

**IMPLEMENTATION OF CONTINUING PROFESSIONAL DEVELOPMENT IN
SECONDARY SCHOOLS IN LUFUNSA DISTRICT, LUSAKA PROVINCE, ZAMBIA**

By

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COLLABORATION WITH THE ZIMBABWE OPEN UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF
EDUCATION IN EDUCATIONAL MANAGEMENT**

DECLARATION

I, **Mulenga Bertha Bwembya**, do solemnly declare that this dissertation represents my own work, which has not been submitted for any Degree at the University of Zambia or any other university.

Signature:

Date:

CERTIFICATE OF APPROVAL

This dissertation of **Bertha Bwembya Mulenga** is approved as a partial fulfilment for the award of the Degree of Masters of Education in Educational Management of the Zimbabwe Open University in collaboration with the University of Zambia.

Examiners

1. Signature Date

2. Signature Date

3. Signature Date

DEDICATION

This piece of work is dedicated to my dearest beloved parents, Mr. Alexander Bartholomew Mulenga and Mrs. Margaret Musonda Mulenga.

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ACRONYMS

BESSIP.....	Basic Education Sub-Sector Investment Programme
CPD.....	Continuing profession Development
DESO.....	District Education Standard Officer
DODI.....	Demonstration, Observation, Discuss and Implement
FNDP.....	Fifth National Development Plan
FNDP.....	Fifth National Development Plan
HOD.....	Head of Department
IMT.....	Institute of Management and Technology
INSET.....	In-Service Education for Teachers
LEAs.....	Local Education Authorities
MNDP.....	Ministry of National Development and Planning
NCE.....	Nigeria Certificate in Education
MoGE.....	Ministry of General Education
NOUN.....	National Open University of Nigeria
PESO.....	Provincial Education Standard Officer
PRCC.....	Provincial Resource Centre Coordinator
SADC.....	South Africa Development Community
SBCPD.....	School-Based Continuing Professional Development
SEITT.....	Science Education In-service Teacher Training
SIDA.....	Sweden International Development Cooperation Agency
SMARC.....	Service Monitoring at Resource Centre
SNDP	Seventh National Development Plan

SNDP..... Sixth National Development Plan
TCZ..... Teaching Council of Zambia
UBE..... Universal Basic Education
UNILAG.....University of Lagos, Akoka, Nigeria
UPE..... Universal Primary Education

ABSTRACT

The study endeavored to assess the implementation of Continuing Professional Development (CPD) in secondary schools of Lufunsa District. The purpose of this study was to ascertain on how teachers' teaching delivery skills can be enhanced through implementation of CPD at the same time, to assess the benefits of CPD to pupils in relation their academic performance. Hence the focus was on the content of CPD, the implementation and the views of teacher about CPD implementation. The main objective the research was to investigate how Continuing Professional Development was being implemented in secondary schools of Lufunsa district. The main specific objectives were to establish the content of CPD being offered in secondary schools of Lufunsa district; to assess how CPD was implemented in secondary schools of Lufunsa district and to assess the views of teachers on the implementation of CPD in secondary schools of Lufunsa district. The research design that was employed in the study was the concurrent nested design which used a mixed approach. The approaches used were qualitative and quantitative. Quantitative approach was mainly used with qualitative embedded in it. This enabled the researcher to interact with the research participants in order to collect in-depth data. Purposive sampling was used to select CPD coordinators, standard officers, and head teachers. This was so by virtue of the nature of their jobs and them being great informants to the study. Purposive sampling was also used to come up with the school samples. However for the sampling of the teachers who participated in the research, Simple random sampling technique was used. Data was compiled, checked and analyzed using thematic analysis with simple tables from qualitative part of research while figures, and charts was generated from excel and Social Pack for Social Sciences (SPSS) to address quantitative part of research and the appropriate findings were that; CPD, is very important in that it enables acquisition of knowledge to both teachers and pupils. Besides, teachers gained confidence in lesson delivery and learner achievement was enhanced. The main content of CPD depends on the school respective department but mostly done through lesson study cycles every school term. Implementation was done at school level in various departments. There were also CPD cluster meetings which brought teacher from various schools together for the enhancement of collaboration and team work. The majority of teachers; perception pertaining their views on CPD, was that it is very helpful as it enables teachers to discuss some of the challenging topics within

department and at cluster level by so doing it tended to improve their knowledge at the same time, it enhances teachers delivery skills.

CHAPTER ONE

INTRODUCTION

1.0 Overview

In this chapter the researcher highlighted the background information of the research topic statement of the problem, significance of the study, objectives, research questions, theoretical frame, conceptual frame work, ethical considerations and definitions of terms.

1.1 Background

Reform initiatives have focused on the quality of classroom teaching and more specifically on the teacher as the key to improving learner performance. The effectiveness of reform initiatives depends on the quality of teachers and as a result the professional development of teachers has become a major focal point of such initiatives. It is believed that teachers have the most direct, sustained contact with students, as well as considerable control over what is taught and the climate of learning, it is reasonably assumed that improving teachers' knowledge, skills and dispositions is one of the most critical steps to improving student achievement, King (2002).

The Ministry of General Education has over the years produced various policy documents that have shown that teacher education is cardinal in ensuring quality education provision. This entails that Zambia as a nation is highly concerned with the provision of quality education for its citizens. It believes that high quality education provision requires competent teaching staff, (Dewin, 2003).

Zambia Education Act of 1996 states that the quality and effectiveness of an education system depends on the quality of teachers that are deployed in the system. Professionals should have a strong graduate level of initial education that is followed by continuous professional development and supported by collaborative working relations. The Ministry of General Education supports the notion of CPD, in its policy and determination when it re-emphasize that 'teacher education should be a continuous process in the career life of teachers, so that they are ever equipped with the necessary knowledge and skills for the ever changing world'. (MOE, 1996). The world is dynamic and hence professionals should also be innovative to meet the ever growing demands. This entails that teachers initial training in their profession cannot fit in the current global trends.

In response to globalization, as well as higher accountability demands, expectations of teacher's roles are changing. Communities place lofty expectations upon their educators. Today's educators are expected to be knowledgeable of their profession, maintain high academic standards, teach all types of learners through a variety of teaching strategies, and be accountable for each student's academic progress. Teachers need to be knowledgeable of their respective areas and the content that encompasses their subject area. Due to greater demands on teacher's requirements, many academics have called for a reform of professional development as a precursor to educational reform (Glickman, 2002). The quality of education has been a major global concern for decades. To address this concern, many reform initiatives have focused on the quality of classroom teaching and more specifically on the teacher as the key to improving learner performance. The effectiveness of reform initiatives depends on the quality of teachers and as a result the professional development of teachers has become a major focal point of such initiatives.

Kloosterman (2014) defined Continuing Professional Development as a phenomenon which involved maintaining and enhancing the knowledge, skills and experiences related to your professional activities following completion of your formal training. Allen (2018) supports Kloosterman when he states that Continuing Professional Development referred to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as one work, beyond any initial training.

MoE (2003) 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. It is argued 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, (Wesley, 2007).

An analysis done within the Southern African Development Community (SADC) region, Zimbabwe in particular, indicates that teachers should be accorded chance to 2 participate in ongoing CPD programs to equip them and to increase and move beyond lecturing and rote-learning. The analysis further emphasized 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, various schools have been re-training primary school teachers for new roles as head teachers and senior teachers and also offered general In-Service Education for Teachers (INSET) in specialized subject matter knowledge (Waddimba, 2004). 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, 2008). BESSIP worked with Zambia Social Investment Fund (ZAMSIF) towards enhancing human resource development and accessibility of the poor to primary education (MoE, 2003).

The Government has mostly included professional development in its National Development agenda. The Zambia Fifth National Development Plan (FNDP) (2006-2010) emphasized to strengthen the system for continuing professional development, management and support. The Sixth National Development Plan (SNDP) additionally focused on school processes such as governance, teacher professional Development and pedagogical support in order to achieve improvement in quality education provision and delivery. The Seventh National Development Plan (SNDP) states that the availability of a skilled work force is necessary to support the transition of all economic sectors towards highly productive activities, rise labor productivity and attract investment. Issues of lifelong learning, continuing professional development and knowledge production alongside innovation are key to building capabilities of individuals and society as a whole. Ministry of National Development and planning (MNDP) (2017-2021). From the three national development plans cited above one can ascertain that Zambia as a nation is on course in the provision of quality education for its citizens because even in its Vision 2030 it has put emphasis on developing quality human capital including investing in quality education as well as skills development. (MNDP, 2017). Kelly (2008) however, suggested that there was need for specialization in the teachers training so that they could give appropriate support to the learners.

The MNDP (2017) further indicate that in an effort to promote quality teaching and learning, in 2013 the Government enacted the Teaching Council of Zambia (TCZ). The TCZ also upholds the importance of professional development among its members. It was by this vain that the 2011 Zambia Education Act which is the custodian of quality education provision stands to ensure that all education providers adhere to policy and regulations of the curriculum. The Ministry of General

Education (MoGE) (2012) in the Zambia Education Curriculum Framework (ZECF) provided a guide and a set of regulations for schools, colleges of education technical education institutions and Universities involved in the provision of education. MoGE further suggest that all institutions should have well organized institution based CPD for their members of staff.

The quality and effectiveness of an education system depends heavily on the quality of its teachers.

Olatunde (2007), suggests that teaching is a public service which requires expert knowledge and specialized 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 programs as there still exist various weaknesses in the education sector contributing to poor quality education. These weaknesses included factors that relate to underfunding of educational institutions, lack of qualified teachers and head teachers and lack of effective management at school and district levels, (Mute, 2001). Hence the need to investigate the implementation of CPD programs in secondary schools of Lufunsa district.

1.2 Statement of problem

How is CPD being implemented in Secondary Schools in Lufunsa District?

It is self-evidence that after Zambia got independence, teachers could work independently only with the knowledge they acquired from the colleges and universities in their initial training. In most cases the quality of their lesson delivery was below par. Learners could not understand some concepts taught by their teachers because some teachers were not well able to deliver competently to the learners. This was a big problem especially to rural areas like Lufunsa where even the learners are not exposed to diverse learning materials as their colleagues in urban setups. The rural environment itself greatly disadvantage the learners and teachers in various ways. Hence to solve such shortcomings.

Recently, Zambian education system has come up with tangible mechanisms to redress the existing problem; one of the mechanism is through mainstreaming of CDP in the Fifth, Sixth and the Seventh National Development Plans respectively. The education has attached great importance to professional development for teachers for enhanced learner performance and quality education delivery. Moreover, the government introduced the Basic Education Sub-Sector Investment

Programme (BESSIP) in 1999 whose main aim was to improve access and the quality of education. Nevertheless, the quality still remains low in terms of test and examination results. Besides, teachers do not seem to participate in such programs (De Kemp, 2008). As such, there is still existence of various weaknesses in the education sector contributing to poor quality education. This tendency has, however disadvantaged many 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 favorably with those who attend urban schools. Hence the need of this research to investigate the implementation of CPD programs in selected secondary schools of Lufunsa district.

1.3 General Objective

To investigate how Continuing Professional Development was being implemented in secondary schools of Lufunsa district.

1.3.1 Specific Objectives

- i. To establish the content of CPD being offered in secondary schools of Lufunsa district.
- ii. To assess how CPD is being implemented in secondary schools of Lufunsa district.
- iii. To assess the views of teachers on the implementation of CPD in selected secondary schools of Lufunsa district.

1.3.2 Research Questions

- i. What is the content of CPD being offered among secondary schools in Lufunsa district?
- ii. How is CPD being implemented in secondary schools of Lufunsa district?
- iii. What are the views of teachers on the implementation of CPD in secondary schools of Lufunsa district?

1.4 Significance of the Study

The importance of this study is in relation to the current educational reforms which require competent professional teachers to handle the various institutions in order to achieve the set objectives.

The information collected in this research would contribute to the knowledge theory on how Continuing Professional Development has been implemented in secondary schools. It would also be a useful tool for both policy and actual intervention that would seek to enhance Continuing Professional Development in teachers, hence policy makers would benefit from the study.

The information that was collected in this research would be bench mark or serve as an eye opener for the future researcher from which several researches would be referred to. The primary reason for carrying out this study was for academic purposes in partial fulfillment of the requirement for awarding of the master's degree in education at the University of Zambia Great East Road Campus.

CPD is an investment that teachers make in themselves for accelerating their career. The benefit of the study would also extend to the various schools across the country so that good practices in the implementation of CPD can be upheld. The study would improve teachers' professional effectiveness and career opportunities as it boost teacher's confidence and strengthen professional credibility to prepare them for greater responsibilities. It helps to be more creative in tackling new challenges and enables teachers to cope positively with change by constantly updating knowledge and skill. With CPD teachers tend to identify gap in knowledge and experience. The study would also greatly add to the body of knowledge that has gone before it.

Results of this study would throw more light on the constraints teachers face in pursuit of higher education. The information revealed from the study will also contribute to the awareness of teachers on the availability of educational facilities, resources and programmes for their professional growth. Lastly, it will also help policy makers and planners in education to find solutions to problems hindering the career development of professional teachers in the country.

1.5 Theoretical framework

The theory that underpinned this study as andragogy. (Knowles, 2008) defined andragogy as the art and science of helping adults to learn. The theory highlighted that adults should be taught differently than children because the learning processes are considerably diverse. The theory raises five critical assumptions that need to be considered in CPD of teachers. The assumptions are that, adult learners are: self-directed and autonomous; have accumulation of life experience; are goal oriented; are relevancy-oriented; and are problem centered in their learning. Although theory is old it is still applicable to today's modern practices of teaching and learning.

Firstly, adults commit to learning when the goals are realistic and important to them. In other words, adult learners want to see the connection between what they are learning and what they accomplish in their day to day activities. Teachers being adults will commit to CPD programs that touch base with what they do in the classroom, and also if what they learn have prospects for immediate application in the classroom. There are challenges which teachers encounter in school. These include: students indiscipline, lack of resources, overcrowded classrooms, and high teaching load. Therefore, CPD programs which do not seem to help teachers to address these problems attract teachers' minimum interest. This critical assumption challenges education managers to come up with teacher development programs which are realistic, that is programs which offer solutions to practical challenges teachers encounter in classrooms.

Secondly, adults have a deep need to be self-directing or self-concept. It is believed that adult learners dislike circumstances in which they feel that other people are imposing their will on them. Adults want to take more responsibility of their own learning and the direction it takes. This assumption of the adult learning theory challenges education managers to desist from imposing programs which they think will aid teachers to grow professional without their input. The self-directing assumption clearly signals to education managers that teachers are adults they are in the know of what CPD programs will best enhance their professional development. The role of education managers is to facilitate the process of CPD activities.

Thirdly, adult learners have an accumulation of life experience which is a resource for learning. When teachers are teaching, they accumulate knowledge through experience. The knowledge which they gather through experience provides a base which can be used in CPD programs. Teachers want this knowledge utilized. Therefore, those charged with responsibility of facilitating CPD programs should recognize teacher's experiential knowledge. Education managers should avail opportunities for teachers to share their experiences such as challenges they face and success when teaching their lessons.

Another critical assumption of andragogy theory was that adult learners are problem-centered in their orientation to the learning process, not subject-centered. Adult learners are more interested in knowing how what they are learning will impact or apply in their life. Similarly, teachers as adults want to know the applicability of the CPD activity in their classrooms. Adults learn in order to be able to better perform a task, solve a problem, or live in a more satisfying way. The

assumptions challenges educational authorities to provide programs intended for professional growth of teachers that are realistic to enhance their knowledge and skills. In essence, CPD programs demand teachers to be effective and efficient in their delivery of service and therefore, it is important to design CPD programs that can help them achieve the ever demanding school environments.

1.6 Conceptual Framework

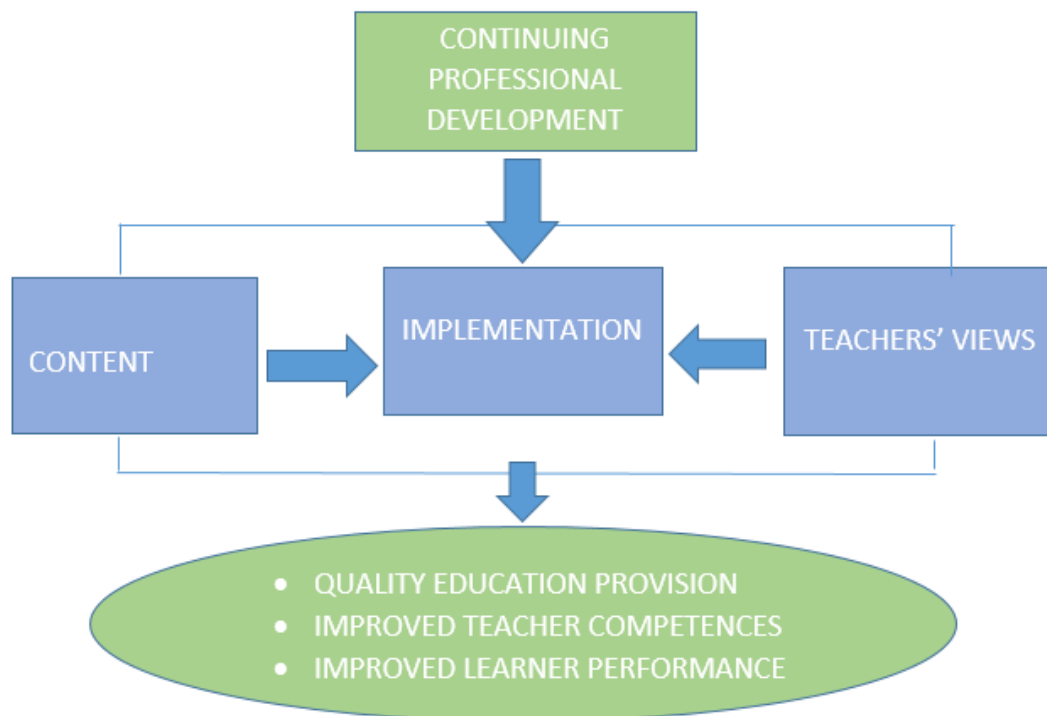


Figure 1: Conceptual Framework

1.7 Delimitations

The study was conducted in Lufunsa district and the focus of the study was secondary schools in the district.

1.8 Limitation

The study was conducted in Lufunsa district hence the findings cannot be generalized as common trends everywhere else.

1.8 Operational Definition

Under this subheading the researcher defined the main key words in the topic.

- Continuing Professional Development (CPD) refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting your development as a professional. (Day, 1999).
- Implementation: Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the "specific set of activities" related to implementation. In addition, the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength, (Peters, et al 2013).
- In service: designating or of training, as through special courses, workshops, among others, given to employees in connection with their work while employed. (Barlthazard, 2017).

1.9 Summary

The above chapter looked at how the study unfolded stating the Statement of the problem and the purpose of the study. The objectives have been outlined and the research questions formulated pertaining to the objectives. The theory which underpinned the study has been identified under the theoretical framework and the whole concept of the study was demonstrated in the conceptual framework. The significance of the study was explained, showing why it imperative to undertake the study. Finally the delimitations of the study have been explained pertaining to the demography and the question of the study at hand. The next chapter reviewed the related literature pertaining to the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 overview

In this chapter, the study reviewed the works of other researchers in the same area of study. The information was sought from journals, books and policy documents (Conti, 2007).

2.1 The concept continuing Professional Development

Baba, (2010) asserted that the Latin root of profession and professional is professare, to profess, a word that implies a declaration of one's beliefs, based on one's knowledge, experience and values. It also implies openness and exposure to scrutiny since one's pronouncements, beliefs, values and actions could be analyzed and evaluated for their validity Farrugia, (1996) further revealed that The term professional development is often used interchangeably with terms like continuing professional development, continuing professional learning, staff development, and teacher development. These terms are often defined with great variability and no single definition is universally accepted.

Georgy (2011) explained CPD is planning and shaping the progression or movement of individuals within an organization by aligning employee preferences and potential with organizational resourcing needs. CPD should be a priority for libraries and librarians across the world. This is apparently due to the dynamic nature of concepts and practices of the profession and the attendant challenges in the 21st century. CPD has been described also as the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a planned formulated with regard to the need of the professional, the employer, the profession and the society. (Lester, 1999) further ascertained that CPD scheme is a means of promoting learning, development and professionalism among practitioners and maintaining standards in a profession.

Borko, (2010) stated that (CPD) is defined as the 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) 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) 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.

Feiman (2001) reported that Colorado’s professional development initiatives in Unites States have long been characterized by local control and an infrastructure of independent providers, although the Colorado Department of Education has increasingly used regulations, incentives, and initiatives to drive instructional improvement and professional development. Districts are required to provide a state-approved induction program for beginning teachers, and teachers must complete 90 hours of professional development every five years for license renewal. Initiatives focused on improving mathematics and literacy instruction, such as \$99 million in Read to Achieve grants over five years, have also provided funding for schools to improve instruction in targeted areas. Besides, Katz, (2000) also noted that New Jersey has undertaken both statewide efforts and intensive investments in a set of high-poverty districts that received an infusion of funds following the Abbott court decision. Statewide professional development requirements for teachers were established in 1998. Since then, the Professional Teaching Standards Board, which is comprised of a majority of teachers and other stakeholders, has created structures and standards for reflective and collaborative professional development work, through consultation with national experts. Beyond requiring mentoring for new teachers, as well as data-driven professional development plans, New Jersey requires that school-level committees follow state professional development standards and state content standards to create school professional development plans that feature collaborative practices, including professional learning communities.

Banda, (2007) reported that Professional development programs in Saudi Arabia are designed nationally and delivered through Local Education Authorities (LEAs). It could be described as one size fits all. Local Education Authorities schedule programs and details of the programs are sent to school principals. It is then up to school leaders to allow teachers access to professional development activities. There are two types of teacher training programs in Saudi Arabia: pre-

service and in-service training programs. Algarfi (2005) further found that some graduates from the pre-service training programs, provided at Saudi universities and Teachers Colleges, considered their training to be insufficient and outdated. Studies have also identified the ineffectiveness of the content, the structure, and management of current in-service teacher training programs in Saudi schools. They argued that these programs lack strategic plans to develop teacher's knowledge and skills. Preparing Saudi teachers presents several problems that could potentially influence the entire educational system. Alnassar (2004) concluded that teacher preparation programs do suffer from many problems, such as failing to prepare teachers to effectively deal with classroom management, communicate with parents, and use technology in the classroom.

Alhammed (2004) outlined related issues, which were: (1) a large number of unqualified teachers teach at Saudi schools due to the lack of prepared teachers; (2) there is a lack of teacher's knowledge regarding learners' needs, whether educationally or psychologically; (3) the preparation of new teachers is conducted at multiple locations such as universities, Teachers Colleges, and the Ministry of Education. Each of these institutions uses different programs, which might lead to a wider range of outcomes. There is a gap between the theory of teacher training (at universities, Teachers Colleges and the Ministry of Education) and the application in the education field (practice in schools).

Lin (2006) noted that opportunities for teachers' continuous professional development in the context of Taiwanese compulsory education generally include: seminars and workshops on Wednesday afternoons when teachers do not have lessons. Topics and presenters are usually chosen in advance by administrators, and teachers are often required to participate to accumulate the compulsory 18 hours of points per year. It also involves professional dialogues about current practices and educational issues. These occur during regular teacher team meetings. curriculum development meetings where teachers regularly work together on designing the school's curriculum or lesson plans Chan, (2000) also noted that peer clinical supervision in which a teacher observes, analyses, and discusses a colleague's instruction with the goal of improving teacher performance. Peer coaching which involves multiple teachers' observations with the aim of learning new teaching strategies and techniques.

Charmaz. (2005) revealed that Scotland's pioneering 2001 policy linking teacher preparation, an induction program, and CPD remains one of the most cohesive career-long learning policies in any country. With a contractual agreement that each teacher undertake 35 hours of CPD per year, and that it represent a balance among personal professional development, formal courses, and school-based activities, CPD is then woven into the fabric of a teacher's life in Scotland. Both teachers and employers make a commitment to CPD in recognition of a national acceptance that this is essential if teachers are to be able to offer continuous improvement to the education of young people in Scotland. Edwards, (2005) further noted that following teacher preparation, newly qualified teachers in Scotland are provided a one-year post in a school as they work toward the Standard for Full Registration. During this induction year as probationer teachers, they work on a class contact timetable of 0.7 full time equivalent (FTE) and 0.3 FTE on professional development. Supporters/mentors also have a reduced class contact of 0.1 FTE to enable them to participate in weekly meetings with their probationer teacher and to conduct classroom observations on a minimum of nine occasions over the school year.

Erikson, (2002) correctly observed that Motivation and policy appear to be the easy part; implementation of policies could be much more difficult. Australia is not alone in having specific professional and political contexts influencing the implementation of induction programmes. In the professional arena, new teachers are increasingly in short-term contract positions, bouncing from school to school and sometimes staying only one term. Beginning teachers, particularly at the secondary level, are also increasingly asked to teach outside their area of subject expertise because of shortages example (mathematics and science). Additionally, new teachers are frequently sent to the most difficult schools or relegated to teach the "left over" classes; namely, students or classes that experienced teachers have chosen not to teach. Such conditions do not support the development of reflection, collaborative relationships, or regular dialogue, observation, and feedback.

2.3 Importance of continuing profession development

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 (2003: 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 (2003) 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.

GCE, (2006), explained that Teacher training of any kind has as at the centre of its objectives and goal, improving the quality of education people receive. Well-trained teachers are able to deliver quality education since training is centered on how teachers master the subjects they teach and, in most recent times, how pupils are able to participate in the lesson. Providing CPD for teachers helps them both to feel valued and keep their subject knowledge and teaching practice so that they could continue to function in a professional way throughout their careers. CPD is well documented as one of the key ways of motivating teachers in the teaching profession which then has a direct link to improving the quality of education. In the world where changes in education system are frequent, teachers also need to be able to adapt to these changes rapidly. This is where CPD is vital for teachers so that they could perform as highly as expected by society and learners.

Barber (2007), noted that the importance of CPD for staff and teachers could not be overemphasized. It is observed that in high performing systems, ten percent of working time is used for CPD. The problem in developing countries is that teacher CPD is either absent or happens rarely and in an adhoc way. Managers do not usually have budgets to implement CPD and it is not planned in the school calendar. A study by the Sweden International Development Cooperation Agency (SIDA, 2000), suggested that educational reforms, which include changes that are expected to take place in classrooms, must be reflected in teacher education. In order to enable teachers to meet the various demands placed upon their profession, it is increasingly recognized that teachers’ skill need to be continuously upgraded.

Nthani, (2002) found out that achievements in the expansion of Universal free Primary Education in 1976 (UPE) and Universal Basic Education (UBE) in 1999 had resulted in part for the use of unqualified teachers for the former, though these have then been phased out as planning goals start

to shift from quantity to quality. The minimum entry to teaching profession is Nigeria Certificate in Education (NCE). Many of the issues about the quality of teachers and teacher training are linked to problems of supply and demand, shaped by specific circumstances. Nigeria has too few qualified and trained teachers. It is therefore explained that initial teacher education of the highest quality could not provide teachers with the knowledge and skills necessary for a lifetime of teaching. Teachers are called upon not only to acquire new knowledge and skills but also to develop them continuously. The education and professional development of every teacher needs to be seen as lifelong task, and be structured and resourced accordingly. To equip the teachers with the skills and competences needed for their new roles, it is necessary to the initial teacher education and a coherent process of continuous professional development, to keep teachers up to date with the skills required in a knowledge-based society.

Omolewa, (2007), postulate that Distance education plays an increasingly important role in helping to address the growing shortage of teachers. Education institutions in Nigeria are using the internet as the principal or supplementary means of providing both pre-service and in-service teacher education. There are a growing number of high quality Web-based professional development resources available for educators in Nigeria. In addition, the number of universities in Nigeria that are offering online degree programs and courses for educators across the country had grown exponentially. Afe, (2002) further highlighted that the Web provides teachers with incredibly rich instructional and information resources to enhance their instruction and professional skills and the possibility of on-demand, just-in-time professional development without leaving their classrooms. The Web also provides opportunities for online mentoring and support of novice teachers during their first year of teaching and to develop online communities of practice. Virtual Web-based environments for teachers then enable them to seek help from other teachers, locally, nationally, or globally in solving classroom problems, sharing lesson plans and materials, interacting with experts in particular fields, and in planning collaborative curriculum development projects.

Kunje, (2003), asserted that In Nigerian perspective, the National Open University of Nigeria (NOUN), have the NOUN radio, also in University of Lagos, Akoka, Nigeria use the UNILAG Radio, and the Institute of Management and Technology, (IMT) Enugu among others are then for their (UNIAIR) programme. These radio stations are where student listens and receives their lectures. These are very popular and are being used by these institutions, to broadcast educational

programs of variety on areas such as teacher education, rural development, and programme in agriculture for farmers, science education, creative writing, and mass communication, in addition to traditional courses in liberal arts, science and business administration.

Indeed, teachers also face enormous workplace challenges orchestrated by constant technological innovations and the demands of the 21st century. The speedy shifts in the way things are done have forced organizations, institutions and businesses to demand more efficiency from their employees (source). The global challenges evidently require teacher bodies such as the Ghana Education Service (GES) to employ creative approaches to update staff knowledge and build capacity through continuous professional development. Teachers' continuing professional development (CPD) has become a major focus within the school reform and school improvement literatures because of the belief that student learning and success are due, in large part, to the effectiveness of teachers (OECD, 2009). Consequently, the Ghana Education Service (GES) has since 2005 developed a framework for the implementation of in-service education and training (INSET) policy for basic education. The aim is to establish an institutionalized structure for continuous professional development of basic school teachers. However, in spite of these efforts by Ghanaian government to improve teaching and learning in the public basic schools, it appears that these interventions are not yielding the desired returns because students' performance in the basic education certificate examinations (BECE) in the Kassena-Nankana West District public schools continues to decline. For instance, 3.93% decline rate is recorded in pupils' basic examination results between 2008/2009 and 2009/2010 academic year in the district.

Cobbold (2007) noted that Addressing the trajectory of pupils' performance in schools, is of the view that the governments has to recruit an adequate number of well-qualified, highly competent, stable and dedicated teachers in order for it to achieve the aims of educational policies such as the FCUBE for all school going-age children and the model secondary schools policy which focuses on expansion of physical infrastructure and enrollment. In an attempt to address this issue of poor students' performance in the district, many interventions have been put in place by the Ghana Education Service (GES) directorate in the district Kassena-Nankana West District to address the pedagogical and content knowledge of teachers through teacher professional development. Professional development embraces almost anything that is deemed relevant to improve the skills of the classroom teacher in order to facilitate and improve his/her performance.

According to Tanner (2000), teachers' professional development is significant mainly for two reasons. Firstly knowledge is evolving continually. Some new things come out each day which the teacher needs to refresh his/her mind for the challenges it brings. Since not everything could be taught during the teachers training in college, there is the need for the teacher to undergo some form of on-the-job training to be abreast of time. Secondly, the authors purport that principles and practices of teaching were more involving than what the teacher receives during the pre-service preparatory phase in college. The real challenges of teaching are in the classroom, where the new teacher requires understanding to overturn the challenge. Well-structured professional development has been associated with changes in teachers' practice, pedagogical skills improvement and pupils' achievement.

Clarke, (2002) ascertained that teachers in Zambia experience difficult teaching conditions and environments including crowded classrooms and a lack of basic teaching/learning resources. This is compounded by critical shortage of some subjects (mathematics) teachers. Poor pupil performance in mathematics at all levels is an issue of great concern in Zambia (ECZ, 2015). Even though there are several factors that could account for pupils' poor performance, teacher factors are certainly among them. Teachers have a significant role to play to improve performance in different subjects and are under pressure to work at improving pupil achievement in the subject. Zambia is at the point of implementing the new and revised curriculum which has specified, among other things, some changes in the mathematics content and in the way mathematics is to be taught (MOE, 2013). The Ministry of Education (MOE) in Zambia envisages that the current School-Based Continuing Professional Development (SBCPD) through Lesson Study would facilitate quality teacher professional development and cushion efforts to implement the revised curriculum. This, however, would not be realized if teachers do not participate in CPD. Through this study, teachers' perspectives of what affects their participation in CPD in the Zambian context are established.

Unruh, (2003) reported that Zambian secondary school mathematics teachers' participation in CPD is affected by a combination of several factors including: heavy workload, perception of CPD, relevance of CPD to needs and lack of motivation. Understanding their perception of CPD and factors that affect their participation in CPD in their context is important in influencing short term or long term adjustments concerning CPD provision. Among the implications of the founding

of this study is the point that there is need for a clear understanding, among teachers, of CPD and what constitutes CPD. Secondly, CPD should be aligned with participating teachers' needs and priorities. Thirdly, teachers need to be empowered to take responsibility of their CPD. This could be accomplished through giving them relevant information regarding CPD that could meet their identified needs, priorities and interests. If teachers perceive CPD positively and are empowered to take responsibility of their CPD, then they are likely to participate in CPD that concentrates on areas in which they may feel they are deficient in or areas that they require professional growth in.

Emphasis placed on teachers' continuing education constantly emphasizes the need for teachers to be provided regularly with the opportunities to improve their knowledge of the subject matter they teach and the teaching skills learnt during their pre-service education. This assertion is based on the recognition that we live in a rapidly changing world and that whatever knowledge and skills teachers acquired in their pre-service training become outdated very quickly as new challenges and realities develop in the socio-economic and political environments.

According to Bubb and Earley (2007:5) as well as Garuba (2004:195), CPD is aimed at meeting the professional needs of teachers, enhancing their career prospects and supporting them in preparing for future challenges. Engaging in CPD will therefore help to equip teachers with relevant skills for instructional delivery, update their knowledge, and expose them to new methods and materials to meet the dictates of modern realities of the job. Similarly, Avalos (2000:460) argues that the continuing education of teachers helps them collaborate amongst themselves, think about their teaching and reflect on the learning process and sociocultural demands of their job. Therefore, as teachers continually reflect on their practice, they develop and improve as professionals. In my opinion, CPD improves teachers' retention and recruitment as teachers begin to testify about how well they are treated, and their opportunities for PD serve as a form of motivation for the teachers.

In addition, Brown, Edmonds and Lee (2001:85) argue that the in-service training experience of teachers has a significant impact on learners' achievement. According to Brown et al. (2001:85), one of the key objectives of CPD is to improve learner performance and learning outcomes; thus, PD programmes tend to focus on bringing about change in classroom practices, teachers' attitudes and beliefs, and on the learners' achievements. What is clear from the above is that teachers are instrumental in making a difference in the quality of education. Investing in teachers' education

may therefore have more far-reaching benefits than investing in any other physical resources. CPD programmes for teachers help build teachers' confidence, collaboration among teaching staff and also help meet learners' academic and personal needs.

2.4 Content of continuing profession development

With all the several approaches of CPD activities that could be undertaken by teachers in any given school. According to Craft (2002), stated that kinds of professional development activities / programs make the most desirable difference to practice are those that are identified and chosen by the teachers themselves, simple because they are the ones who know what gaps need to be filled in their professional practice. Craft (2002) further advises that the first step to be taken by any school with regard to the types of CPD programs to be undertaken is that of identifying the content and pedagogical gaps in the teachers. It is therefore suggested that CPD programs that are more relevant to the teachers' needs should allow them (teacher) to control and guide its development and sustainability of the CPD programme. In the same line of thought, MOE (2003) advocates for CPD programs that are demand driven so as to respond to the teachers' identified needs, school focused and school based as well as cost effective so as to reach a large number of teachers. MOE (2003) supports the idea of both within the school and outside the school programs for teachers in schools. INSET as the other name for the teachers' CPD programs could take many forms such as educative school meetings, seminars, workshops, study tours, subject association conferences and lecturers (Hass, 2014).

MOE (2003) indicated that SPRINT is one of the school focused and school based type of INSET programme which is designed to operate in all basic schools but also extended to operate in all secondary schools. By definition SPRINT is the school-based system of Continuing Professional Development for Teachers based in schools and supports teachers' resource centers and in-service Coordinators. The system involves small teacher group meetings that meet on a Regular basis to discuss regular issues.

Through SPRINT, In-service Education is institutionalized in all secondary schools as well as all teacher resource centers. It is further explains that Teacher Group meetings, Head teachers In-service meetings, school in-service monitoring as well as subject meetings at the Resource centers (SMARC) are all In-service activities which constitute the SPRINT system. Garrets, et al (2001)

cite departmental meetings as one of the SPRINT CPD activities that are very prominent in secondary schools. They (Garret,) say that subject departments are places where policy statements are translated into actions and the school curriculum is implemented. In the quest of managing the school curriculum, the department has to ensure that it satisfies one of the conditions of good management practices by holding departmental meetings. The frequency of such meetings usually depends on the culture and tradition of each school and the Agenda of such meetings. Usually, Departmental meetings are for planning and reviewing programs that relate to teaching/learning.

According to Garret, et al (2001) departments are also mandated to hold departmental CPD programs. Departmental CPD programs enable the teachers to experience, reflect, theorize and put into practice every subject content and pedagogy. The idea behind departmental CPD activities is to create a forum where teachers pool resources, share responsibilities and ideas, identify subject related problems and search for solutions. It is the responsibility of the HOD to demonstrate quality teaching methods to members of the department in order to maintain high educational standards. MOE (2010), point out that lesson study through the demonstration, observation, discuss and implement (DODI), experience, reflect, observe, try and integrate (EROT) and Plan, Do, See and Improve strategies is one of the CPD activities carried out by teachers in Secondary Schools. Basically, the idea behind the lesson study approach of CPD is that of creating an opportunity for teachers within a department or from different schools but of the same subject, to interact, work together, share their experiences, learn from each other on aspects concerning classroom practice in content delivery and methodology, make reflections as well as relate classroom to practice through lesson study, other CPD activities like peer coaching which involves coaching others and being coached in one's subject/vocational area is usually conducted by subject members. Mentoring new colleagues, peer review, peer observation, peer shadowing and team teaching are likewise carried out (Guskey, 2002).

Subject Association Meetings at the Resource Centre (SMARC) is one of the CPD activities that is carried out by teachers in secondary schools as pointed by Hustler et al (2003). They (Hustler et al) clarified that the teachers Resource Centre is both a place and concept where teachers' skills are improved and innovations shared. Teachers of the same subject from different schools used to conduct meetings at arranged dates at the resource centers to discuss a lot concerning their subject. According to Hustler et al (2003), the teachers' resource center could respond to the needs of the

teachers and enhance their professional growth in a positive and constructive way. Hustler et al (2003), further argue that teacher resource centers emphasized inactive approach to learning and special attention is usually paid to maintain an informal atmosphere that encourages interaction among participants and build self-confidence as well as knowledge.

Kamwengo and Ndlovu (2004) observe that up-grading courses type of CPD programs were very prevalent in secondary schools. They indicated that the majority of the secondary school teachers preferred, gaining further qualifications in their subject/industrial expertise at accredited universities. Secondary school teachers favored such type of CPD activities simply because they did not only broaden their professional content and pedagogical base but rather that they obtained recognized qualification papers that raised their professional status and self-esteem globally. The school CPD and monitoring (SIMON) as exemplified by MOE (2010), is another school In-service monitoring CPD activity that is undertaken in secondary schools from time to time. This is one of the quality control measures by which verification on whether or not the teaching and learning process that takes place in the classroom are being carried out in a satisfactory manner, by means of follow-ups.

Through monitoring and inspection. According to MOE (2010), SIMON are regular in-service programs that involve internal and external monitoring by Standards Officers, Subject Coordinators, Provincial Resource Centers Coordinators (PRCC), Head teachers, Deputy head teachers, Senior teachers, and School INSET Coordinators. A SIMON visit could also be a forum for lesson study as it provides an opportunity to discuss the observed lesson, integrating new ideas with provision for re-teaching the lesson. Moreover, MOE (2010) also cites stakeholders' workshops and facilitators' workshops as some of the notable CPD activities which secondary school teachers participate in. Such workshops are planned and held during holidays at agreeable venues according to the designed strategy. School INSET coordinators, zone Inset coordinators, some identified class teachers facilitators, heads of Department/ Heads of Sections, Deputy Head teachers and Head teachers are required to participate in such workshops facilitated and monitored by PEST and DEST.

2.5 Implementation of continuing profession development

Implementation of CPD, contained subcategories planning of CPD and execution of CPD. Category planning of CPD covered the reasoning of CPD. In some countries where re-registration or re-licensing is mandatory, the responsible organization for registration/license had given exact definitions of the concept of CPD (Martin. 2015).

The traditional approaches to PD included workshops, seminars and conferences that adopted a technical and simplistic view of teaching and believed that teachers' knowledge and skills could be improved by using experts from outside the school system (Boyle et al 2005:4; Lee 2005:40). They proved not to be very effective because they did not sufficiently change teachers' subject knowledge or pedagogical skills (Mewborn & Huberty 2004:4), which explains why Mundry (2005:14) and Desimone et al (2006:209) suggest that the provision and sponsoring of ineffective PD programmes that do not lead to the improvement of teaching and learning should be discontinued.

RoK, (1964), revealed that, among the recommendations by the first post-independence education commission the Kenya Education Commission of 1964 - was the in-service training of both the untrained and trained teachers. Government pronouncements in policy documents continued to underline the importance of CPD for trained teachers. However, little had been achieved in that area. The Sessional Paper No. 1 of 2005 acknowledges the fact that there has been little INSET (In-service Education and Training) with the result that few teachers have had opportunities to participate in INSET activities (RoK, 2005). The Sessional Paper emphasizes the need for a dynamic, responsive and well-coordinated system of in-service training as a pre-requisite for the success of the free primary education (FPE) initiative and the achievement of Education for All (EFA) goals.

In addition, Cochran (2000) revealed that through Science Education In-service Teacher Training (SEITT) is conceptualized in the 1990s as a teacher support system initially aimed at A Level science and mathematics teachers in the field, but with a possibility of incorporating the mid-secondary level. Supported by the Netherlands Government. This project is in response to a desire to improve quality of lesson delivery of teachers by establishing a systemic support system that would provide an enabling platform for the teachers to drive their own professional development

activities in a self-perpetuating way. Training, saw the preparation of teacher leaders to facilitate in-service education of their peers • Curriculum development, focused on developing teacher expertise in design and production of own instructional and learning materials.

The other study was conducted by Elimu (2003), who ascertained that over the years, there have been attempts to institutionalize CPD. One such effort was the establishment of the inspectorate division, the Directorate of Quality Assurance and Standards (previously known as the Inspectorate in the MOE). One of the two key functions of the directorate is to provide advisory services to schools on how best to improve teaching through Quality Assurance Standards Officers (QASOs) (MOE, 2005b). Unfortunately, QASOs also have a teacher evaluation role which they are more associated with. Also, the effectiveness of QASOs is constrained due to shortages of officers, lack of transparency and openness in hiring and promotion practices, budgetary and competence related impediments.

Wesley (2004), also revealed that other effort in the institutionalization of CPD was the establishment of Teacher Advisory Centres (TACs) in the early 1970s and the hiring of TAC tutors appointed from experienced primary school teachers. The TACs were charged with the responsibilities of assisting teachers to develop materials and deal with pedagogical and classroom management issues; organise and coordinate seminars, workshops and refresher courses for teachers on curriculum changes and pedagogy; and induct new teachers.

According to Kennedy, (2005), reported that recently, efforts to strengthen CPD in Kenya had included the establishment of an INSET section in the MOE in 1999 and identification of INSET for primary teachers as one of the investment programmes in the Kenya Education Sector Support Programme 1 (KESSP 1) 2005–2010 (MOE, 2005b). This was done because it was found necessary to co-ordinate in service programmes provided by the MOE itself, through donor support and/or implemented projects, NGOs, and religious organizations so as to ensure proper utilization of resources and avoid duplication in teacher capacity development for effectiveness (MOE, 2005b).

In addition, Cordingley (2003) ascertained that the first most important component which seemed to make a significant difference in the effective implementation of the CPD programmes across the countries under investigation seemed to be the presence of a team dedicated to this process. In Pakistan, faculty members from university were taking the lead in professional development

programmes. For schools, the approach was similar to that of an expert who had all the solutions to the schools' challenges. Faculty members had more power in terms of deciding what would be good for the schools, which were to remain as passive recipients of an innovation. Unlike in Pakistan, in Botswana (Shehu, 2009) and Kenya the Ministries of Education were taking the lead in ensuring that teacher professional development materialized. Furthermore, (Da Costa, 2002), revealed that For Uganda, in trying to bring the control of the programmes closer to the schools, tutors were delegated a duty of the daily activities of the CPD programmes while the Ministry of Education remained in charge. These were positive moves in ensuring the provision of professional development to teachers. The similarity in the above three countries was the absence of the parents, district officials and union members in the team dedicated to the implementation of the CPD programmes. As in Pakistan, unequal power relations also prevailed in both Botswana and Kenya.

In South Africa (DoE, 2003:3) a further positive move has been the inclusion of democratically elected members of the SMT and the post level one teachers; however, the approach is similar to that of teams in the other three countries as it did not have parents, district official(s) or union members in the team driving the CPD programmes.

Cordingley, (2003), asserted that the professional standard for Nigerian teachers (PSNT) conceptualised CPD as a specialized skill that provides teachers with the tools to meet professional challenges, ensuring that they are up to date in terms of information that will match the test of time. The professional standard document also agrees that the best way of raising the quality of teachers is by means of constant in-service training for serving teachers. In order to provide for the professional status of teaching and to ensure its proper coordination in Nigeria, the federal government of Nigeria established the TRCN as an agency of the FME (through TRCN Act 31 of 1993). The TRCN became fully operational in 2000 after the appointment of its first registrar. The major mandate of the TRCN is the responsibility of executing a Mandatory Continuing Professional Education (MCPE) to ensure that teachers keep abreast of recent developments in the theory and practice of the profession. To achieve this goal, the TRCN has been vested with the responsibility for consulting with other major stakeholders to ensure that it regulates the teaching profession in Nigeria with the intention of providing for the nations' effective and relevant education system under the guidance of qualified and professional teachers.

According to Fareo (2013), CPD of teachers in Nigeria comes from various sources and agencies, and in various forms. This ranges from orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, and professional teachers' associations in developing subject teaching. Research reveals that two major models of PD exist in Nigeria, namely the workshop model and the school-based teacher professional support model. The most common form of CPD is the workshop model (Fareo, 2013:65; Muhammed, 2006). The workshop model involves drawing participants out of their schools to a venue where experts expose them to a core of information and skills. The workshop may be short or long-term, and the nature of skills and processes to be acquired also varies. The school-based teacher professional support and mentoring model, on the other hand, is an alternative strategy for in-service training of teachers. Here, learners, teachers, supervisors and facilitators are involved collaboratively in carrying out a series of classroom or school-based activities that will help the teacher to improve. The teacher gets professional support from facilitators and supervisors who serve as mentors. Activities may include direct classroom support by the facilitators and supervisors; staff meetings within the school and involving head teachers and the participating teachers and demonstration lessons by teacher-educators or mentors.

The use of external expertise could result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for and agent of change. Small schools in particular could benefit from bringing in outside expertise, to widen their pool of knowledge that they could draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It may be that discussions of this type with people from outside the school could reduce anxieties about performance. Peer support and discussion could contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and could facilitate motivation, feedback, further discussion and progression.

According to the studies, (Amerson, 2012), CPD programs were executed in many different ways. Most popular CPD activity categories were training workshops, continuing education journal based learning, e-learning, hands-on workshops and distance learning. For example, CPD activities could be written working materials, written exams or course evaluation when it could be relevant and demonstrate objective evidence.

In their review of collaborative CPD, Cordingley (2003) noted a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to become established. The opportunity to observe other teachers, and to be observed has long been acknowledged as a beneficial process, and observation is then seen as an integral part of coaching and sustained learning (Da Costa, 2002). The process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers reported as being crucial to the fruitfulness of the CPD experience.

In Zambia, according to Bernardo (2003), it was reported that SPRINT-CPD was introduced both at Basic and High School Level. This is the cluster system representing the vehicle by which all school based in-service training was delivered for their CPD at school and zone Resource Center levels. It is supported by the Head teachers and supported by in-service providers through the Provincial, District and Zone Teachers Resource Centers. The basic components in Basic school SPRINT being Teacher Group meetings (TGM) grade meetings at resource centers (GRACE) School In-Service and Monitoring (SIMON) Head teachers In-service Meeting (HIM). At High school level, the key stakeholders were heads of Departments and subject associations. It also consists of school based CPD, head teachers meetings, HOD/HOS meetings, Subject meetings at the Resource Center (SMARC) and based on the activities called “Demonstrate, Observe, Discuss and Implement (DODI).

Zambia Ministry of Education (1998), revealed that there were programs which embraced both the basic and high school type of CPD. Therefore the development of the school based CPD was not the development of a new system but strengthen the existing system of SPRINT. The program used the existing system and resources. Hence SMASTE School based CPD came to improve the quality of the SPRINT systems’ effectiveness. The main focus being the development of activities which enhance science, mathematics and technology education at school level and later on spread to other subjects.

Not with standing above, Bernardo, (2003) asserted that SMASTE-CPD was launched as an “Injection” to ensure and enhance CPD activities of teachers within the school. It aims to improve teaching and learning in the classroom through Lesson Study. In order to allow for learning and improvement, the program was designed to start from Science, then expanded to Mathematics, Technology Education, and other subjects. It, therefore, means that the framework designed should be such that it should work for other subject. As a part of the base line survey for the program, a research was done by observing 44 science lessons by teachers and 2,029 students’ perception on science lesson. The observation on science lesson was pursued by original observation format developed by SMASTE technical committee, while perceptions of student were analyzed by the tool developed by Kardash and Wallace. It has indicated that the type of teaching and learning in schools in the province was largely affected by the teacher-oriented factor.

In addition, it was revealed by Kelly, (2006), that the basic frame work for SMASTE is made up of two core activities. These are “Stakeholders’ workshop” and “School Based CPD”. During the stakeholders’ workshops, key stake holder such are district Education Board Secretaries, District Education Standards Officers, Resource Center Coordinators, Head teacher, their Deputies, Teacher (facilitators), college lecturers and the Provincial team meet to share different experiences every three months at a resource center (mostly at a school). They are also oriented towards specific skills such as management and quality lesson processes. After this workshop each school is required to conduct its own school based workshop. Then the teachers were requested to conduct lesson study activities which consist of eight (8) steps as shown below: Step

1: Defining the Problem or Challenge (1-2 hours meeting) Step 2: Collaboratively Planning the Lesson (2-3 days) Step 3: Implementing Demo-Lesson (1 usual lesson period) Step 4: Discuss the Lesson and Reflect on its Effects (1-2 hours meeting) Step 5: Revise the Lesson (1-2 days) Step 6: Teach the Revised Lesson (1 usual lesson period) Step 7: Discuss the Lesson and Reflect on its Effect again (1-2 hours meeting) Step 8: Reflection Compiled and Shared (For every school term).

2.6 Teacher’s views on continuing profession development

The research was conducted by Bolam (2006) Argentina. Qualitative method was used with sample size 127. Research acknowledged some negative attitudes of some teachers. Due to low salaries, inadequate skills, low working morale and other factors; teachers tend to show negative

attitudes towards CPD. They also have not been seeing the benefits of CPD. This also came about because of other CDP programs, which paid them more money when they attended CPD meetings.

The continuous growth of professionals' knowledge and skills is an essential part of improvement in all professions, and teaching is no exception. In education it focuses particularly on the teacher as the key to improving learner performance (Desimone Smith & Ueno 2006:178; Knight &

Another study was undertaken by Barnard, (2004). A Qualitative research method was used and permission was granted to evaluate the teachers' perceptions of the workshops that were presented. This was done by means of open-ended questions regarding the value teachers attached to the training they had received. The responses revealed a negative attitude toward most of the presentations because the teachers felt that they had not gained enough applicable knowledge and skills for application in their classrooms or for addressing the problems they were experiencing. Because these workshops were presented over weekends, some teachers commented that they had sacrificed too much in time and effort compared to what they had gained. Their expectations that they would be able to deal with outcomes based education and support learners with learning difficulties in an inclusive classroom had not been met.

Similarly, results were obtained in another study by Swart, Engelbrecht, (2002) in which teachers showed a negative attitude towards in-service training (a form of CPD) as they felt they had not acquired sufficient knowledge and skills to address the diversity in their classrooms. It was observed that CPD workshops need to be improved to enhance teachers' enthusiasm for attending such workshops.

Pretorius SG (2014)., contended that a review of the literature was conducted to determine the principles necessary for a successful CPD workshop and a two-day workshop was planned according to these principles. In the workshops, the teachers' need for support in coping with learners with learning difficulties in inclusive education classrooms was addressed. The principles of CPD received special attention in developing such workshops. In response to the administered questionnaire with the question indicating what were teachers' perceptions of the value of a workshop to help them cope with learners with learning difficulties in their classrooms? At the end of the workshop, the teachers completed a questionnaire to determine their perceptions on the value of the workshop. Their responses were statistically analysed to determine to what extent their needs had been met and to what extent factors such as teaching position, gender, age, and

qualifications had influenced their views on the value of the workshop. Since the researchers had attended to the underlying principles of CPD and addressed the specific need of teachers to support learners with learning difficulties, it was noted that the teachers rated the workshop positively.

Despite the good things about PD, teachers' perceptions on the impact of professional development in promoting quality teaching and learning vary from one teacher to another. There has been mixed perceptions amongst teachers in South Africa regarding the promotion of quality teaching and learning through their professional development. Teachers perceive the relevance and contribution of their professional development with discontent. Professional Development programmes in South Africa has revealed evidently that the majority of teachers are unable to reflect critically on their own practice or to try out new solutions to solve problems they come across daily. (Price, 2008). Button (2010) also noted perceptions of teachers had the potential to shape the world they inhabit and are shaped tremendously by social forces. Such social changes could result in teachers having skewed or biased perceptions of some of the people they deal with on a daily basis as well as teaching. Button (2010) further indicated that changes in teacher salaries and pension funds can affect teachers on a deep level, causing them to feel that society does not appreciate the difficulty of their job. It was noted that many teachers are resistant to transformation, specifically to professional development activities, as they do not see the importance of staff development in their profession and simply don't see a reason why they should grow professionally.

Archibald et al. (2011) asserted that fragmented system of standards, assessments, and teacher evaluation in professional development programme are some of the issues that are frustrating to teachers and are hindering the application of their professional learning. Teachers might perceive that it is ineffective for them to engage solely in individual learning experiences isolated from their colleagues and lacking follow-up and feedback. It was further contended that even though the structures and opportunities for effective professional learning were good, they might prove to be inadequate without teacher motivation to engage in those experiences. It was further added that teachers must have a sense of achievement and should always see growth and advancement opportunities in their work to motivate them to engage themselves in the professional development programmes.

Murphy (2002) stated that the majority of professional development initiatives are simply 'one size fits all courses' which are traditionally short-term, disjointed, and are often held outside of the

school day, in physical locations and contexts that are far removed from the classroom. Gates and Gates (2014) indicated that much of the professional development initiatives are simply not working the benefit of teachers. Teachers often view such professional development offerings irrelevant, not effective, and most important of all, not connected to their core work of helping students learn.

Reeves (2005) revealed that another explanation for teachers' doubt is the disappointing history of professional development. Teachers think that they are being offered once-off professional development systems that are failing to provide the support necessary to sustain educational change and reform. As it was observed, "most teachers have experienced one or more sessions in which experts from outside the schools presented ideas...in the manner of travelling salesmen". Reeves (2005) adds that teacher cynicism may well color their attitudes toward all professional development initiatives, regardless of the subject matter. Thus, considering teachers' history with professional development, innovative pre-service and in-service training for teachers should be an educational imperative.

Ravhuhali (2014) contended that it is unfortunate that despite all this teachers' dissatisfactions, some countries still continued to deliver professional learning activities that are not marked by the defining characteristics of high-quality professional development and fail to include an accountability mechanism. Adding miseries to the teachers' dislike, such professional activities occur in large-group settings away from classrooms and schools (Elmore 2002), further indicated that At some point teachers are being asked to do things they don't know, at the same time, are not being asked to engage their own ideas, values and energies in the learning process, something that is always seen as a shift in professional development from building capacity to demanding compliance it was also noted that that in some other occasions administrators can create professional development as training in discrete skills those teachers feel have limited or no applicability to their real work.

2.7. Summary

Several authorities as substantiated in the Literature above indicates that teachers CPD activities are one of the key factors to enhancing quality education in schools. The Literature outlined above shows that several measures such as institutionalizing CPD activities in schools as well as creating

a sense of ownership into the teachers by allowing them to be responsible for their own CPD activities, were taken to strengthen CPD programs in schools. Going by MOE (1996) the literature above outlines that CPD activities were a mandate and educational Policy strategy that needed to be undertaken by every school regularly depending on the types of CPD activities. Several types of teachers' CPD activities that were undertaken by secondary school teachers through the master vehicle SPRINT such as Teacher Group Meetings (TGMs) within departments, lesson study demonstrations, stakeholders workshops, facilitators workshops as well as the out of school upgrading courses had been indicated in the above literature review. The above literature exemplified that generally, teachers CPD activities brought positive impact on teaching and learning processes that usually resulted in improved learner performances. However, the literature review also indicated that only those well-tailored teachers CPD activities that meet particular professional needs of individual teachers were the ones that have been discovered to bring about improvements in learner performances.

There so many gaps were identified during the literature review. As it was observed, many researchers who undertaken the research on CPD, such as Barnard, (2004) and Bolam (2006) among others used either qualitative method or quantitative method. But is this research a mixed approach research design was adopted so as to complement the weakness of each other's research method.

Secondly, it was further observed that most of researches that were done before concentrated much on importance of CPD, to both teachers and students. However, this research concentrated much on content of CPD, implementation and teachers views on CPD.

The researches on CPD, was done in different countries and places such Argentina, Philippines, Nigeria, Ghana, Kenya, South Africa and Zambia. This research however was conducted in Zambia off course, but specifically in Lufunsa district as the literature did not indicate any research that was done in Lufunsa on content, implementation and teachers perception on CPD. The next chapter will address another important component part of the research which is the methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

In this chapter the researcher outlined the methodology and methods that were used in the study. The methodology used, sampling techniques, research instruments and data analysis methods were discussed.

3.1 Research design

A mixed method approach using concurrent nested design was used. This design described the research as one which constituted both qualitative and quantitative approaches. The use of both the qualitative and quantitative brought about the mixed method approach. This research design method was used so as to complement each other pertaining to the information that was collected. Besides, this method was adopted as it gave the leeway to a researcher to interact with the research participants in order to collect in-depth data. According to Ghosh (2004) a research design is regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. Thus, the use of this research design provides a number of advantages, namely; it Provides strengths that offset the weaknesses of both quantitative and qualitative research. For instance, quantitative research is weak in understanding the context or setting in which people behave, something that qualitative research makes up for. (Creswell, 2007). On the other hand, qualitative research is seen as deficient because of the potential for biased interpretations made by the researcher and the difficulty in generalizing findings to a large group. Quantitative research does not have these weaknesses. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other. (Neuman, 2000). Provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone. Similarly, it provides an approach for developing better, more context specific instruments. For instance, by using qualitative research it is possible to gather information about a certain topic or construct in order to develop an instrument with greater construct validity for instance that measures the construct that it intends to measure.

3.2 Study Area

The study was conducted in Lufunsa District of the Lusaka Province of Zambia in 5 secondary schools.

3.3 Target Population

The target population included all secondary school teachers in Lufunsa district that is; the Head teachers from secondary schools, teachers, CPD Coordinators, and Standards Officers from the District Education Board Office.

3.4 Sample Size

For the purpose of this study, a total sample of 41 participants were involved from selected school, comprising of ,30 teachers and 5 head teachers, 3 CPD, Coordinators and 3, standard officers.

Simple random sampling procedure was used for selection of school teachers while at the same time purposively sampling method was used to select 5 school head teachers 3, standard officers and 5 CPD, coordinators and were interviewed separately as informants making a total sample of 41 participants. The study targeted both female and male participants.

3.5 Sampling procedure

All secondary school in Lufunsa district were considered from which appropriate number of secondary school were adopted. Purposive sampling technique was used to select the sampled secondary schools from other secondary schools such as comprehensive schools which housed both the primary and secondary sections. The selected schools were only those which had classes running from grade 8 to grade 12 only. Since the total number of secondary schools in the district was only 9. The names of all secondary schools were written on the piece of papers, folded and were mixed thoroughly; thereafter, the required numbers of schools were randomly picked. Hence out of 9 schools in the district, the number of 5 Schools were selected from which the final number of respondents was selected to be in the sample.

In order to select individual persons or teachers to be included in the sample, Simple random sampling was used. Five (5), teachers were randomly selected from respective schools to make up

30 teacher respondents in the 5 secondary schools. The selection exercise was carried out in this manner; the names of all teachers in respective schools were given and their names were written on small piece of papers. After that, the names were mixed thoroughly to avoid picking the names which were obvious. As such, the researcher randomly picked up 5, papers from each secondary school bearing the names of respondents out of all potential respondents. This process was carried out from each school until the sample size of 30, teachers was met. This process was critically transparent and fair as it gave each and every teacher equal and zero chance of being picked in the sample. For the 5 headmasters, 3 CPD coordinators and 3 standard officers purposive sampling was conducted by virtue of their positions. This is because they were important informants to the study.

3.6 Data Collection Instruments

This study mainly used two (2) types of data collection tools to collect data from the participants, namely self-structured questionnaires and in depth interviews.

3.7. Data Collection Procedure.

The researcher firstly sought permission from the District Education Board Secretary (DEBS) using the entry letter from the University of Zambia. The DEBS write another letter of confirming the study and allowing the researcher entry into the sampled schools. Appointments with sampled schools were then fixed giving their own specified dates.

The researcher personally administered the data collection tools to collect the desired data from the respondents. The data from the open interviews and the questionnaires was collected on the same days. In each particular school, depending on the appointment date, the questionnaires were given to the randomly sampled teachers to complete while the interviews were being conducted. Hence the researcher collected data from all the respondents in the particular school at the same day and that served on time. The verbatim recordings and note taking was done for the head teachers and the CPD coordinators open interviews. This enabled the researcher to obtain precise information from the respondents.

The teachers completed the questionnaires in conducive environments within the schools while the purposively sampled respondents completed their questionnaires and had their interviews in

their offices. The researcher was able to collect both primary and secondary data from the respondents.

The research used qualitative research design as principal technique supplemented by quantitative research design. This study adopted a qualitative research design which is non-experimental research methods that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings and habits. Ghosh (2003) points out that a qualitative research design is not a rigid plan to be followed without deviation but a series of flexible guide posts to help the research maintain the focus of the study. Gumbe (2007) states that quantitative methods presume to have an objective approach to studying research problems, where data is controlled and measured, to address the accumulation of facts, and to determine the causes of behavior. As a consequence, the results of quantitative research may be statistically significant but are often humanly insignificant. Additionally, Shupe (2008) says that quantitative research is systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of the research in their natural settings. The study does not interfere with the respondents' environment but undertakes the study right in its natural state.

Quantitative research involves significant issues where a study seeks to create an understanding of the various assumptions that have been developed in a given study. Thus, it involves a cycle of successive phases of hypothesis formulation and imagination, patience, and discipline at the planning and design stages. Furthermore, the quantitative research requires a measurable data collection, analysis, and interpretation to prove the assumption that has been developed in a given study (Kaluba, 2011).

Primary and secondary data was used by the researcher. Primary and secondary data was used by the researcher. Primary data are information collected by a researcher specifically for a research assignment. In other words, primary data are information that a company must gather because no one has compiled and published the information in a forum accessible to the public. Primary data are original in nature and directly related to the issue or problem and current data. Primary data are the data which the researcher collects through various methods like interviews and questionnaires. The primary data are original and relevant to the topic of the research study so the degree of accuracy is very high. Primary data is that it can be collected from a number of ways like interviews, telephone surveys and focus groups. It can be also collected across the national

borders through emails and posts. It can include a large population and wide geographical coverage. Moreover, primary data is current and it can better give a realistic view to the researcher about the topic under consideration. Reliability of primary data is very high because these are collected by the concerned and reliable party (Jacobson, 2004).

On the other hand, Secondary data are the data collected by a party not related to the research study but collected these data for some other purpose and at different time in the past. If the researcher uses these data then these become secondary data for the current users. These may be available in written, typed or in electronic forms. A variety of secondary information sources is available to the researcher gathering data on an industry, potential product applications and the market place. Secondary data is also used to gain initial insight into the research problem. Secondary data is classified in terms of its source either internal or external. Internal, or in-house data, is secondary information acquired within the organization where research is being carried out. External secondary data is obtained from outside sources, (Creswell, 2007). However, the primary advantage of secondary data is that it is cheaper and faster to access. Secondly, it provides a way to access the work of the best scholars all over the world. Thirdly, secondary data gives a frame of mind to the researcher that in which direction he or she should go for the specific research. Fourthly secondary data save time, efforts and money and add to the value of the research study. Primary data was obtained by questionnaires and face to face interviews from the respondents' while secondary data was collected using internet, books and other written reports (Robson, 2002).

3.7.1 Interview guide

A research instrument is defined as a tool chosen by the researcher to collect required information (Kothari, 2008). In this study. Two research instruments were used to conduct the research. Interview schedule and questionnaire.

The researcher used an open-ended questionnaire as the primary data collection instruments and interview guide. To collect qualitative data interview guide were used to collect knowledge on effects of continuing professional development (CPD) from headmaster, standard officers and CPD, coordinators. Other data were collected from different schools within lufunsa district. The nature of the data collected was qualitative based on the in-depth interviews. While the researcher

was conducting interviews, the researchers at the same time was recording the responses from the respondents so as to save time.

3.7.2 Questionnaire

A list of structured questions was prepared by the researcher to collect in-depth data. According to Best (2006) structured questions are a list of questions prepared by the researcher to guide the participants and even help in making follow-ups on unclear responses during the interview.

Similarly, according to Cohen et al. (2007) a questionnaire increases the external validity of the study done in the natural setting. A questionnaire allowed the researcher to use the same question items to all the randomly selected teachers from five selected schools the same questionnaires applied also to the Head teachers. This helped to gather data within a shortest possible time. A total number of 30 teachers participated in this research using simple random sampling. 30 questionnaires were administered to randomly selected teachers.

Administered questionnaire was used only to teachers. According to Bell, (2015), a self-administered questionnaire is the only way to elicit self-report on people's opinion, attitudes, beliefs and values. The questionnaire was designed to give a brief introduction of respondents. Therefore, two instruments were engaged in data collection for the study. The questionnaire was divided into sections representing the various variables adopted for study. Each section of the chosen study included closed structured and open-ended questions which sought the views, opinion, and attitude from the respondent which might not have been captured. Furthermore, in order to collect equitable data, books, official records and reports for the District were consulted as well. Questionnaires have advantages in such a way that they save the researcher time and money compared to interviewing. People are more truthful while responding to the questionnaires regarding controversial issues in particular due to the fact that their responses are anonymous.

3.8 Data analysis

Data analysis can be described as the process of examining the collected information by deductions and inferences from it. Kombo and Tromp (2006) state that analysis of data can be done qualitatively or quantitatively, since the research design that was used was mixed approach, data analysis were in two categories. For quantitative data, information was analysed using figures

charts and statistics generated from excel. Thus both excel and Statistical Package for Social Sciences (SPSS) will be used for quantitative analysis. Secondly, for qualitative data thematic analysis were adopted where simple tables bearing themes will be used.

3.9 Ethical consideration

Permission to conduct the study in schools was sought from the University of Zambia and the DEBS office. The researcher ensured that basic ethical principles guiding the research were observed. Honesty, openness, informed consent, privacy, and confidentiality were upheld,

3.10 Summary

This chapter outlined the methodology and methods that were used in the study. The research design, the population, sample, sampling techniques, research instruments used, data analysis and the ethical protection of participants used for collecting data were outlined. The next chapter will present the research presentation and findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 overview

In this chapter, presentation of results of the research which was carried out in the secondary schools of Lufunsa was presented. The presentation of findings answered the questions:

- i. What is the content of the CPD being offered in secondary schools in Lufunsa district?
- ii. How is CPD being implemented in the secondary schools of Lufunsa district?
- iii. What are the views of teachers on the implementation of CPD in secondary schools of Lufunsa district?

4.1 Participants

The study targeted Officials who happen to be head teachers, teachers, CPD coordinators and standard officers within Lufunsa District constituted the population. For the purpose of this study, a total sample of 41 participants was involved from the selected schools, comprising 30 teachers, 5 head teachers, 3 CPD coordinators and 3 standard officers. This reasonable response rate was achieved from all the schools after the researcher made personal calls and physical visits to take the data collection tools and return them. Due to the good response by the respondents the data collected was adequate for analysis and results obtained were dependable, (Creswell, 2007).

The respondents sampled out were both male and female. They participated in the research borne the research title “to investigate how Continuing Professional Development was being implemented in secondary schools of Lufunsa district”. It was observed that more male teachers were involved than female teachers an accounted for 17, male teachers and 13, female teachers representing 57% and 43% respectively. The reason why teachers tend to be more than female teachers might because of the government policy which tend to post female teachers in central places because of their vulnerability and gross challenges they face when they get posted in very remote areas.

It was found that majority age range of teachers who participated in the research were falling between the age range of 30-39 years old, a good number of them also fell in the age range of 40-

49; accounted for 14 and 9 teachers respectively. This represented 53% and 47%. In the same vein, few of the respondents fell in the age 40-49 and only 2, respondents were in the range of 50-59. From this perspective it was learnt that majority of teachers in these schools seemed to be in the ranges of 20s to 30s. This is because, mostly the first appointment for teachers are being sent in rural areas where they go to learn and gain a lot of experiences ; after some years, old teachers are being relocated to central school as part of promotion and positive incentive. That is the reason why majority of teachers who are above 40 years, they tend to be few in school as they could be likely relocated in town school or better schools.

It is important to note that majority of respondents in secondary school of Lufunsa district school were not married while few were married. This accounted for 17 teachers who were not married and 7, teachers who were married and only one was a widow representing 70% and 30% and zero percent respectively. The possible reasons why teachers are single in this area might be because a good number of teachers are young and it is their first appointment being the rural area, hence, teachers they tend to take time to marry for them to be financially and psychologically stable. Other reason might be because female teachers in rural areas are few as compared to male teachers, hence affecting the proportion of relationship between female teachers and male teachers.

It was correctly observed that majority of respondents in these Schools served as teachers between 0-4 years. While few served as teachers above 15, years. This accounted for 15, teachers and 1, teachers representing 58% and 42% respectively. This simply means that majority of teachers at this school are just new who are yet to serve more years in government. However, it was also noted that several teachers were in the category 5-9 years accounted for 10 respondents representing 33%.

4.2 Content of CPD

Table 1:

Teachers

What is the content of CPD being offered in the school?		
Response	Frequency	Percentage
It is based on agreed topics, meeting with individual in respective Departments with topic of discussion.	16	53%
Teacher to teacher presentation in a class room and workshops	4	13%
Topics are drawn from syllabi pedagogical topics	3	10%
Lesson planning teaching methodology and lesson evaluation	7	23%

There was general concern and consensus pertaining the content of continuing profession development that is being offered in school. As it can be observed in the table above a good number of respondents acknowledged that the content of CPD, it is based on the agreed topics meeting with individuals in respective departments. This accounted for 16, respondents representing 53%. For the example, one respondent was quoted saying that:

“The content of CPD, mainly encompasses those topics that are deemed difficult and challenging for both teachers and learners. Topics of discussion are collectively selected in the respective departments.”

Another respondent clearly indicated that:

The agreed topics within the departments determine the content of CPD.

Other respondents noted that the content of CPD, tend to be discussed in work shops where lesson planning, teaching methodology and lesson evaluation are critically evaluated. This accounted for 7, respondents representing 23%. For the example one respondent was quoted in the questionnaire saying:

“Lesson planning, teaching methodology are key features that are mainly found in the content of CPD and are critically discussed and evaluated during the time of workshops”

At the same point, few teachers also noted that the content of CPD, tend to be such pedagogical topics which are drawn from the syllabus.

The results of findings therefore, established that the content of CPD, were mainly agreed topics that are discussed within respective departments. The content also encompasses three main area o study which is lesson planning, teaching methodology and lesson evaluation.

Table 2:

What Is The Content Of CPD?							
Response	School head teachers					frequency	percentage
	School A	School B	School C	School D	School E	5	100%
The content varies depending on the departments	1	1	1	1	1		

It was generally ascertained that the content of CPD, varies depending on the departments planning. This accounted for 5, respondents representing 100%. Thus it was noted that the content depends on specific departments for the example the science department may look at one particular topic while another department may also look at the different one as long as they employ the lesson study cycle. Besides, it was further stated that the content varies mostly when it comes to teaching and learning the most difficult topics for teachers and learner are tackled. However it was stated that in some cases even in classroom management method to deal with learner's behavior is also tackled. For the example one respondent during interviews stated that:

“CPD may not be general per se but it is derived from what the department feel needs to be tackled for the common good of everyone, the teachers as well as learners.”

Table 3:

What is the Content of CPD being offered?

Response	CPD coordinators			Frequency	Percentage
	LUFUNSA DISTRICT				
Depends on department, but usually It has method of teaching especially learner centered approach and difficult topics	1	1	1	3	100%

The question was posed to CPD, coordinators pertaining the content of CPD, that they offer in schools and similar responses were obtained. All the CPD, coordinators emphasized to say that the content depends on the department but usually it contained method of teaching especially learner centered approach and difficult topics. Besides, it contain challenging topics to the teachers and learners. Similarly,

For the example on respondent during interviews noted that:

“Content mainly has method of teaching but sometimes other classroom practices of concern like classroom management and discipline issues are also tackled.”

Table 4:

What Is The Content Of CPD Offered In Secondary Schools?					
Response	Standard Officers			Frequency	Percentage
	First	Second	Third		
There is no specific district content of the CPD, the content is identified in actual schools. It is actually according to needs.	1	1		2	100%

It is important to note that both standard officers in the district generally stated that there is no specific district content of the CPD. This accounted for 2, respondents representing 100%. However one standard officer did not participate as he was on leave. Thus it has been stated that the content of CPD, is identified by the subjects departments in the schools; what they feel or come up with, as to be tackled becomes the content. Basically it is according to departmental needs such as mathematics departments and language departments among others.

4.3 Implementation of CPD

Table 5:

Teachers

How is CPD implemented in the school??		
Response	Frequency	Percentage
Bu using study cycles	10	33%
It is conducted every term and through the aid of workshops	4	13%
It is done in departments where specific lesson are taught by teacher in class while others observe	16	53%

It was clearly stated that CPD, was pre planned in respective school departments where specific and challenging topics are taught by teachers in class while others observe. This accounted for 16 respondents representing 53%.

For the example in questionnaire one respondent was quoted saying:

“CPD, has been decentralized in respective departments in schools where lesson are taught by teachers.”

Another respondent said that:

“Within the school, departments are deemed to be brilliant master plan through which most of the CPDs are implemented.”

From the above table it was further observed that in similar manner, 10, respondents representing 33% clearly indicated that CPD, is implemented through the usage of the study cycles within the department.

Similarly, few respondents also clearly indicated that CPD, is conducted every term and through the establishments of workshops learning become easy and interesting. This view was accounted by 4, respondents representing for 13%.

For the example, one of the respondent in questionnaire indicated that:

“Because of different commitment of teachers, CPD, is at least done every term and through implementation of the workshops, teachers become interactive and participative”

Another respondent said that:

Before schools are closed, schools departments are encouraged to conduct CPD, by the administration at least per term.

From the above statements it is clearly noted that CPD, is implemented in various schools using specific school department where teachers discuss and share knowledge. This mainly is possible through utilization of the study cycles which normally happens every term.

Table 6:

How is CPD implemented in school?							
Response	School head teachers					frequency	percentage
	School A	School B	School C	School D	School E	5	100%
Implemented through lesson cycle according to department plan	1	1	1	1	1		

There was general observation that all the head teacher noted that CPD, is mainly implemented through lesson cycles according to department plan. This accounted for 5, respondents representing 100%. It was reported that CPD, is implemented using lesson study cycles according to departments. Besides, other respondents ascertained that it is implemented depending on how various department plan for it; and mostly it is done through lesson study cycles.

Table 7:

How is CPD Being Implemented in your school?					
Response	CPD coordinators			Frequency	Percentage
	LUFUNSA DISTRICT				
It is conducted through lesson studies circles within departments.	1	1	1	3	100%

When it came to how the CPD, was implemented, CPD, school coordinators openly noted that it's conducted through lesson studies. This accounted for all three respondents representing 100%. Thus it was further reported that it is done in department level in lesson study cycles of eight stages. First the problem is identified then there is collaborative lesson planning after which the first demo lesson is presented and evaluated. The lesson then is rated. All this is done within three days. The third day combines the 3 stages and the report is written.

For the example one respondent stated that:

“It is done through use of lesson study cycles. A class is picked and then divided into two. The first class is taught then the teacher look at the weaknesses and the strength and the weaknesses of the lesson as the whole”

Table 8:

How is CPD Generally Implemented In Schools?					
Response	Standards Officers			Frequency	Percentage
	First	Second	Third		
It is conducted using lesson study at school level.	1	1		2	100%

It has been observed through the responses of the standard officers that CPD, is conducted through lesson study at school level. This accounted for 2, respondents representing 100%. Thus it has been found that every school has got obligation of undertaking CPD, it is usually conducted at the cluster level once in the first term and the second term. Similarly the other respondent noted that:

“CPD, is conducted using the lesson study at school level. Different departments identify problems, plan collaboratively and then do a demo using 8, steps lesson study cycle to come up with solution.”

Table 9:

Do Departments Have Different Lesson Cycles?							
Response	School head teachers					frequency	percentage
	School A	School B	School C	School D	School E	5	100
Lesson cycles are followed depending on what specific Departments plan.	1	1	1	1	1		

It is correctly observed that all the head teachers emphasized that the lesson cycles are followed depending on what the department plans. This response accounted for 3 respondents representing 100%. Thus it was stated that steps in the study cycles are the same. It however depends on different study area depending on the department. Besides, it was further noted that depending on what particular department plans for, otherwise the same lessons study cycle's steps are followed by all. For the example one respondent during interviews stated that:

“Department identify the needs that are common to every one so that intervention cut across every member of the department.”

Table 10:

How do school administration support the implementation of CPD?							
Response	School head teachers					frequency	percentage
	School A	School B	School C	School D	School E	5	100%
Department is supportive through provision of finances and materials. It also provides logistics	1	1	1	1	1		

There was general consensus that school administration support the implementation of CPD, through provision of the finances and material as well as provision of the logistic. This accounted for 5, respondents representing 100%. Thus administration procure material that that are needed by the teacher when conducting CPD, lessons cycles, like flip, charts, markers and pen among others.

Similarly it was reported that school administration have been very supportive and encouraging teachers to take part in CPD, programs at school level in lesson study cycles and also at cluster level when they have to meet together with teachers from the other schools.

For the example one respondent during interviews was recorded saying:

“We normally sermon teachers so that they explain why they don’t want to attends CPD programmes.”

Table 11:

How are teachers perceiving their own change in lesson delivery?		
Response	Frequency	Percentage
Method of delivery has been improved	13	65%
It enables application of different approaches	7	23%
It enhances learner centred method	10	33%

Continuing profession development was perceived as the brilliant master plan that have had helped a lot of teachers. Teachers noticed great improvement in method of teaching and lesson delivery. This accounted for 13, respondents representing 65%. For example one respondent was quoted in the questionnaire saying that:

“Because of CPD, we are knowledgeable about different approaches of teaching. As at now method of teaching delivery has really improved.”

Other respondents were open enough to say that teachers were able to notice the difference pertaining their own change in lesson delivery as CPD, has helped them to enhance learner centred method. This response accounted for 10, respondents representing 33%. In addition other respondents strongly agreed that it has also helped them application of different approaches. This accounted for 7, respondents representing 23%. For example one respondent was quoted in a questionnaire saying that:

“Long time ago we used to apply almost the same method of teaching but as at the moment, we are able to apply different approaches when teaching pupils.”

Table 12:

To what extent has CPD enhanced improved learner performance?		
Response	Frequency	Percentage
It instill confidence in teachers	6	20%
Enables learners grasp knowledge easily	10	33%
It enables teachers to apply different approaches	5	17%
Learners centered method is used	9	30%

When teacher were asked about the extent to which CPD, enhanced improved learners different responses were obtained. It was found that the Majority of teachers had the general view that CPD, enables quick and easy acquisition of knowledge. This accounted for 10, respondents representing 33%.

Similarly, other respondent had strong conviction that CPD, utilization of the appropriate method which enables pupils to participate in lessons, this method is known as learner centered method. This accounted for 9, respondents representing 30%. For the example one respondent was quoted saying:

“CPD has enables us to realize the best method of teaching. Learner centered approaches which advocate for pupils participation seem to be the best.”

As if that was not enough, some teachers added to say that CPD, has helped teachers to stand firm and confidence in front of pupils as they are able to exculpate themselves through lesson delivery. This accounted for 6, respondents representing 20%.

Table 13:

What challenges are faced when implementing CPD in school?		
Response	Frequency	Percentage
Some teachers attend residential schools, they miss out lesson cycles	3	10%
Inadequate of material and few number of teachers in some departments	3	10%
Procedures to follow when delivering lesson are involving	5	17%
Time consuming and some teachers shun away from the meetings	7	23%
Procedure to follow when delivering lesson are involving	3	10%
Some teachers haven't taken it seriously	4	13%
Inadequate funding	5	17%

There are several challenges that were faced when implementing CPD in school. Some respondents clearly noted that CPD consumed much of the time, hence some of the teachers shun away from meetings. This accounted for 3, respondents representing 50%. Others challenges included that some teachers attend residential schools, they tend to miss out lesson cycles. There is also inadequate of materials and some departments tend to have few teachers. Besides, it was reported that some procedures to follow were quite difficult and involving.

Table 14:

What strategies are put in place to overcome the challenges?		
Response	Frequency	Percentage
By signing in sir book and having face to face talk with teachers	6	20%
Through reprimands	5	17%
By putting lessons in the afternoon when teachers are less busy	4	13%
By putting learners in groups in case of material shortages	5	17%
Teachers are told to leave work for learners as they attend CPD	3	10%
Budgets of refreshment to encourage teachers to attend	5	17%

The question was asked pertaining the strategies that were put in place in order to overcome challenges and it was found that there were several strategies that were put in place to combat emerging problems. Majority of the respondents clearly stated that the register has been put in place so that teachers who attend CPD, are recorded and sign against her own name. It is also important to note that reprimands are usually used to rebuke those teachers who have negative attitudes towards the implementation of CPD. This accounted for 6, and 5, respondents representing 20% and 17% respectively.

For the example one respondent was quoted in a questionnaire saying:

“This term I was one of the teachers who were called by school administration for not attending CPDs, I felt like being exposed am telling you”

Another strategy that has been put in place in order to overcome challenge is that mostly school administration usually organize refreshments like tours for two or three days. Teachers visits places where they might have not been there before. By so doing teachers are being encouraged and appreciate the organization of CPDs. In addition as the result of having few material at school, pupils are grouped in various groups so that material can be given to such groups for the benefit of every one. This accounted for 5, respondents for each response representing 17% respectively.

Other mechanism that have been put in place to motivate teachers attend CPD, is that lesson are put in the afternoons the time most of teachers tend to be free. Not only that but also that teachers are told to leave the work whenever there is CPD, meetings. This accounted for 4, and 3 respondents representing 13% and 10% respectively. For the example, one respondent was quoted saying:

“At our school when time for CPD meeting comes, we are told to leave classes to go and attend CPD.”

Table 15:

How do you generally evaluate the implementation of CPD?		
Response	Frequency	Percentage
Quality of lesson has generally improved	7	23%
It enhances experience and understanding	7	23%
Helpful and improve lesson delivery	5	17%
Improves teachers weakness	6	20%
Its needs serious monitoring	5	17%

The participants in the research were asked on how the implementation of CPD, was generally evaluated and different response was obtained. The general perception of teachers were of the view that CPD, has enhanced teachers experience and understanding of different theories and concept. This accounted for 7, respondents representing 23%. In addition, respondents also explained to say, CPD, enable teachers to deliver quality lessons to pupils. This accounted for 7, respondents as well to represent 23%. Other respondents also had the positive view about the implementation of CPD, who said that CPD, is very important in that it has improved many teachers' weaknesses. Not only that but also that it needs monitoring and evaluation. This response accounted for 6, and 5 respondents representing 20% and 17% respectively.

For the example one mathematics respondent was quoted in the questionnaire saying that:

“I receive cheers from pupils ever since I started attending CPD, as I apply different methods to solve some complex mathematics”

4.4 Teachers Views on implementation of CPD

Table 16:

Teachers		
What are the views of teachers on the implementation of CPD?		
Response	Frequency	Percentage
It is very helpful it encourages participation	10	33%
Improve pedagogical skills	7	23%
It enables knowledge acquisition	9	30%
It is time consuming	4	13%

It is important to note that majority of the respondents perceived CPD, as an exercise that is helpful and enhance everyone’s participation. This accounted for 10, respondents representing 33%. For the example one respondent was quoted saying:

“Teachers benefits from CPD, because topics that are difficult to teach are discussed in departments. This creates conducive atmosphere for everyone to participate”

Another respondent was quoted saying:

“There is no master in everything, hence when we go for CPD meetings, every teacher tend to know something of which he/she shares, by doing so, it enhances everyone participations”

From above statement it can be leant that through coming together for discussion on certain challenges topics, teachers tend to learnt a lot of things and enhance their participation. It is also important to note that when teachers gather together to discuss on certain topics in CPD, it enables them to become interactive and help them in their knowledge acquisition. This accounted for 9, respondents representing 33%. As if that is not enough, CPD, has been appreciated as the good

mechanism by most teachers as it improves teaching and pedagogical skills. This accounted for 7, respondents representing 23%. For the example one respondent was quoted saying:

“I like this program personally, ever since I started participating in this programme, it has really helped me to improve my teaching skills.”

Nevertheless, few had the divergent view as they propagated that CPD, consumes a lot of time for teachers. This accounted for 4, respondents representing 13%. For the example, one respondent was quoted saying that:

“CPD programs consumes most of our time. As teachers we have a lot of academic lessons and writing that we need to prepare for the pupils. Now if we spend time for meetings and discussion over things that are simple and straight forward it affects our work plan”

Another respondent was quoted in questionnaire saying:

“Some of us we are family men when we knock off we need to start preparing for future class lessons and also to see our families but CPD, defeats this process.”

The majority of the respondents have acknowledged that CPD, is very helpful in that it creates the enabling environment where teachers can freely interact and participate in selective topics of CPD. Not only participation but also encourages knowledge sharing among participants. The results of the findings therefore generally has established that teachers have got positive perception towards implementation of CPD.

Table 17:

What are the views of teachers on the implementation of CPD?					
Response	CPD coordinators			Frequency	Percentage
	RUFUNSA DISTRICT				
Good numbers of teachers are appreciating CPD, while few think its waste of time.	1	1	1	3	100%

It is the open secret that teachers had the similar view pertaining the implementation of CPD. It was noted that a god number of teachers are appreciating CPD, while few thinks that it sheer waste of time. This accounted for 3, respondents representing 100%. However most of teachers are appreciating the CPD, because problems are shared and there is openness in bringing out challenges and also solutions. For the example one, one respondent clearly stated that:

“We are benefiting from CPD because we are learning a lot of different approaches of teaching effectively”

Table 18:

What are the Views of Teachers on the Implementation of CPD?					
Response	Standards Officers			Frequency	Percentage
	First	Second	Third		
CPD, is good for improved learning and teaching.	1	1		2	100%

It is behind the shadow of doubt that good number of teachers appreciating CPD, as it improves pulpits performances. This accounted for 2, respondents representing 100%. Thus it was clearly noted that CPD, is good for professional hence through their encouragement, teachers embrace it positively because they actually learning a lot out of it. Similarly the other respondents reported that “they have positive attitude as the result of their various background in terms of their initial training.

Table 19:

How has CPD improved individual teachers’ professional competence?		
Response	Frequency	Percentage
Through handling topics experience is gained	9	30%
Enhances interaction and sharing of ideas	4	13%
Improves teachers weakness	11	37%
It shows better methods in teaching delivery	6	20%

There were several responses on how CPD, had improved individual teachers competencies. Majority of the respondents clearly stated that as the result of continuing profession development which requires handling several difficult questions, CPD has really improved teachers weakness. This view accounted for 11 respondents representing 37%.

For the example one respondent was quoted in the questionnaire saying:

“It is an open secret that our lesson delivery has highly improved because CPD, has improved our weakness.”

The rest 3 respondents had different view on how it has improved individual teachers competencies. Thy stated that it enhances teachers interaction through sharing of ideas; it also checks, monitor and improve teachers weaknesses. As if that was not enough, it also shows better methods in teaching delivery. This accounted for 1 respondent representing 17% respectively.

Table 20:

How Does CPD Improve Individual Teachers Competence?					
Response	CPD coordinator			Frequency	Percentage
	RUFUNSA DISTRICT				
Whatever is learned is implemented in the delivery of lesson.	1	1	1	3	100%

There was general consensus amongst school CPD, coordinators pertaining how CPD, improve individual teachers competence. It was generally noted that whatever is leaned is implemented in the delivery of lesson. This accounted for 3, respondents representing 100%. Thus it was further stated that individual teachers competences are indeed being improved because it is only through CPD, that teachers are improving on the knowledge they acquired from the colleges. Besides, it

was reported that some teachers graduated from colleges without being competent hence through CPD, they are being improved.

Table 21:

How do Teachers Perceive their own Change In Lesson Delivery?					
Response	CPD coordinators			Frequency	Percentage
	RUFUNSA DISTRICT				
Change in lesson delivery is very positive as it can be evidenced by the learners outcome	1	1	1	3	100%

School CPD coordinators acknowledged that there is perceived change in lesson delivery among teachers. Change in lesson delivery is very positive as it can be evidenced by learners' outcome. This accounted for 3, respondents representing 100%. Thus it was reported that the change in lesson delivery is positive in sense that what is talked about in the lesson study cycles is being implemented, however sometimes there is resistance to change by some teachers.

For the example one respondent during interviews stated that:

“Departments identify areas of needs which are then presented in the lesson study cycle.”

Table 22:

How is the school administration supporting CPD?		
Response	Frequency	Percentage
Encourage HODs, to have CPD, cycles every term	9	30%
By sending teachers to attend district meeting	7	23%
Time and resource allocation	7	23%
Monitoring schedule cycles in departments	3	10%
Provide all logistics to attend CPD	3	10%

School administration had several measures on how it can support CPD. Majority of the respondents had put on the record that school administration mainly support CPD, through two major ways. It ensures that material necessary for it to work effectively is provided and it also make sure that it encourages the head of departments to have or conduct CPD, cycles every term. This accounted for 7, and 9, respondent representing 23% and 30% respectively.

For the example one respondent was quoted in a questionnaire saying:

“We appreciate the effort of the administration at our school, because even if our school vehicle is down, they provide other means of transportation or provide other logistics to enable us attend CPD cluster meetings.”

Other important ways through which the administration support CPD, is through allocation of appropriate time allocation towards and resource the implementation of the CPD. This accounted for 7, respondent representing 23%. It is also important to note that other ways through which administration support CPD, implemented is through monitoring schedules cycles in departments as well as provide all logistics to attend CPD.

Table 23:

Does CPD Have Positive Impact On Teachers' Performance?							
Response	School head teachers					frequency	percentage
	School A	School B	School C	School D	School E	5	100%
There is Continuous profession learning	1	1	1	1			
Teachers become committed and empty appropriate methods for teaching					1		

The question was asked whether CPD, has got positive influence on teachers and different responses were obtained. Majority of the head teachers clearly indicated that there is continuous profession learning to majority of teachers. This accounted for 4, respondents representing 80%. The other responded to say teachers become committed and apply appropriate method when teaching. It was noted that CPD, has greatly improved teacher performance in sense that some topics that have been problematic have been tackled collaborate where one teacher presents the lesson and the other observe and give feedback it was also further said that the positive impact has not only affected teachers but learner performance has also greatly improved.

Similarly, it was also noted that CPD, does impact positively on teacher performance as it is evidenced from the learners outcome. The teachers get very committed with their work and employ the methods that learners can easily understand.

Table 24:

How was Collaboration and team work being enhanced?							
Response	School head teachers					frequency	percentage
	School A	School B	School C	School D	School E	5	100%
there is an enhanced Collaboration as the result of CPD	1	1	1	1	1		

As it can be observed from the above table, there was general consensus that collaboration has been well enhanced among teachers. This accounted for all five head teachers in their respective schools representing 100%. Head Teachers clearly indicated that there has been enhanced team work and collaboration as the result of CPD, both within school and other school. Besides it was note that teachers have come out categorically confess that there things that they did not know but through collaboration with others they have learn a lot.

For the example one respondent during interviews stated that:

“As teachers interact with each other they work as the teams and work in such a way that facilitate learning from each other”

Another respondent noted that:

“CPD has indeed enhanced collaboration and team work within the school and also with surrounding schools in sense that teachers have interacted freely amongst themselves and learnt from each other.”

Table 25:

How does CPD enhance Professional Competences Among Teachers?					
Response	CPD coordinator			Frequency	Percentage
	RUFUNSA DISTRICT				
Knowledge is gained and teachers are gaining confidence in lesson delivery.	1	1	1	3	100%

It is important to note that all the CPD, coordinators came to acknowledgement that CDP, enhance professional competence among teachers because the knowledge is gained and teachers are gaining confidence in lesson delivery. This accounted for 3 respondents representing 100%. Thus it was believed that effective learning is taking place as the result of CPD, and teachers are gaining confidence in the way they tackle topics which could have been difficult. Besides it was further noted that in CPD, cluster meetings, teachers look at the common challenges in the subjects and then share strength.

For the example, one respondent during interviews stated that:

“Our professional competences is enhanced because as we come together in cluster meetings we tend to learn a lot from one another.”

Table 26:

How has CPD Enhance Professional Competences Among Teachers?					
Response	Standards Officers			Frequency	Percentage
	First	Second	Third		
Knowledge is gained and teachers are gaining confidence in lesson delivery.	1	1		2	100%

The question was asked how CPD, enhance professional competences among teachers, similar responses were obtained. All standard officers had the common believe that knowledge is gained and teachers are gaining confidence in lesson delivery. This accounted for 2, respondents representing 100%. Thus profession development has been enhanced because teachers are building confidence and competence in the way they go about their work. Teachers have interacted freely amongst themselves and learnt a great deal from one another.

For the example one respondent stated that:

“It helps to improve skills enhance the knowledge and gives the chance to tackle topics that are difficult.”

Table 27:

How has CPD Improved Individual Teachers Competence?					
Response	Standards Officers			Frequency	Percentages
	First	Second	Third		
Whatever is learned is implemented in the delivery of lessons.	1	1		2	100%

It was found that CPD, improve individual teachers competence because whatever is learnt is implemented in the delivery of lesson. This accounted for 2, respondents representing 100%. Besides, it was ascertained that when the difficult topics has been identified the competent teachers would teach the colleague how to best approach such a topic. Similarly, it was reported that “teachers are able to testify that CPD, has greatly improved their individual performance because they have kept building on the knowledge they acquired from the colleagues and universities.

Table 28:

To What Extent do Individual Teachers Perceive Their Own Change?					
Response	Standards Officers			Frequency	Percentage
	First	Second	Third		
There is great value in CPD,	1	1		2	100%

All the standard officer had great realization that there is great value in CPD, this accounted for 2, respondents representing 100%. Thus it was reported that teachers have gained individual confidence and they can teach the learners with confidence because of being exposed to various

approaches of delivering their lessons through CPD, the collaborative approaches to solving the problems rally make them to better placed.

For the example one respondent noted that:

“There is great value in CPD. Teachers exposed to CPD get the help they need in the delivery of difficult topics. If teachers have negative attitude it’s unfortunate.”

4.5 Summary

The preceding chapter presented the findings of study to all fundamental question on the implementation of CPD in secondary schools of Lufunsa district. It assessed the views of teachers on the implementation of CPD in selected secondary schools of Lufunsa district as well as the content of CPD that is being offered. Therefore, the next chapter will address the aspect of the discussion of findings.

CHAPTER FIVE

DISCUSSION

5.0 Overview

In This chapter, we discuss the findings of the study. The study mainly focused on three things, the content of CPD, in selected secondary schools; the implementations of CPD, in selected secondary schools and the views of teachers. The study participants were: teachers, head teachers, CPD, coordinators and standard officers.

5.1 Content of continuing profession development

There was general concern and consensus pertaining the content of continuing profession development that is being offered in school. As it can be observed that a good number of respondents acknowledged that the content of CPD, it is based on the agreed topics meeting with individuals in respective departments. This accounted for 16, respondents representing 53%.

Thus, Departmental meetings are for planning and reviewing programs that relate to teaching and learning. This is with Garret, et al (2001) who contended that departments are mandated to hold departmental CPD programs. Departmental CPD programs enable the teachers to experience, reflect, theorize and put into practice every subject content and pedagogy. The idea behind departmental CPD activities is to create a forum where teachers pool resources, share responsibilities and ideas, identify subject related problems and search for solutions. Hence it is the responsibility of the HOD to demonstrate quality teaching methods to members of the department in order to maintain high educational standards.

It is important to note that CPD, was pre planned in respective school departments where specific and challenging topics are taught by teachers in class while others observe. This accounted for 16 respondents representing 53%. This findings were in line with MOE (2010), who pointed out that lesson study through the demonstration, observation, discuss and implement (DODI), experience, reflect, observe, try and integrate (EROT) and Plan, Do, See and Improve strategies is one of the CPD activities carried out by teachers in Secondary Schools. Basically, the idea behind the lesson study approach of CPD is that of creating an opportunity for teachers within a department or from

different schools but of the same subject, to interact, work together, share their experiences, learn from each other on aspects concerning classroom practice in content delivery and methodology, make reflections as well as relate classroom to practice through lesson study, other CPD activities like peer coaching which involves coaching others and being coached in one's subject vocational area is usually conducted by subject members. Mentoring new colleagues, peer review, peer observation, peer shadowing and team teaching are likewise carried out (Guskey, 2002).

Other respondents noted that the content of CPD, tend to be discussed in work shops where lesson planning, teaching methodology and lesson evaluation are critically evaluated. This accounted for 7, respondents representing 23%. For the example one respondent was quoted in the questionnaire saying:

“Lesson planning, teaching methodology are key features that are mainly found in the content of CPD and are critically discussed and evaluated during the time of workshops”

This view was in line with, MOE (2010), who ascertained that SIMON are regular in-service programs that involve internal and external monitoring by Standards Officers, Subject Coordinators, Provincial Resource Centers Coordinators (PRCC), Head teachers, Deputy head teachers, Senior teachers, and School INSET Coordinators. A SIMON visit could also be a forum for lesson study as it provides an opportunity to discuss the observed lesson, integrating new ideas with provision for re-teaching the lesson through extensive discussion in work shop. Moreover, MOE (2010) also cites stakeholders' workshops and facilitators' workshops as some of the notable CPD activities which secondary school teachers participate in. Such workshops are planned and held during holidays at agreeable venues according to the designed strategy. School INSET coordinators, zone Inset coordinators, some identified class teachers facilitators, heads of Department/ Heads of Sections, Deputy Head teachers and Head teachers are required to participate in such workshops facilitated and monitored by PEST and DEST.

5.2 implementation of continuing profession development

It was clearly stated that CPD, was pre planned in respective school departments where specific and challenging topics are taught by teachers in class while others observe. This accounted for 16 respondents representing 53%. For the example in questionnaire one respondent was quoted saying:

“CPD, has been decentralized in respective departments in schools where lesson are taught by teachers.”

This view was in line of research that was conducted in Kenya by Kennedy, (2005) and reported that recently, efforts to strengthen CPD in Kenya had included the establishment of an INSET section through departmental school programmes. This was done because it was found necessary to co-ordinate in service programs provided by the ministry of education itself, through donor support and/or implemented projects, NGOs, and religious organizations so as to ensure proper utilization of resources and avoid duplication in teacher capacity development for effectiveness (MOE, 2005b).

In addition, Cordingley (2003) ascertained that the first most important component which seemed to make a significant difference in the effective implementation of the CPD programmes across the countries under investigation seemed to be the presence of a team dedicated to this process.

Similarly, some respondents also clearly indicated that CPD, is conducted every term and through the establishments of workshops, learning become easy and interesting. This view was accounted by 4, respondents representing for 13%. For the example, one of the respondent in questionnaire indicated that:

“Because of different commitment of teachers, CPD, IS at least done every term and through implementation of the workshops, teachers become interactive and participative”

In other words the respondents were indicating that the implementation of CPD, was implemented through workshop model. As such this view was in line with research that was conducted in Nigeria by Fareo (2013), who revealed that CPD, of teachers in Nigeria comes from various sources and agencies, and in various forms. This ranges from orientating teachers to curriculum or examination changes, upgrading qualification levels, donor-funded projects, and professional teachers' associations in developing subject teaching. Research reveals that two major models of PD exist in Nigeria, namely the workshop model and the school-based teacher professional support model. The most common form of CPD is the workshop model (Fareo, 2013:65; Muhammed, 2006). The workshop model involves drawing participants out of their schools to a venue where experts expose them to a core of information and skills. The workshop may be short or long-term, and the nature of skills and processes to be acquired also varies.

In addition, according to the studies, (Amerson, 2012), CPD programs were executed in many different ways. Most popular CPD activity categories were training workshops, continuing education journal based learning, e-learning, hands-on workshops and distance learning. For example, CPD activities could be written working materials, written exams or course evaluation when it could be relevant and demonstrate objective evidence.

In their review of collaborative CPD, a number of features of successful interventions, including classroom observation and feedback is noted; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to become established. The opportunity to observe other teachers, and to be observed has long been acknowledged as a beneficial process, and observation is then seen as an integral part of coaching and sustained learning. The process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers reported as being crucial to the fruitfulness of the CPD experience.

5.3 Teachers views on continuing profession development

The results reflected in Table 1, indicate that the majority (92%) of respondents agreed that teachers' professional development helps teachers to broaden their pedagogical knowledge. These findings are consistent with Cochran Smith (2005) who note that the emerging paradigm of professional development aims to develop teachers' knowledge and pedagogical practices with a specific focus on improving student.

It is also important to note that when teachers gather together to discuss on certain topics in CPD, it enables them to become interactive and help them in their knowledge acquisition. This accounted for 9, respondents representing 33%. This findings were in the line with Carpenter et al. (1989) who revealed that professional development programs which are focused on student thinking can help teachers increase their understanding of children's mathematical understandings and misconceptions enhance their ability to build on children's understanding in their teaching, and improve students' problem-solving skills. The findings also show that the majority of respondents (45 %) indicated that teachers' professional development workshops help them to increase their

knowledge which is useful when engaging with learners in the classroom. Harwell (2003) articulates that professional development deepens teachers' knowledge of the subjects being taught, sharpen teaching skills in the classroom and also help teachers keep up with developments in fields, and in education generally.

The majority of teachers (64%) perceive that professional development programs enhance teachers' quality of teaching in their learning areas. The results indicate that teachers are able to provide and promote quality teaching and learning in their classes through professional development. This is in line with (Ingvarson et al. 2005) who ascertained that professional development for teachers is a vital component of educational policies that is able to enhance teachers' quality of teaching and learning in our schools. The results are supported also by Ravhuhali (2014) who found that teachers perceive the importance of professional development as it helps them to acquire new ideas, more knowledge and skills on how to deliver the subject content in their classes effectively, something that can be achieved only if teachers are furthering their studies.

There were several responses on how CPD, had improved individual teachers competencies. Majority of the respondents clearly stated that as the result of continuing profession development which requires handling several difficult questions, CPD has really improved teachers weakness. This view accounted for 11 respondents representing 37%. This was in line of the research that was conducted by Opfer and Pedder (2010) and Boyle et al. (2004), they showed that teachers' knowledge improves after participating in professional development changes in teacher attitudes and beliefs as a result of participation in the professional development activities, they can also be observed, which may include changes in 'planning', 'teaching style' and 'assessment practices

Nevertheless, few had the divergent view as they propagated that CPD, consumes a lot of time for teachers. This accounted for 4, respondents representing 13%. For the example, one respondent was quoted saying that:

"CPD, program consumes, most of our time, us teachers we are bust people there are a lot of academic lessons and writing that we need to prepare for the pupils. Now if we spend time for meetings and discussion over things that are simple and straight forward it affects other programs"

Another respondent was quoted in questionnaire saying:

“Some of us we are family men when we knock off we need to start preparing for future class lessons and also to see our families but CPD, defeats this process.”

The responses revealed a negative attitude toward most of the presentations because the teachers felt that they had not gained enough applicable knowledge and skills for application in their classrooms or for addressing the problems they were experiencing. Because these workshops were presented over weekends, some teachers commented that they had sacrificed too much in time and effort compared to what they had gained. Their expectations that they would be able to deal with outcomes based education and support learners with learning difficulties in an inclusive classroom had not been met.

Despite the good things about PD, teachers’ perceptions on the impact of professional development in promoting quality teaching and learning vary from one teacher to another. There has been mixed perceptions amongst teachers in South Africa regarding the promotion of quality teaching and learning through their professional development. Teachers perceive the relevance and contribution of their professional development with discontent. For the example I south Africa Professional Development programmes in South Africa has revealed evidently that the majority of teachers are unable to reflect critically on their own practice or to try out new solutions to solve problems they come across daily.

Not with standing above, Bernardo, (2003) asserted that SMASTE-CPD was launched as an “Injection” to ensure and enhance CPD activities of teachers within the school. It aims to improve teaching and learning in the classroom through Lesson Study. In order to allow for learning and improvement, the program was designed to start from Science, then expanded to Mathematics, Technology Education, and other subjects. It, therefore, means that the framework designed should be such that it should work for other subject.

In their review of collaborative CPD, it was noted that a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow

for new practice to become established. The opportunity to observe other teachers, and to be observed has long been acknowledged as a beneficial process, and observation is then seen as an integral part of coaching and sustained learning. The process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers reported as being crucial to the fruitfulness of the CPD experience.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Overview

This chapter covers the conclusions and recommendations of the study. The whole idea of a recommendation is to provide a beneficial guide that will not only resolve certain issues, but result in a beneficial outcome. Recommendations can be different and are heavily dependent on the situation that arose. Thus, it is clear that example of recommendation in research paper is always based on certain data and cannot be speculated due to the fact that it is not a hypothesis.

6.1 Conclusion

The study found out that the content of the CPD being offered in secondary schools of Lufunsa district was not really specified hence it was not common or not something that can be generalized. This was because the various schools had various needs and also it depended on departmental needs. It was observed that the issue of coming up with the content was decentralized to subject departments in the schools. However for some critical subjects which were presented in the CPD cluster meetings, various schools subject departments still would identify the challenging topics that they can choose from for their cluster presentations.

The implementation was done in form of lesson study circles which followed eight (8) steps. The first step called for the identifying the challenge. It was after which a collaborative planning of the lesson would be done, then a demo lesson was presented. One teacher took the lead in the presentation while other members observed whilst taking note of the strengths and weaknesses. Discussions would then be done basing on the lesson and its effects. Looking at whatever was discussed the lesson would then be revised. The revised lesson was also subject to discussion and finally there would be reflection compiled and shared. The strengths and good approaches in the lesson were upheld.

Some teachers viewed CPD as a sheer waste of time as it mostly disturbed the schedules as a result of not being time-tabled. However the majority of teachers viewed CPD as an initiative which was very good to their professional development. They were happy with what they were learning as it

enabled them to gain to gain more competence and confidence in their presentation of classroom instructions. They also noticed that as the result of their improved competence in lesson delivery even learner performance had higher achievements. The positives about CPD came from the majority hence we can conclude that it is a good initiative.

6.2 Recommendations

- i. In line with the new CPD guideline, schools are expected to identify problem areas that have immediate significance to their context. Each school at an individual, department and institutional level is expected to develop a module plan along the identified priority areas, work out detailed procedures on how to execute these priority areas and devise monitoring and evaluation strategies. National policies and strategies are considered in selecting priority areas of interventions at schools.
- ii. The Teaching Service Commission (a body responsible for teacher promotions) needs to revisit its promotion procedures as the current system is frustrating and de-motivating teachers. Teacher Performance Appraisals and conduct from school heads and heads of sections should form part of the criteria for promotions. Teachers should be given certificates of value after attending
- iii. The workshops, meetings and courses conducted by the District should be more frequent. District officials should visit schools to ensure that the content of workshops, meetings and courses are fully understood and implemented.
- iv. Visitation of schools by learning area facilitators and other district officials should happen more frequently. It is recommended that even the Human Resource Management and Development Unit at the District visit schools to ensure compliance with policy imperatives pertaining to the professional development of educators.
- v. A number of activities must be reduced in the district such as sports and some games at the district level as it was bemoaned as the great disturbance of CPD, schedule in secondary schools
- vi. Headmasters must ensure that professional development activities and programs are included in the year plan of the school. These activities should be monitored;
- vii. Head teachers ensure that new and beginner educators are expertly oriented and mentored even if it entails having an induction and mentoring policy in place.

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APPENDICES

Appendix 1: Questionnaire for Head Teachers and Teachers

Topic: Implementation of Continuing Professional Development (CPD) in selected secondary schools in Lufunsa District, Lusaka Province, Zambia.

Dear Respondent,

I am a Postgraduate Student in Educational Management at the University of Zambia, Great East Road Campus carrying out a research on the above topic purely for academic purposes.

You have been randomly selected to participate in this research to provide true and right information as required.

I guarantee that whatever information will be availed will be treated with maximum confidentiality. Thank you in anticipation.

Date

Section A: Demographic information.

Instructions: you are required to tick in the box corresponding to the letter of the answer of your choice and also fill in the blank spaces where need be.

1. Sex: a. M ☐ b. F ☐

2. Age: 20-29 ☐ b. 30-39 ☐ c. 30-49 ☐ d. 50-59 ☐

3. Marital Status: a: Married ☐ b. Single ☐ c. widowed ☐

4. How long have you served in your position?

a. 0-4 years ☐ b. 5-9 years ☐ c. 10-14 years ☐ d. 15 years and above ☐

Section B

5. What is the content of CPD being offered in your school?

.....

.....

6. How is CPD being implemented in your school?

.....

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7. What are the views of teachers on the implementation of CPD in your school?

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8. How has CPD improved individual teacher competences?

.....

9. How have individual teachers perceived their own change in lesson delivery as a consequence of CPD?

.....

.....

.....

10. To what extent has CPD enhanced improved learner performance?

.....

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11. Explain how the school administration is supporting CPD in the school

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12. What challenges do you face when implementing CPD in your school?

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13. What strategies have been put in place to overcome the challenges?

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14. How do you generally evaluate the implementation of CPD?

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Thank you for your time, answers and cooperation.

Appendix 2: Questionnaire for Education Standard Officers at district level and CPD coordinators in school.

Topic: Implementation of Continuing Professional Development (CPD) in selected secondary schools in Lufunsa District, Lusaka Province, Zambia.

Dear Respondent,

I am a Postgraduate Student in Educational Management at the University of Zambia, Great East Road Campus carrying out a research on the above topic purely for academic purposes.

You have been purposely selected to help in this research to provide true and right information as required.

I guarantee that whatever information will be availed will be treated with maximum confidentiality. Thank you in anticipation.

Date

1. How is CPD implemented in the secondary schools in the district?
2. What is the content of CPD being offered in the district?
3. According to your experience what are the views of teachers on the implementation of CPD in the school?
4. How has CPD enhanced improved professional development in the selected secondary schools in the district?
5. How has CPD improved individual teacher performance in the selected secondary schools in the district?
6. How do you assess the extent to which individual teachers perceive their own change in lesson delivery as a consequence of CPD?

Appendix 3: Questionnaire for school head masters

Topic: Implementation of Continuing Professional Development (CPD) in selected secondary schools in Lufunsa District, Lusaka Province, Zambia.

Dear Respondent,

I am a Postgraduate Student in Educational Management at the University of Zambia, Great East Road Campus carrying out a research on the above topic purely for academic purposes.

You have been randomly selected to help in this research to provide true and right information as required.

I guarantee that whatever information will be availed will be treated with maximum confidentiality. Thank you in anticipation.

Date

1. How is CPD, being implemented in your school?
2. Do different departments have different study cycles?
3. What is the content of CPD?
4. How school administration support the implementation of the CPD programs
5. Does CPD have the positive impact on teacher performance?
6. How do you perceive the change in lesson delivery among the teachers as a consequence of CPD?
7. How is the collaboration and team work being enhanced within the school as well as within neighbouring schools?

Appendix 4: Letters



UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

Date: 11th July, 2017
The Head Teacher
Mparshya Secondary School
Lufusa

Acknowledged
11/7/17
Deputy Head Teacher

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.



This serves as a confirmation that the above mentioned person of NRC No: 42658915211 and computer number 716815637 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management programme that he/she will ~~be doing internship~~ carrying out a research on The Implementation of Continuing Professional Development (CPD) in selected Secondary Schools of Lufusa District

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully

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

*All correspondence should be addressed
To the District Education Board Secretary*



In Reply please quote

No.

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

RUFUNSA DISTRICT EDUCATION BOARD
P.O BOX 1,
RUFUNSA

6th June, 2018.

The head teacher,

Rufunsa Girls Technical/Mpanshya Secondary/Chinyunyu Secondary

Dear Madam,

RE: COLLECTION OF RESEARCH DATA

I write to introduce to you Ms. Mulenga Bertha Bwembya a Postgraduate student with the University of Zambia in collaboration with Zimbabwe Open University. She wishes to collect data pertaining to her research study from your school. The data to be collected is purely for academic purposes.

Kindly allow her to collect the desired data for her study.

The assistance you will render her will be highly appreciated.

STEPHEN KATUTA

DISTRICT EDUCATION BOARD SECRETARY

RUFUNSA DISTRICT