

**THE EFFECTS OF CONTINUING PROFESSIONAL
DEVELOPMENT OF RURAL BASIC SCHOOL TEACHERS
ON THE QUALITY OF EDUCATION: THE CASE OF
SELECTED BASIC SCHOOLS OF MONGU DISTRICT**

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DECLARATION

I, Amukusana Mubiana, hereby declare to the best of my knowledge and understanding that the originality of the findings in this thesis is my work, and has never been presented to the University of Zambia or any other university for the award of a degree.

Signed

Date

APPROVAL

This dissertation by Amukusana Mubiana is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

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DEDICATION

This work is dedicated to my late mother Maureen Mwangala Nyambe Siyanga for the love you shared with me when you were still alive and for showing me the way to school.

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ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
BESSIP	-	Basic Education Sub Sector Investment Programme
CHANGES	-	Communities Supporting Health, HIV/AIDS, Nutrition Gender, Equity and Education in Schools
CPD	-	Continuing Professional Development
CSO	-	Central Statistical Office
DEBS	-	District Education Board Secretary
DESO	-	District Education Standards Officer
DRCC	-	District Resource Committee Coordinator
EFA	-	Education For All
EMT	-	Education Management Training
FEN	-	Federal Education of Nigeria
GRACE	-	Grade Meetings at the Resource Center
GRZ	-	Government of the Republic of Zambia
HIV	-	Human Immuno – deficiency Virus
HIM	-	Head teacher’s In-service Meeting
IDA	-	International Development Agency
IIE	-	Institute of International Education
IMIS	-	Institute of the Management of Information Systems
INSET	-	In-Service Education for Teachers
MDGs	-	Millenium Development Goals
MoE	-	The Ministry of Education
NBTL	-	New Breakthrough to Literacy
PD	-	Professional Development
PEP	-	Primary Education Project
PRP	-	Primary Education Project
ROC	-	Read On Course
SBCPD	-	School Based Continuing Professional Development
SADC	-	Southern African Development Community

SHRO	-	Senior Human Resource Officer
SIC	-	School In-service Coordinator
SIP	-	In-service Provider
SITE	-	Step Into English
SPSS	-	Statistical Package for the Social Sciences
SPRINT	-	School Programme for In-service of the Term
TGM	-	Teacher Group Meetings
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nations International Children's Emergency Fund
WCO	-	World Conference of Organisations
WEPEP	-	Western Province Education Programme
ZAMSIF	-	Zambia Social Investment Programme
ZIC	-	Zonal In- service Coordinator

ABSTRACT

Continuing Professional Development (CPD) in Zambia plays a very important role in human development. It has been observed that most teachers in rural basic schools do not participate in teacher upgrading. It has been observed that in most cases the teachers do not go for refresher courses from the time they leave the Colleges of Education.

There is a great concern as to whether there is quality of education existing in rural basic schools, whether the delivery of knowledge and skills is of high quality.

The research was carried out in order to establish the effects of Continuing Professional Development (CPD) of rural basic school teachers on the quality of education.

Data were sought using questionnaires and interviews done by the researcher. The sample selected for the study included rural basic school teachers and head teachers, a Standards Officer, the District Resource Coordinator and a union leader.

The findings from the study showed that teachers were not upgrading themselves and that there was greater reliance on teacher group meetings which in most cases were not effective. The results also indicated that the quality of education was a compromise in that pupil performance was seen not to improve but rather proved to be static.

In view of the findings recommendation were made. It is suggested that the Ministry of Education should encourage teacher upgrading in rural basic schools in order to have an equitable quality education. Decision making should be taken to the grassroots since they are the ones who can easily identify the needs. A good example is Kenya where a Primary Education Project (PRP) was set up to disburse funds directly to schools to build capacities of teachers in various ways which included financial management and use of instructional materials. However, head of schools have been urged to fully participate in management programmes as this will help them to sharpen their management skills.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Professional development of teachers is the cornerstone of a qualitative and effective education because it is through this that teachers are empowered with skills and knowledge they require to improve their teaching practice. The Ministry of Education (MoE) (1996: 107) states that ‘the quality and effectiveness of an education system depends heavily on the quality of its teachers.’ The Ministry further states that teaching is a public service which requires expert knowledge and specialised skills that can only be acquired and maintained through rigorous and continuing study. This calls for the need for teachers to update and maintain their knowledge and skills by getting involved in professional development programmes.

Whereas Zambia has tried to improve access to education, the quality still remains low in terms of test and examination results (De Kemp, Elbers and Gunning, 2008: 14). These authors further highlighted a research by Institute of the Management of Information Systems (IMIS), which indicated various weaknesses in the education sector as contributing to poor quality education. These weaknesses included factors that relate to underfunding, lack of qualified teachers and head teachers and lack of effective management at school and district levels.

One way in which the problem of poorly qualified teachers can be addressed is through Continuing Professional Development (CPD) programmes. Although differently defined by various scholars, CPD can be defined as a life process in which the teacher is constantly learning and adapting to new challenges of his job (Farrant, 1980: 227). This entails the need for in-service training where teachers continue to improve their teaching skills by acquainting themselves with new methods and other educational changes.

An analysis done within the Southern African Development Community (SADC) region, Zimbabwe in particular, indicates that teachers should be accorded chance to

participate in ongoing CPD programmes to equip them and to increase and move beyond lecturing and rote-learning. The analysis further emphasised the need for the improvement of ongoing training as well as teacher qualifications through the provision of longer training. In response to this observation, there have been efforts at ensuring continuous teacher education in many countries. In Zambia, Chalimbana in-service college has been re-training primary school teachers for new roles as head teachers and senior teachers and also offers general In-Service Education for Teachers (INSET) in specialised subject matter knowledge (Waddimba, 1982: 19).

Similarly, in response to the sharp decline in the number of teachers experienced in the late 1990s (the total number of teachers fell from 40 000 in 1997 to 35 000 in 1998 and 33 000 in 1999), the government introduced the Basic Education Sub-Sector Investment Programme (BESSIP) in 1999 (MoE, 2001). The main aim of BESSIP was to improve access and the quality of education (De Kemp, Elbers and Gunning, 2008: 19). BESSIP worked with Zambia Social Investment Fund (ZAMSIF) towards enhancing human resource development and accessibility of the poor to primary education (MoE, 2003).

Considering the importance of educated teachers as regards delivering quality education, there have been efforts at sub-national levels to improve teacher qualifications. For instance, in order to improve the quality of education in the Western province, the Western Province Education Programme (WEPEP) was set up. This programme concentrated on ten schools within the province. The programme assessed the quality of education in rural basic schools. The overall conclusions made by WEPEP were that, although the target schools improved on performance over the four years as compared to non-target schools, the problem of under achievement was still prevalent in the Western province (De Kemp, Elbers and Gunning, 2008).

Teachers are the major focus in professional development because they contribute to the development of a child's feeling towards self and others which make learning possible in the classroom. This entails that they have an essential role in the learning life of the child and should, therefore, undergo professional development in order for them to perform at a high standard. Furthermore, considering that teachers must have a

specialised knowledge and the skills needed to enable them to work well (Musaazi, 1982: 263), a high degree of intellectual ability and skills are a pre-requisite for the profession. It is with this view that the Ministry of Education approves teacher participation in various in-service programmes by asserting that initial training is essential for untrained teachers while the upgrading of professional qualifications is vital for unqualified teachers. This will help teachers to sharpen their professional skills in many of their job, such as implementation of curriculum changes and enhancement of their administrative and supervisory skills.

The Ministry of Education further acknowledges that teacher effectiveness depends heavily on their knowledge of the subject matter and pedagogical skills. A teacher can acquire these through rigorous and continuous training which should extend in an individual's years of teaching (MoE, 2001). The Ministry further says that this should be so because it will help equip the teachers with knowledge. Meeting the goals and standards requires a lot of input from the part of the practicing teachers. This is true because the majority of the teachers were taught and they learnt different paradigms of instruction. Learning on their part will help them make informed decisions on the changes in beliefs, knowledge and habits of practice. This is so because a good teacher must have professional knowledge and skills and these can only be acquired through training. Furthermore, teachers may participate in professional development because of an interest in lifelong learning, a sense of moral obligation to maintain and improve professional competence, enhance career progression, keep abreast with new technology and practice or to comply with professional regulatory organisations.

1.2 STATEMENT OF THE PROBLEM

Despite the government's effort to provide Continuing Professional Development to teachers through in-service training provided by colleges of education and universities, teachers in rural basic schools do not seem to participate in these programmes. This tendency has, however disadvantaged many rural school going children who are denied greater opportunities of progressing further with their education due to being handled by less qualified teachers. Sometimes, even those who qualify to go to high school fail to compete favourably with those who attend urban schools.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the effects of the Continuing Professional Development of rural basic school teachers on the quality of education.

1.4 OBJECTIVES OF THE STUDY

The study had four objectives. These were:

1. To find out if teachers in rural basic schools were participating in CPD programmes.
2. To establish if there were any CPDs in rural schools.
3. To establish the factors that influence teachers' participation in CPDs.
4. To establish whether non-participation in CPD programmes among teachers in rural basic schools had an effect on the quality of education.

1.5 RESEARCH QUESTIONS

The study was guided by the following research questions:

1. Are there any ongoing CPD programmes for teachers in rural basic schools?
2. Do teachers in rural basic schools participate in these CPD programmes?
3. What factors influence teachers' participation in CPD?
4. What are the effects of professional development on the quality of education?

1.6 SIGNIFICANCE OF THE STUDY

The findings of this research could be useful to stakeholders, who include national policy makers, programme designers and implementers, teachers for purposes of redesigning the programme for maximum impact as well as increased usage.

1.7 LIMITATIONS OF THE STUDY

The study was limited to few schools in the district due to financial constraints as the researcher did not have a sponsor to fund the research. Alongside this, the researcher had to travel long distances in order to cover the schools sampled. However, the study would have covered more rural schools in Mongu district and other districts in the province.

1.8 OPERATIONAL DEFINITIONS

Quality: The level or degree of excellence.

Continuing Professional Development: Life long process in which the teachers constantly learn and adapt to new changes in their profession.

Basic school: An educational institution from grade one to nine.

Effectiveness: The achievement of goals and objectives in an educational institution in terms of the quality of instruction.

Performance: Pupil assessment in their school work by use of tests and assignments.

Effects: The results or outcomes of something.

Quality Education: A system that provides the learner to go a little further in their education and enables them to acquire basic survival, literacy and life skills.

Urban area: An area with improved infrastructure and high level of economic activity and characterised by more people having access to electricity, safe water and good sanitation.

Rural area: An isolated area or an open area with low population density.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature that is closely related to the study undertaken. The chapter tries to provide a framework for establishing the importance of the study as well as the benchmarks for the comparison of the results with other findings.

2.2 Definitions of Continuing Professional Development (CPD)

CPD is defined differently by various scholars. Farrant (1980: 227) defines Professional Development as in-service training which he describes as ‘a life process in which the teacher is constantly learning and adapting to new challenges of his job.’ This entails the need for the teacher to improve teaching skills by acquainting themselves with new methods and other educational changes. On the other hand, Musaazi (1982: 196) calls CPD as Staff Development which he defines as ‘improvement of performance of teachers from initial employment to retirement.’ CPD, therefore, is education that continues throughout one’s professional life. It enables the teacher to maintain and update their knowledge and skills. The Ministry of Education (MoE, 1996: 18) refers to CPD as ‘upgrading’ which is ‘the act of becoming qualified or certified at higher level or being prepared by a course of higher rank or salary and encompasses all types of learning opportunities, ranging from college degrees to formal course work.’

Continuing Professional Development (CPD) in the teaching profession is a very important concern because all teachers have to work and their labour plays a key role in

the survival of many people. As they work, they have a greater range of responsibility ahead of them. MoE (1996: 115) states that ‘teachers have a responsibility to themselves and to their profession, to deepen their knowledge, extend their professional skills, and to keep themselves up-to-date on major developments affecting their profession.’

Schon (1996) argues that:

‘Teachers’ professional learning involves the opportunity to engage with research and practice, and the capacity to generate new knowledge and critique the knowledge claimed by others. Teachers achieve high professional teaching standards through various forms of professional learning.’

Such activities include pre-service training, structured professional development programmes, school-based curriculum development, continuous inquiry and action research, supervision of student or pre-service teachers, engagement with learning networks and in-service studies. These activities also provide teachers with opportunities to strengthen the profession by leading, facilitating and supporting others committed to improving the quality of teaching. Other factors influencing the quality of teaching and learning include high-quality supportive leadership in schools and good collegial relations.

Any consideration of what constitutes quality teaching needs to take into account the diversity of context and conditions in which teachers work. The quality of teachers’ work is affected by the conditions of student learning. Conditions such as reasonable class sizes, time release, administrative support, well-resourced education settings and access to high-quality ongoing professional development encourage a culture that promotes creativity and innovation. Supportive partnerships with parents and university-school collaboration are also conducive to quality teaching (Wilhelm, 1996).

Professional teaching standards provide an important mechanism for improving the effectiveness of professional development; informing the means for improving career path opportunities; providing incentives for continuous professional learning; and building capacity for leadership, accountability and quality assurance (King-Rice, 2003).

2.3 The Provision of Professional Development

Griffiths (1962: 86) asserts that 'there has been tremendous increase in the opportunities for teachers to attend further courses of training and to meet their fellow teachers to discuss their training.' Efforts are being made in different countries to build capacity through the professional development of teachers. Recent studies by the Institute of International Education (IIE) in Stockholm argued and lend support to the view that developing countries' teacher effectiveness is associated with the amount of training received. The same studies reveal that something can be done for inadequately trained teachers through re-training and in-service, McNie, White and Wight (1991: 18).

According to UNESCO (2007), there are organisations working in Central America and Africa to increase capacities and to improve on the delivery of quality education. This organisation basically has two roles, managing education costs and finance and blending materials on HIV and AIDS into the training of teacher educators of both primary and secondary schools. This entails the need to prepare teacher trainees for the new roles right from colleges of education. This is very important considering the low levels of training among teachers in Africa. For instance, Burkina Faso, a developing country, realised that there were low levels of skilled teachers and this had an impact on the quality of education. A study by Ilboudo and Compaore, (2001: 16) shows that from 1995 to 1996, more than 70 per cent of the teachers in Burkina Faso were assistant teachers with no professional qualification and 40.7 per cent had only received basic training because of the massive recruitment of untrained teachers. Based on the findings from this study, the government of Burkina Faso has been targeting the introduction of basic and life-long training for the teachers in order to improve educational quality.

In Nigeria, it was realised that although primary and secondary schools were put outside the terms of reference of the Federal Government, they could not disregard the fact that some 80 000 teachers they had were seriously deficient in general education. According to the recommendations, there was need to increase the number of teachers and improve the quality of the teachers already in Nigerian schools. Programmes, however, were made to integrate legislation, policy, programmes, projects and training by strengthening

mechanisms revised by the recommendations to promote in-service training for existing 80 000 teachers. The Federal Government further stated that these teachers would benefit from the concentrated courses and use of modern teaching methodologies, (Federal Education of Nigeria (FEN), 1960: 15). Similarly, in Gambia, the interventions planned education quality assurance programmes and sector management included effective school management, quality of teaching, increasing learning opportunities in basic schools including that of teachers and overall training and support for head teachers. While in Kenya, an international organisation, International Development Agency (IDA) gave support to teachers who were promoted to positions of head teachers in order to prepare them in management skills. This programme also targeted other educationists already in administrative and management posts and the upgrading of teachers.

2.4 Quality of Education in Zambia

Whereas Zambia has tried to improve access to education, the quality still remained low in terms of test and examination results (De Kemp, Elbers and Gunning, 2008: 14). They also highlight a research by IMIS which indicates various weaknesses in the education sector as contributing to poor quality. Among the factors indicated as having negative effects on the education sector include underfunding, lack of qualified teachers and head teachers, and lack of effective management at school and district levels. Other authors have made similar observations about the education system in Zambia. For example, UNESCO (2004) lists among others, the poor education outcomes of the schooling system for teachers, teaching methods and some factors beyond the education policy such as teacher absenteeism as having contributed to poor quality in education. A high pupil-teacher ratio has negative impact on the learning achievement and that teacher recruitment could be made more effective by improving teacher education and in-service training.

Historical factors of schools are another serious issue contributing to poor quality in education. UNESCO (2001: 85) reveals that though there may be a balance between demand and supply at national level, the problems faced by rural schools may arise from purely historical factors. Those regions where the expansion of education started late,

could have fewer qualified and experienced teachers. Another factor that impacts on the number of qualified teachers is geographical location. The World Bank (2006: 29) shows that teacher deployment has a strong urban-rural dimension. This study reveals that most teachers prefer to work in urban areas, resulting in an enormous shortage of trained teachers in remote and rural areas. The World Bank further observes that ‘even the bonuses for teachers in remote and rural areas are clearly not enough to compensate for these hardships and the lack of housing teachers have to face.’ This however, has led to a large volume of inter-school movement. These are large numbers of teachers migrating to urban schools. Furthermore, the majority of the teachers that migrate are those that have upgraded themselves, implying that rural schools lose out on qualified teachers.

A report by the Ministry of Education (MoE, 2001: 2) shows that urban and rural Zambia are on two different extreme ends of the social scale. This results in rural areas being neglected in all fields of social endeavour while urban areas are favoured more. Rural life is not attractive and, therefore, large numbers of people move from rural to urban areas every year and this in general leads to provision of educational being poorer in rural areas. Most of the schools in rural areas are served by untrained teachers and are more poorly resourced (MoE, 2001). Attendance, retention and performance are far too low in rural areas. The right to learn and the right to education constitute more of a dream than a reality. This is because of the existence of disparities based on residence, gender, poverty and minority status (GRZ, 2007: 4). This is usually compared with what is available in urban areas. Education and training opportunities are more limited in rural areas and peri-urban areas, where facilities are frequently poor or inadequate and personnel are less well qualified (CSO, 2000: 176). The National Policy on Education (MoE, 1996: 117) argues that there is need to deploy teachers between urban and rural schools equitably, with teachers being only assigned to schools where their services are required. The policy further showed that qualified Grade 1 to 7 teachers were over concentrated in towns and cities while rural schools were understaffed. The policy also pointed out the extensive dependency on untrained teachers in rural areas. Most of the schools were staffed by untrained teachers who did not possess any qualifications beyond Grade 12.

Another factor contributing to the poor quality of education and performance was the differential in staffing levels. These had resulted in increased workload in rural schools (MoE 1996: 118; 2003). These policies further show that teacher to student ratio in some rural schools is more than 1:80. One of the factors contributing to this is absenteeism as some teachers from rural schools were frequently visiting town. When one or two teachers visited town, then the burden to teach was left on the one who remained at school as it became difficult for him/her to manage the classes. In an effort to reduce both the shortages of teachers and classrooms, most government schools have been operating a system of double shifts; a system that became very popular in the 1980s in lower grades (De Kemp, Elbers and Gunning, 2008). This, however, implies pupils spent fewer hours in class, this negatively affected the quality of education, which in turn depended on the number of teachers (Lewin and Stuart, 2003). The system also mostly prevalent in rural areas where even if the ratios were lower than urban, rural school teachers handle more shifts.

2.5 Factors that Influence Teachers' Ability to Provide Quality Education

According to UNICEF (2009), the poor provision of quality education was the same as not providing any education at all. Education is meant to make an impact in the child's life in terms of making the child literate, numerate and acquire life skills but if this did not take place, then there was no need to enrol the child. UNESCO (2005) argued that development of any kind was entrusted in the quality and excellence of education, which was manifested in the learners' outcomes and is fundamental to quality assurance. Therefore, there is need to provide a quality basic education to the children in order to prepare them for future roles in society and to make them productive citizens. As Carmody states:

'Basic education was a strategy because it aimed at providing full well rounded and development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfilment and the good of society,'(Carmody, 2004:89).

Olatunde (2007) has argued that teacher quality lies in the performance of standards and

in the professional development of teachers, which could be instilled in the teachers through school based mentoring programmes. MoE (2007) also supported this by asserting that college and university places had become too limited to accommodate large numbers and, therefore, it was easier for the Ministry to introduce School-Based Continuing Professional Development (SBCPD) to improve on the quality in schools. A capable teaching force is required in order to create an enabling environment for the pupils, Kelly (1999). Kelly emphasises the role the school plays to educate an all round human being who is effective.

Teacher quality and effectiveness are quite controversial issues because it is not easy to determine them. Leigh and Mead (2005) attribute some of the factors affecting pupil performance and quality to the conditions of service for teachers and class size. Most of the teachers were subjected to harsh conditions, which lead them not to perform too well when carrying out their duties while other teachers handle large classes which result in poor quality.

MoE (1992) revealed that there had been a heavy dependency on untrained teachers in schools. MoE said that this had been as a result of many teachers being shifted from lower basic classes to handle upper classes. This was actually a disparity because children at this stage required qualified teachers to develop their education skills. Even when deployment increased, teachers were not sufficient because many schools especially in rural areas still had untrained teachers. This was coupled with failure by inspectors of schools to monitor these schools, Carmody (2004). UNICEF (1999) says that the effects of illiteracy are profound and potentially life threatening. Without CPD, pupil performance will be affected.

In the era of HIV and AIDS in schools, there is need to have qualified counselling teachers in schools. Many schools lacked qualified personnel to handle issues related to HIV and AIDS, yet this was a crucial matter being faced in schools. Kelly (2008) said that there was need for teachers to undergo specialised training in order for them to offer support when they experienced such issues.

Darling-Hammond (1998) states that meeting the goals and standards requires a great deal of learning on the part of practicing teachers, the majority of whom were taught and learned different paradigms of instruction and learning but required changes in beliefs, knowledge and habits of practice.

Darling-Hammond (2002) observed that as far as qualifications were concerned, evidence revealed that teacher training contributed to improvement in pupil performance. Education Government surveys (1990) alluded to the fact that vital elements in meeting teacher effectiveness were important factors in determining student achievement. They further indicated that high quality teachers should be willing and must be capable of continuously learning and retain their profession.

De Kemp, Elbers and Gunning (2008: 140) argued that 'teacher qualifications prove to be significant and schools with teachers who have a diploma or a degree produce better results.' Bennet and Cass (1989: 84) also revealed that some teachers expressed the need for in-service training and they apparently valued it so much because they felt that it would enable them to cope better in future.

Management cannot be an exception in this matter as it plays an important role in professional development. Musaaazi (1982: 166) pointed out that school administrators must be equipped with appropriate knowledge, skills and attitudes in order to carry out their leadership roles effectively. Ndoye (2007) in (De Kemp, Elbers and Gunning, 2008) in a study done for Uganda indicate that investing in school management is one of the most cost effective methods to improve quality. The study further reports that schools which participated in a project aimed at improving the quality of school management produced 50 per cent better results than comparable schools, hence the need for school managers to effectively participate and gain the knowledge, organisational skills and interpersonal skills to enable them to perform effectively.

De Kemp, Elbers and Gunning (2008) in their findings in Zambia revealed that improving school management will be the key to improving the quality of education.

Timperly and Robinson (1998) showed that leadership in the improvement in learning and teaching is embedded in school routines that are aligned to improvement of goals and involves the use of smart tools that are designed to assist teachers' learning of more effective pedagogical practices.

Lungwangwa and Mwikisa (1998) indicate that teachers in effective schools have stronger academic backgrounds because they tend to have acquired more years of pre-service and in-service education than teachers in non-effective schools. This finding concludes that teachers with more training are more effective than those with less. School administration should provide for the professional growth of its teachers. This can be done through seminars, conferences and in-service education programmes and through maintaining liaison with other education institutions, for example, teacher training colleges and universities (Musaazi 1982: 171). Little (1993) agrees and explains that staff development consists of training options like workshops, special courses or in-service days, which are designed to transmit a specific set of ideas, techniques or materials to teachers.

Teachers need assistance that focuses on their day-to-day efforts to teach in new and demanding ways. Ball and Cohen (1999) acknowledge that such assistance always aims to stimulate teacher reflection on their current practice in achieving new goals and student understanding as well as enhancing teacher planning. They further explain that such assistance should be directly focused on teachers in form of co-teaching, assistance with planning and through reflection of lessons.

De Kemp, Elbers and Gunning (2008: 146) revealed that schools where head teachers were replaced by those who had better qualifications produced better results. This evaluation reviewed an analysis carried out in Zambia, which failed to show the effects of better qualified head teachers. This entails that many formerly qualified head teachers were not managing their schools effectively.

Kamwengo and Ndlovu (2004: 5) have stated that 'professional courses comprise

conferences, seminars, workshops and courses which are designed to provide teachers with professional knowledge and skills.’ They further state that the trainers of Continuing Professional Development (CPD) courses are usually drawn from outside the schools. Kamwengo and Ndlovu further indicate that professional development includes school based INSET programmes, self-development efforts, observation, induction and team teaching. Musaaazi (1982: 197) says that some of the means of encouraging growth in stimulation of professional improvement is to encourage growth in the form of workshops, seminars, refresher courses, exchange teaching professional writing, visits to other schools to observe teaching methods, courses of study at teacher colleges, post graduate work at universities and participation in the evaluation of the school programmes. These and many other approaches, he argues, might be useful as in-service training.

An international body, the World Confederation of Organisations (WCO) of the teaching profession, whose headquarters are in Switzerland, is committed to encourage the professionalism of teachers through national associations. It tries to improve teaching methods, educational organisation and the training of teachers so as to equip them to serve better the needs of youths (Farrant, 1980: 372). This calls for the support of teacher associations and /or subject associations as these play a very important role in improving their knowledge and skills as teachers exchange experiences and ideas regarding their profession.

Little, Stronge and Hines (2006) identify teacher collaboration with experts outside the teaching community. They observe that ‘teachers cannot be expected to be knowledgeable about all aspects of school reform, subject matter, standards, or professional practice, thus collaboration with knowledge sources outside a teacher’s immediate circle is crucial.’ They further notes that ‘the outside experts often university-based educators bring fresh perspectives and ideas about what has been proven successful elsewhere and an analytic stance toward the school improvement process.’ Government Education Surveys (1990) also support this as it emphasises the need for collaboration among teachers as a strategy for building teachers. This, therefore,

indicates the importance and the need for teacher communities of professional practice which encourage Continuing Professional Development among teachers.

Borring-Carr and West-Burn (1999) suggest teaching team meetings are an excellent form of Professional Development (PD). They allow teachers to talk about their classes in a collegiate way and arrive at management strategies that make them more consistent with their work. In this way, all the teachers will always have a say in the way to deal with their day-to-day challenges.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter looks at the methodology employed during the study. It constitutes the following: research design, population, sample and sampling technique, data collection procedures, data collection techniques, data analysis and data validity.

3.2 Research Design

The study employed a post-test only survey design. This design is suitable for exploratory studies and always provides information on the functioning of a system. Both qualitative and quantitative data collection methods were used. In order to achieve a holistic understanding of the attitudes, behaviour and experiences of teachers on CDP, qualitative data were collected by use of unstructured interviews (open-ended questionnaires). This aimed at getting an in-depth opinion from participants as well as non-participants. Quantitative data were also collected from both teachers and students using structured interviews. Triangulation was used in order to counteract the weaknesses associated with both qualitative and quantitative research.

3.3 Sample and Sampling Technique

In order to select the appropriate sample, the study used multi-stage cluster sampling. This involved selecting the sample in two stages. Cluster sampling was used as opposed to simple random sampling in that the population was too diverse such that a simple random sample would have resulted in a list of sampled individuals who are dispersed and thus it would have been too costly to visit each one of them. In this case, the clusters were the different upper basic schools in the district. During the first stage of sampling, all the upper basic schools in Mongu district were listed. From this list, ten schools were randomly selected. These were then visited so as to interview the head teachers and teachers. Considering the small numbers of teachers and school head teachers in the district, purposive sampling was used to select the teachers and managers to include in the sample. This was done in order to achieve a rich and varied collection of information. In all ten head teachers and sixty teachers were selected for the study. As

Patton (1990: 169) notes, 'The logic and power of purposive sampling lies in selecting information-rich cases for the in-depth study.' The aim of purposive sampling is to select information whose study will illuminate the question under study. Based on this reason, teachers that had experience in CDP were particularly targeted for interviews so as to benefit from the rich information from their experiences. The resultant sample consisted of fifty teachers from the fifteen schools. The researcher also interviewed the District Education Standards Officer (DESO), the Senior Human Resource Officer (SHRO) and the District Resource Centre Coordinator (DRCC).

3.4 Data Collection Procedures

Data were collected by the researcher from September to November in 2009. The researcher had to seek permission from the District Education Board Secretary (DEBS). From each school, permission was sought from the head teachers.

3.5 Data Collection Techniques

Because of the highly descriptive nature of the study, qualitative data were collected using unstructured open-ended questionnaires. This allowed in-depth interviewing which permitted greater depth of meaning. An interview schedule which had an outline of topics to be discussed was used to guide the interview as to the kind of information required. Details that were not brought out initially were solicited through probing. In order to provide supplementary information to enhance the researcher's understanding of the programme and the environment in which the programme was being implemented, the other data collection technique that was used was content analysis of written materials. The contents of programme documents, school reports, minutes of meetings and other relevant documentation related to the CDP programme were analysed to determine what kinds of knowledge and skills the training was supposed to develop, the goals the programme intended to achieve and many more. Observation of teachers was also done.

3.6 Data Analysis

For quantitative data, the Statistical Package for the Social Sciences (SPSS) was used to analyse the data. The main goal of the quantitative analysis in this study was to describe

the sample in terms of gender distribution, academic qualifications, age and average age spent at a particular school and in a particular position. This information was given in form of frequencies counts by use of univariate analysis. Qualitative data were analysed mainly by using content analysis. The responses from the open-ended questions in unstructured interviews were coded by content. This was done by reading through the responses manually and assigning codes to specific characteristics within the text.

3.7 Validity of Data

The validity of the data depended on triangulation of the research methods. Triangulation of research methods included interviews, document review, literature review and a pilot study. The study was conducted in the natural settings of the participants. Participants checked documents, reviewed analysis for accuracy and interpretation while the findings from the literature review laid a foundation in the process of triangulation of the data in order to establish validity and reliability of the study. The pilot study was used to test the suitability of the instruments and procedure for collecting and analysing data. The pilot study also helped me to restructure my research instruments to suit the study.

CHAPTER FOUR

RESEACH FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The first section gives the demographic and personal characteristics of the sampled school managers and teachers. This is followed by a detailed analysis of the study findings which have been organised based on the research questions. The first section will address the question of teachers' participation in CPD programmes. The second section aims to find out if there was Continuing Professional Development going on in rural basic schools. The section will establish the impact of Continuing Professional Development on teachers and pupils in rural basic schools, while the last question will help in finding out the effects of Professional Development on the quality of education among the schools in Mongu.

4.2.0 Personal Characteristics of Head Teachers

The personal characteristics of the sampled head teachers are described in terms of gender, age, years of experience, number of years spent on the current position and qualifications. These findings are given in the following section.

4.2.1 Gender

When analysed by gender, the survey findings indicated that three of the respondents were female while seven were male. The results show a representation of both gender, though the male counterparts seemed to have dominated the position.

4.2.2 Age

Table 4.1 shows the distribution of head teachers by age. The data show a good representation of all ages with the majority of the head teachers aged above thirty-six years. This is important in that age is directly related to experience on the job.

Table 4.1: Distribution of Head teachers by Age

Age range	Number within age range
26-30	1
31-35	1
36-40	2
41-50	3
51 and above	3
Total	10

4.2.3 Years of Teaching Experience

The other variable of interest was the years of teaching experience that the school managers had. The more experience in teaching that a head teacher had, the more likely that he/she would be a good manager. Table 4.2 shows the distribution of years of teaching among the sampled head teachers. The majority of the head teachers had over sixteen years of teaching experience.

Table 4.2: Distribution of Years of Teaching Experience for Head Teachers

Years of teaching experience	No.
1 to 5 years	1
6 to 10 years	1
11 to 15 years	1
16 years and above	7
Total	10

4.2.4 Years in Present Post

The other variable of interest was the number of years that the head teachers had spent in that position. This is important as it gives us an idea about their experienced as well as how well versed they were with information about the school. This variable also shows how mobile (migration issues) the teachers were. Table 4.3 shows the distribution of numbers of years that different head teachers had spent in their current positions. Seven had spent between one and five years in their current positions, implying that they had been newly promoted.

Table 4.3: Distribution of Years of in Present Post for Head teachers

Years in Present Post	No.
1 to 5 years	7
6 to 15 years	2
16 years and above	1
Total	10

4.2.5 Professional Qualifications of the Head teachers

The professional qualification of a head teacher plays an important role in his/her ability to perform on the job. Where there are no shortages of qualified teachers and where the system of promotion works transparently, head teachers are expected to hold a certain minimum qualification. However, in some remote rural areas, it is not uncommon to find schools being managed by lowly qualified head teachers, a fact that negatively impacts on the performance of such schools. Table 4.4 shows the different professional qualifications of the head teachers. The findings show that the majority of the head teachers had only a primary teacher's certificate. Only one head teacher had a secondary teacher's diploma while none had a university degree.

Table 4.4: Distribution of Qualifications for the Head Teachers

Professional qualification	No.
Teachers Certificate	7
Primary Teachers Diploma	2
Secondary Teachers Diploma	1
Total	10

4.3.0 Personal Characteristics of Class Teachers

The personal characteristics of the sampled class teachers are described in terms of gender, age, years of experience, number of years spent on the current position and qualifications. These findings are given in the following sections.

4.3.1 Gender

In terms of gender, the survey results show equal representation of teachers in the schools. Of the fifty teachers surveyed, twenty-five (50 per cent) were male and the other twenty-five were female.

4.3.2 Age

As indicated earlier, age can have implications on a teacher's ability to perform his/her duties and thus, consequently have an effect on the quality of education being delivered. This is particularly true in that to some extent, teaching experience is highly correlated with age. Table 4.3.1 shows the age distribution of class teachers in the sample. The majority of the class teachers were young (94 per cent were aged between twenty and forty).

Table 4.5: Age Distributions of the Class Teachers

Age Distribution	No.	Percentage
20 to 30 years	23	46
31 to 40 years	24	48
41 to 50 years	2	4
51 and above	1	2

Furthermore, to assess whether age had an influence on a teachers decision to either participate in CPD or other trainings, cross tabulations of age and whether a teacher had attended further training were done. Table 4.6 shows the results.

Table 4.6: Cross tab of Age Category by Further Training

Age Category	Have you attended any training after placement	
	No (%)	Yes (%)
20 – 30 years	66.7	33.3
31 – 44 years	52.9	47.1
45 – 55 years	100.0	0.0
Totals	61.1	38.9

Chi-square: 1.348, Sig. 0.510

The data (Table 4.6) shows that age had no significant influence on a teachers' decision to participate in further training or CPD. Although there was a larger proportion of

younger teachers attending further training as opposed to older ones, the difference was not statistically significant (*chi-square*: 1.348, sig. 0.510) at five per cent level.

4.3.3 Years of Teaching Experience

As earlier indicated, years of teaching experience had a bearing on a class teacher's ability to deliver and hence the quality of education. Table 4.7 shows the distribution of class teachers by the number of years of teaching experience. The survey results show that the majority (68.0%) of the teachers had served for only between one and five years. Only eight per cent had been practicing for over ten years.

Table 4.7: Distribution of Years of Teaching Experience for Class Teachers

Years of Teaching Experience	No.	Percentage
1 and 5 years	34	68.0
6 and 10 years	12	24.0
11 and 15 years	2	4.0
16 and 20 years	1	2.0
21 years and above	1	2.0

In order to assess whether teaching experience had an influence on a teachers decision to either participate in CPD or other trainings, cross tabulations of teaching experience and whether a teacher had attended further training were done. Table 4.8 shows the results.

Table 4.8: Cross Tabulation of Age Category by Further Training

Teaching experience	Have you attended any training after placement	
	No (%)	Yes (%)
1 – 5 years	74.1	25.9
6 – 10 years	0.0	100.0
11 – 15 years	0.0	100.0
16 – 20 years	50.0	50.0
21 years and above	100.0	0.0

Chi-square: 12.078, Sig. 0.017

The data (Table 4.8) showed that teaching experience (expressed as number of years that one had taught since graduation) had no significant influence on a teachers' decision to participate in further training or CPD. The data showed that the more experience a teacher had in teaching, the more likely that they had attended other trainings other than the teacher college training (*chi-square*: 12.078, sig. 0.017) at 0.05.

4.3.4 Years at Present School

The majority of the teachers (84.0%) stated that they had stayed at their current schools for between one to five years (Table 4.9).

Table 4.9: Distribution of Years of Teaching at Current School

Years of teaching at current school	No.	Percentage
1 to 5 years	42	84.0
6 to 10 years	6	12.0
11 to 15 years	1	2.0
More than 15 years	1	2.0

4.3.5 Qualifications of Class Teachers

As earlier highlighted, the qualification of the teacher had an impact on his or her ability to perform. Table 4.10 shows the distribution of class teachers by academic qualifications. The majority (84%) were in possession of a primary teacher's certificate. Although another twelve per cent were in possession of secondary teacher's diploma, none of the teachers had a university degree.

Table 4.10 Academic Qualification of Teachers

Years of Teaching Experience	No.	Percentage
Primary teachers certificate	42	84.0
Primary teachers diploma	2	4.0
Secondary teachers diploma	6	12.0

Furthermore, to assess whether academic qualifications had an influence on a teacher's decision to either participate in CPD or other trainings, cross tabulations of academic qualifications and whether a teacher had attended further training were done. Table 4.11 shows the results.

Table 4.11: Cross Tabulation of Academic Qualification Category by Further Training

Academic qualifications	Have you attended any training after placement	
	No (%)	Yes (%)
Primary teachers certificate	73.3	26.7
Diploma	0.0	100.0
Totals	61.1	38.9

Chi-square: 11.314, Sig. 0.002

The data (Table 4.11) shows that academic qualification was another factor that influenced whether a teacher attended further training or not. The data showed that diploma holders were more likely to attend further training (*chi-square* = 11.314, sig. = 0.002) compared to primary certificate holders. These results were significant at five per cent level.

4.3.6 Teaching Levels of Teachers

Table 4.12 shows the distribution of teachers by the different grades they taught. The sample represents the different categories quite well, although only eighteen per cent of the sampled teachers taught at upper basic level. Furthermore, twenty-six per cent of the interviewed teachers reported that they were handling more than one session in a day.

Table 4.12: Distribution of Teachers by Grades they Handle

Distribution of teachers by level	No.	Percentage
Lower basic	15	30.0
Middle basic	12	26.0
Upper basic	9	18.0
More than one session	13	26.0

To assess whether the grade a teacher handled had an influence on the decision to either participate in CPD or other trainings, cross tabulations of class handled and whether a teacher had attended further training were done. Table 4.13 shows the results.

Table 4.13: Cross Tabulation of Class Handled by Further Training

Age Category	Have you attended any training after placement	
	No (%)	Yes (%)
Grades 1 – 4	60.0	40.0
Grades 5 – 7	66.7	33.3
Grades 7 – 9	56.6	44.4
Total	61.1	39.9

Chi-square 0.281, Sig. 0.869

The class handled had no significant influence on a teachers’ decision to participate in further training or CPD. The data showed no significant differences in the likelihood of going for further studies (*chi-square*: sig. 0.869) among teachers teaching different grades.

4.4 Teacher Participation in Continuing Professional Development

4.4.1 Teacher Professional Development

Five of the head teachers who were interviewed in the study claimed to have undergone some management course of some kind. Out of the five, one head teacher said he had an opportunity to do a management course under some educational courses done while pursuing the diploma. Some head teachers said that they had done an Education Management Training Programme (EMT). While some head teachers claimed to have done a records management course. The findings revealed that five of the head teachers had never done any management course despite being in management.

Class teachers were also asked whether they had attended any kind of training since they left their colleges of education. Survey results (Table 4.14) show that the majority (82%) reported that they had never attended any course since they left college. About 12 per cent said they had attended some kind of training about a year ago.

Table 4.14 Distribution of Teacher by Courses Attended

Attendance of Additional Courses	No.	Percentage
A year ago	6	12.0
Two years ago	1	2.0
Three years and over	2	4.0
Never attended any	41	82.0
Total	50	100

Source: Survey Data

Furthermore, to assess whether age had an influence on a teachers decision to either participate in CPD or other trainings, cross tabulations of age and whether a teacher had attended further training were done. Table 4.15 shows the results.

Table 4.15: Cross Tabulations of Availability of CPD by Further Training

Do you attend CPD	Have you attended any training after placement	
	No (%)	Yes (%)
Yes	61.8	35.2
No	50.0	50.0
Totals	61.1	38.9

Chi-square: 0.110, Sig. 0.740

The data (Table 4.15) showed that availability of continuous professional development programmes (CPD) had no significant influence on a teachers' decision on whether to participate in further training or not. Although there was a larger proportion of teachers from schools that had CPD attending further training as opposed to the ones without, the difference was not statistically significant (*chi-square:* 0.110, sig. 0.740) at 5 per cent level.

Another important factor that assists professional employees in their ability to perform their jobs is membership to professional associations. In the survey, the majority (82%) of the school managers interviewed reported belonging to a head teachers' association. These associations help the head teachers in various ways, such as the management of their institutions as Musaaazi (1982) acknowledges.

Furthermore, to assess whether attendance to professional meetings has an influence on a teachers decision to either participate in CPD or other trainings, cross tabulations of attendance and whether a teacher had attended further training were done (table 4.16).

Table 4.16: Cross Tabulations of Attendance to Professional Meetings by Further Training

Age Category	Have you attended any training after placement	
	No (%)	Yes (%)
Very frequently	22.2	77.8
Sometimes	45.5	54.5
Rarely	93.8	6.2
Totals	61.1	38.9

Chi-square: 14.034, Sig. 0.001

The data (Table 4.16) shows that frequency of attendance to professional meetings had a significant influence on a teachers’ decision to participate in further training or CPD. Those teachers that frequently attended professional meetings were more likely to attend further training compared to those that did not (*chi-square:* 14.034, sig. 0.001).

Both head teachers and teachers interviewed revealed that the majority of them did not upgrade themselves. However, they stated that they relied on CPD programmes within the school, such as teacher group meetings to enhance their knowledge and pedagogical skills. Continuing Professional Development (CPD) of teachers has proved to be an effective way in improving teacher performance. Seventy two (72.0 per cent) of the teachers claimed to be competent in their work because according to them, they were handling classes, which they were trained to teach, while the remainder (28.0 per cent) said that it was difficult for them to cope with the methodologies since they had to rely on experience for teaching. One teacher was quick to bring to the attention of the researcher that:

‘I was chosen to handle the grade eight classes in science because I did well in science at grade twelve’

4.4.2 Continuing Professional Development (CPD) Policy

Teachers reported that there was a policy at school level for teacher in-service training but at the same time bemoaned lack of sponsorship as most of them could not afford to pay on their own. One of the teachers interviewed said:

‘I cannot afford to go for in-service training because am unable to sponsor myself since I have children who are school going for whom I have to pay school fees. It’s very different with those in urban areas because they can manage to generate funds in so many ways. Here you cannot do any business.’

In order to assess whether having a CPD policy had an influence on the number of times that teachers met for professional meetings, cross tabulations of having a CPD policy and number of times that teachers met for professional meetings was done. Table 4.17 shows the results.

Table 4.17: Cross Tabulation of Availability of CPD Policy by Frequency of Professional Meetings

Availability of Policy	Frequency of holding/ attending professional meetings		
	Weekly (%)	Monthly (%)	Less than monthly (%)
Yes	38.6	27.6	13.8
No	16.7	16.7	66.6
Totals	33.3	27.8	38.9

Chi-square: 13.897, Sig. 0.031

Having a CPD policy had a significant influence on regularity of professional meetings within the schools. The data shows that those schools that had a CPD policy had teachers that met more frequently for professional meetings as opposed to those that did not have a CPD policy. The difference was significant (*chi-square:* 13.897, sig. 0.031).

Teachers revealed to the researcher that the CPD policy would be productive if resources were made available to the schools contrary to the existing scenario where the school only identifies the area of need, while the district decides whether to sponsor or not. With the current system, districts do not frequently sponsor teachers in rural areas.

Furthermore, to assess whether age had an influence on a teachers decision to either participate in CPD or other trainings, cross tabulations of age and whether a teacher had attended further training were done. Table 4.18 shows the results.

Table 4.18: Cross Tabulation of Age Category by Further Training

Age Category	Have you attended any training after placement	
	No (%)	Yes (%)
20 – 30 years	66.7	33.3
31 – 44 years	52.9	47.1
45 – 55 years	100.0	0.0
Totals	61.1	38.9

Chi-square: 1.348, Sig. 0.510

The data shows that age had no significant influence on a teachers’ decision to participate in further training or CPD. Although there was a larger proportion of younger teachers attending further training as opposed to older ones, the difference was not statistically significant (*chi-square:* 1.348, sig. 0.510) at five per cent level.

Furthermore, to assess whether perceptions had an influence on a teachers decision to either participate in CPD or other trainings, cross tabulations of perceptions and whether a teacher had attended further training were done. Table 4.19 shows the results.

Table 4.19: Cross Tabulations of Perceptions by Further Training

Age Category	Have you attended any training after placement	
	No (%)	Yes (%)
20 – 30 years	66.7	33.3
31 – 44 years	52.9	47.1
45 – 55 years	100.0	0.0
Totals	61.1	38.9

Chi-square: 1.348, Sig. 0.510

The data shows that perceptions had no significant influence on a teachers' decision to participate in further training or CPD or not.

4.4.3 Monitoring and Observation of Teachers

To ensure quality education, there is need to monitor the operations of the education system at all levels. Within the Ministry of Education, monitoring at district levels is done by the head teachers who monitor the schools they preside over. The head teachers are monitored by standards officers. In the survey, all the head teachers interviewed confirmed that they were carrying out their monitoring duties regularly. However, the situation was different as regards monitoring by the standards officers. Table 4.20 shows the responses from the head teachers as regards monitoring.

Table 4.20 Regularity of Monitoring by Standards Officers

When were you last monitored	No.
A year Ago	1
Two Years Ago	1
Three Years Ago	2
Four Years Ago	3
Never Been Visited	3
Total	10

The data shows that in the recent past, there had been little monitoring done by the standards officers. Only one head teacher reported having been visited by the standards officers in the last one year (Table 4.20). Three were only visited four years ago, while another three (3) reported not having received any visit from the standards officers since they had come to their current stations. The quality and motive of the visits also raise some questions. A further follow up on those that were visited recently revealed that in most cases, the visits were prompted by other reasons other than monitoring of standards. For instance, one of the head teachers reported that the school was visited during the examination period and the main reason for the visit was to deliver examination papers to the school and not to monitor standards. Another head teacher said that the school was recently visited by the District Education Standards Officer (DESO) for purposes of collecting the school coordinates. However, one head teacher confirmed to the researcher that the school was visited some three years by the DESO

who had gone there to monitor the New Break Through to Literacy (NBTL), Read on Course (ROC) and Step into English (SITE).

Similarly, the majority (86.0%) of the teachers claimed that they had never been observed by a standards officer since they started teaching. The teachers, however, acknowledged the importance of such activities as being of value to their professional development because comments made at the end of these activities helped to build them. However, the Standards Officer interviewed revealed that lack of funding by the government had made it difficult for Standards Officers to monitor all the schools in the district. As such, some of the poor performance observed in some of these rural schools could be as a result of poor monitoring. Reimers-Villegas (2003) observes that support to individual schools becomes effective when the education system is supportive through monitoring and evaluating of school academic performance and improvement.

4.4.4 The Need for Continuing Professional Development (CPD)

The need for Continuing Professional Development (CPD) cannot be downplayed. Survey results show that CPDs have an effect on the quality of education. All the teachers and head teachers interviewed confirmed that teacher participation in CPDs could improve both teacher and pupil performance. Furthermore, the Standards Officers claim that urban pupils perform better as compared to rural school pupils, a factor that was partly attributed to failure in teacher upgrading and ineffective INSET programmes by the rural basic schools. A research by Lungwangwa (1995), shows that most school managers were in need of such training as this helped them acquire adequate knowledge and skills that would enable them function well in their roles as school managers. This research further revealed that teacher participation could greatly improve both teacher and pupil performance. The teachers were able to acknowledge that it was their responsibility to see to it that they went for further studies. It was important for the teachers to re-learn continuously in order for them to improve and to update their pedagogical skills. The teachers said they needed to acquaint themselves with new methodologies because some of them left colleges of education some years back.

4.4.5 Participation in CPD Programmes and Professional/Subject Associations

Fully prepared teachers are most effective than unprepared teachers in guidance and encouragement of individualised student learning, how to plan productive lessons and how to diagnose student problems. The study established that teachers had grade meetings where teachers teaching the same grade actually meet to plan for the term. During such meetings, teachers were given an opportunity to share their fears and problems were solved. The other important aspect as regards the quality of education that this study examined was the issue of professional and subject associations. Subject associations are non-existent in rural basic schools. Most of the head teachers interviewed said that teachers did not have such associations. The standards officer interviewed said that in urban schools, these existed and were very effective. These included home economics, English and Science among others. He further said that these associations met to share ideas and prepare mock examinations for pupils in the district and sometimes they even exchange these examinations with other districts.

4.5 Continuing Professional Development (CPD) of Teachers in Rural Basic Schools

4.5.1 Teacher Participation in Continuing Professional Development (CPD)

Another issue of concern is what happens to the students and the remaining teachers when teachers leave the school to go for training. The study revealed that the majority (92.0%) of the teachers who went for upgrading were never replaced, leaving a deficit in schools. In the event that efforts are made to fill up the gaps, this was not done by bringing new teachers but by adding an extra load to other teachers who were forced to handle more than one class. This though, was reportedly not working well as the teachers who were being replaced were already handling more than one class. Pupils always suffered because instead of learning, they were given some manual work to do until it was their turn to learn.

Teacher qualifications make an impact as far as pupil performance is concerned. The research findings revealed that the majority (80.0%) of the teachers claimed to have the right qualifications. However, these teachers were found to be teaching upper basic classes although they did not have a diploma, which is a requirement for them to handle

such classes. Furthermore, CPD activities were found to be effective in schools. Table 4.21 shows the number of times CPD was held.

Table 4.21: Regularity of Continuing Professional Development Programmes

Number of Times CPD is held	No.	Percentage
Once a week	26	52
Once a month	17	34
Other specify	7	14
Total	50	100

The survey findings showed that fifty-two per cent of the teachers reported meeting at least once a week in their teacher group meetings. Another thirty-four per cent reported that they were meeting once a month, while seven (14.0%) said they only met when there was need to do so. However, the teachers bemoaned lack of monitoring on the part of the Ministry of Education officials. The District Resource Coordinator said that it was difficult to supervise schools due to lack of resources. However, in an effort to combat this problem, zones had been created to further decentralise the monitoring of these activities with the Zonal In-service Coordinator (ZIC). Each school had a School In-service coordinator (SIC).

4.6 Impact of CPD Programmes on the Performance of Teachers and Pupils

4.6.1 Professional Qualifications of the Class Teachers

As earlier indicated, the majority of the teachers had a primary teacher’s certificate (84.0%) while none had a degree. On the other hand, the study revealed that eleven of the head teachers had a primary teacher’s certificate obtained from the colleges of education at pre-service level. These low levels of adequately qualified staff at teaching and managerial levels underscore the need for further training to improve performance in the schools.

4.6.2 Importance of Professional Development of Teachers

Table 4.22 shows the levels of participation in CPD by teachers included in the survey. Although twenty-eight per cent revealed that they often participated in CPD, the majority (66.0%) said they only participated sometimes and not often.

Table 4.22: Participation in CPD

How often do you participate in CPD	N	Percentage
Participates Often	14	28
Participate Sometimes	33	66.0
Never Participates	3	6.0
Total	50	100

The low level of participation in CDP is an issue of concern. For instance, the Ministry of Education (1996) points out that the supply and utilisation of qualified teachers is a factor which determines the quality of education. However, teachers are supposed to exhibit some competencies in the mastery of materials that are to be taught and should as well possess skills of communicating the material to the pupils. Similarly, UNESCO points out that frequent support from colleagues through witnessing each other's efforts can greatly affect student learning. It further confirms that more knowledge on the part of the teacher leads to higher levels of student achievement. CPD of teachers plays a very important role in changing teachers' teaching methods and these changes have a positive impact on the pupils. It is through CPDs that teachers are able to assimilate pedagogical content and knowledge and it is these changes that are associated with classroom instruction and student achievement.

4.6.3 Teacher Performance in Rural Basic Schools

The study revealed that positive outcomes followed good teacher performance. It is believed that teachers' evaluation presented an accurate picture of their teaching performance. This satisfactory outcome was reported by all the head teachers. The majority of teachers reported that CPD improves teaching skills, reinforces teaching excellence, and hence helps teachers focus on student outcomes. In addition, most of the head teachers encourage the professional development of teachers which they believe should guide the improvement of teaching skills, to recognise and reinforce teaching excellence, to help teachers focus on student outcomes and to plan CPD education activities. Most teachers perceive that teacher group meetings at their school are used to promote the development of improved teaching skills. Furthermore, most teachers believed that it was the duty of every teacher to participate in CPD activities.

In order to assess teacher performance, observations for teachers were carried out. The researcher had to observe ten teachers from the selected rural basic schools where the research was carried out. These were compared with urban schools where the researcher found a good number of teachers who had upgraded themselves. The teachers who were observed were those that were handling the upper classes because the researcher was interested in whether teacher upgrading had an effect on teacher performance. The researcher's main interest was in the knowledge of the subject by the teachers concerned. The following were the results:

Knowledge of subject	Rural	Urban
Very good	2	6
Good	5	3
Average	3	1
Total	10	10

During the interview, it was revealed that most rural basic schools did not have enough qualified teachers to handle the upper classes. One teacher interviewed attributed this to misplacement of human resource.

‘I have been misplaced, instead of teaching Industrial Arts which is my area of specialisation am now teaching science.’

It was disclosed that the new deployment system also played a bigger role because teachers with diplomas were just deployed without consideration of their area of specialisation. The researcher came across a situation where a teacher trained in business studies was sent to a basic school where none of the business studies subjects were offered and the teacher in question was teaching other subjects.

The researcher also carried out a self-assessment test where teachers were given an opportunity to evaluate their own performance. Teachers were given time to reflect on their teaching. This exercise was done mainly on teachers in rural basic schools because that is where the researcher found teachers who were less qualified for the classes they

taught. The survey findings show that seventy-two per cent of the teachers were not comfortable with teaching the upper classes. The teachers confessed to the researcher that upgrading was necessary because they needed to learn more.

4.6.4 Pupil Performance in Rural Basic Schools

In order to assess the impact of CPD on the performance of the pupils, the head teachers were asked to give an opinion on how they felt their pupils were performing. The survey findings (table 4.23) show that two of the head teachers confirmed that pupil performance was very good, while three of the head teachers claimed that the performance of the pupils at their school was good.

Table 4.23: Head teacher’s Perceptions on the Performance of Pupils

Performance	No.
Very Good	2
Good	3
Average	4
Poor	1
Total	10

However, when it came to whether pupil performance had changed or was still the same as compared with a few years before, some six of the head teachers revealed that the performance of the pupils had improved, while four said that the performance of pupils was still the same. They attributed this to either lack of in-service training of teachers who were handling the senior classes.

Results were collected from rural basic schools and were compared with those collected from urban schools where the researcher found more teachers who had upgraded themselves. The results are shown the tables below:

Table 4.24: Pupil Results Collected from Selected Five Rural Basic Schools for Grade Seven

Schools	2007			2008			2009		
	No sat	Selected	%	No sat	Selected	%	No sat	Selected	%
A	54	41	76	39	32	82	52	39	75
B	47	44	93	41	34	83	52	49	94
C	44	33	75	58	40	69	76	66	87
D	56	37	66	53	50	94	49	38	76
E	31	16	52	28	16	57	30	28	93

The findings of the study established that the highest pass rate for the five rural basic schools as indicated in table 5.24 was ninety-four per cent while the lowest pass was seventy-five per cent from the results collected for a period of three years.

Table 4.25: Pupil Results Collected from Selected Five Urban Schools for Grade Seven

Schools	2007			2008			2009		
	No sat	Selected	%	No sat	Selected	%	No sat	selected	%
A	269	164	61	267	233	87	249	239	96
B	291	159	55	278	236	85	264	249	94
C	242	236	93	218	208	95	201	201	100
D	264	239	91	270	236	87	236	236	100
E	267	254	95	235	222	94	248	236	95

Table 5.25 shows that the highest pass rate for grade seven in urban basic schools was 100 per cent and the lowest pass rate was ninety-four per cent.

Table 4.26: Pupil Results Collected from Selected Rural Basic Schools for Grade Nine

Schools	2007			2008			2009		
	No sat	Selected	%	No sat	Selected	%	No sat	selected	%
A	63	0	0	60	32	53	54	24	44
B	49	11	22	51	12	24	50	12	24
C	37	10	27	58	9	16	42	23	55
D	53	15	28	71	9	13	59	11	17
E	30	11	37	32	15	47	33	15	45

Table 5.26 shows results for grade nine collected from five rural basic schools and these results indicated a highest pass rate of 55 per cent and a lowest pass rate of 17 per cent.

Table 4.27: Pupil Results Collected from Selected Urban Basic Schools for Grade Nine

Schools	2007			2008			2009		
	No sat	Selected	%	No sat	Selected	%	No sat	selected	%
A	151	81	54	179	65	36	192	65	36
B	48	34	71	113	56	50	133	95	71
C	141	101	72	160	89	56	159	103	65
D	109	84	77	129	89	69	101	65	64
E	140	95	68	120	56	47	236	130	54

Findings in Table 5.27 collected from urban basic schools for grade nine indicated a highest pass rate of seventy-one per cent and a lowest pass rate of thirty-six per cent.

The data revealed that pupil performance at grade seven level for both rural and urban basic schools was good. In the interview, this was attributed to the fact that trained teachers were deployed in both urban and rural areas. As for the grade nine results, it was showing that urban schools were doing much better than rural schools.

4.7 The Quality of Education in Rural Basic Schools

4.7.1 Teacher Migration and Teacher Deployment

Another issue the study looked at was teacher migration. This is a process where teachers choose rural schools in preference for urban schools. Teacher migration has been cited as one of the disparities that has hindered the quality of education in rural basic schools. Table 4.28 shows the migration records in the sampled schools.

Table 4.28: Existence of Teacher Migrations

Have You Experienced Migration?	No.
Yes	8
No	2
Total	10

The majority, eight of the head teachers reported experiencing teacher migration. Some of these migrations were due to female teachers who constantly requested to join their husbands in urban areas while other reasons were that teachers who had an opportunity to undergo some upgrading would rather go to a high school or to an urban area. Furthermore, seven of the head teachers revealed in the study that the supply of teachers in rural basic schools was inadequate; two confirmed that they were satisfied with the teacher supply. Another one said that teacher supply at his/her school was adequate. An enquiry as to why rural schools had teacher shortages brought about a variety of issues. Among these included difficulties in bringing teachers to isolated regions as there were few amenities, low salaries and this normally involved moving away from family and friends. Due to these recruitment issues and the retention issues that went along with that; many teachers began their careers in rural areas only to move away after a few years, after they specialised in particular subjects that they taught, (Rivkin, Hanushek and Kain, 1998).

The findings revealed that rural basic school teachers were facing a lot of logistical factors such as travelling long distances and a lack of social. As compared to their counter parts, rural basic school teachers travel long distances to get their salaries. This poses a big problem to the learners who in most cases are left unattended to. As one teacher reported

‘Whenever I go to the bank for my salary I have to travel long distance and sometimes take a week away leaving my pupils because there is no one to attend to them.’

4.7.2 Teacher Quality and Effectiveness

The findings revealed that most of the teachers were trained and had a teacher’s certificate. The Standards Officer revealed that the new system adopted by the Ministry of Education had made it possible for the teacher’s recruitment in rural basic schools to improve because teachers recruited were sent straight to these needy schools. This, therefore, could bring out an understanding that teaching had become effective. Teachers should be encouraged though to go for CPD soon after having been assimilated in the system. A report by the Ministry of Education (MoE, 1996: 115) states that the

foundation laid in the pre-service is not sufficient even when it is adequate in the beginning. This report further states that teachers should continue to deepen their knowledge, extend their professional skills and be updated in the developments within the profession. For instance, diploma holders have an opportunity to pursue distance education followed by full time studies at the University of Zambia. Nkrumah University College has also introduced distance education to allow teachers who could not study on a full time basis to further their studies. The Zambia Open University and Zambia Adventist University are other universities offering degrees in education.

4.7.3 Factors Affecting Pupil Performance

The findings of the study, established that class size and class shifts contributed to poor performance. It was disclosed that some of the teachers handled more than one class at a time and in some cases at different levels. The findings revealed that on the average, teacher to pupil ratio was at 1: 50. Teachers were handling more pupils at a time, making it difficult for learning. It took teachers some days to mark the pupils' work. This delayed feedback and inhibited pupils from correcting their work. Though some teachers did not worry, the administrators were more affected because it reduced pupils' interest due to lack of immediate feedback. As a result, it was difficult for the teachers to give remedial work to the pupils. Attending to learners adequately, giving them more home work and marking their books in time were a challenge to teachers. One of the teachers remarked thus:

‘Marking books is tiresome because there are too many books to mark’

Some respondents reported that they were handling more than one session. This indicated the existence of double or more shifts. Some factors cited include lack of teaching and learning materials. Some teachers bemoaned lack of learning materials, resulting in pupils sharing materials like text books.

This chapter addressed the findings in terms of teachers' participation in continuing professional development. It also established the impact of teacher performance on pupil performance.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings of the study. The study focussed on four major topics: teacher participation in Continuing Professional Development (CPD) programmes; on-going professional development of teachers in rural basic schools; the impact of CPD programmes on teachers and pupils in rural basic schools; and the effects of professional development on the quality of education.

5.1.1 Teacher Participation in Continuing Professional Development

The study revealed that teachers had CPD programmes going on in rural basic schools. These activities played a very important role in upgrading teachers who in most cases failed to go for further studies. The activities helped teachers in lesson preparation, sharing of new ideas and pedagogical skills, demonstration of lessons, sharing experiences, development of work plans and report writing. Teachers greatly influenced pupils' development and the nature of the learning environment learners were exposed to, hence the research revealed the importance of training teachers and the influence this had on pupils' development.

The percentage of teachers who had never attended any course since they left their colleges of education was eighty-two per cent. Twelve per cent had attended some course at different intervals. This confirms what Schon (1996) stated that 'teachers achieve high professional teaching standards through various forms of professional learning.' The findings in the study demonstrate the way in which teacher upgrading can influence pupil performance. The teachers noted that lack of knowledge can inhibit pupil performance. Lack of resources was one reason which had led to many teachers not going for further studies. The teachers, however, needed to be assisted with resources in order for them to go for in-service training. Teachers also needed resources for them to manage the ongoing Teacher Group Meetings within their schools.

5.1.2 Reasons for Upgrading

It can be determined from the teachers' responses that they were determined to upgrade themselves and to gain more knowledge despite the negative experiences in their call of duty. This was consistent with what was pointed out by King-Rice (2003) that teaching standards provide an important professional development, improving career opportunities, providing incentives and capacity building for leadership, accountability and quality assurance. It can, therefore, be acknowledged that teacher upgrading as well as management training for the head teachers can actually improve their performance. The findings have established that in-service training can make them become competent and knowledgeable in their work. It is important to note that as teachers upgrade themselves, new challenges will actually mushroom due to the fact that pupils will lose their teachers at the time they will be away studying. This causes a threat to availability of teachers in schools. It was also observed by some teachers that upgrading can be a source of motivation because they can be either promoted or be moved away from the rural schools, posing a problem to rural schools that lose teachers.

5.1.3 Monitoring and Observation of Teachers

The findings established that there was a significant relationship between monitoring and observation and teacher performance. The study found out that twenty per cent of the teachers had never been monitored by the standards officers. Only six per cent had been monitored within the space of one year, twenty per cent over a year. The other twenty per cent were monitored over two years ago. Thirty-three per cent were observed over a space of four years and over. Almost all the teachers acknowledged that monitoring them would help them improve on performance because these observations can make them learn a lot. This would also help standards officers to get to know the problems both the teachers and learners were facing. Both teacher and pupil needs could be addressed in this way. In this particular case, the needs of both the teachers and the pupils were not taken into consideration, hence the poor performance in rural basic schools, especially at the upper basic level.

5.1.4 Comparative Performance between Rural and Urban Schools

Comparative analysis of performance between rural and urban basic schools indicate that the results at grade seven level were good for both rural and urban schools. At grade nine level, urban basic schools performed much better than their rural counterparts. The highest pass rate recorded for urban basic schools was seventy-seven per cent and the lowest pass rate was thirty-six per cent, while the rural basic schools recorded fifty-five per cent and zero per cent respectively.

Through interviews and observation, the researcher noted that pupil performance was influenced by many factors like class shifts, teacher migrations and teaching materials. In terms of teacher performance, it was confirmed that teacher upgrading could actually improve the performance of teachers because most of the under qualified teachers did not show much competence in subject specialisation compared to those that were qualified when they were observed. Other teachers acknowledged that they were experiencing difficulties in their teaching.

5.2. Continuing Professional Development (CPD) of Teachers in Rural Basic Schools

Age, gender and the classes handled by the teachers had no significant influence on teacher participation in further training. The findings indicated that there was a majority of young teachers having recently left the colleges of education unlike the older teachers. Other factors which had a significant bearing on teacher participation were the academic qualifications of the teachers. The majority of the rural basic school teachers indicate that teachers with a diploma are likely to go for further training in contrast to the situation in rural basic schools because majority of the teachers in the rural basic schools are certificate holders. Only a small percentage of teachers in the rural basic schools are likely to go for further training.

Some of the factors that could influence teachers to go for further training are the availability of CPD policy in schools. The findings indicate that those schools which had a CPD policy were more likely to have their teachers go for further training because of the availability of a policy. It is this policy that would encourage the teacher to go for

further training because the more the teachers met, the more they are able to identify the areas of need. This could as well help them in the selection of teachers for further training. Other factors indicated that the teachers who attended the professional and subject meetings were more likely to go for further training unlike those that did not. This is contrary to the situation in the rural basic schools because the majority of the teachers did not belong to a subject association.

These activities include In- Service Education for Teachers (INSET) activities such as teacher group meetings, School Programme for In-Service of the Term (SPRINT), subject associations and head teachers association. The teachers, despite acknowledging the existence of and effectiveness of INSET activities, revealed in the interviews that these activities were actually not effective because of lack of incentives and the insufficiency of teacher supply in schools. As one teacher indicated:

‘as you can see, we are very few. It is difficult to leave our classes and go for teacher group meetings. In fact, it would make sense if we were at least the four of us.’

The World Conference on Education for all (EFA) held in Jomtien in Thailand in 1990 stressed the importance of change in the world to collectively broaden the notion of quality in basic education along with its delivery. This is paramount because teachers, being the focal point, need the skills, knowledge and values and how these are transmitted is what is important.

The CPD activities are linked or may mean that teachers temporarily exchange roles within the school. Teachers can be encouraged to observe fellow teachers or attend an in-service session and can be allowed to consult other teachers.

Helgen (1985) suggests that the school week can be restructured so that students are present only for four days. The fifth day is devoted to teacher self-education, consultation, planning and group in-service activities. Communities involved in the planning for such a programme tend to be supportive and more willing to arrange alternate activities for their children on the fifth day.

At the level of in-service training, studies have shown that critical reflection on experience continues to be an effective technique for professional development. Licklider's (1995) review of adult learning theory found that self-directedness, including self-learning from effective teacher professional development should involve more than occasional large-group sessions. It should include activities such as study teams and peer coaching in which teachers' experiences in a natural setting are an important component of adult learning. In this way, teachers would be able to continuously examine their assumptions and practices.

5.3 Teacher Upgrading and the Performance of Teachers and Pupils

MoE (2003) in a study carried out in the Southern province have attributed teacher classroom performance as contributing to poor school performance. Teacher quality is viewed as the most important factor that influences student achievement. Rivkin, Hanushek and Kain (1998) in their research confirm that school quality is a determinant of student achievement and the most important predictor is teacher quality.

Furthermore, some studies have shown that student achievement increases when students have teachers who are trained in developing higher order thinking skills and are skilled and experienced in the classroom. The findings support the need for content, specific pedagogy, how to teach and teacher development.

On pupil performance, results were collected from ten basic schools, five rural basic schools and five urban basic schools. This was done in order to compare the performance of pupils in the schools where teachers upgraded themselves and that of schools where teachers never upgraded themselves. The results collected were for a period of three years.

The HIV and AIDS pandemic was another problem experienced by pupils in Zambian schools. Though the study established that schools had guidance and counselling teachers, they were not being trained in this field.

Primary and secondary school pupils are vulnerable to HIV and AIDS.

UNAIDS estimates that in 1999 alone, 570 000 children under the age

of fifteen became infected, while by the end of that year, one third of 33 million people in the world living with HIV and AIDS were young people aged between fifteen and twenty-five. The attitudinal and psychological problems experienced by both children and adults call for established effective counselling programmes (UNAIDS, 2006: 34).

It is important to have qualified counsellors to deal with such vulnerable children. Kelly, (2008) further notes that in 2008, one third of the people living with the HIV and AIDS condition were aged fifteen to twenty-five and that more than half of the new infections (over 7 000 each day) were occurring among young people. In addition to children being infected, HIV and AIDS had orphaned about fourteen million children worldwide, most of whom were in sub-Saharan Africa (Dube, 2003; Kelly, 2008 and Kelly, 2000). The AIDS epidemic, therefore, has had a double impact on the children who are infected and affected worldwide.

The large number of out of school children, the low enrolment and achievement rates, the lack of teachers in schools, particularly the rural schools and the impact of HIV/AIDS on teachers and pupils are but some of the major challenges of educational provision in Zambia today.

The government has responded to these challenges in a number of ways but its efforts are met with a number of complexities, the main ones being lack of financial resources, a sheer lack of commitment, poor coordination amongst education sector officials and the limited capacities of CSOs to engage effectively with government.

5.4 .1 Teacher Upgrading and the Quality of Education

Good quality education brings many personal, social, economic and educational benefits. It enables children to realise their potential as they develop into complete and integral persons and are prepared for adult life. It promotes desirable attitudes, values, and ways of behaviour and opens the minds of pupils to new ideas and methods. It leads to all-round improvements in health and declines in mortality rates. It increases the

productivity of the participants. This is as true of basic as of other levels of education, especially as basic education lays the foundation on which all further education must be built (Watkins, 1999).

Studies done to establish the relevance of Continuing Professional Development (CPD), especially, involving pupils have established that CPD was derived from the fact that teacher education comprises of both training done at the colleges of education and that which was done after the teachers had started working. The same studies, have, however, revealed that Continuing Professional Development (CPD) is cardinal and without it, undoubtedly teachers and school standards will definitely deteriorate.

Darling-Hammond (2002) in her research findings claims that qualified teachers are more effective in the classroom and their students demonstrate larger achievement gains than students whose teachers are not qualified or fully prepared.

UNESCO (2007: 109) says meeting the Millennium Development Goals (MDGs) and Education for All (EFA) depends on faster economic growth. It will depend on the management and implementation of skills to translate growth into basic services that can reach poor people. That will of course require the capacity to design and implement better economic policies, as well as an increased capacity to deliver services. This shows the need for the teacher to renew his/her skills through upgrading oneself in order for to contribute to a demanding society.

The findings indicate that there was lack of incentives to inspire teachers to participate in these programmes. During the in-depth interviews the researcher had with the respondents, it came to light that teachers as well as head teachers had lost interest even in teacher group meetings. Lack of motivation among the teachers was another reason that had led them not to upgrade themselves. Some teachers acknowledged that there was no difference even if they upgraded themselves. Some of their colleagues who were in urban schools were still class teachers despite possessing higher qualifications, while those in rural areas enjoyed promotions. Teachers' housing was another factor that had a

bearing on the quality of education. Trained teachers were unwilling to be deployed to schools which had inadequate facilities, GRZ (2007). To be effective, it required incentives to induce the individuals concerned to actually learn and apply what they had learnt so that their capacities can develop, UNESCO (2007).

Poor conditions of service made it almost impossible for teachers to be effective because half of the rural schools did not have safe drinking water, while urban schools had grown well beyond their planned size. These factors affect the public perception of schools and what they have to offer. They also affect the ability of the schools to provide education of reasonable quality.

These considerations highlight the twofold importance of basic education, particularly lower and middle basic, to Zambia's economy. It is the only formal education that the majority of young people receive. Hence, it forms the main source for the knowledge and skills required for the development of social and economic life. It is also the foundation on which all further education and training will be built. Hence, it underlies the development of all the human resources that Zambia requires for meeting economic and social needs. In addition to obligations arising from the acceptance of education as a human right, these factors underscore how important it is that every Zambian child should have access to school education of the highest quality, preferably for a minimum period of nine years (MoE, 1996).

About a third of rural teachers have a teachers' certificate as compared to most of the urban teachers who have at least undergone training of some kind.

Any consideration of what constitutes quality teaching needs to take into account the diversity of context and conditions in which teachers work. The quality of teachers' work is affected by the conditions such as reasonable class sizes, time release, administrative support, well-resourced education settings and access to high-quality ongoing professional development as well as a good culture that promotes creativity and innovation. Professional teaching standards provide an important mechanism for improving the effectiveness of professional development; informing the means for

improving career path opportunities; providing incentives for continuous professional learning; and building capacity for leadership, accountability and quality assurance.

Darling-Hammond (2000) reports that ‘measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling student poverty and language status.’ She contends that measures of teacher quality are more strongly related to student achievement than other kinds of educational investments such as reduced class size, overall spending on education and teacher salaries.

In contrast to the approach used by Darling-Hammond, which equates teacher quality with specific qualifications, Rivkin, Hanushek and Kain (1998) identify teacher quality in terms of student performance outcomes. Their research identifies teacher quality as the most important school-related factor influencing student achievement. They conclude from their analysis of 400 000 students in 3 000 schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality. Researchers have identified the following encouraging results; reducing class size and improving instructional methods. Smaller classes result in increased teacher-student contact. Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities. In smaller classes, more learning activities take place. Smaller classes foster greater interaction among students, helping them understand one another and increasing their desire to assist one another. Smaller classes allow for potential disciplinary problems to be identified and resolved more quickly. Smaller classes result in higher teacher morale and reduced stress.

As indicated in the findings, most of the teachers had not done any course since they left colleges of education. From the above information, it is evident that many teachers needed support in order for them to undergo training, which can eventually increase their knowledge and understanding of the subject matter and increase their performance and that of pupils. Unfortunately, this positive attitude was not consistent with the overall participation of the teachers in the rural basic schools. The head teachers also

suggested that financial support should be re-introduced for EMT programmes at district or provincial level so as to allow more head teachers to participate.

The study revealed that teacher upgrading, on the other hand, can contribute to good pupil performance. The findings further established that teachers at lower and middle basic levels were well qualified to handle the classes, while at upper basic level, only a few teachers were qualified. The study indicates that eighty-four per cent of the teachers had a primary teacher's certificate, twelve per cent had a secondary teacher's diploma and only four per cent had a primary teacher's diploma.

Factors affecting teacher performance of rural basic teachers include lack of experience. The findings revealed that teachers tended to shoulder the bulk of the responsibility associated with lack of experience and knowledge of the subject matter. This was reported during the discussions. Even if teachers taught these classes, they always faced difficulties when it came to teaching certain subjects like Mathematics and Science, which required them to undergo specialised training.

Teacher experience is another factor that can influence performance. It was revealed in the study that some teachers relied on experience. This is in line with what Obanya (1994) says, that teacher experience had to do with pupil performance. He further says that management also influences pupil performance and that INSET programmes helped improve teacher performance.

The study revealed that majority of the teachers, sixty-eight per cent, had served for only between one and five years, twenty-four per cent between six and ten years and only eight per cent had been teaching for ten years and over.

Other findings indicated that majority of the head teachers, seven had not done any management course, only one had done a management course while pursuing a diploma, while the remaining two had only done a records management course.

The study indicated that the majority of the learners were willing to undergo teacher upgrading. Teachers disclosed during the interviews that they should be given an opportunity to go for further studies. Teachers indicated that there must be policies put in place to address such issues. Teachers, at the same time disclosed that it was important to put into consideration qualifications in cases of promotions as this would motivate them to upgrade themselves. This is true because if teachers attached insufficient value to their CPD, it prompts them to attach little value to their own performance.

Freedheim, (2003) says that the ideal teacher is one that is patient with the learners and gives all possible attention to help them. If the pupils access a curriculum that is inadequate and the performance is lower, then the ideal teachers are lacking. This means that pupils' needs had not been adequately addressed, hence the poor performance. The findings revealed that most of the teachers at the lower and middle basic level did not show any difficulty in the delivery of their lessons but at upper basic level, there were some teachers that needed to enhance their methodologies and to sharpen their skills when delivering the lessons.

SUMMARY

This chapter discussed the findings of the study. The study established that general performance of rural basic pupils at grade seven level was good while at grade nine level, the performance of pupils was poor.

With reference to the generally low performance of pupils cited at grade nine level, teacher qualifications, class shifts and teacher migrations are among the factors influencing performance. The study revealed that most of the teachers handling the upper grades in rural basic schools do not have the right qualifications. Teacher migrations also have contributed because many teachers prefer to teach in urban schools unlike rural schools, hence immediately they upgrade themselves they move to urban schools.

Other factors revealed include limited teacher pupil contact, lack of monitoring and supervision by the standards officers and non provision of resources towards CPD

activities. The findings revealed that teachers were not monitored by the standards officers resulting in poor performance by the teachers. Because teachers have to handle more classes, it becomes very difficult for them to give the required attention to their pupils, which is another factor contributing to poor performance. The study also revealed that there were no resources provided towards their CPD, making it difficult for them to effectively participate.

The next chapter looks at the conclusion and recommendations arising from the findings of the study.

CHAPTER SIX

CONCLUSION AND RECOMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations of the study. The recommendations were designed for implementation by the stakeholders, national policy makers and teachers for effective Continuing Professional Development in rural basic schools.

6.2 Conclusion

The main purpose of the study was to find out the effects of Continuing Professional Development of rural basic school teachers on the quality of education. This chapter concludes the findings.

Teachers stand out as a key to realising the high standards that are increasingly emphasised in schools and school systems across the country. Despite general agreement about the importance of high-quality teachers, researchers, practitioners, policy makers, and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher. The major concern is that of policy statements regarding teacher preparation that have been set regarding inconclusive and inconsistent evidence about whether teacher attributes really contribute to desired educational outcomes. Policy makers are left with questions surrounding what counts as a quality teacher and information that could be valuable in guiding policies regarding whom to employ, whom to reward, and how best to distribute teachers across schools and classrooms. Answers to these questions have potentially important implications ensuring that the quality of public education is enhanced.

The study established that though the teachers had Continuing Professional Development (CPD) activities carried out in the schools, teacher upgrading is far from reaching levels that ensure a sustained level of quality teachers. Most of the teachers were found to be in possession of primary teachers' certificates. This is brought about by

the lack of support from the system because many teachers were willing to upgrade themselves but bemoaned lack of resources.

The results also indicate that teacher migration from rural basic schools to urban schools was high. Most of the teachers who had upgraded themselves preferred to go to better places. Recruitment of teachers is another factor that has impacted the rural schools because of non-availability of social amenities like hospitals and others; teachers have opted to migrate from these places. Other factors that affect quality are class shifts and double classes. These have caused pupils in most cases to go unattended to and sometimes given manual work in substitution to being taught because of inadequate staffing.

Good teachers and good teaching are at the core of the best education systems. It is essential to recruit the best, to give them the best training and to reward success. Given the importance of good teaching and its effect on outcomes, it is important to ensure that poor teachers and teaching are not allowed to blight the prospects of young people.

6.3 Recommendations

In view of the above findings, the following recommendations were made. It is suggested that:

- The Ministry of Education teacher upgrading should encompass rural basic schools in order to have an equitable quality education. Decision making should be taken to the grassroots since they are the ones who can easily identify the needs. A good example is Kenya where a Primary Education Project (PRP) was set up to disburse funds directly to schools to build capacities of teachers in various ways, which included financial management and use of instructional materials, (UNESCO: 2007). School managers should fully participate in management programmes as this will help them to sharpen their management skills.

- There is need for education providers to provide targeted funds to rural and remote schools for professional development, as well as paying for teacher replacement to accommodate staff's professional needs.
- Teacher training institutions should incorporate into teaching courses, compulsory modules on rural and remote teaching and they should facilitate rural placements and recruitment strategies to prepare and encourage undergraduates for rural teaching positions. So that even as they are posted to the rural places they are able to cope.
- It is also recommended that, regional, school based teacher consultants, or the School In-service Coordinator (SIC) and Zonal In-service Coordinator (ZIC) as they are called in our local schools should be available 'on call' to conduct structured observations, provide demonstrations of effective instructional techniques, and help identify resources responsive to teacher needs.
- Monitoring is a vital instrument in achieving quality; therefore, it is recommended that the standards officers should carry out their monitoring duties from time to time to ensure maintenance of standards.

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APPENDICES

Appendix A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES

QUESTIONNAIRE FOR HEADTEACHERS

Dear Respondent,

I am a postgraduate student from the University of Zambia carrying out a research on the effects of professional development of teachers. You have been selected to take part in the research; therefore you are requested to give honesty answers to all the questions. The information you give me will be purely used for research purposes and nothing else. This information will also be treated with the strictest confidentiality possible. Thanking you in advance.

Yours Faithfully,

Amukusana Mubiana

In this questionnaire there are some statements with options. Tick some statements which are suitable to you and your options will represent opinions as you have chosen. Please supply detailed information to the questions without options.

SECTION A

1. Name of school:
2. Location:
3. Total no of pupils:
4. Total no of classes:
5. No of classes per stream:
6. Average no of pupils per class:

SECTION B

1. No of teachers:
2. No of female teachers:
3. No of male teachers:
4. Teacher/ pupil ratio:
5. Teacher class ratio:
6. No of teachers with primary teacher's certificates:
7. No of teachers with diplomas:
8. No of teachers with degrees:
9. No of teachers with other qualifications(specify qualification)-----

SECTION C

1. Sex:
 - A. F
 - B. M
2. What is your age?
 - A. Between 20 and 25 []
 - B. Between 26 – 30 []
 - C. Between 31 – 35 []

- D. Between 36 – 40 []
- E. Between 41 – 45 []
- F. Between 46 – 50 []
- G. Above 50 []

3. Years of teaching experience:

- A. 1-5 years []
- B. 6-10 years []
- C. 11-15 years []
- D. 16-20 years []
- E. 21-25 years []
- F. 25 years and above []

4. How many years have you served as a head teacher?

- A. 1-5 years []
- B. 6-10 years []
- C. 11-15 years []
- D. 16- 20 years []
- E. 21 years and above []

5. What is your highest qualification?

- A. Teacher’s certificate []
- B. Advanced certificate []
- C. Diploma []
- D. Advanced diploma []
- E. Degree []
- F. Master’s degree []
- G. Other (specify)-----

6. Have you ever done any management or administration course?

- A. Yes []
- B. No []

7. If Yes specify the course you have done.-----

8. Do you belong to any professional association?

A. Yes []

B. No []

9. If Yes how often do you meet? []

A. Once a week []

B. Once a month []

C. Once a term []

D. Other (specify) -----

10. How helpful are these professional meetings?

A. Not helpful []

B. Helpful []

C. Very helpful []

11. Do you have a class that you teach?

A. Yes []

B. No []

12. What is your subject specialisation? -----

13. Are you trained in the subject/subjects?

A. Yes []

B. No []

SECTION D

1. Are there any professional programmes for teachers?

A. Yes []

B. No []

2. Do teachers participate in these programmes?

A. Yes []

B. No []

3. How often are these meetings held?
- A. Once a week []
- B. Once a month []
- C. Once a term []
- D. Other (specify) -----
 -
4. Do teachers belong to any subject association?
- A. Yes []
- B. No []
5. Do you monitor/observe your teachers?
- A. Yes []
- B. No []
6. How often do you monitor your teachers?
- A. Once a week []
- B. Once a month []
- C. Once a term []
- D. Other (specify) -----

7. Do you have guidance and counseling teachers at this school?
- A. Yes []
- B. No []
8. Is /are the guidance counseling teachers trained?
- A. Yes []
- B. No []
9. What are the qualifications of the guidance and counseling teacher?
- A. Certificate []
- B. Advanced certificate []
- C. Diploma []
- D. Advanced diploma []
- E. Degree []

F. Other (specify) -----

10. Do you think it is important for the teachers to undergo Continuing Professional Development (CPD)?

A. Yes []

B. No []

11. Why do you think it is /is not necessary? -----

12. Have you experienced teachers migrating from your school to urban schools after upgrading themselves?

A. Yes

B. No

13. What do you think are the reasons for their migration? Explain-----

14. Do you think teacher qualifications can influence pupil performance?

A. Yes []

B. No []

15. How is the performance of pupils in your school?

A. Very poor []

B. Poor []

C. Good

D. Very good []

16. How is the performance of teachers in your school?

A. Very poor []

B. Poor []

C. Good []

D.V Good

[]

17. How many pupils sat for grade seven and managed to get a full certificate in the following year?

	2007		2008		2009	
	M	F	M	F	M	F
No Sat						
No Selected						

18. How many pupils sat for grade nine and how many managed to get a full certificate?

	2007		2008		2009	
	M	F	M	F	M	F
No Sat						
No Selected						

19. Would you say the quality of teaching in your school has improved over the years?

A. Yes it has improved []

B. Still the same []

C. Has worsened []

20. What are the reasons for the change, if any?

21. When was your school last visited by a standards officer?

22. What was the reason for this kind of visit?

23. Do you usually get comments from their visits?

24. What are they interested in when they visit?

25. How can you explain teacher supply at your school?

- A. Adequate []
- B. Not adequate []
- C. Satisfactory []
- D. Difficult []
- E. Extremely difficult

Appendix B

1. Are the rural school teachers effectively participating in Professional Development?
2. What are the criteria used for promoting head teachers? Is it based on the qualification that one has?
3. Is there any relationship between teacher professional development and pupil performance?
4. Are there any in-service programmes designed by the district in terms of professional development of teachers?
5. Explain how these programmes have improved teacher and pupil performance in the district.

Appendix C

1. Is there any in-service programme provided by the school?
2. How effective are the programmes?
4. How effective are these meetings in helping with teacher preparation and pupil performance?
5. Explain how these have improved teacher and pupil performance.
6. What is the criteria used for selecting teachers who teach Upper Basic classes?

Appendix D

1. What programmes are being provided by the district to the teachers in terms of in-service training?
2. Are teachers effectively participating in these programmes?
3. Are the teachers in rural areas involved?
4. Have these programmes helped in terms of teacher and pupil performance?
5. Are there any teachers currently studying at any higher institution of learning?
6. Is there any kind of support the district is offering to Professional Development of teachers?
7. What programmes are being provided by the district to the teachers in terms of in-service training?
8. Are teachers effectively participating in these programmes?
9. Are the teachers in rural areas involved?
10. Have these programmes helped in terms of teacher and pupil performance?
11. Are there any teachers currently studying at any higher institution of learning?
12. Is there any kind of support the district is offering to the Professional Development of teachers?

Appendix E

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE FOR THE TEACHERS

Dear Respondent,

I am a postgraduate student at the University of Zambia carrying out a research on the effects of the Professional Development of teachers. You have been selected to take part in the research. You are requested to give honest answers to all the questions. The information you give me will be purely used for research purposes and nothing else. This information will also be treated with the strictest confidentiality possible. Thanking you in advance.

Yours Faithfully,

Amukusana Mubiana

There are some statements with options in this questionnaire. Tick the option that is suitable to you and which will represent your opinion you have chosen and please respond in detail to the answers without options.

SECTION A

1. Location:
2. Name of school:
3. Grade of school:
4. Total No of classes:
5. Average No of pupils:
6. Grade Teaching:
7. Subject(s) teaching:
8. Position of responsibility:

SECTION B

9. Your Gender
 - A. Female
 - B. Male
10. Your age
 - A. 20 – 30 years
 - B. 31 – 44 years
 - C. 45 – 55 years
 - D. Over 55 years
11. What is your highest academic and professional qualification?
 - A. Primary Teachers' Certificate
 - B. Advanced Primary Teachers' Certificate
 - C. Diploma
 - D. Degree
 - E. Other (specify)-----

- -----
12. How long have you been teaching?
- A. 1 – 5 years
 - B. 6 – 10 years
 - C. 11 – 15 years
 - D. 16 – 20 years
 - E. 21 – 25 years
 - F. 26 – 30 years
13. How many years have you taught at this school?
- A. 1 – 5
 - B. 6 - 10
 - C. 11 – 15
 - D. 16 – 20
 - E. Over 21
14. What session of the day do you teach? If more than one please indicate.
- A.Morning
 - B.Mid morning
 - C.Afternoon
15. Have you ever attended any courses from the time you started teaching?
- A.No
 - B. Yes
16. When was the last time you attended some training of any kind.
- A. Few months ago
 - B. Last year
 - C. 2 years ago
 - D. More than 2 years ago
 - E. Have never attended any

17. Are there any Professional Development programmes going on in the school.

A. Yes []

B. No []

18. How many times do you conduct these meetings?

A. Once a week []

B. Once a month []

C. Once a term []

D. Once a year []

E. Any time []

19. Which classes do you handle?

A. Lower Basic classes []

B. Middle Basic classes []

C. Upper Basic classes

21. Do you have the right qualification to teach the classes you are teaching?

A. Yes []

B. No []

22. If NOT how are you coping with the situation?

A. Easily []

B. Difficult []

C. Very difficult []

23. Do you think professional meetings are important to you?

A. Yes []

B. No []

24. Do you have any policy regarding teacher Continuing Professional Development.

A. Yes

B. No

25. How many teachers are supposed to undergo training at a time?

26. To what extent are teachers participating in Continuing Professional Development programmes?

A.Often []

B.Most often []

C.Sometimes []

D.Never []

27. From your experience why do you think teachers are not effectively participating in Continuing Professional Development?

28. What can the school do to improve on teacher participation in C.P.D?

29. What happens to classes when teachers go for studies?

OBSERVATION GUIDE FOR THE TEACHERS

1. Does the teacher begin and end the lesson at the right time? No\ Yes
2. Does the teacher involve the learner in the lesson? Are class discussions encouraged? No\yes
3. Does the teacher know the subject matter? No\Yes
4. Is the teacher confident when delivering the lesson? No\Yes
5. Has the teacher got control over the pupils? No\Yes
6. Does the teacher check pupils' work? No\Yes

APPENDIX F

Mukoko Basic School,

PO BOX k093,

Mongu.

The Education Board Secretary,

Box 910035,

Mongu.

Dear Sir,

R E: PERMISSION TO CARRY OUT A STUDY IN

SCHOOLS IN MONGU DISTRICT

With reference to the above stated subject, I hereby ask for permission to carry out my field work in selected schools of Mongu District.

I am a teacher at Mukoko Basic School who is taking a Masters Programme in education. The programme has a research component which I have to complete.

Your assistance will be highly appreciated.

Yours sincerely,

Amukusana Mubiana.

TS NO 35120

All correspondence should be addressed to
The Dets

Tel 0217-221623
Telefax 0217-222430



In reply please quote:

No. **TS. 35120**

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 910035
MONGU- ZAMBIA
WESTERN PROVINCE

To: All Headteachers
Mongu District Education Board
Box 910035
Mongu

INTRODUCTION: MS. AMUKUSANA MUBIANA

Reference is made to the subject matter.

I write to introduce the above who is a teacher at Mukoko Basic School and doing a Masters Programme with University of Zambia.

Ms. Amukusana Mubiana is on fieldwork and would like to have information from you. Kindly assist her by giving the information she needs.

Thanking you in anticipation.

A handwritten signature in blue ink, appearing to read 'Maapu M'.

Maapu M
District Education Board Secretary
Mongu District

/rm