD/SPRINT, should be enhanced. Time-tabling CPD/SPRINT on the school main time-table would further strengthen such programmes. 21% strongly felt that the Ministry of Education needed to increase allocation of funds to both Resource Centres and high schools to help these institutions in carrying out CPD/SPRINT effectively and efficiently.

4.1.8 RESPONDENTS VIEWS ON INITIATIVES TAKEN BY EITHER HIGH SCHOOLS OR TEACHER RESOURCE CENTRES IN ADMINISTERING CPD/SPRINT

The question of initiatives taken either by high schools or Resource Centres in administering CPD/SPRING was asked to relevant respondents. They clearly stated lack of initiative as a contributing factor on the slow pace at which such

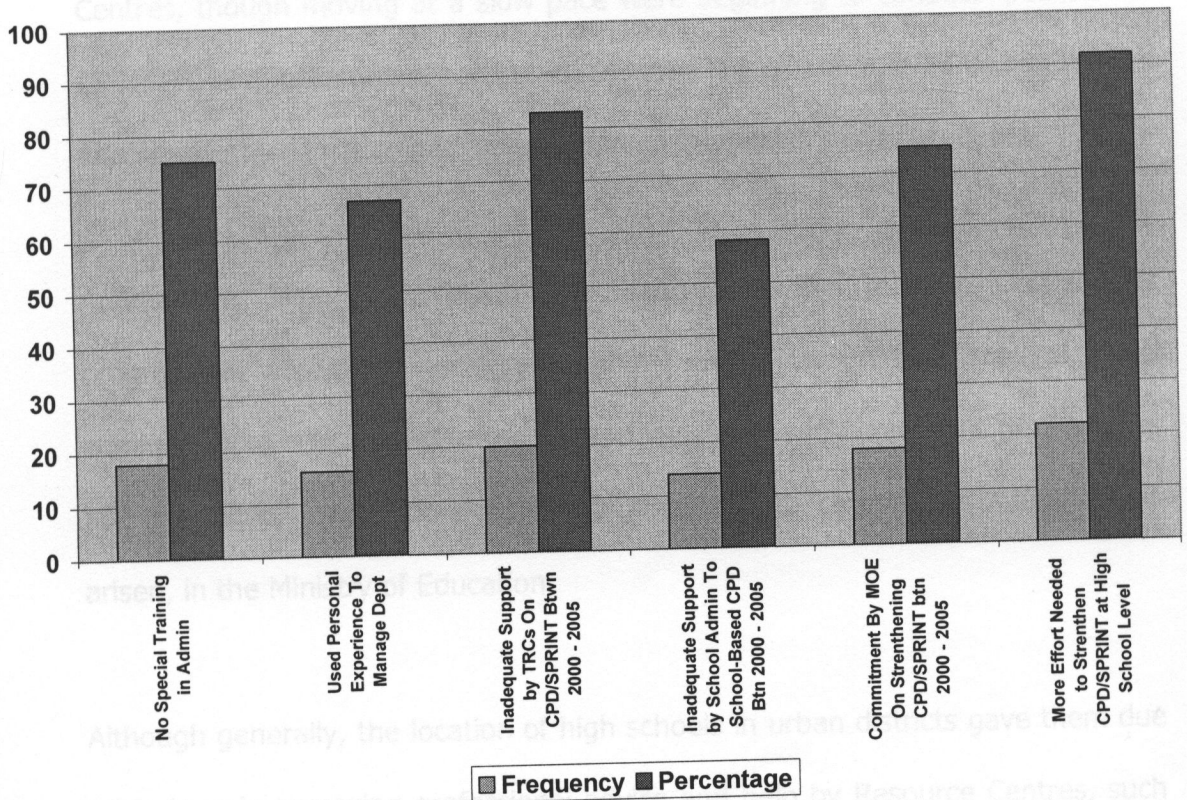


programmes were being implemented through Resource Centres to high school teachers. 36% of the respondents affirmed to this question, whilst 12% stated the opposite.

4.1.9 FINDINGS FROM HEADS OF DEPARTMENT UNDER FOCUS GROUP DISCUSSIONS (FGDs)

The Focus Group Discussions were conducted as part of data collection procedure as shown in appendix 3 in the study. Heads of department, being key in the implementation of Continuing Professional Development were targeted. Various themes in the study were discussed, particularly those from research questions and objectives of the study.

Figure 4 Heads of department focus group discussions



Most of the respondents indicated various but serious lapses in the way Continuing Professional Development programmes were being administered at high school level. They attributed these lapses to either lack of adequate training at the points of delivery-high schools or inadequate professional attention by the Resources Centres. What was clearly indicated from the responses of Heads of Department was that there was need to concretise efforts that pertain to the actual provision of CPD/SPRINT programmes at various levels of the Ministry of Education if such programmes were to take root in high schools.

Generally, the findings of the study from teachers, headteachers, heads of department and Resource Centre co-ordinators have significantly indicated lack of exposure in terms of the management and administration of Continuing Professional Development programmes at high school level. Teacher Resource Centres, though moving at a slow pace were beginning to conduct "pockets" of CPD/SPRINT programmes, particularly towards the end of 2005. This ought to be encouraged by all concerned stakeholders in the Ministry of Education.

Additionally, lack of cohesion and liaison, in the manner CPD/SPRINT programmes were being managed by both Teacher Resource Centres and school administrators contributed to the ineffectiveness of such important programmes at high school level. Therefore, an urgent need to correct this situation has arisen, in the Ministry of Education.

Although generally, the location of high schools in urban districts gave them due advantage in accessing professional advice and help by Resource Centres, such schools lacked the initiative to utilise such facilities and expertise of Resource

Centre co-ordinators. This then contributed to ineffectiveness and inefficiency to a certain degree among high school teachers. The case was problematic in rural schools except for Mpongwe and Kalumbwa High Schools that were within proximity to Resource Centres. Nonetheless, evidence from the study shows that teachers in these schools regarded Resource Centres as places for their basic school colleges, a trend that should be changed.

4.1.10 **OBSERVATIONS BY THE RESEARCHER**

Notably, the research used questionnaires, interview schedules and Focus Group Discussions (FGDs) as major methods of data collection. The following were observations the researcher noted pertaining to the study. The researcher noted and observed that most headteachers and their subordinate administrators and some Resource Centre co-ordinators did not possess sufficient exposure to handle high school Continuing Professional Development programmes through school-based SPRINT. What these officers needed was in-house conscientisation for headteachers and refresher courses for some Resource Centre co-ordinators who lacked in conceptualisation of CPD/SPRINT at high school level.

The other notable observation by the researcher was insufficient liaison and cohesion between Resource Centre co-ordinators and school administrators in implementing Continuing Professional Development programmes. In some case, school administrators and Resource Centre co-ordinators “clashed” on actual implementation of such programmes with the former purportedly having bias towards sports and the latter trying to re-enforce the Ministry of Education policy on Resource Centres being “vehicles” through which the decentralised system of

enhancing education delivery would be delivered, particularly with a deep rooted and entrenched Continuing Professional Development programmes.

The other observation was on account of the location of both Resource Centres and high schools. Most high school teachers did not utilise Resource Centres for purposes of material production, research and sharing experiences. This in short prevents them from accessing the much needed professional help from Resource Centres. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 INTRODUCTION

This chapter discusses the findings of the study. The research reveals some pertinent issues, as regards the inadequacies as obtained in the strengthening of the provision of Continuing Professional Development programmes through SPRINT among Copperbelt high schools. The sample size was small but inferences could be drawn to confirm other researchers' findings.

In line with the Ministry of Education policy document, "EDUCATING OUR FUTURE", goals have been set that underpin making use of Teacher Resource Centres and schools, as avenues through which the strengthening and provision of Continuing Professional Development through the "Vehicle" of School Programme of In-Service for the term (SPRINT) would be delivered to high schools. The Training Policy document of 2000, enunciates the concept of institutionalized training as a way of promoting and exchanging, ideas, knowledge and skills. This would ultimately improve teacher performance and competencies. The teacher and the environment in which they operate, have been identified as key elements in achieving these goals. Therefore, this Chapter is on discussions of the findings that are presented in the preceding chapter.

5.1. CORRELATION BETWEEN TEACHERS' YEARS IN SERVICE AND CLASSROOM PERFORMANCE

With regard to the respondents' years in service and/or employment, the findings revealed that most of them had served well above 10 years, and had acquired fairly enough teaching and management experience. Additionally, the majority possessed good academic and professional qualifications. To possess both good academic and professional qualifications are not enough. Both teachers and school administrators must continually be updated in various sectors in order for them to have an impact on both the school and the pupils. This would act as a motivation. These findings were in line with ideas of motivation as postulated by Mwanalushi (1992)

In order to improve their pedagogical and practical skills, teachers ought to keep themselves abreast with many educational programmes. The education policy document agrees with this assertion thus:

As with other professionals, teachers have a responsibility, to themselves and to their profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession. (MOE,1996:115)

In agreeing with the sentiments above with regard to pedagogy and practice, the SPRINT document (MOE/USAID, 2006:16) argues that Zambia has many good teachers who could even be better, and that when Zambia's teachers teach better, pupils learn more and the nation benefits.

Further, the Ministry of Education document, (1992:89) postulates that teacher education is a continuous process that must be extended throughout the individual's years of actual teaching. Further, the document argues that it was important on professional grounds, so that teachers remain up-to-date with their work, and on institutional grounds since career advancement is linked in many ways to opportunities for further training and professional development. Orlich (1989) and Cawood and Gibbon (1985) had earlier discussed this concept.

5.2. **WITH REGARD TO THE FOCUS GROUP DISCUSSIONS (F.G.D.S)**

These included aspects from the research questions and objectives. In their study, Duplessis et al (2002:2) encourage teachers to do teamwork by way of peer learning and support activities that promote professional development among groups of colleagues. In such groups there would be sharing of ideas, successes, and challenges with colleagues as a practical way of strengthening teamwork at each school. Mampuru (1992) and Turner (1990) share similar views on enhancing better teaching and learning.

The various Heads of Department the researcher met in Focus Group Discussions in the 12 high schools expressed dissatisfaction regarding the inadequacies in the strengthening of the provision of Continuing Professional Development through SPRINT among High School teachers. Most of them argued that not enough was being done to consolidate CPC by Resource Centres.

The Heads of Department cited the non-implementation of school-based CPD/SPRINT activities by both the school administrators and Teacher Resource

Centres, as inhibiting factors of CPD/SPRINT. Further, they claimed that Teacher Resource Centres were not fully monitoring CPD/SPRINT in high schools as the case was at basic school level.

Additionally, they purported that in most schools, CPD/SPRINT activities were not even on the main school time-table as Head teachers feared financial responsibilities, in case such activities spilled over either into lunch-hour or beyond teachers' stipulated working hours. This made it difficult for both teachers and school administrators to follow and implement.

5.3. **COMMITMENT BY THE MINISTRY OF EDUCATION IN STRENGTHENING CONTINUING PROFESSIONAL DEVELOPMENT/SPRINT**

With regard to the commitment by the Ministry of Education to strengthen CPD/SPRINT among high school teachers, there was scepticism shown. Most of the Heads of Department felt very strongly that the Ministry of Education ought to increase funding to Teacher Education. They felt that there was a bigger competing need between IN-SERVICE teacher sponsorships with Continuing Professional Development activities. In fact, Ingvarson (1990:165), as cited by Blandford argues that:

As professionals, teachers should view the place in which they work as a place of learning. Within the frameworks of Continuing Professional Development (CPD), self-development and staff development are essential pre-requisites to effective management and effective schools. Blandford, (1997:185).

Further, Blandford (1998:15) states that: professional development is the development of teachers and support staff to enhance their knowledge and understanding, and their skills and abilities to improve the quality of teaching and learning.

5.4 **KNOWLEDGE OF CONTINUING PROFESSIONAL DEVELOPMENT/SPRINT BY TEACHERS AND ADMINISTRATORS IN HIGH SCHOOLS**

With regard to the views on the knowledge of CPD/SPRINT, the majority of the respondents affirmed to this concept although some confused terms with IN-SERVICE teacher education.

Siaciwena et al (2005: 8) add value to the argument concerning the strengthening of the provision Continuing Professional Development. These researchers citing the National Policy Document "Educating Our Future" emphasise that the Ministry of Education Strategic plan also provides for Continuing Professional Development of teachers in a co-ordinated system that involves colleges of education, teachers' resource centres and NISTCOL.

Further Craig et al (1998:1) states that: When teachers are involved in appropriate decision-making processes, they are able to reflect on and change their circumstances, enjoy being around children, have their skills needed to impart appropriate knowledge and manage their classrooms, and understand their role in the larger community, they are usually highly motivated and student achievement tend to rise. These elements are usually developed over time and more practice.

These researchers further state that Teacher development is a process not an event. It involves change over time and is achieved in stages. The stages are related to teachers' experience gained in instructional and management practice over their career. The stages are also related to the degree of services and support a country's level of economic and political development allows it to provide.

5.5. COMPARISON BETWEEN MEASURES/INITIATIVE TAKEN AND IMPLEMENTATION/ADMINISTRATION OF CONTINUING PROFESSIONAL DEVELOPMENT

Clearly indications are that inadequate measures and initiatives lack in the actual implementation and administration of Continuing Professional Development Programmes at High School level in the Copperbelt Province. Some teacher respondents claimed that they had not effectively attended any CPD/SPRINT programme either at school or Teacher Resource Centre between 2000-2005. Maher (1985) postulates that in-service education demands a considerable amount for courses, workshops, congress which should be school-based or institutionalised like in Resource Centres.

The views and opinions of various stakeholders indicate a not clearly co-ordinated approach between Head teachers, Heads of Department on one hand and teachers on the other regarding the provision of Continuing Professional Development Programmes. Some teachers claimed that due to lack of co-ordination they had not attended any Continuing Professional Development Programmes such as SMARC as DODIS through workshop, subject-association meetings, seminars and conferences between 2000 and 2005. Harris (1989)

postulates that through such activities in-service education programmes would improve performance thereby making schools effective and efficient.

Clearly, the findings have also shown that school-based programmes of Continuing Professional Development were not actively provided as they should. Some of the respondents did indicate that fewer than the expected number of schools were carrying out such programmes. Mampuru (1998) stated that staff development and in-service education participants should be involved in planning implementing and evaluating their learning experience. Most of the respondents argued that Teacher Resource Centres had not done enough to strengthen the provision of Continuing Professional Development activities through SPRINT. In this respect there was a need to employ a different approach such as re-training and sensitisation of officers in resource centres so as to consolidate the provision of CDP/SPRINT.

5.6. COMPARISON OF POSSIBLE INHIBITING REASONS WHY CONTINUING PROFESSIONAL DEVELOPMENT LACKS IN HIGH SCHOOLS

The aspect of possible reasons inhibiting High School teachers from fully benefiting from Continuing Professional Development SPRINT Programmes between 2000 and 2005 was that in most cases CPD/SPRINT Programmes were not even on the High Schools main-timetable. Most teachers stated that there was little attention attached to such programmes on account of lacking adequate funding. The study clearly revealed that in-service education was often confused with Continuing Professional Development. While they might be interchangeably used and applied the study established that Continuing Professional Development must be school-based, institutionalised and owned by the teachers

themselves. Whilst in-service education is anchored in colleges of education and universities.

5.7. HOW BEST CONTINUING PROFESSIONAL DEVELOPMENT COULD BE ENHANCED IN HIGH SCHOOLS

With regard to how best Continuing Professional Development (SPRINT) could be enhanced some respondents postulated that there must be constant liaison between Teacher Resource Centres and High Schools. They further stated that Head teachers should incorporate all relevant and concerned stakeholders in enhancing, streamlining and strengthening Continuing Professional Development Programmes. In its features report, **The Times of Zambia vol. 13,772 (2007:8)** argued that the process of education was not a simple matter of presenting and receiving knowledge but was a process that involved the whole of the personality.

Further, other respondents clearly felt there was need for senior education officials to constantly monitor Continuing Professional Development Programmes so as to make such programmes to be fully owned by institutions themselves. On account of whether the location of High Schools had set-backs in accessing professional help from Teacher Resource Centres, most of the respondents argued that it was not a major problem in the urban districts, while a few in the rural districts strongly indicated difficulties in accessing the much desired professional help by Teacher Resource Centres. On the whole the study revealed that it was a question of having poor or no attitudes in using Teacher Resource Centres as places of sharing experiences, expertise and thereby enhancing pedagogical and classroom skills and competences.

5.8. STRATEGIES TO MAXIMISE AND STRENGTHEN CONTINUING PROFESSIONAL DEVELOPMENT IN HIGH SCHOOLS

On strategies to maximise and strengthening the provision of Continuing Professional Development (SPRINT) through Teacher Resource Centres, the study revealed that more needed to be done. The respondents felt that strategies such as advocacy, sensitisation, liaison and constant monitoring of Continuing Professional Development SPRINT Programmes ought to be put in place. They strongly felt that senior education officials should not just be arm-chair critics but be full throttle in enhancing the strengthening of CPD (SPRINT) activities. These findings clearly showed that in order for Continuing Professional Development Programmes to critically promote professional values there was need to enhance the stronghold of effectiveness and efficiency of High School teachers.

Improved staff performance, motivation and commitment would accrue as benefits of such Continuing Professional Development Programmes SPRINT. The study has revealed that with total commitment, a variety of benefits would trickle down to the pupils who would have improved learning attributes on account of the teachers' newly acquired methodologies. The Teacher Resource Centres are critically vital to enhancing strengthening and streamlining this extremely important professional programme.

5.9 **CORRELATION BETWEEN RESOURCE CENTRES AND HIGH SCHOOLS IN THE PROVISION OF CPD/SPRINT AMONG HIGH SCHOOL TEACHERS**

This study looked at how Resource Centres could enhance the provision of Continuing Professional Development programmes at high school level. It was evident that Resource Centres were not as effective as they ought to be on account of the "luke warm" approach to such programmes by school administrators. Mostly the school administrators preferred investing in sporting activities, where in most case they were spectators rather than participants. This was being done at the expense of equally important programmes such as Continuing Professional Development. Additionally, some Resource Centre coordinators lacked the "killer punch" with which to entrench and enhance the much required Continuing Professional Development programmes to high school teaches. No serious follow-up exercises, such as co-ordinated monitoring and supervision have been done by Resource Centres thereby making CPD/SPRINT in high schools either a mere academic exercise or a less serious professional activity.

The subsequent chapter concludes the findings of the research and makes recommendations based on the findings of the study.

CHAPTER SIX

SUMMARY OF FINDINGS AND CONCLUSION

6.0. SUMMARY

The main objective of the study was to come up with useful information and solutions to the problem under study that would be meaningful and dependable. The study was to investigate the provision of Continuing Professional Development by Resource Centres in selected high schools of the Copperbelt Province. This chapter concludes the study and makes recommendations based on the major findings of the study.

6.1 CONCLUSION

An assessment of various views by the research respondents who included headteachers, heads of department, Resource Centre co-ordinators and teachers on the provision of Continuing Professional Development by Resource Centres to high school teachers, the study had the following major findings as contained in the preceding chapters.

The study revealed that fewer high school teachers have benefited through Teacher Resource Centres from the provision of Continuing Professional Development programmes. These programmes were in term so school-based workshops, professional meetings, seminars, subject conferences and other related professional programmes. This therefore means that there is urgent need to enhance streamlining of the provision of Continuing Professional Development programmes in high schools by the Resource Centres.

The results of the study also showed that the concept of Teacher Resource Centres being places of learning and sharing experiences in order to serve high School teachers and other related institutions better, was yet to be appreciated at high school level. The quantitative data revealed significant differences between the provision and actual participation in school-based Continuing Professional Development activities.

The study revealed that there were perceived ulterior motives by the school administrators in expending funds mostly on sporting activities other than Continuing Professional Development programmes. It is cardinal that equal *weight is given to both programmes so as to improve the pedagogy and practice* for teachers. This will make them eclectic as it were.

Further the study revealed that most schools did not even time-table Continuing Professional Development programmes in form of SPRINT. This made it extremely difficult for both teaches and Teacher Resource Centres from following and ultimate co-ordination of programmes such as DODIS and SMARC.

Glaring lapses and information gaps were revealed through the study. Headteachers, deputy heads and heads of department were not enthusiastic to carry out school based Continuing Professional Development activities. This was despite Teacher Resource Centres clustering and conscientising these officers on the importance of such programmes and professional meetings. There is need for Resource Centres to enhance their sensitisation through professional meetings and workshops among school administrators if Continuing Professional Development is to take root at high school level.

The study adduced evidence that very few high school teachers mostly in urban and peri-urban areas, bothered to visit Resource Centres for professional meetings. The situation was not different in the rural areas where the researcher visited. There was urgent need by Resource Centres to strengthen conscientisation among high school teachers who perceived such institutions as being for basic school teachers only.

In spite of many good recommendations in the past on utilising and maximising the use of Teacher Resource Centres, the study revealed that very few teachers and administrators were using Teacher Resource Centres for either research or other related professional development activities. Resource Centres are cardinal in strengthening the provision of Continuing Professional Development particularly in high schools. In this respect Resource Centres are not doing as much to strengthen it.

The study further revealed glaring gaps that still existed in terms of conceptualisation of Continuing Professional Development programmes vis-à-vis in-service training of teachers in colleges of education and universities.

The study revealed further that school administrators and Teacher Resource Centres were failing to correctly implement Continuing Professional Development programmes due to corrupting needs for Teacher education funds. This includes mostly sponsorships to colleges of education and universities. There is need to distinctly separate funds for Continuing Professional Development from those for

teacher sponsorship if Continuing Professional Development is to be strengthened.

The study showed that there was need for senior education officials both at provincial and district levels to constantly monitor, co-ordinate and supervise both Teacher Resource Centres and high schools in order to enhance and streamline the strengthening of the provision of Continuing Professional Development programmes.

6.2 **RECOMMENDATIONS**

In accordance with research norms and findings of the study discussed above, recommendations, notwithstanding recommendations by previous researchers, are herein made:

6.2.1 **RECOMMENDATIONS TO THE MINISTRY OF EDUCATION**

The study had some major recommendations on the strengthening of provision of Continuing Professional Development to high school teachers. In view of this, it is recommended that the Ministry of Education must ensure that Continuing Professional Development programmes are carried out by way of increasing the financial support through Recurrent Departmental Charges (RDCs) and Sector-pool Funds. This will act as a deterrent to school administrators and Resource Centres from most of the time blaming their inconsistencies in administering such programmes on unavailability of such funds. The Ministry of Education must ensure that Teacher Resource Centres are heavily involved in strengthening and enhancing Continuing Professional Development programmes among high school teachers through school-based SPRINT.

The Ministry of Education must clearly set out sanctions against Teacher Resource Centres and school administrators that do not implement Continuing Professional Development programmes. These programmes clearly will enhance and strengthen the teachers pedagogical and practice skills. The policy documents such as Educating Our Future (1996), Focus On Learning (1992) and Education Reforms (1977) all recommend strongly the involvement of Teacher Resource Centres as places as well as "vehicles" through which the decentralised and institutionalised Continuing Professional Development would be delivered to teachers.

6.2.2 RECOMMENDATIONS TO HEADTEACHERS

School headteachers and subordinate administrators such as heads of department are key to the actual implementation of Continuing Professional Development programmes. From the research findings, these key offices have to a larger extent contributed to the non-implementation of Continuing Professional Development through SPRINT. The headteachers and their subordinate administrators must ensure that they time-table all Continuing Professional Development programmes through SPRINT on the time-table. This will ensure that teachers participate fully without recourse to demanding allowances whenever they are involved in such educational programmes.

6.2.3 RECOMMENDATIONS TO RESOURCE CENTRES

In view of the research findings, it is strongly recommended that Resource Centres bring strategically placed institutions must ensure that constant monitoring, co-ordination and ultimate supervision of Continuing Professional

Development programmes through SPRINT is strengthened. Currently, Resource Centres have a weak link with high school programmes, despite having officers that were appointed and are pensionable during the restructuring exercise.

6.2.4 RECOMMENDATIONS TO SENIOR EDUCATION OFFICIALS

From the research findings, senior education officials ought not be arm-chair critics on why education standards have gone down. It is strongly recommended that they must do a SYSTEM-AUDIT to check on institutionalised and school based Continuing Professional Development programmes. With this system in place, it is recommended that Teacher Resource Centres would become reservoirs of professional development programmes through SPRINT.

6.2.5 RECOMMENDATIONS FOR POSSIBLE FUTURE RESEARCH

The study was limited to selected high schools and Resource Centres on the Copperbelt Province. Further, there was need to broaden the study on a larger scale that would involve other provinces in Zambia, in order to give an assessment of strengthening the provision of Continuing Professional Development among high school teachers, where currently this was sufficiently lacking.

Future studies could explore the effectiveness and efficiency of Teacher Resource Centres regarding the improvement of pedagogy and practice among high school teachers.

Focus, may also be extended on the role school based Continuing Professional Development through SPRINT would improve management, motivate teachers and competence and skills enhancement.

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APPENDIX 1

**SEMI-STRUCTURED QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS
THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY
STUDIES
(EAPS)
PROVISION OF CONTINUING PROFESSIONAL DEVELOPMENT BY
RESOURCE CENTRES IN SELECTED HIGH SCHOOLS OF THE
COPPERBELT PROVINCE**

QUESTIONNAIRE NO: **DATE:**

Dear Respondent,

You are one of the respondents who have been randomly selected to answer questions on the topic under study. This questionnaire is anonymous. This study is strictly for academic purposes. The answers you supply will be treated in the strictest confidence. Please you are requested to be as honest and as accurate as possible. DO NOT

WRITE YOUR NAME ON THE QUESTIONNAIRE.

Thanks.

K.K. Mwale

Master of Education — Educational Administration Student

INSTRUCTIONS

This questionnaire has the following components:

- (a) Please answer all parts
- (b) Kindly either tick () or provide a brief answer
- (c) Section A. has the aspect of DEMOGRAPHIC DATA
- (d) Section B. has the aspect of IDENTIFICATION DATA
- (e) Section C. has the aspect of OBJECTIVES OF THE STUDY

SECTION A: DEMOGRAPHIC DATA

Kindly indicate the following information:

1. Sex (a) Female () (b) Male ()
2. MaritalStatus _____
3. Teaching experience _____
4. Position of responsibility _____
5. Qualifications (a) Academic _____
(b) Professional _____
6. Subject (s) taught _____
7. If married, occupation of spouse _____
8. What course(s) did you undertake during your teacher training?

LEVEL OF TRAINING AND PERIOD	PERIOD	COURSE PURSUED
(a) Initial Training		
(b) Further Training (Please specify which level)		

10. (a) Did you undertake any administration / management course during your teacher training? (I) Yes () (ii) No ()
10. (b) If your answer to 10 (a) is Yes, name the course _____
10. (c) Is this course related to your subject area of specialization
(i) Yes () (ii) () (iii) N/A ()
10. (d) Do you belong to any subject association?
(i) Yes () (ii) () (iii) N/A ()
10. (e) If your answer in 10(d) is Yes, please provide the name of your
Association _____

SECTION B: IDENTIFICATION DATA

Please indicate the following about your High School

11. Name of School _____
12. District _____
13. Zone / cluster _____
14. Is your school private, Mission (Grant Aided), government?
15. Is your School Single Sex, or Co-Education
16. Which category does your school fall in? —
17. What is the location of your school?
- (a) Urban
- (b) Pen-Urban
- (c) Rural

SECTION C

MEASURES PROVIDED IN FINDING OUT NUMBERS OF HIGH SCHOOL TEACHERS WHO HAVE BEEN BENEFITED FROM CONTINUING PROFESSIONAL DEVELOPMENT THROUGH SPRINT BY TEACHER RESOURCE CENTRES.

18. (a) Have you heard of Continuing Professional Development?

(i) Yes () (ii) No () (iii) N/A ()

18 (b) Can you name any initiative either in your school or Resource Centre through which Continuing Professional Development is administered?

18 (C) Have you ever attended a SPRINT programme either at school or Resource Centre in the period between 2000 and 2005?

(i) Yes () (ii) No () (iii) N/A ()

19. (a) Indicate how many times you have attended any of the following Continuing Professional Development activities in the period 2000 to 2005 that are listed in the table below.

ACTIVITY	NUMBER OF TIMES ATTENDED	VENUE
1. Workshop		
2. Subject Association meetings		
3. Seminars		
4. Conferences		

19 (d) Has your school conducted any of the following as part of school base Continuing professional development programme from 2000 to 2005.

ACTIVITY	VENUE		NO. OF TIMES ATTENDED
1. Departmental (Workshop)s		(a) Yes () (b) No () (c) N/A	
2. Departmental Seminars		(a) Yes () (b) No () (c) N/A ()	
3. Departmental Conference(s)		(a) Yes () (b) No () (c) N/A ()	

19 (e) If your answer is No to Question 19 (d) 1 _____ 3, state briefly the reasons _____

19 (f) Do you think Resource Centres are doing enough in terms of provision of the Continuing Professional Development of High School teachers?
(i) Yes () (ii) () (iii) N/A ()

19 (g) If your answer to 19 (a) is No, what do you thin should be done? State reasons briefly _____

SECTION D

POSSIBLE REASONS AS TO WHY HIGH SCHOOL TEACHERS ARE NOT BENEFITING FROM CONTINUING PROFESSIONAL DEVELOPMENT INITIATIVES SUCH AS SCHOOL PROGRAMME OF IN-SERVICE FOR THE TERM (SPRINT)

- 20 (a) How conversant and familiar are you with Continuing Professional Development (CPD)?
(I) Very well () (ii) Not yet well () (iii) N/A ()
- 20 (b) If your answer to question 20(a) is No, briefly explain why?
- 20 (c) Does your school administration support Continuing Professional Development? (i) Yes () (ii) No ()
- 20 (d) Explain your answer to question 20(c)?
- 21 (a) Have you heard of School Programme of In-Service for the term (SPRINT)?
(i) Yes () (ii) No ()
- 21 (b) How many SPRINT meetings have you attended this term?
(i) 1 time () (ii) 2 times () (iii) 3 times () (iv) None ()
- 21 (c) Are you impressed with the venues where Continuing Professional Development takes place?
(i) Yes () (ii) No ()
- 21 (d) If your answer to question 21(c) is No suggest briefly reasons.
- 22 (a) Do you think the provision of continuing Professional Development (CPD) through SPRINT is a good idea? (i) Yes () (ii) No
- 22 (b) Briefly explain your answer to question 22(a)_____
-

SECTION E

VIEWS AND OPINIONS HELD BY HIGH SCHOOL TEACHERS ON HOW BEST CONTINUING PROFESSIONAL DEVELOPMENT INITIATIVES SUCH AS SPRINT COULD BE STREAMLINED THROUGH PROVINCIAL TEACHERS' RESOURCE CENTRES

- 23 (a) Do you think it is important for the school authorities to meet frequently to plan and review activities of Continuing Professional Development through SPRINT?
- 23 (b) If your answer to question 23(a) is Yes, briefly state reasons.
- 23 (c) Do you think teachers could be involved in planning and reviewing activities of Continuing Professional Development through SPRINT?
(i) Yes () (ii) No ()
- 24 (a) How often are you briefed on activities concerning Continuing Professional Development through SPRINT by the school authorities?
(i) Very often () (ii) Sometimes () (iii) Not at all ()
- 24 (b) Briefly state reasons for your answer to question 24(a).

APPENDIX 2
SEMI-STRUCTURED INTERVIEW-SCHEDULE FOR HEAD TEACHERS
PROVISION OF CONTINUING PROFESSIONAL DEVELOPMENT BY
RESOURCE CENTRES IN SELECTED HIGH SCHOOLS OF THE
COPPERBELT PROVINCE

IDENTIFICATION

SCHOOL: **DATE:**.....
DISTRICT.....
INTERVIEW DURATION:..... **BEGIN:**..... **END:**.....
RESPONDENT'S TITLE:.....
RESPONDENT'S SEX:

Dear Respondent,

You are one of the respondents who have been randomly selected to answer questions on the topic under study. This interview-schedule is anonymous. This study is strictly for academic purposes. The answers you supply will be treated in the strictest confidence. Please you are requested to be as honest and as accurate as possible.

DO NOT WRITE YOUR NAME ON THE INTERVIEW-SCHEDULE.

Thanks.

K.K. Mwale

Master of Education — Educational Administration Student.

1. Kindly tell me your highest qualification.....
2. What is your subject area of specialization?.....
3. How long have you served as a Head teacher?.....
4. Have you heard of a programme called Continuing Professional Development?.....
5. Has your school conducted any Continuing Professional Development Programme?.....
6. How conversant and familiar are you with Continuing Professional Development Programmes?.....
7. Please tell me how many teachers have attended any of the following Continuing Professional Development Programmes between 2000-2005.

PROGRAMME	NO. OF TEACHERS ATTENDED	VENUE
Workshops		
Subject Association meeting		
Seminars		
Conferences		
Other(s) Specify		

9. How often does your school conduct any of the following school-based Continuing Professional Development Programmes? (a) Department meeting

(i) Nil () (ii) Once () (iii) Twice () (iv) Thrice ()

(v) More than three times ()

(b) Departmental Seminars (i) Nil () (ii) Once ()

(iii) Twice () (iv) Thrice () (v) More than three times ()

(c) Departmental Conferences? (i) Nil () (ii) Once ()

(iii) Twice () (iv) Thrice () (v) More than three times ()

10. How often do you attend Continuing Professional Development Programmes that are organized by Resource Centres? (i) Once a month () (ii) Twice a month () (iii) Nil () (iv) Rarely () (v) More than three times in a month ().

11.a Do senior education officials visit your school to check on Continuing Professional Development Programmes'?

b. If the answer to question 11(a) above is No, how would you like the situation to be?.....

12. Do you think the phenomenon of Continuing Professional Development through SPRINT exists in your school'?

13.a Has your school conducted any Continuing Professional Development through SPRINT? (i) Yes () (ii) No ()

b. If your answer to question 13(a) is No, What has been the problem'?

.....

14. Do you think the education authorities are concerned about Continuing Professional Development of teachers through SPRINT'?.....

.....

15. What practical measures have you put in place to alleviate problems of Continuing Professional Development Programmes through SPRINT in your school'?

16. Do you think it is important for you and your staff to meet and review the performance of Continuing Development Programmes through SPRINT?.....

17.a Do you receive any professional help on matters of Continuing Professional Development by Resource Centres? (I) Yes () (ii) No ()

b. If your answer to question 17(a) is No, What are the reasons?

.....

.....

18. What measures have you put in place to enhance the provision of Continuing Professional Development among your teachers?

.....

.....

19. Do you think the provision of Continuing Professional Development through SPRINT is useful to you and the school?

.....

.....

20. Has it been easy for you to get any professional help from Resource Centres because of the location of your school?

.....

End of interview

Thank you for your participation.

APPENDIX 3

SEMI – STRUCTURED INTERVIEW – SCHEDULE FOR RESOURCE – CENTRE CO – ORDINATORS

1. Please tell me your highest qualification.
2. What is your subject area of specialization?
3. How long have you served as resource centre co – ordinator
4. How conversant and familiar are you with continuing professional Development programmes in high schools?
5. Have you provided any of the following CPD..... Programmes between 2000 – 2005:
 - a. Workshops (i) Yes (ii) No
 - b. Subject Association meeting(s) (i) yes (ii) No
 - c. Seminars (i) Yes (ii) No
 - d. Conferences (i) Yes (ii) No
6. How after does your Resource Centre visit high schools to term (ii) Twice a term (iii) thrice a term (iv) Nil
7. What practical measures have you put in place to alleviate problems in high schools?
8. Do you think it is important for your resource centre to get involved in planning and reviewing of CPD/SPRINT at high school level?.....

Thank you for your participation.

APPENDIX 4

**FOCUS GROUP DISCUSSIONS (F.G.DS) FOR
HEADS OF DEPARTMENT IN THE
COPPERBELT PROVINCE**

**PROVISION OF CONTINUING PROFESSIONAL DEVELOPMENT BY
RESOURCE CENTRES IN SELECTED HIGH SCHOOLS OF THE
COPPERBELT PROVINCE**

1. How long have you served as Head of Department?
2. How were you appointed as Head of Department?.....
3. How long have you served in your current school?.....
4. What is your area of subject specialization?.....
5. How many teachers are serving in your department?.....
6. Have you received any special training as Head of Department?.....
.....
7. How are you managing the department?.....
8. What course(s) did you pursue during the following?.....
 - (a) Initial training:.....
 - (b) Further training:.....
9. Did you undertake any administration or management course either during your initial or further training?
10. If your answer to question 9 is Yes, Kindly indicate the course(s)

you undertook
11. Is this course related to your area of subject specialization?
12. Have you heard of Continuing Professional Development?



13. Are teachers involved in the planning and implementation of Continuing Professional Development through SPRINT?.....

14. Has the provision of Continuing Professional Development through SPRINT been beneficial to the teachers' career path?.....

15. What factors have either positively or negatively affected the participation of teachers in Continuing Professional Development through SPRINT?
.....

16. How many times have you provided the following Continuing Professional Development activities through SPRINT to the teachers between 2000-2005?

PROGRAMME	NO. OF TIMES ATTENDED	VENUE
Workshops		
Subject Association meeting		
Seminar(s)		
Conference(s)		
Other(s) Specify		

17. How beneficial are these activities to your department?
.....

18. Do you conduct any lesson observation(s)

19. How often is this done?

20.a. Do you receive any support by the school authorities in the provision of Continuing Professional Development?.....

1, b. Have Teacher Resource Centres been rendering any professional help regarding the provision of Continuing Professional Development?

.....

c. Have Senior education officials been rendering any help in strengthening of Continuing Professional Development in your school?.....

.....

Thank you for your participation.

APPENDIX 5

*All Correspondence should be addressed
To the Provincial Education Of/leer
Telephone: 610353/9*

*In reply please quote
No.....*



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE P.E.O
P.O. Box 71552
NDOLA .ZAMBIA

26th March, 2006

To: All the District Education Board Secretaries
All High School Head Teachers
Resource Centre Co-ordinators
COPPERBELT PROVINCE

**FIELD WORK (RESEARCH) MR. K.K. MWALE . MASTER OF
EDUCATION . EDUCATIONAL ADMINISTRATION . STUDENT**

I write in respect of Mr. K.K. Mwale a student at the University of Zambia (UNZA) pursuing a Masters Degree in Educational Administration. This programme has a component of field work (Research) a requirement by the University of Zambia to complete the programme.

Kindly assist him during his time of field work.

J.B. Chilaka
Provincial Education Officer
COPPEBELT PROVINCE

APPENDIX 6

DISTRIBUTION OF TEACHER RESOURCE CENTRE COORDINATORS IN THE STUDY AND THEIR QUALIFICATIONS

CATEGORY OF TEACHER RESOURCE CENTRE	NUMBER OF RESOURCE CENTRE CO – ORDINATORS, DRCC/ SC	SEX		QUALIFICATION
		FEMALE	MALE	
DISTRICTS				
NDOLA	1	F		DIPLOMA
KITWE	1	F		DIPLOMA
LUANSYA	1	F		DIPLOMA
CHINGOLA	1	F		DIPLOMA
KALULUSHI	1		M	DIPLOMA
LUFWANYAMA	1		M	DIPLOMA
MUFULIRA	1		M	DIPLOMA
CHILILABOMBWE	1	F		DIPLOMA
MPONGWE	1		M	DIPLOMA
MASATI	1		M	DIPLOMA
PROVINCE				
KITWE	2	F		DEGREE/ADVANCED DIPLOMA
NDOLA	2	F	M	ADVANCED DIPLOMA/DEGREE
TOTAL	14			

KEY:

DRCC – District Resource Co – ordinator

SC – Subject Co – ordinator

APPENDIX 7

DISTRIBUTION OF HEAD TEACHERS ACCORDING TO SCHOOLS, DISTRICTS, AND SEX IN THE STUDY.

CATEGORY OF SCHOOL	SCHOOLS	DISTRICT	H/TR SEX		TOTALS
			F	M	
1. Government	Kansenshi	Ndola	1		1
	Masala	Ndola	0		1
	Kitwe Boys	Kitwe	0		1
	Helen Kaunda	Kitwe	1		1
	Mpongwe	Mpongwe	0		1
	Chiwala	Masatii	0		1
	Kalumbwa	Lufwanyama	0		1
	Chililabombwe	Chililabombwe	0		1
	Muleya	Chililabombwe	0		1
2. Mission/Grant Aided	Ibenga	Masaiti	0		1
	Daminican Convent	Ndola	0		1
	Fatima	Ndola	1		1
TOTALS	12	12	3		12

APPENDIX 8

DISTRIBUTION OF TEACHER RESPONDENTS PER DISTRICT IN THE STUDY

CATEGORY OF INSTITUTION	DISTRICT	INSTRUMENT USED QUESTIONAIRE	RESPONDENT		S TOTAL
			M	F	
KANSENSHI	Ndola	5	2	3	5
MASALA	Ndola	5	2	3	5
MPONGWE	Mpongwe	4	2	2	4
HELEN KAUNDA	Kitwe	4	2	2	4
KITWE BOYS	Kitwe	4	2	2	4
CHIWALA	Masaiti	4	2	2	4
KALUMBWA	Lufwanyama	4	2	2	4
MULEYA	Chililabombwe	4	2	2	4
CHILILABOMBWE	Chililabombwe	4	2	2	4
MISSION/GRANT AIDED					
IBENGA	Mpongwe	4	2	2	4
FATIMA	Ndola	4	2	2	4
DOMICAN CONVENT	Ndola	4	2	2	4
TOTALS	6	50	24	26	50
G/TOTALS	6	50	24	26	50

APPENDIX 9

RESPONDENTS AGE IN THE STUDY

AGE - GROUP	H/TRS	HODS	TRCCS	TRS	FREQUENCY	PERCENTAGE
21 – 30	NIL	NIL	NIL	10	10	12
31 – 35	NIL	3	5	15	23	27
36 – 40	NIL	8	3	10	21	24
41 – 45	2	7	4	10	23	27
46 – 50	4	4	2	3	13	15
51 – 55	6	2	NIL	2	10	12
GRAND TOTAL	12	24	14	50	100	100

APPENDIX 10

GEOGRAPHICAL DISTRIBUTION OF RESPONDENTS IN THE STUDY

