

**INVESTIGATION OF THE IMPLEMENTATION OF SCHOOL BASED
PROFESSIONAL DEVELOPMENT IN SELECTED SCHOOLS IN ITEZHI
TEZHI DISTRICT OF CENTRAL PROVINCE, ZAMBIA**

BY

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THE DECLARATION

I, Chibanga Lackson do hereby declare that this thesis has been composed by me and that all the work recorded herein is mine. All diagrams, tables and pictures have been produced by me and that the sources of all materials referred to have been duly acknowledged. I further declare that this thesis has never been previously submitted for any academic award at this University or any other institution of learning.

Signature

Date



APPROVAL

This thesis by Lackson Chibanga is approved as a fulfilling part of the requirements for the award of a degree of Masters of Education in Educational Administration and Leadership of Kwame Nkrumah University.

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Signature Date

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DEDICATION

This work is dedicated to all the people who helped, encouraged and inspired me in life especially my parents for their moral and financial support without which it would be difficult for me to reach this far in education, not forgetting my wife and children for their patience during the preparation of this work.



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May the good lord richly bless you all.

ABSTRACT

The study was about investigating the implementation of SBCPD in selected schools in ItezhiTezhi District of Central Province. The statement of the problem was based on low levels of implementation of SBCPD in schools. The purpose of the study was to investigate the implementation of SBCPD in selected schools in ItezhiTezhi District. The study was significant because it was hoped that the findings would help provide useful information about the existing gaps in the implementation of SBCPD. The study was based on qualitative research methods and the interpretive paradigm was used to collect data. The data was collected from 20 schools in two zones of Itezhitezhi and 239 respondents selected by using simple random sampling and purposeful sampling strategies participated in the study. According to the findings of the study, it clearly emerged that SBCPD is not fully implemented as per laid down guidelines and the implementation levels are low. This has been shown by the disparities between SBCPD work plans and the implemented activities, the inconsistencies in documentation of SBCPD activities and a number of challenges as highlighted by the respondents. Glaring gaps were noted in terms of record keeping in schools where certain records. A number of challenges faced in the implementation of SBCPD were raised by the respondents. The main challenge identified for failure to fully implement SBCPD was time factor. In terms of perception of SBCPD by teachers it was clear that respondents wanted full implementation of SBCPD as they perceived the program as beneficial. This is seen from their positive comments in terms of how they benefited from SBCPD. From the findings of the study it was concluded that the level of implementation of SBCPD was on average as there was no full implementation and no total failure. However it is hoped that this scenario can change because all what the implementers need is enough time, right teaching and learning materials, conducive environment and motivation. Addressing these concerns through putting measures both internally and externally can have a positive impact on the levels of the programme implementation. Recommendations made were; to harmonize all the activities through integration of programs from higher authority in consolidated annual work plans to avoid crashing of programs, strengthening external monitoring of SBCPD programme and introducing duty facilitating allowance to SICs and ZICs to enable them organize and monitor SBCPD activities effectively.

Key words: professional, development, implementation, lesson studies,

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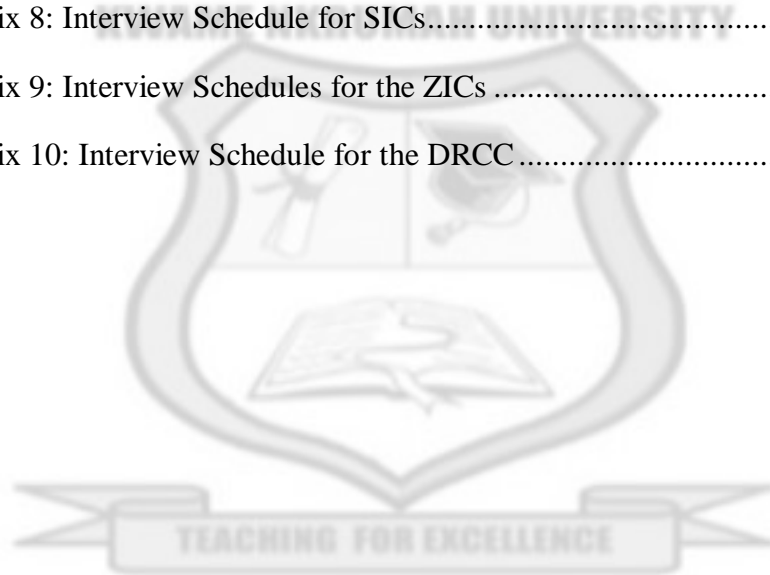
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ACRONYMS AND ABBREVIATIONS

CPD	Continuing Professional Development
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DRC	District Resource Center
DRCC	District Resource Center coordinator
GRACE	Grade Meetings at Resource Center
HIM	Head teacher in service Meeting
HOD	Head of Department
MESVTEE	Ministry of Science, Vocation Training and Early Education
JICA	Japan International Corporation Agency
SBCPD	School Based Continuing Professional Development
SIMON	School In service and Monitoring
SIR	School In service Records
SMARC	Subject Meetings at Resource Center
SPRINT	School Program of In service for the Term
TGM	Teacher Group Meeting
ZIC	Zone In service Coordinator
SIC	School In service Coordinator
INSERT	In service Training

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Chapter one gives introductory information about the study topic. It deals with the background information of the study topic, statement of the problem, purpose of the study, objectives of the study and research questions. It also covers the significance of the study, delimitation of the study, as well as the research context. Key terms of the research will also be defined in chapter one.

1.1 Background of the study

For education to play the role of enhancing the capacity of citizens and informing important choices to their welfare effectively, it has to meet minimum quality standards (Ewunetu, 2011). Among other conditions, it is strongly argued that universal goals set for education in terms of access need to be accompanied with quality instruction (Nkoya, 2019). This in turn requires teachers to be qualified to do their job effectively. These views are also reflected in the 'Educating Our Future' policy document of 1996 (MOGE, 2014).

Teachers in the present day Zambia are expected to be reflective and change-oriented to meet the government and public demand for quality education (MOE, 2010). They are expected to consider the dynamic nature of the learners and the society. This situation signifies the importance of Continuing Professional Development (CPD) of teachers, aiming at improving the teaching learning process thereby improving quality of education. Teachers are expected to employ interactive methods of teaching to help students learn better (Kelly, 2019). The literature on education quality indicates a strong link between teacher professional development and quality especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms (Abd-Kadir and Hardmn, 2013).

CPD is said to have been coined in the mid-1970's (Griffin as cited in Gray,2005) and is said to be planned educational activities practiced within the school for the purpose of developing or upgrading the professional knowledge, skills, attitudes and performance of teachers in schools (Khan and Begum, 2012).Its notion is rooted in the constructivist

philosophy which claims that a person's constructions and views of the world are not stable, but are in continuous change (Creswell, 2014). Accordingly, it is presumed that teachers have to engage themselves in planning and executing their professional development on continuous basis to cope with the continuous change. In this regard, OECD (2009), note that teacher development is an essential element to bring meaningful changes in addressing equity, quality, relevance and efficiency. According to Griffin as cited in Gray (2005), CPD embraces the idea that individualism for continuous improvement in their professional skills and knowledge, beyond the basic training initially required to carry out the job. In teaching, such development was used to be called 'in-service training', or INSET, with the emphasis on delivery rather than the outcome (Mubanga, 2012). Similarly, CPD is viewed as professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Orr et al, 2013; Institute for Learning, 2009).

Like other professionals, teachers have a responsibility, to themselves and to their own profession, to deepen their knowledge, extend their professional skills, and keep themselves up-to-date on major developments affecting their profession especially in areas of pedagogy and subject content (HaBler et al, 2014). Teaching is a learned and a learning profession, and every teacher should also be a learner (Mudenda, 2018).

In Zambia the beginning of continuing professional development dates back to colonial days in 1939 at the former Jeans School in Chalimbana. Shortly after independence in 1964, the need for continuing professional development for teachers intensified. Realizing that teachers needed to continuously improve on their teaching methodologies and content the Zambian Government declared Chalimbana as a National In service Teachers College in 1968 to solely provide teacher in service training. (Mubanga, 2012).

In the 1990s educationist realized that dependence on colleges only for teacher professional development or upgrade was not enough and was far below the increased need for teacher professional development (Akyeampong, 2013). The fact that it was not possible to send all teachers for in-service training in the colleges created the need to introduce in service training for teachers at school level which will accord all the teachers an opportunity to participate in the program (Sullivan, 2010). From this observation, the

Zambian government put in place measures to enhance Continuing Professional Development (CPD).

“Educating Our Future”, a policy document of the Ministry of Education suggests strategic approaches for In-service teacher education such as Programs which are demand driven, responding to identified needs; programs which focus on school needs and are based in Schools or Resource Centers; cost-effective programs which enable large numbers of teachers to have opportunities for learning; and programs which include not only studies on subject contents but also methodologies, use of materials or way of management in classrooms (MOGE, 2014)..

Based on these approaches, School Program of In-service for the Term (SPRINT) was inaugurated by Teacher Education Department (TED) in the Ministry of Education as a framework for life-long learning of teachers both in basic and high schools. Subsequently School-Based Continuing Professional Development (SBCPD) was introduced to primary schools and later to secondary schools to ensure and enhance learning activities of teachers (Mubanga, 2012).

The purpose of SBCPD program is to improve teaching and learning activities in a classroom through lesson study by strengthening CPD activities of all subjects / learning areas at school and college level (Avalos, 2011). This program has been implemented in Central Province since 2006 as Strengthening of Mathematics, Science and Technology Education – Continuing Professional Development Program (OECD, 2009). As its effectiveness on the improvement of teaching skills of teachers and sustainability as a framework of School-Based CPD were recognized, the focus of the program is now extended to all subjects and to all the provinces in the country by the Ministry of Education (MOGE, 2013).

SBCPD uses Lesson study Cycles, Teachers Group Meeting (TGM) and Head teachers ‘In-service Meeting (HIM) in SPRINT as a venue of learning of teachers. Grade Meeting at Resource Centre (GRACE) and Subject Meeting at Resource Centre (SMARC) are also considered as venues of workshops for stakeholders and facilitators (MESVTE and JICA, 2014). These types of meetings take place regularly throughout a year and monitored by

School In-service and Monitoring (SIMON) program. Teachers will be assessed on their performance based on their key result areas which will include among other things their participation during SBCPDs. SBCPD also works with Subject Associations as stakeholder for CPD activities (MESVTE and JICA 2014).

It is however believed that not all the schools have implemented stable and effective meetings for teachers. Even the schools which have regularly conducted CPD meetings have been seeking for better ways of improving quality of teacher group or departmental meetings. Generally there has been an outcry of low levels of implementation of the programme. Against this backdrop, this study's focus was on investigating the implementation of School-Based Continuing Professional Development (SBCPD) in selected schools in Itezhi-tezhi district of central province in Zambia.

1.2 Statement of the Problem

Quality of education has become a serious concern among all stakeholders. The national assessment results of 2000, 2004, and 2008 indicated that, in many schools, children were not mastering basic skills despite the concerted effort by the government to improve the quality of education while at the same time keeping the expansion of the education program (MOE, 2008). In response to these problems, the MOE worked out a new toolkit for effective implementation of teacher professional development at school level which is called School Based Continuing Professional development (SBCPD) through lesson study (MESVTE and JICA, 2014). However, there are low levels of implementation of SBCPD in schools despite the programme being a policy matter. Against this background there was need to investigate the implementation of SBCPD in schools in order to establish factors leading to this problem.

1.3. Purpose of the study

The purpose of the study was to investigate the implementation of School-Based Continuing Professional Development in selected schools in Itezhi-tezhi District of Central Province in Zambia.

1.4 Objectives.

- i. To investigate the extent to which School-Based Continuing Professional Development in selected schools is implemented.
- ii. To examine teachers' perception of School-Based Continuing Professional Development in selected schools.
- iii. To identify challenges faced in the implementation of School-Based Continuing Professional Development in selected schools.
- iv. To establish measures and strategies that would address the challenges faced in the implementation of School-Based Continuing Professional Development in selected schools.

1.5 Research Questions

- i. To what extent is School-Based Continuing Professional Development in selected schools implemented?
- ii. What are the perceptions of teachers of School-Based Continuing Professional Development in selected schools?
- iii. What challenges are faced in the implementation of School-Based Continuing Professional Development in selected schools?
- iv. What measures and strategies can be put in place to address the challenges faced in the implementation of School-Based Continuing Professional Development in selected schools?

1.6 Significance of the Study

This research study is very important because it is hoped that the findings will help in providing useful information about the existing gaps in the implementation of SBCPD at district and national level. It is also hoped that the study will reveal the utilization and challenges which teachers face during the SBCPD process. Therefore, this information would help the Ministry of General Education, training institutions as well as school managers to re-strategize their approach and objectives to improve program

implementation. Further, the information obtained may be used in monitoring and supervision of SBCPD as well as a contribution to widening of the body of knowledge.

1.7. Delimitation of the Study

In spite of the numerous schools that are in Itezhi-tezhi district (more than 50 primary and more than 2 secondary schools), the study only focused on seventeen government primary schools and three government secondary schools making a total of 20 schools visited. The study gave attention to the implementation of SBCPD in the selected primary and secondary schools in two zones of ItezhiTezhi district which are Central Zone and Lubanda Zone. The study also focused on the challenges that schools are faced with and also served as a solution box by identifying possible action measures for improving program implementation. The researcher settled for this area because of proximity to the researcher which minimized expenses and allowed for enough time to collect data. In addition teacher population is dense in the two zones.

1.8. Limitations of the study

It is important to note that there were some limitations in the process of gathering data for the research. Some of the challenges that a researcher encountered includes; lack of willingness to respond to the questions by respondents after being informed that the interview was going to be recorded, low turn-out of some participants as data collection coincided with staff performance audit and teachers were busy updating their records and professional documents. This lead to postponing interviews and subsequently data gathering was delayed. Furthermore, the study was carried out in a small geographical area; therefore the findings may not be generalized.

To mitigate the limitations encountered in the study, the data collector was obliged to emphasize on ethical consideration and reassured the respondents that their views were going to be kept confidentially and used for academic purpose only. The researcher was also obliged to motivate the respondents by offering them incentives such as soft drinks in some cases in order to entice them.

1.9. Theoretical framework

This study employed Socrates's theory of knowledge. Socrates put emphasis on knowledge all his life because he believed that ability to distinguish between right and wrong lies in people's reason not in society. Because learning was the only thing Socrates was concerned about, he concluded that the only good is knowledge and the only evil is ignorance (Marshall and Rossman, 2011).

The theory of knowledge examines the relationship that exists between thought and society. It attempts to relate the idea in a setting to the socio-historical setting in which they are produced and received (Robinson, 2011). It has something to do with the ideology of a people. Since it concerns itself with the thought of a society, it constitutes the sociological focus of a much more general problem than that of the existential determination of thought as such (Cooper, 2010). This shows that an individual is affected in the way he sees things in the society. This might be due to a number of reasons including environmental influences, personality make-up and societal values.

This theory of knowledge therefore concerns itself with the social construction of reality. It concerns itself with everything that influences knowledge in the society. The attitudes and beliefs of an individual about anything, especially the issue of change will largely depend on his socio-economic status. These are things that will guide both the educators and learners in building an attitude or having a belief about changing the curriculum framework.

The beliefs and attitudes of teachers are critical in ensuring that implementation of educational programs become a success (Habibular, 2013). The results from previous research suggest that attitudes of teachers, for example towards inclusive education are influenced by various factors such as child-related factors, Teacher-related factors, and variables related to education environment (Pottas, 2005).

To some, the fear of compromising the quality may influence their lack of support for it or it might even be the costs of enforcing the change (Gosa, 2012). The theory of knowledge is a theory of social or existential determination thinking. It also concerns with the

procedure by which the socio-historical selection of ideational contents is to be studied. It is being understood, that the contents themselves are independent of socio historical causation and thus inaccessible to sociological analysis.(www.googlebooks.com)

1.10. Conceptual Framework.

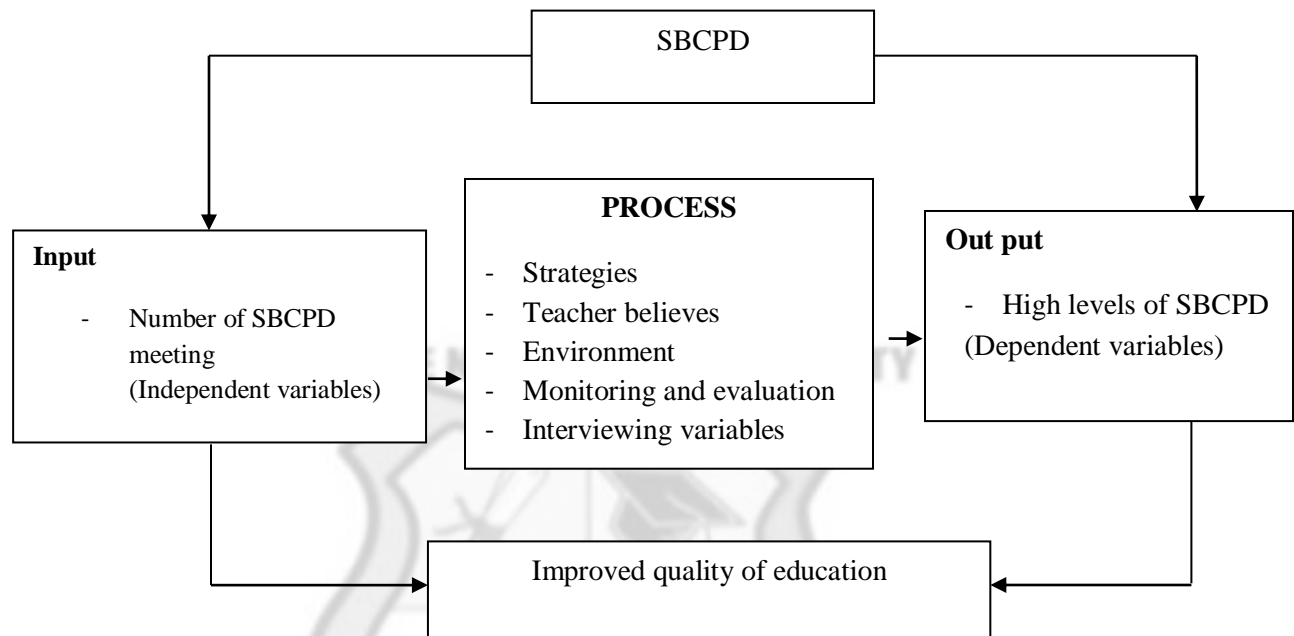
SBCPD is an important factor in facilitating and improving classroom instruction practice which results into improved learner performance (MOE, 2010). The ultimate results of improved classroom instruction practices and learner performance is improved quality of education (Manaseh, 2016). During SBCPD, teaching strategies are imparted in teachers through interaction session and an elaborated lesson observation during lesson session cycle (Tukuya and Nakai, 2010). Avalos (2011), indicates that a lot of research findings have shown that academic and professional training of teachers have direct bearing on the quality of performance of teachers and learners and consequently on the quality and education.

The concept used in this study was that if the required numbers of SBCPD meetings are held in a conducive environment with full commitment of teachers, the levels of SBCPD implementation in schools will be high. The high levels of SBCPD implementation in schools will lead to improved teaching strategies and improved learner performance whose ultimate result will be improved quality of education (Warwick, 2013). However, implementation of SBCPD will be accelerated or retarded by certain factors which are called intervening variables. These are strategies used in implementation process which include the beliefs and attitude of teachers, the prevailing environment and the monitoring and evaluation process. In this framework, the dependent variable was levels of SBCPD implementation and independent variables were number of SBCPD meeting and teachers' perception of SBCPD.

The diagram below is an illustration of how quality education can be achieved. Quality education begins with quality teachers (Defise, 2013). This means that to achieve quality education the educators must be equipped with proper and effective teaching skills because if learners are not equipped with proper teaching skills, learners will be fed with poor quality education and low standard of education will be the outcome (Nkoya, 2019).

Therefore to achieve desirable results for both learners and teachers, the teachers should continue developing their skills through SBCPD.

Figure 1: Conceptual Framework.



Source: Author, 2020.

1.11. Definitions of key Terms

Education: is the systematic, planned and organized inculcations of morally, physically and intellectual accepted experiences, skills, knowledge and competences from generation to generation (UNESCO, 2014).

District Resource Center Coordinator: The person in charge of a District Resource Center.

Implementation: the process of putting into practice a program or set of activities new to the people attempting or expected to change (Hinds 2007).

In-service Training: Planned activities practiced in school and outside school for the purpose of developing professional knowledge of teachers

Policy: a plan or course of action to be adopted.

Professional development (PD): According to the Teaching and Learning International Survey (TALIS, 2010:58), professional development is defined as “activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher”. In this study it means how to apply the knowledge and skills to learners who are experiencing barriers to learning.

School Based Continuing Professional Development: Program for In-service training for teachers conducted within the school (Takuya and Nakai, 2012).

School In-service Coordinator: Teacher in charge of school professional development

Teaching: imparting knowledge or skills to a learner

Teacher Group Meeting: Small groups of teachers put together to discuss and share professional matters.

Zone: A cluster of schools grouped together according to geographical location in order to conduct cost effective in-service training programs.

Zone In service coordinator: A person in charge of professional development at zone level.

C: Class teacher

HT: Head teacher

HD: Head of Department

SBCPD CO: SBCPD coordinator

DR: District Resource Center Coordinator

Z: Zonal In-service Coordinator

S: School In-service Coordinator

1.12 Summary

Chapter one looked at the introduction of the study. In this chapter, the background to the study, statement of the problem, objectives and purpose of the study were covered. The purpose of the study was to investigate the implementation of SBCPD in selected schools in Itezhi-tezhi District. It was hoped that this study would help in providing useful information about existing gaps in the implementation of SBCPD which would help stake holders strategize the approaches to improve program implementation. Other areas covered included the significance, delimitation and limitations of the study. Chapter two will be about related literature review.



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The previous chapter was about the introductory information of the study. Chapter two deals with reviewing literature on continuing professional development. The chapter reviews literature internationally, regionally and nationally. This includes its purpose, its models, challenges encountered in the program as well as studies done by other researchers in similar topics. Focus is placed on prior research, relevant research and the research gap.

2.1 Prior Research

2.1.1 Purpose of Continuing Professional Development

School Based Continuing Professional Development (SBCPD) is a planned educational activity practiced within the school for the purpose of developing or upgrading the professional knowledge, skills, attitudes and performance of teachers in schools (Ewunetu, 2011). SBCPD is important for improving schools in the sense that it affords teachers an opportunity to learn new knowledge, skills, practices and attitudes in order to educate learners more effectively (Owusa-mensah 2008). According to Flitton and Warwick (2013), the purpose of professional development is to improve the quality of education.

In a changing society, teachers need to continually update their knowledge, skills and competencies through continuing professional development. In particular, it exposes teachers to content that helps them deepen and contextualize their knowledge on practices and prepares them to respond to individual learner needs (Research Centre 2004). Orr et al (2013) points out that the educator engages in professional development if she/he participates in activities which foster professional growth on practices. Thus the opportunities of teacher development should be offered to every teacher on a continuous basis through Continuing Teacher Professional Development (CTPD) through their schools and districts.

In order to understand continuing professional development (CPD) from a teacher's perspective, it is important to examine what exactly teacher professional development involves, which different models exist, the conditions of their implementation, as well as

why it is important to investigate it, especially from the perspectives of the recipient teachers. Many countries worldwide are now called upon to improve teacher quality by enhancing their teachers' knowledge of the subjects they teach and their pedagogical strategies and understanding (Darling-Hammond and Baratz-Snowden, 2005; UNESCO, 2014). In the United States of America (USA), continuing professional development (CPD) is regarded as important cornerstone for the implementation of standards-based reform (Collison and Ono, 2001)

The standards of CPD tend to focus on a variety of matters that have the potential to make it effective and useful. The importance of significant amounts of content information in professional development for example, include many standard lists regarding professional development and the delivery methods, many of which point to the greater role that participating teachers have in the success of CPD (Correnti, 2007; Avalos, 2011)). For this reason, among others, the need to understand teachers' practices with respect to CPD has thus become more urgent.

Currently, there is a worldwide need for relevant professional development which is influenced by the state mandates that require teachers to be highly qualified, and the need for an increase in student achievement (UNESCO, 2014). Major educational reforms are taking place in many countries in order to meet the needs of their economy and society (Khan and Begum, 2012. Governments have also begun to acknowledge that teachers are crucial to the education system if any changes are to be effective (UNESCO, 2014; Ewnetu, 2011).

Kelly (2019) considers teacher professional development as critical to the successful implementation of the various educational reform initiatives. For reforms and structuring to be successful, the professional development of teachers should thus be given priority. Besides individual satisfaction or financial gain that teachers may obtain as a result of participating in professional development opportunities, the process has a significant positive impact on their beliefs and practices, students' learning and the implementation of educational reforms (OECD, 2009).

2.1.2 Models of Teacher Professional Development

One of the models used in teacher professional development is Professional development schools. This refers to partnerships between teachers, administrators and university faculty members which are created to improve the teaching and learning of their respective students and teachers with a purpose of uniting educational theory and practice (O'Sullivan, 2010). This model involves and requires institutional collaboration, and is one model that does provide professional development for teachers throughout careers (O'Sullivan, 2010). Although this kind of model varies from setting to setting. This model is however, not used very much in developing countries.

The other model used in teacher professional development is the University – School partnership. In this model, universities and schools form partnerships that operate like networks because they connect practitioners who share common interests and concerns about education (Orr et al, 2013). Miller (2001) believes that relationships between schools and universities aim to establish firm bases in the two spheres, to cross institutional boundaries in order to respond to the needs of these fields, to ensure inclusive decision-making and finally to create new values for educator development. A number of universities have formed partnerships with schools for a long time and have been successful in promoting teachers' professional development (Moon, 2007).

Schools' network is another model that developed from the notion that schools should work together to quickly improve the educational system (O'Sullivan, 2010). The most common form of network in education is a professional one that seeks to promote communication between educators (HaBler et al, 2014). There have been several projects, which have included the creation of school networks to support teachers' professional development, improve schools and reform education (Darling-Hammond 2009).

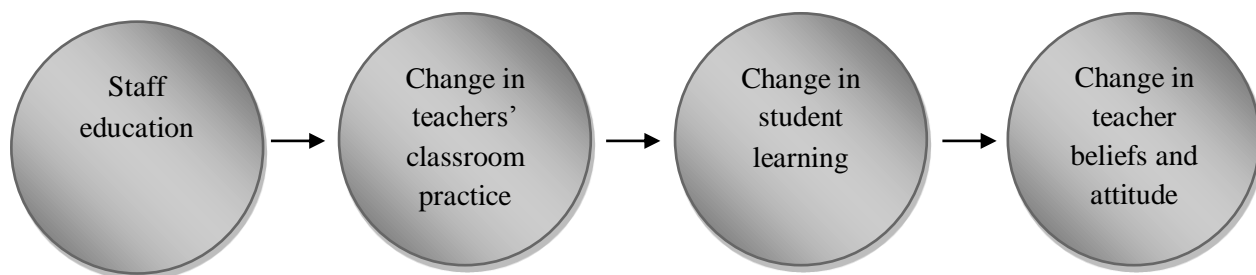
Orr et al (2013) believe that the collaboration between schools to improve teaching and learning can take various forms. In the United Kingdom and other European countries, networks, federations and clusters are regarded as related concepts, despite each concept having its own nuances and implications. These networks between schools and school teachers, whose aims are to exchange ideas or provide mutual support, generally operate on

an informal and voluntary basis and are also referred to as clusters or communities of learning (Weston, 2013).

Another method for fulfilling professional development for teachers which has become very popular is distance education. Distance education may be defined as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner (Mubanga, 2012). The most commonly cited benefit of distance education is the flexibility in time it allows the participant (Annetta and Shymansky 2008). Different countries have implemented distance education program to support teachers` professional development, using a variety of media, such as radio, television, telephone, written and recorded material and electronic communication (OECD, 2009; Weston, 2013). Weinberger (2000) reports that more than half of the universities in the United Kingdom are involved in distance education, by offering postgraduate courses in that format.

The importance of continuing professional development is further elaborated by Guskey (2010) through a model of the process of teacher change. Teacher change is the process that teachers go through when participating in professional development programs. According to this model professional development is the initial triggering mechanism in the change process. Student learning outcomes which are observed by teachers after they have been transformed are factors in promoting change in teachers beliefs and attributes.

Figure 2: A model of the process of teacher change.



Source: Guskey (2010)

Another way of fulfilling teacher professional development is through the use of in-service training. In-service education and training is a mechanism to help improve the quality of

serving teachers and the standard of teaching so that they can provide quality basic education (Mubanga, 2012). Since most of these programs are subject based, teachers are usually clustered according to their geographical location and the grades in which they teach. Over the last few years the main focus was on preparing teachers for the new national curriculum and its assessment standards (Mwale, 2006).

2.1.3 Challenges of Continuing Professional Development

One of the challenges of continuing professional development is lack of sustainability. (Pendergast, 2016) contends that most of the continuing professional development programs do not have professional development which spreads over long periods of time. He states that development program that does not spread over long period of time to enable teacher engagement is not sustainable, however it must be noted that this type of professional development refers to the system where short courses are offered to serving teachers as refresher courses.

Evans and Broad (2016) say most continuing professional development programs have the challenge in assessment systems. He says the assessment systems of professional development concentrate on counting activities rather than the impact of the program on teacher practices and learning. This compels administrators and teachers to concentrate on production of perfect records on continuing professional development activity frequency at the expense of learners and professionalism.

Equally Weston (2013) indicates that professional development has a challenge of evaluation.. He contends that there are no proper systems of evaluation and proper backups in professional development programmes. In response to this challenge , the international research proposes that there is need to move away from the adhoc CPD provision with little follow up in the classroom towards more long term sustainable vision of professional development that systematically update competencies that teachers require in a classroom (Avalos, 2011; UNESCO, 2014).

Lack of enough time and resources is another challenge faced by CPD in schools. O`Sullivan (2010), acknowledges that while supporting the view that teacher education or professional learning should be largely in school environment, it should also be recognized that such provisions require investment of time and money in building partnerships, collaborations and delegation.

In Ethiopia a number of studies were conducted on the implementation of SBCPD to establish the challenges faced in the implementation process. Alemayehu (2011) conducted a study in Government Secondary Schools of Bale Zone using both qualitative and quantitative methods. The findings revealed that lack of organized concerned body, lack of commitment by teachers, lack of coordination among schools, lack of reliable support and lack of follow ups as well as lack of knowledge on CPDs were major factors affecting implementation of SBCPD. A similar study was conducted by Gosa (2012) in selected secondary schools of Joma Zone in Ethiopia using a mixed method approach to collect data. The findings indicated that lack of teacher's positive attitude towards the programme and lack of support from Woreda Education experts and supervisors were major hindering factors of SBCPD implementation.

Another study was conducted by Chemir (2013) in secondary schools of Gurage Zone in Ethiopia using mixed method approach. The findings revealed that lack of willingness by teachers to participate in training, lack of support from school leaders and lack of collaboration with teachers and leaders were the factors that affected SBCPD implementation. Melkie (2010) concludes that all the studies conducted in different parts of Ethiopia showed problems in the implementation of SBCPD.

2.2 Relevant Research

Borko (2004) conducted a study in England on quality of teacher continuing professional development programs. The methods used to collect data were both qualitative and quantitative methods. The finding of the study revealed that quality of CPD had an influence on the standards of education. According to Borko (2004), quality CPD in school is as a result of effective CPD program and skills from teachers, whose ultimate result is quality education. To the contrary low quality CPD compromised standard of education.

The above view illustrate that improved quality education starts from school level through a well organised SBCPD which is applied effectively by teachers. This therefore means that if teachers are not equipped with proper and effective skills learners will be fed with poor quality education (Abony, 2017).

Another study was conducted by Wai-Yan (2011) in China on teacher perception and competences in CPD in literacy. The study used questionnaires and interviews to collect data. The findings from the study revealed that teachers preferred higher academic study most and slightly preferred production of publication for their own CPD. The implication of this finding is that teachers were not interested in preparing their own teaching materials for CPD to be used in literacy.

The study of Wai-yan (2011) was equally useful to the current study in that it brought out the aspect of negative attitude by teachers in CPD activities. However it never included the aspect of the implementation levels of CPD to establish the negative attitude influence on CPD.

It is also important to note that despite having various models of teacher professional development delivery, commitment of participants in the professional development is cardinal for the successful implementation of teacher professional development programs. Sparks (2002) conducted a survey in West Africa on the commitment of participants to professional development. The study used questionnaires and observation check lists to collect data. The findings of the study showed that teachers had both negative and positive views over continuing professional development as regard to their commitment. It was established that some teachers could not attend by giving various excuses and others would attend but wouldn't implement the resolutions of the meetings. It was also observed that where teachers showed commitment, enthusiastic, respectful and well organized CPD leaders were involved to motivate the other teachers in the program. These findings are similar to the findings of Melkie (2010) which revealed mixed perceptions of SBCPD.

Steyn (2010) equally carried out a research on educator's perceptions on CPD for teachers in South Africa. The aim of the study was to investigate the perception teachers had on CPD. In the study data was collected by use of questionnaires, interviews and focus group

discussion. On the positive side, the findings of the study revealed that some aspect of CPD such as workshops and seminars would fuel professional development because strategies and approaches were brain stormed and discussed. On the negative side, the finding revealed that other aspect such as lectures, where there was no opportunity for discussion would inhibit or retard professional development consequently disadvantaged teachers.

The study added value to the body of knowledge as well as to the current study because it brought out the perceptions of teachers towards CPD. This helped in the current study to compare the views of teachers. However, the study conducted by Styen (2010) did not take into consideration the aspect of how CPD is implemented in schools.

An enquiry was also conducted on CPD for teacher in 2005 in Nigeria. The aim of the enquiry was to review current subject based professional development in southern states of Nigeria. Through this study, vital areas of CPD provision at different levels were identified. These areas included children needs, planning, monitoring and evaluation of the learning provision.

Similarly this study was important to the current study as valuable planning, monitoring and evaluation was tackled. Recommendations for future improved provision were also made. However, the study should have gone further to look at the implementation levels of this important program.

The Walter Sisulu University carried out a research in urban and rural schools in the Eastern Cape Province of South Africa concerning implementation of school based intervention strategy for continuing professional teacher growth and development. The study focused on gathering qualitative and quantitative data from both the members of school management team and teachers (Steyn, 2010).

The study revealed that School Based Continuing Professional Development could prove to be a dynamic catalyst for the improvement of education in the province in particular and generally in the whole country. According to the findings of the study, teachers confirmed need for school based in service training for the professional growth and development in their schools because it is convenient and cost effective. However the study did not

indicate the extent to which School Based Continuing Professional Development was implemented (Steyn 2010)

A review of the performance reports of Teacher Professional Development program I and II in Zambia showed tangible results and short comings both at policy making and implementation levels. Evidences documented from researches conducted by universities, reports compiled from field visits and impact studies by the Ministry of Education showed that the Teacher Professional Development program has brought promising changes in terms of the targets set for the projects life span. Achievements registered and problems encountered were linked to organizational arrangements and readiness to implement the program by all stakeholders (MOE 2008).

Mwale (2006) equally did a research called Investigation in the Effectiveness of Resource Centers in Providing Continuing Professional Development to High Schools in Zambia. The findings of the study were reached using questionnaires and individual interviews. Those interviewed were Resource Center Coordinators and Head teachers from High Schools. The study revealed that Resource Centers were not fully utilized to enhance continuing professional development program. The study also revealed the weaknesses of Resource Center Coordinators as highly contributing to the in effectiveness of resource centers in provision of continuing professional development to teachers in various districts.

Another study was conducted in Zambia to assess the views of teachers on SBCPD. Mataka (2010) conducted a study to assess teachers' views of SBCPD in basic schools. In this study questionnaires, focus group discussion and individual interviews were used to collect data. The study revealed that teachers had different views on SBCPD which were both positive and negative. Positive views included importance and benefits of SBCPD at basic level while negative views included lack of tangible benefits from the program in terms of promotion opportunities and salary improvements. The study also revealed a trend that generally majority of those who had higher qualification had a negative perception of SBCPD than those who had lower qualifications.

2.3 Research Gap

Most of the literature reviewed in this section show that most of the studies carried out on SBCPD concentrated on getting the views of teachers as a basis for determining the effectiveness of SBCPD without fully taking into consideration other aspects which lead to successful implementation of SBCPD. For example the survey conducted by Sparks (2002) in West Africa looked at commitment of participants in CPD without considering the whole implementation process which includes factors which influence commitment.

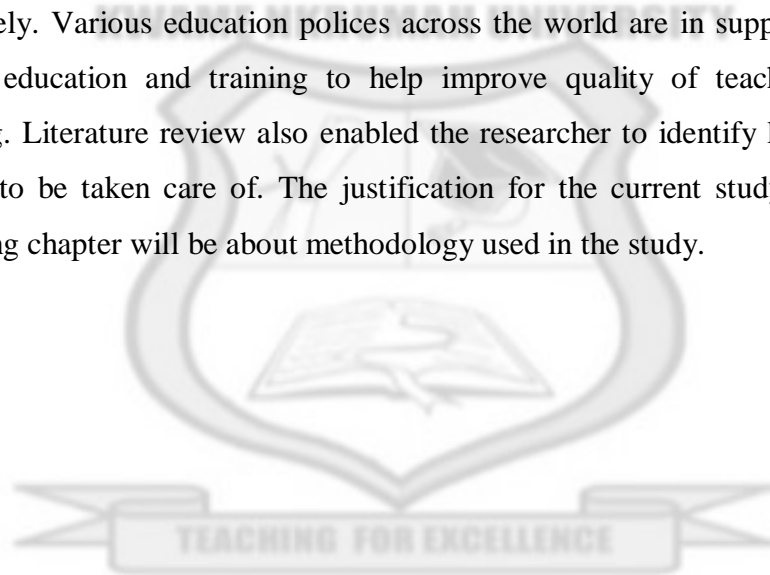
Equally the study conducted by The Walter Sisulu University in urban and rural schools in the Eastern Cape Province of South Africa concerning implementation of school based intervention strategy for continuing professional teacher growth and development has its own weakness. The study focused on gathering qualitative and quantitative data from both the members of school management team and teachers. The study revealed that School Based Continuing Professional Development could prove to be a dynamic catalyst for the improvement of education in the province in particular and generally in the whole country (Styen, 2010). According to the findings, teachers confirmed the need for School based professional development and growth because it was convenient and cost effective. However the study did not indicate the extent to which School Based Continuing Professional Development was implemented

The study conducted by Mwale (2006) investigated the effectiveness of resource centers in providing CPD to High Schools but neglected the extent of implementation of CPD at school level. In the same vain Mataka (2011) conducted a study to assess teachers views of SBCPD in basic schools. However in as much as views are important in planning and implementation of educational program, the study had a weakness in that it didn't include the implementation aspect to establish why there are low levels of implementation but only looked at views of teachers on SBCPD. Therefore the research gap is that many researchers who have conducted studies on the subject of CPD have mainly focused on the perceptions of teachers of CPDs without much attention to how CPDs are being implemented thereby limiting information on how SBCPD is implemented in schools and the extent to which it is implemented.

However, it should be noted that some studies on implementation of SBCPD were conducted in Ethiopia. However, there is need to conduct similar studies in Zambia to see whether similar results can be replicated. Hence this study sought to complement knowledge from previous studies by considering the implementation aspect of SBCPD.

2.4 Summary

Chapter two has discussed literature review in terms of what has been written about CPDs internationally, regionally and nationally. The reviewed literature has shown that SBCPD is important for improving schools in the sense that it affords teachers an opportunity to learn new knowledge, skills, practices and attitudes in order to educate learners more effectively. Various education polices across the world are in support of the need for in-service education and training to help improve quality of teachers and standards of teaching. Literature review also enabled the researcher to identify knowledge gaps which needed to be taken care of. The justification for the current study was also given. The following chapter will be about methodology used in the study.



CHAPTER THREE: METHODOLOGY

3.0 Introduction

Chapter two was about literature review. This chapter will deal with the research method and design that were used in this study to gather data on the implementation of School-Based Continuing Professional Development. The chapter will look at how data was collected, the population that was studied, the design that was used to analyse data as well as how data was interpreted.

3.1 Research Design

This study was based on interpretive research design using qualitative method. This is a type of research in which the researcher observes to get data from phenomena and collaboratively reconstruct or construct the reality observed (Creswell, 2014). It is a design which aims to answer the question posed, by describing and explaining the phenomena from the participants' point of view (Robson, 2011). This design uses a combination of methods such as conducting interviews, reading documents, watching videos or visiting places or events to understand the meaning participants place on whatever is being examined (Marshaall and Rossman,2011). Under this design the researcher relies on the participants' own perspectives to provide insights into their motivations. The researcher often conducts a lot of interviews for common themes to build a sufficient data set to look for emerging themes and to use other participants to validate the findings (Cooper,2010).

Creswell (2014) contends that qualitative methodologies deal with data that are principally verbal, whereas quantitative methodologies deal with numerical data, conducted through the participation of the researcher in the daily life activities of those involved in the research. . A qualitative approach also uses interactive and humanistic methods and the respondents' views are fundamentally interpretive (Leedy and Ormrod, 2005).

The qualitative study is interested in how people interpret their experiences, how they construct their world and what meaning they attribute to their experiences (Robinson, 2011). In this study, the researcher was concerned with describing and explaining the experiences of educators in implementing SBCPD. Rangahau (2010) points out that

qualitative research usually involves fieldwork and the researcher must physically go to the people, site or institution in order to observe behavior in the natural setting.

Through the qualitative approach the researcher attempted to understand the teachers' experiences on how SBCPD is being implemented. Qualitative researchers acknowledge that they are part of the world they study. They are systematically monitoring their influence, bracketing their biases and recognizing that emotional response is part of their research responsibility (Mahlo, 2011). Therefore, the research made sense of the meaning and views others have about SBCPD.

Based on the research problem and objectives, the qualitative approach was applied because SBCPD takes place in a natural setting (not an experiment in a laboratory but at school) where the implementation takes place (Creswell, 2014). The Qualitative research approach is appropriate to the topic, because individual and collective social actions of people are described and analyzed (McMillan and Schumacher, 2001) and qualitative methods were preferred because the actual findings of the study are beyond the researcher's anticipation. This means that there are latent experiences from the educators that were not thought of. This research is descriptive, explanatory and inductive in nature (Robinson, 201), as it focuses on the existing experiences of teachers in implementing SBCPD.

3.2 Research Paradigm

The constructivism paradigm was used in this study. This paradigm recognises learners' understanding of knowledge based on their own experiences. It relies on the experiences and views of individuals or participants (Bryman, 2008; Marshal and Rossman, 2011). According to constructivism paradigm, individuals have their own views of what is being investigated and the researcher relies on these views (Creswell, 2014). This paradigm was used because it relies heavily on naturalistic methods, notably interviews, observation and analysis of existing texts (Mahlo, 2011).

3.3 Population

Population can be defined as the collection of individuals with characteristics that the researcher is interested in studying (White 2005; Ellen, 2018). The respondents in this study comprise of teachers, School In-service Coordinators (SIC), Head teachers, Zonal In-service Coordinators (ZICs), District Resource Center Coordinator (DRCC). The target population of the study was 595 teachers including DEBS staff.

3.4. Sample and Sampling Technique

Sampling is a means of selecting a subset of units from a population for the purpose of collecting information for those units to draw inferences about the population as a whole. There are two types of sampling: non-probability and probability sampling (Ellen, 2018). The one which was used in this research is probability sampling that involves the selection of units from a population based on the principle of randomization or chance.

Probability sampling is more complex, time consuming and usually more costly than non-probability sampling. However, because units from the population are randomly selected and each unit's inclusion probability can be calculated, reliable estimates can be produced along with estimates of the sampling error, and inferences can be made about the population (Maxwell and Loomis, 2003; Ellen, 2018).

A sample is defined as a portion of elements in a population (Creswell, 2014). The representative sample of 239 respondents to represent 595 teachers participated in this study. The sample size was arrived at using the Slovin's formula ($n = N / (1 + N * e^2)$) at 95 % confidence level, 0.05 alpha level (Ellen, 2018).

The strategy that was used for this research is simple random sampling of 595 teachers and purposeful sampling for, District Resource Center Coordinator, Zonal In-service coordinators and School In-service coordinators, which compose of elements which contain the most characteristic, representative or typical attributes of the population (White 2005). Twenty schools (seventeen primary and three secondary schools) were visited.

Firstly, cluster sampling of schools was performed so as to randomly select complete groups (clusters) from the survey frame. Cluster sampling is usually a less statistically efficient sampling strategy than Simple Random Sampling and is performed for several reasons. The first reason is that sampling clusters can greatly reduce the cost of collection, particularly if the population is spread out and personal interviews are conducted. The second reason is that it is not always practical to sample individual units from the population. Sometimes, sampling groups of the population units is much easier such as the entire households. Finally, it allows the production of estimates for the clusters themselves for example average distribution of water and sanitation facilities per household (White 2005).

Upon the schools being reduced to a required cluster (zones) or sample, then Simple Random Sampling was performed to ensure that every possible sample had an equal chance of being selected. As a consequence, each unit in the sample had the same inclusion probability. Sampling may be done with or without replacement. Sampling with replacement allows for a unit to be selected more than once. Sampling without replacement means that once a unit has been selected, it cannot be selected again. Simple random sampling with replacement (SRSWR) and simple random sampling without replacement (SRSWOR) are practically identical if the sample size is a very small fraction of the population size (Ellen, 2018) This is because the possibility of the same unit appearing more than once in the sample is small. Generally, sampling without replacement yields more precise results and is operationally more convenient. For the purpose of this research, sampling without replacement was used, to select the sample of 239 teachers and purposeful sampling for Teacher Education Department members.

3.5 Research Instruments

The research instruments that were used in this study include the following: interviews, observations and document study. The questions on the interview schedule covered the objectives of the study and each objective was measured by 3 to 4 items on the interview schedule. Doing this and combining it with a pilot study improved the validity and reliability of the research instruments (Middleton, 2020).

3.5.1 Interviews

Interviews remain the most common data collection method in qualitative research and are a familiar and flexible way of asking people about their opinions and experiences (Creswell, 2014). One attraction for researchers is that a considerable amount of data can be generated from an interview, although considerable time may have been spent setting up the interview and subsequently analyzing it (Cooper, 2010). Qualitative interviews are generally described as either being semi-structured or in-depth. The former are based on a series of open-ended questions about a series of issues the researcher thinks are relevant to the topic (Robinson, 2011). The latter may only include one or two topics but in much greater detail (Marshall and Rossman, 2011) The advantage of interviews is that they provide access to a person's thinking, what he or she likes or dislikes (values and preferences) and thinks (attitudes and beliefs), or information concerning a particular issue (White2005).

Rangahau (2010) point out that interviewing is among the most widespread methods of collecting data science. Semi-structured interviews are used for data collection, as useful tools for providing firsthand information. According to Marshall and Rossman,(2011), interviews enable the researcher to gather information on the respondents' lived experiences.

For the purpose of this study scheduled structured interviews were used. Fixed questions were prepared in advance and the sequence of how to present the questions to respondents was planned. The wording or order of questions was same to all the respondents except in instances where further probing was required.

The researcher also acknowledges the limitations of interviews, one of which is that they involve personal interaction and therefore cooperation between the researcher and the participants cannot be guaranteed. Participants may be unwilling to share the information and the researcher might ask questions that do not evoke the desired response from participants. Alternatively, the responses may be untruthful (Mahlo, 2011).

3.5.2 Observations

According to Webster (2013), observation is the act of careful watching and listening, the activity of paying close attention to someone or something in order to gather information. Bryman (2008) defines observation as a method of data collection where a researcher directly observes phenomena under investigation in the natural setting. Similarly, Marshall and Rossman (2011) define observation as systematic description of events, behaviors and artifacts in the social setting chosen for study. Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various activities. White (2005) advises the researchers not to overlook the non-verbal forms of communication, such as dressing, expression of affection, physically spacing of respondents in discussions and how respondents arrange themselves in their physical setting.

In this study, structured observation, where standardized conditions of observation and careful definition of units to be observed was used. The observation and style of recording was planned and well defined and the activities to be observed were selected in advance (Bryman 2008). Teachers in their lesson study meetings were observed at five schools to assess participation and compliance to meeting procedures, track commitment and to check for how much time is spent on the activities.

3.5.3 Document Study

McMillan and Schumacher (2001) define documents as records of past events that are written or printed. They may be anecdotal notes, letters, diaries, tax records and receipts, maps, journals, newspapers and official minutes. Merriam in (Engelbrecht *et al.* 2003) uses documents as an umbrella term to refer to a wide range of written, visual and physical material relevant to the research study. Bowen (2009) also states that documents analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Given the objective of this study, the researcher interpreted the data from the existing documents in order to provide explanations of the past, and clarify the collective educational meaning that may be underlying current issues and practices (Webster, 2013). Documents such as SBCPD work

plans, School In service Record (SIR) books, SBCPD Files and lesson study guides were reviewed to ascertain extent of implementation of SBCPD in schools.

3.6 Data Collection Procedure

Procedures of how data was collected using the above discussed instruments will be discussed under this sub title. The steps which were undertaken are outlined below.

3.6.1 Interviews

Interviews were conducted using the personal interview method where questions were asked directly to the respondents in a face to face contact. The setting with fewer disturbances and the time convenient to the respondents were chosen for the interview. The purpose of the interview was explained and the respondents were assured of confidentiality. However, due to the big sample which was to be used in the study as demanded by the slovins formula, only 120 respondents were interviewed on face to face contact, the other 119 respondents participated by way of responding to interview schedule / questionnaire in writing. In terms of responses from the two groups of respondents there was no much difference except that those who were interviewed on face to face were more elaborate than those who responded through a questionnaire

To make the data accessible for analysis, voice recorder was used, with the permission of the participants, to record the individual responses, without being obstructive or distracting in any way to allow all the interviews to be transcribed verbatim (Cooper, 2010). A simple coding system which shows date, day and time was used to track interviews. At the end of the whole fieldwork the field notes were organized and categorized in themes in readiness for analysis.

3.6.2. Observation

In this study simple non participant observation was used to observe teachers in their Teacher Group Meetings (TGM). Five TGMs, particularly Lesson Study meetings were observed in five schools and data was collected from respondents without the researcher

participation in the activities. Before carrying out the observation, a plan of who to observe, where to observe, when to observe and duration of the observation was made. The questions to be answered from the observation (check list) were also prepared in advance (Rangahau, 2010). During observation, the researcher recorded activities and interactions that occur in the setting while also paying attention to what should happen that has not happened by taking down notes in the diary. Simple coding system was also used to track events. At the end of all observations, the field notes were organized and categorized into themes in relation to the central objective of the study (Braun and Clarke, 2006).

3.6.3 Document Study

In document analysis, public records which are official on going records of organizations' activities are reviewed (Bowen 2009). The researcher first of all determined what is being searched for and then documented and organized the frequency and amount of occurrences of what was searched for in the document (Marshall and Rossman, 2011). In this study the researcher reviewed the SIR books and SBCPD files in schools to determine the amount of occurrences of SBCPD meetings and activities in relation to what is expected in accordance with SBCPD guidelines. The information was then categorized and organized into what is related to central questions of the research. The findings were coded into themes similar to how interview transcripts are analyzed (Cooper, 2010). An analysis was then made to assess the extent of implementation of SBCPD in schools.

3.7. Data Analysis

Cooper (2010) contends that in qualitative research, data analysis involves the process of organizing data into categories and identifying relationships among them. Creswell (2014) asserts that several steps have to be carried out to conduct qualitative analysis, starting with collecting information from participants during the interview sessions to organization of information until perspective emerges. Mouton (2005) describes analysis as breaking up the information into manageable themes or categories, with the aim of understanding all aspects of the data collected.

Unlike quantitative data analysis, qualitative data analysis does not measure or quantify patterns. It is based on interpreting opinions and perspectives of various subjects. In analyzing data for this study, thematic analysis was used to analyze the data collected from the field. Thematic analysis is the process of identifying patterns or themes from within qualitative data (Braun and Clarke 2006). The goal of thematic analysis is to identify themes which are patterns in the data that are important or interesting and use these themes to address research issues. This method was used because of its flexibility as it is not tied to a particular epistemological or theoretical perspective (Creswell, 2014).

The data which was analyzed came from a series of personal interviews which were recorded and transcribed verbatim and from semi structured questionnaires. The original research questions were realistic ones as the researcher was interested in the respondents own accounts of their experiences and points of view. The research questions in turn determined the interview questions and analysis of the data. Since the analysis was driven by the research questions it was a top down approach which is also called deductive approach (Cooper, 2010). In analyzing data for this research Braun and Clarke (2006) s six step frame work was used.

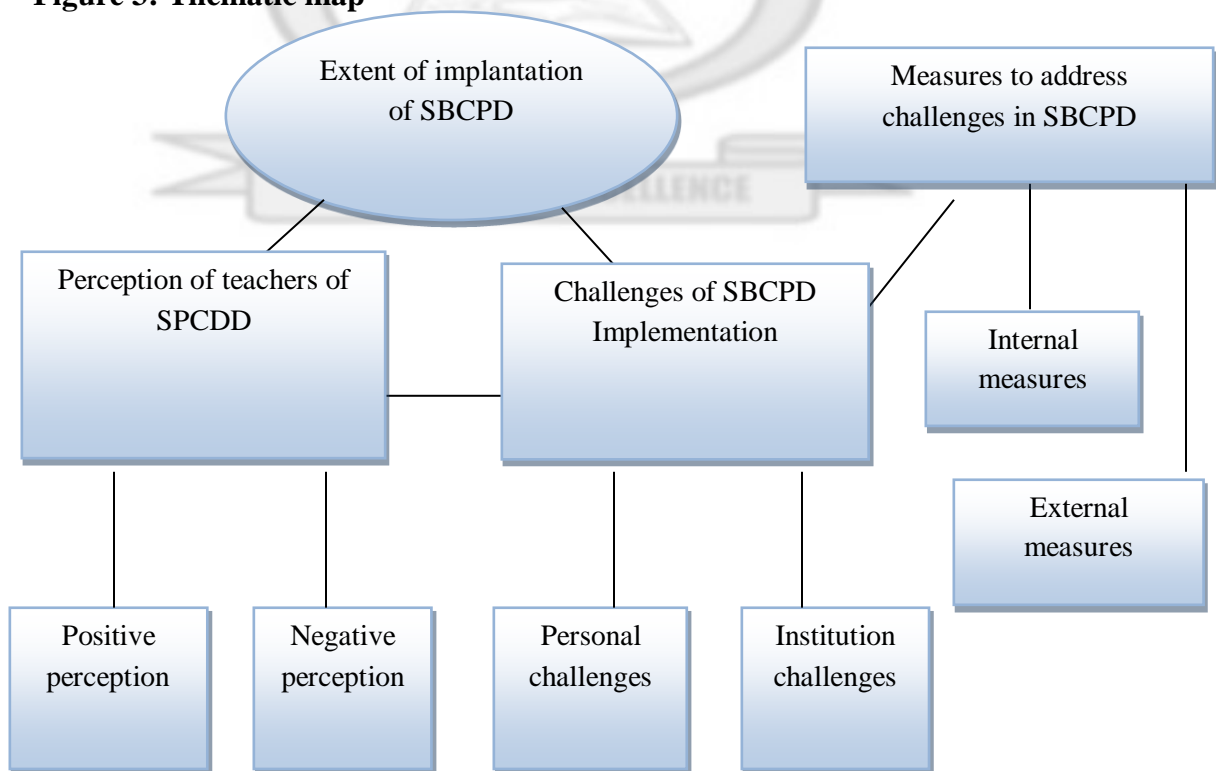
In the first place the transcripts were read and re-read. This was done in order to be familiar with the entire body of data or data corpus that is all the interviews. At this stage notes were also made and early impressions were jotted down. This was followed by organisation of data in a meaningful and organized way. Since the researcher was concerned with addressing specific research questions and data was to be analyzed with this in mind; that is theoretical thematic analysis, each segment of data that was relevant to or captured something interesting about research questions was coded (Braun and Clarke, 2006).

Open coding was used instead of line by line coding because the approach used was not inductive; hence not every piece of text was coded. The codes were developed and modified as the researcher worked through the coding process. The researcher started developing initial ideas about themes, for example the challenge of lack of enough time to conduct SBCPD is an issue that kept coming in all the interviews and was very relevant to the research questions.

As earlier alluded to, a theme is a pattern that captures something significant or interesting about the data or research questions and there are no hard and fast rules about what makes a theme (Braun and Clarke 2006). Having developed and modified the codes, the researcher organized the codes into broader themes that seemed to say something specific about research questions. The themes were predominantly descriptive because they described patterns in the data relevant to the research questions.

The preliminary themes were reviewed, modified and developed. All the data that was relevant to each other was gathered together. The data associated with each theme was read and considered whether the data really supported it. The themes were then defined to make a final refinement and the aim was to identify the essence of what each theme is about (Braun and Clarke 2006). The researcher looked at what each theme was saying and how themes related to each other. In this analysis, `The extent to which SBCPD is implemented` is an overarching theme which is rooted in the other themes. The refined themes were then used to make a write up of the research findings. The figure below is a final thematic map which illustrates relationships among themes.

Figure 3: Thematic map



Source: (Braun and Clark,2006)

3.8 Validity and Reliability

Validation refers to a method that ensures that the research findings are accurate and supported by evidence (Middleton, 2020). Therefore, to ensure data quality in this research, methodological, analytical and data triangulation was used. These three variables (time, space, and persons) are significant factors in determining the quality and reliability of the research findings (Middleton, 2020). To compliment triangulation, a pilot study was conducted in two schools to ascertain suitability of the research instruments in a quest to improve on validity and reliability (Marshall and Robison, 2011). After the pilot study was conducted a few changes were made to the interview schedules to remove some ambiguity.

3.9 Ethical Considerations

The researcher is responsible for ethical standards for his or her research. These generally refer to beliefs about what is right or wrong and offer rules and behavioral expectations about the most correct conduct towards experimental subjects (White 2005). These principles are respect and courtesy where every interviewee was treated with dignity, acceptance and understanding where the interviewer did not make interviewees feel inferior and confidentiality where interviewees were satisfied that their identity and any information they provided would be treated as confidential in all circumstances. Other principles taken into consideration were integrity where the interviewer did not raise false expectations as some were asking whether something better would be done after submission of the report and individualization where the interviewer showed empathy and understanding as well as warmth, honesty and sincerity (Cooper,2010).

The respondents were assured that any information obtained from them would not be divulged but kept secretly and used for the purpose of the study only. Further, respondents were informed that there were no identified risks from participating in the research and that participation in this research was completely voluntary and they may refuse to participate or pull out of the interview at any time without consequence. In addition it was made clear that no names of respondents would be recorded in any part of the dissertation.

3.10 Summary

This chapter has discussed the methodology used in the study. The paradigm, research design and data collection methods used have been highlighted. The social constructivism paradigm with qualitative method of data collection was used in the study. The design used was interpretive research and the data collection instruments used were interview, observation and document study. A justification for the used methodology which also includes the sample size and sampling techniques has also been given. The next chapter will be about presentation of the findings of the study



CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0. Introduction

The previous chapter was about methodology used in the study. This chapter presents findings of the research carried out in two zones of ItzhiTezhi District of Central Province. The findings are presented using the research questions stated below:

- i. To what extent is school-based continuing professional development in selected schools implemented?
- ii. What are the perceptions of teachers of school-based continuing professional development in selected schools?
- iii. What challenges are faced in the implementation of school-based continuing professional development in selected schools?
- iv. What measures and strategies can be put in place to address the challenges faced in the implementation of school-based continuing professional development in selected schools?

4.1. To what extent is School Based Continuing Professional Development in selected schools Implemented?

4.1.1. Frequency of SBCPD Meetings

The respondents were asked on how frequent SBCPD meetings were held and the following table presents the findings.

Table 1: Findings on meetings held

Value	Number of meetings held	Frequency	Percentage
SBCPD meetings	1	42	17.6 %
	2– 3	153	64 %
	4 – 5	38	15.9 %
	Above 5	Nil	0 %
Not held		06	2.5 %
Total		239	100 %

Source: Author, 2020

Table one above has shown responses of teachers on how frequently SDCPD meetings were held.

The study revealed that most of the schools held SBCPD meetings but not all the meetings were held due to some limiting factors. 153 (64%) of the respondents said that 2 to 3 meetings were held in their schools. C1 had this to say on the number of meetings;

Implementation of SBCPD is on average because we don't hold all the planned meetings. But at least we hold not less than half of the planned meetings (Interview, 2019).

C2 said:

At our school five meetings are planned per term but only 2 to 3 are held due to limited time available for too many school programs (Interview, 2019).

The most significant limiting factor identified by the respondents is lack of enough time due to so many programs competing for limited time.

C3, C4 and C5 pointed out the following:

At our school we plan for 6 meetings in a term which include lesson study cycle meetings and TGMs but only 3 to 4 are held due to lack of enough time (Interview, 2019).

At our school 3 meetings are planned but only 2 are held due to so many programmes with little time (Interview, 2019).

Only 2 meetings out of the planned 4 meetings per term are held at our school

(Interview, 2019).

4.1.2. Attendance in SBCPD Meetings by Teachers

The study revealed that despite the failure by schools to hold all the planned meetings most teachers attended SBCPD meetings regularly although there were some traces of poor attendance and apathy by some teachers. It was also revealed that most administrators supported SBCPD program by attending the meetings or by providing some required materials like stationery. Other respondents indicated that school administrators supported SBCPD by reminding and encouraging teachers to attend meetings for SBCPD. The table below shows the attendance of teachers in SBCPD meetings.

Table 2: Findings on the attendance of SBCPD meetings by teachers

Value	Number of times attended per term	Frequency	Percentage
SBCPD Meetings	1	34	14.2 %
	2 - 3	160	67 %
	4 - 5	20	8.4 %
	6 and above	Nil	10.4 %
Not attended		25	10.4 %
Total		239	100 %

Source: Author,2020

Table two above has shown the responses of teachers on attendance of teachers in SBCPD meetings.

In line with the findings, C2 had this to say:

In the last one year I have attended SBCPD meetings regularly. Actually I attended all the meetings as they were called (Interview, 2019).

C5 commented as follows:

In terms of meetings I attend all the meetings called unless when I am not around (Interview, 2019).

The school administrators are supporting SBCPD by encouraging and reminding us to meet. They provide learning and teaching materials and also attend the meetings. Personally I have attended 3 meetings this term (Interview, 2019).

This was echoed by C7 who said this:

School administrators are supportive to SBCPD because they encourage us to meet and sometimes they provide us with drinks during the meetings (Interview, 2019).

However, very few respondents indicated that school administrators were not supportive to SBCPD. 18 teachers representing 7.5 % said there was little or no support at all from administration as C8 openly said:

Administrators are not supportive, they don't provide us with drinks during Meetings and they don't even attend the meetings (Interview, 2019).

The findings also revealed that in few schools SBCPD meetings were actually not held as C9 confidently said:

No SBCPD meeting has been held here since I came to this school. I have been here for over one year now. I don't know why may be the administrators think it is not important (Interview, 2019).

The study further revealed that only a few number of SBCPD teacher record forms were accumulated by many teachers. In some instances it was discovered that teachers were not provided with any teacher record forms during the meetings. Concerning the number of teacher record forms accumulated C4, C6, C10 and C11 had this to say:

I have accumulated about 15 record forms in the last one year
(Interview, 2019).

I have accumulated about 30 credit cards, yes somewhere around that`
(Interview, 2019).

In the last one year, I have accumulated about 10 teacher record forms
(Interview, 2019).

I think I have accumulated 18 teacher record forms so far
(Interview, 2019).

There was also evidence of credit cards not being available in some schools and this is what C12 had to say:

Actually no record forms or credit cards were made available to us
during SBCPD meetings (Interview, 2019).

4.2. What are teachers` Perception of SBCPD?

4.2.1. Positive Perceptions.

Teachers were clear that they wanted SBCPD to continue as they perceived the program to be beneficial. 168 respondents representing 70.2 % wanted SBCPD to continue. The teachers indicated that the motivation to participate in SBCPD was as a result of the need to exchange ideas, share experiences and consult with each other on the challenges faced in their teaching career. They also indicated that SBCPD helped to refresh their minds. SBCPD was also perceived as an important avenue to improving their methodology and approaches to teaching as well as to explore and discover new teaching methods. C13 had this to say:

SBCPD has helped me to be efficient and effective in my teaching.

For example I used to have challenges with some components of

lesson planning such as rationale but now I am able to do it with ease after being helped by colleagues in SBCPD (Interview 2019).

C13, C14. And C15 pointed out the following respectively:

SBCPD has made it easy for me to identify teaching and learning challenges and finding much needed solutions (Interview, 2019).

SBCPD has changed my teaching so much because it has changed the way I deliver my lessons to the learners I think now I am doing it better and I think my pupils are happy because even their performance has improved (Interview, 2019).

SBCPD should be encouraged in schools because it helps teachers improve on their skills and also helps learners to acquire certain knowledge because once a teacher learns a pupil will benefit from what the teacher has learnt (Interview, 2019).

Many head teachers supported the views of the teachers. 18 (90%) Head teachers out of 20 interviewed were in support of SBCPD. HT1 said:

The change which has been brought about by SBCPD is positive because teachers are now able to plan their lessons properly and teach with less difficulty actually there is positive change because there is even improvement in pupil's performance since the introduction of SBCPD as seen from examination results analysis (Interview, 2019).

4.2.2. Negative Perceptions.

The study also revealed some mixed feelings of respondents on the impact of SBCPD on the learners. Some respondents felt that despite the inconvenience SBCPD caused on the learning of the learners as they were left unattended to when their teachers were attending

meetings they still benefited from the improved teaching skills their teachers acquired from SBCPD. Other respondents felt that SBCPD inconvenienced the learners very much by wasting their time and that it must be abolished. On whether SBCPD should be abolished, C17 stated this:

No SBCPD should not be abolished because even if it has negative effects such as disturbing planning of lessons by teachers and taking up some teaching and learning time, it has more positives because when the delivery of lessons by the teachers is improved the performance of learners also improve (Interview, 2019).

C18 added:

SBCPD benefit learners because it's like remedial. If a teacher didn't teach a topic in a proper way they find a different way in which they can teach the very topic which benefits not only the learners but the teacher as well (Interview, 2019).

Contrary to the views held by many respondents, C20 lamented:

SBCPD must be abolished because it is monotonous as same things are discussed every now and then. It's a sheer waste of learners' time and also disturbs teachers planning (Interview, 2019).

4.3. What are the challenges faced in the implementation of SBCPD?

4.3.1. Internal Challenges

The implementation of SBCPD was found to be not easy and respondents who happened to be the key stakeholders of the innovation were able to reveal the challenges encountered in the implementation of the program. The identified challenges were both individual as well as institutional as out lined below and discussed by the respondents. Here is what C21 said:

One of the challenges I have been facing in SBCPD is that my planned lessons have been disturbed due to attending these meetings during learning hours. I find it very difficult to find time to teach my

missed lessons. This affects my planning because I am always behind the syllabus (Interview, 2019).

C22 complained of work overload:

Lesson planning for demo lessons is usually left to one person. Once you agree on the topic people say you can go and write because you already know what to do. This gives me more work to do (Interview, 2019).

C23 and C24 complained as follows respectively:

The steps in the lesson study are too many and this consume a lot of time (Interview, 2019).

The lesson study cycles in a term are too many compared to the limited time available for so many programs in the school. So it is difficult to complete the planned cycles (Interview, 2019).

Teachers commented that time was their main challenge. They said there wasn't enough time available for SBCPD as their core business was not meetings but teaching in classes. 122 respondents which translate into 92.8 % said time was not enough to hold the required number of meetings.

Some teachers complained that they were overloaded with too many programs on their schedule, such as sporting activities, subject association activities, clubs and now the much emphasized production unit program in schools and school based assessment in all the practical subjects. These other programmes contributed greatly for SBCPD not to function effectively. Others felt that orientation of new leaders and re orientation of the old ones were necessary. C24 claimed that:

Some school managers, ZICs and SICs are not well oriented and they don't attach much importance to SBCPD activities creating skilled human resource deficiency (Interview, 2019).

S1 complimented the above views and commented that:

If someone is just forced to attend the meetings without even fully understanding the purpose of the same there will be some sort of a gap but if he really understands the need it will be a motivation. So we need to understand the concept then everything will be smooth. So some of our teachers don't really understand the importance of SBCPD (Interview, 2019).

In the same vain HT2 complained that there were too many programs in the school and finding enough time for each program was a big challenge. According to HT2 this challenge was coupled with inadequate funds to support SBCPD and other programs:

One serious challenge the school is facing is that there are too many programs in the school such as sports, NASAAZ, JETS, SOSTAZ, LATAZ, SBCPD and many others. All these programs need money for them to be fully implemented but the school has no money do you expect full implementation like that, it is not possible (Interview, 2019).

These views from schools were supported by Z1 who said:

The challenges that these schools are facing is that these programs need enough time and schools complain that they don't have enough time to do these programs because of the congestion of other programs to do with education (Interview, 2019).

Apathy was another challenge brought out by respondents. Due to some activities which some teachers felt were monotonous and due to the feeling by some teachers that SBCPD had no impact neither on their salary scales nor their qualification, a number of teachers were fond of getting permission any how each time there was SBCPD program, better still others claimed to be sick just to avoid SBCPD. When asked why some teachers had these habits, S3 responded:

Some teachers have a negative attitude because they feel SBCPD will not lead to staff development in terms of promotions or salary scale improvement (Interview, 2019).

S4 also complained that teacher absenteeism during SBCPD meetings was a serious challenge to her duties:

Making teachers meet regularly is my main challenge. Some of the teachers are not interested in attending these meetings because they think is a waste of time as there are no payments such as allowances, incentives and certification (Interview, 2019).

4.3.2. External Challenges

The other challenge which was brought out by respondents was poor staffing in schools which discourage teachers from meeting. This challenge was noted by both primary schools and secondary schools where some schools had as low as three teachers and secondary schools where some departments had only two members. Teachers lamented that such low staffing levels discouraged holding of SBCPD meetings as they tended to be boring. H1 responded:

We don't hold meetings regularly because it is boring to meet when you are very few (Interview, 2019).

In support of H1, H2 had this to say:

We are only three in science department and sometimes only two members are available (Interview, 2019).

C25 from a secondary school complained of low staffing levels:

Poor staffing levels in schools force teachers of different specialties to be combined in one TGM. This is a challenge to me because I become

less effective in contributing to the field in which I am not specialized in (Interview, 2019).

The aspect of monitoring was also mentioned as one of the challenges faced in the implementation of SBCPD. 178 (74%) of the respondents mentioned that there was poor monitoring of SBCPD programme in schools. The respondents indicated that there was very little done in terms of monitoring of SBCPD by the external monitors as commented by C26:

People stop strictly follow the program guide lines when they are not monitored. We were last visited once by the people from the province last year. DEB office has not visited us for monitoring of SBCPD in the last one year (Interview, 2019).

Z2 confirmed that monitoring of SBCPD program in the zone was a challenge due to lack of transport:

I have to go round schools to monitor this program, actually those Schools which we are able to reach we go round and monitor, the challenge is transport. In the last one year, we have monitored 3 schools out of 8 schools in the zone (Interview, 2019).

DR 1 attested to the lack of proper monitoring of SBCPD by the external monitors and had this to say:

We have not performed to our expectation in terms of monitoring of the program. In as much as we would have loved to visit almost all the schools in the district we were limited by lack of transport. We have only managed to visit few schools less than the targeted number (Interview, 2019).

Other factors such as negative attitude by some teachers, lack of motivation, and in adequate classrooms were also identified as limiting factors to full implementation of SBCPD.

4.4. What measures can be put in place to address challenges faced in SBCPD?

Although SBCPD has challenges as noted in the previous section, some schools were making some efforts to mitigate the challenges and a few schools were doing much better by encouraging their teachers to continue with the good work they were doing. The managers of those schools which were doing better managed to motivate their teachers in a way through words of encouragement as well as providing some refreshments in some SBCPD meetings. These managers effectively made use of Head teachers In-service Meetings (HIM) to encourage teachers. C34 was able to testify as follows:

The school administrations are very supportive. They always encourage us to meet and they even provide us with refreshments whenever resources are available (Interview, 2019).

The fact that some schools were doing better was confirmed by one Zone INSET coordinator who stated that the proportion of school managers who were doing well stood at 40 percent.

When asked what measures they thought could be put in place in order to mitigate the challenges faced in SBCPD, the respondents came up with various suggestions. They came up with both internal measures and external measures.

4.4.1. Internal Measures.

Among the internal measures respondents came up with measures such as holding SBCPD meetings after learning time to mitigate the challenge of disturbing planned lessons, improving production units and other income generating activities to mitigate the challenge of poor funding by government as well as close supervision and monitoring of SBCPD activities. In their own words C29, C30, and C31 had this to say respectively:

To avoid the challenge of time in SBCPD meetings the meetings should be held outside learning hours (Interview, 2019).

SBCPD meetings should be held at lunch hour when all the teachers are not busy with their classes and the administration should provide some food on those days when SBCPD meetings are held (Interview, 2019).

Schools should revamp production unit or engage into other entrepreneurship ventures to raise money to support SBCPD program (Interview, 2019).

Other measures suggested by the respondents are clustering of nearby schools and holding of zonal SBCPD meetings to boost numbers and mitigate the challenge of understaffing as well as encouraging those with negative attitudes through counseling or taking punitive measures against them. These were the comments of C32 and C33:

School administrators should arrange for clustering of nearby schools so that teachers meet in groups of same specialties (Interview, 2019).

Teachers who have negative attitude should be charged because SBCPD is policy as it appears in the policy document ` Educating Our Future.

4.4.2. External Measures.

In terms of external measures the respondents suggested that Government should release school grants regularly and create a specific allocation for SBCPD within the school grants. Other measures suggested were reducing the number of lesson study cycles and reduce the number of steps in a cycle to mitigate the challenge of limited time as well as conducting athletics and ball games once in one term at the same venue to save on time and resources. In their words C34, C35 and C36 complained and suggested as below:

Those stages in the lesson study cycle are too long may be they can be summarized in a shorter way so that teachers are able to finish in a short period of time (Interview, 2019).

Procedures waste a lot of time because you find that when the first lesson is done and you understand it there is no need of doing a re-demo when things

are already done. Some of the procedures should be removed from the steps. One lesson is better for teachers we are not pupils (Interview, 2019).

To save on time the frequency of meetings should be reduced. Lesson study cycles can be reduced from 3 to 2 per term. In sports ball games and athletics should be done together in one term, they should be combined (Interview, 2019).

Further, respondents suggested that Government should source donors to sponsor SBCPD to mitigate the challenge of resources to support SBCPD, conduct refresher courses for SBCPD leaders and motivate teachers with allowances. When asked whether SBCPD should be abolished due to lack of resources to support it, HT5 responded:

SBCPD meetings should continue running but must be funded. Government can source donors to fund SBCPD. Yes let it be a sponsored program and everything will run smoothly (Interview, 2019).

Z1 suggested as follows:

Refresher courses for SBCPD leaders must be conducted regularly to re orient old leaders and help new leaders be acquainted with their roles and awareness is needed to new members of staff (Interview, 2019).

Z2 frankly said:

Government should introduce allowances for the ZICs and SICs to motivate them and to make them effective in their duties. I personally feel the impact as a ZIC our work is not easy (Interview, 2019).

It was further suggested that Government should build more classrooms, employ more teachers and deploy them to needy areas to allow teachers meet according to their departments and provide ICT equipment especially to rural areas as some of the measures to address some of the challenges faced in the implementation of SBCPD. C38 indicated;

Some topics lack necessary materials especially my subject Computer Studies. Government should look into the issue of ICT equipment in rural schools (Interview, 2019).

Other measures suggested by the respondents are regular monitoring by external monitors to check on compliance, developing of annual work plans at all levels of authority to harmonize programs in schools, inclusion of SBCPD programs on school time table to attach importance and revamping of GRACE meetings. In her comment SBCPD CO said:

SBCPD is a good program but there is little done in terms of monitoring by external monitors. We were once visited by monitors from the province last year. DEBs office has not visited us in the last one year (Interview, 2019).

C39 and C40 added respectively;

Government should strengthen external monitoring and evaluation to ascertain the levels of implementation of SBCPD (Interview, 2019).

To encourage participation in SBCPD program by all teachers SBCPD activities should be put on the time as periods like subjects so that those who miss these periods can be brought to book (Interview, 2019).

The DR suggested as follows:

To avoid crash of programs annual work plans should be developed at all levels of authority in the Ministry of General Education and be sent to schools in good time so that schools can integrate them and make consolidated work plans (Interview, 2019).

She added;

Grace meetings at the resource centers should be revamped to consolidate the challenges encountered and the sought solutions (Interview, 2019).

Document study method was used to get clear view of the implementation of SBCPD in selected schools through study of documentation to assess implementation of the program.

The documents which were analyzed were SBCPD files, SBCPD work plans, SIR books and individual SBCPD files from 20 schools in two zones and the findings were as indicated below

The findings from the SBCPD documents showed that SBCPD files in many schools were not up to date. Very few schools had latest group meeting minutes and reports. Some schools had certain required information missing in files. For example, only 3% of the studied files were updated, 97% had either no latest meeting minutes or reports or had one of the required information missing. The work plans in many schools were partly covered, and these accounted for 65% with only 15% of the visited schools had fully covered work plans while 20% had their work plans not seen. It was also revealed that very few schools had individual teacher SBCPD files, representing 35% while 30% had no SBCPD individual files and 35% had their individual files not seen.

The teacher record forms in the few schools where they were found were very few. Some of these were found in one file instead of being in individual files. In some cases it was discovered that first lesson plans and revised lesson plans were exactly the same. In some schools, the researcher encountered a challenge of non-availability of SBCPD records as the people who were said to be in charge were reported to be out of station at the time of the visit. The documents which were seen accounted for 80% while 20% were not seen.

However, in all the schools SIR books were available and in many schools the books were updated with latest SBCPD activities. It was also noted that lesson plans for demonstration lessons were found in SBCPD files in many schools, though not in individual files as required by the guidelines

The observation checklist method was used to get an appreciation of situations which cannot be easily captured through interviews. The lesson study observations were done in five schools in two zones. At each school only one stage of the lesson study cycle was observed. At school 1, collaborative planning meeting was observed. At school 2, lesson demonstration was observed and one teacher conducted the teaching while the rest of the group members observed the proceedings and took note of salient points.

At school 3, post demonstration meeting was observed. Group members met without pupils to discuss successes and areas of improvement of the lesson demonstration. Strengths of the lesson were discussed first and weaknesses were identified later. The weaknesses of the lesson were used as basis for the preparation of the revised lesson.

Other observations involved revised lesson planning meeting at school 4 and revised lesson demonstration at school 5. Situations involving learner activity were observed. This included process of oral whole class questions, individual written activities and group work. Reference books were used and learning and teaching materials were identified during collaborative planning and the lesson demonstration teacher was identified.

During the lesson demonstration the actual learners were used and half of the class was taught. Group members observed the lesson and some group members took notes. In the post lesson demonstration teachers met without pupils. Although the demonstration teacher was not asked how she felt about the lesson, which should have been the case, members critiqued the lesson and weaknesses of the demonstration lesson were used in planning the revised lesson. The revised lesson was taught to the other half of the class. The findings showed that generally all the schools where lesson study sessions were observed followed the laid down procedure

All group members participated in the lesson study cycle meetings, however it was observed that teachers were not willing to teach the demonstration lesson as no one willingly volunteered to teach, it took the group chairperson to ask group members to elect the person to teach the demonstration lesson. It was also noted that during the demo lesson some members were not closely following the proceedings as they were busy on their phones. During the lesson review, the teacher who conducted the lesson demonstration was seemingly not comfortable with the critique.

4.5 Summary

This chapter has dealt with presentation of the findings of the study. The presentation has been done using the research questions of the study. The responses from the interviews and findings from observation and document study have been presented. Pseudo names have been used for the interview responses due to ethical concerns.

The study revealed that most schools held SBCPD meetings although not all planned meetings were held. Most teachers attended meetings regularly. Teachers were also clear that they wanted SBCPD to continue and perceived the program beneficial. The most common challenge leading to low levels of implementation of SBCPD was lack of enough time. A number of measures to address the challenges were also brought out by the respondents. Among the suggested measures was to reduce the number of stages in lesson study cycles and to harmonise work plans at work places with those at higher levels of the ministry of General Education. The following chapter will discuss the findings of the study.



CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

The previous chapter was about presentation of the findings .This chapter will discuss the findings of the study. The findings will be discussed using the objectives of the study. This chapter will provide a critical discussion of the research by exploring the views of the respondents on the extent of implementation of SBCPD in schools, their perceptions, and challenges encountered as well as suggested measures to try and address some of those challenges. The objectives of the study were as follows:

- i) To investigate the extent to which school-based continuing professional development in selected schools is implemented.
- ii) To examine teachers' perception of school-based continuing professional development in selected schools.
- iii) To identify challenges faced in the implementation of school-based continuing professional development in selected schools.
- iv) To establish measures and strategies that would address the challenges faced in the implementation of school-based continuing professional development in selected schools.

5.1. Extent of Implementation of SBCPD.

5.1.1. Frequency of SBCPD meetings

The findings of the study revealed that SBCPD in schools is not implemented to the full extent. One of the reasons for this justification is that the SBCPD meetings were not held frequently despite its importance and huge emphasis from the Ministry of General Education (MOGE, 2013). This is evident from the fact that all the respondents indicated that they failed to hold all the planned SBCPD meetings per term apart from one school where teachers indicated that they managed to hold all the planned SBCPD meetings. This is a representation of only 5% of the schools which managed to hold SBCPD meetings as per work plan.

The findings from the sampled schools further showed that in many schools only about half of the planned SBCPD meetings were held due to various challenges and the most paramount challenge being that of lack of enough time to conduct all the planned activities in schools. Although this excuse can be justified depending on the number of activities to be done, it is also worth noting that time will always never be enough, but with good planning, time can be made available for each activity. O`Sullivan (2010) puts it that while supporting the views that teacher education and professional training should be in school environment, it should also be recognized that such provisions require investment of time and money, Similarly Orr et al (2013) asserts that time should be invested in right activities. As seen from the findings, 122 (93%) of the respondents complained of lack of time as a major factor leading to low levels of the implementation of SBCPD.

Lack of enough time to conduct SBCPD activities was attributed to so many programs in schools competing for limited available time. Lack of enough time for so many programs coupled with prioritizing of teaching as teachers` core business (Nkoya,2019), seemed to have claimed the biggest chunk of factors leading to low levels of implementation of SBCPD in schools. This is so because a very big number of respondents representing 85% blamed failure of holding all the planned meetings on lack of enough time.

The challenge seemed to have been so serious that even when schools tried to reschedule the meetings it was still not easy to hold the rescheduled meetings due to congestion of programs in schools. The findings on the time factor as inhibiting the full implementation of SBCPD are consistent with the findings of Mataka (2010) where some SBCPD activities were not done due to limited time. Time as a factor affecting the smooth implementation of SBCPD equally came up in the study of Mwale (2006).

From the findings it seemed that lack of enough time affected the implementation of SBCPD to a greater extent because even when meetings were scheduled to later date it was still difficult to hold rescheduled meetings due to congestion of programs in schools. Both ZICs who were interviewed attested to this challenge as can be seen from the comments of Z1 who said:

The challenges that these schools are facing is that these programs need enough time and schools complain that they don't have enough time to do these programs because of the congestion of other programs to do with education (Interview, 2019)

Having analyzed the views of teachers on the time factor challenge in the implementation of SBCPD, the researcher concluded that the challenge was real and needed proper mitigation measures to ensure that important programs like SBCPD (O'Sullivan, 2010), are not greatly affected. However while acknowledging that lack of enough time was a real factor for failure to conduct the planned SBCPD meetings; the findings also revealed that in some schools SBCPD was not just given priority (Alexander, 2013). For example at one school the respondent was not sure of what SBCPD actually was. Another respondent indicated that she had not attended any SBCPD meeting since she came to that school. When asked why no meetings had been held, she laid the blame on the school administration. This respondent was right because the fact that other programs were being held and SBCPD was not, is a clear indication that preference was given to other programs which might have been considered to be more important (Orr et al, 2013). In a way this shows lack of commitment by Head teachers to implement SBCPD. This situation is unfortunate because the success of SBCPD in schools entirely depends on the commitment of teachers just as Correnti (2007) indicates that participating teachers have a greater role in the success of CPD. However, the participating teachers must also receive the required support from their leaders. Gray, (2005) asserts that a teacher takes responsibility of engaging in CPD with full support of the school.

5.1.2. Attendance in SBCPD Meetings by Teachers.

In terms of attendance of teachers in SBCPD meetings the findings revealed that teacher attendance was good as many teachers indicated that they attended the meetings regularly. 160 (67%) of respondents indicated that they attended 2 to 3 meetings which was on average according to planned meetings. Most SICs also indicated that attendance in meetings by teachers was good. This is an indication that most teachers were willing to participate in SBCPD program but were being hindered by certain factors which they also highlighted as their challenges. This is the more reason why OECD (2009) reports that

CPD is a rewarding provision for teachers acquisition of new knowledge. Steyn, (2010)`s study also revealed that many teachers were in support of SBCPD. The findings of a study conducted on implementation of SBCPD in Ethiopia on Implementation of SBCPD by Melkie (2010) equally revealed that majority of the teachers knew the purpose of SBCPD and perceived the programme positively. This means that the low levels of implementation of SBCPD was not mainly as a result of teacher attendance in meetings but other factors.

However despite the recorded good attendance by most teachers in meetings there were indications of apathy in some cases which was attributed to negative attitude by some teachers. The concerned teachers cited lack of motivation and tangible benefits from SBCPD programme, a situation similar to the findings of Melkie (2010) where negative attitude came out as a factor hindering SBCPD. This finding is also consistent with the findings of Wai Yan (2011) in a study conducted in China. The findings of Mataka (2010) in a study conducted in Zambia on the perceptions of teachers were not different from the findings of this study which has revealed that negative attitude of some teachers towards SBCPD is a factor leading to low levels of implementation of SBCPD.

While O`Sullivan, (2010) is in support of the calls for allowances, he puts a condition that incentives need to devolve down to those responsible for delivering SBCPD with clear vision of roles and responsibility. Orr et al,(2013) looks at providing incentives to those responsible for delivering SBCPD in terms of building their capacity to deliver effectively. However, in a country with small economy like Zambia such calls cannot be justified. It can be noted that blaming lack of motivation as the cause for apathy is misplaced because attending these meetings was not for the benefit of school management but it is an individual benefit (Avalos,2011, Warwick, 2013).

Although apathy by some teachers in SBCPD activities had an influence on the failure to fully implement SBCPD, it was not the major factor as those with negative attitudes were in the minority. This is so because few people who had negative attitudes could not hold back the whole program .Moreover if the people with negative attitudes were class teachers it was the role of management to ensure that people adhere to the requirements of the profession (Gitau, 2016). The opposite can be a major factor because if it is administrators

who have a negative attitude then it becomes difficult for the subordinates to instruct their supervisor due to his / her influence (Kambilima, 2015).

Furthermore the findings showed that only few teacher record forms were available contrary to the requirements of the program that every SBCPD activity a teacher participates in should be accompanied by a record form (MESVTE and JICA2014). Respondents indicated fewer number of record cards accumulated in the last one year than expected. It was also discovered that in some instances these record forms were not even made available despite their importance in providing feedback (Habler et al,2014). C43 testified that;

I have not accumulated any record form because they were not given to us during the meetings.

The justification given for not producing record forms was that the school had no money. However whether that was the position of the school or not a school has a responsibility of providing necessary materials for all educational programs (Nkoya (2019). The reason for lack of provision of record forms could not be justified because other school programmes were running; probably this could be a matter of how much importance is attached to the programme or a matter of priority (Alexander, 2013).

The argument that SBCPD is not implemented to the full extent can still be justified from the findings of the document study done in schools. Findings of document study equally showed inadequacies in documentation and record keeping. Documentation and record keeping is a very important tool for provision of feedback (Moon, 2007). This is the more reason UNESCO(2014) states that in order to improve the quality of education, there is need to move away from the adhoc CPD provision with little follow up towards more sustainable vision of CPD. The document reviews showed that although SBCPD work plans were found in most schools most of them were only partially implemented, for example, 12 out 20 schools visited, a representation of 60% had their work plans only partially covered.

Analysis of SBCPD files also showed glaring gaps in terms of the contents of the files. Most files had no latest minutes of meetings and group meeting reports. The guidelines

require that there should be reports prepared for every SBCPD activity carried out (Tukuya and Nakai, 2012). For example reports which should reflect names of teachers participating in lesson study activities, topics tackled best practices and any other important information (MESVTE and JICA, 2014). Reports are very important at every level of implementation as they serve as verifiable indicators and subsequently as measure of progress in an intervention (UNESCO, 2014, Avalos,2011).

In addition to the above revelations, very few files had the updated required documentation. The individual SBCPD files which are part of the requirements of the program (Tukuya and Nakai, 2012) were not available in a number of schools. However, the SIR book on the other hand showed updated records in many schools although there were still a number of schools where the SIR books were not updated. The importance of documentation cannot be over emphasized. Weston (2013) notes that a non-sustainable programme is identified from lack of back up with no planned systems or evaluation of impact. From this assertion, lack of documentation of SBCPD activities in schools only implies that the programme is not fully implemented

Furthermore, although the findings indicated that lesson plans for demonstration lesson were found in many files, they were not found in individual teacher SBCPD file as required by the guidelines (MESVTE and JICA, 2014). It has also been revealed that in some instances lesson plans for the first demonstration lesson were found to be the same as lesson plans for the revised lessons. From the analysis of the researcher this indicates that collaborative planning was not done in such cases and this confirms the challenge raised by C41 who complained that:

Lesson planning for demonstration was left to one person on account that since she was already a trained teacher she knew what to do (Interview, 2019).

This too was contrary to the guidelines which demand that after defining the challenge, group members should write the lesson plan together. (Timperly, 2011) says high performing education systems provide opportunities for teachers to work together in instructional planning learn from one another through mentoring, peer coaching and

conduct research on outcomes of classroom practices. The findings of the study did not reveal this scenario in some schools because there was little evidence of collaborative planning. The study of Mataka (2010) yielded similar results in that there was little evidence of collaborative planning of lessons. Equally in a similar study conducted in Ethiopia, Alemalegu (2011) stated that there was a doubt whether CPD was actually practiced at school like other responsibilities of schools. This implied that there might be a gap between what is intended and what is going on in the actuality.

This scenario points to one thing; lack of consistency in terms of conducting SBCPD activities (Nkoya, 2019) and also an indication that no meetings actually took place in some instances because the practice of all SBCPD activities at school are verifiable through documentation of implementation in the SIR book and SBCPD files (Tukuya and Nakai, 2012). Furthermore, reports are very important at every level of implementation as they serve as verifiable indicators and are used as measure of progress in particular interventions (UNESCO, 2014).

Having gone through the SBCPD documents, the researcher was availed with an opportunity to know as to whether schools have been implementing SBCPD activities and also was able to gauge the progress made. In this vain it was clear to the researcher that documentation and record keeping was not taken seriously.

Document analysis also revealed that implementation of SBCPD is slowly losing momentum because, as seen from the analysis of documents there was a clear trend of reduction in terms of consistency. It was discovered that almost all the schools whose documents were seen, the files contained old minutes and reports but with passage of time these were reducing in frequency leading to the current situation where almost all the schools have no latest reports and minutes of meetings. This is against the ways to develop performance based activities (Kelly, 2019, Weston, 2013). The findings from both the interviews conducted and the documents have shown that few SBCPD meetings were conducted in the last one year. This situation may not be pleasing considering the importance of the innovation as outlined in MOGE (2013) and the fact that the Ministry of education has continued employing new teachers from time to time.

The extent of the implementation of SBCPD was also investigated through observation of lesson study meetings. A pilot study carried out in Tanzania suggests that SBCPD, building on existing systems and structures and linked to the study materials, coaching, observation and feedback by more experienced colleagues helped teachers explore alternative pedagogical approaches (Hubleret al, 2014). In the same vain, during lesson study observation of situations involving learner activity were made and these included process of oral whole class questions, individual written activities and group work (McDaniel, 2018). The findings showed that generally all the schools where lesson study sessions were observed followed the laid down procedure, for example reference books were used and learning and teaching materials were identified during collaborative planning and the lesson demonstration teacher was identified. Compliance to guide lines of SBCPD meetings (MOGE, 2013), was at 100%.

During the lesson demonstration the actual learners were used and group members observed the lesson and took notes. In the post lesson demonstration, teachers met without pupils to discuss the lesson as required by the guidelines to look at the strengths and weaknesses of the lesson and come up with improvements to the weaknesses McDaniel (2018). Members critiqued the lesson and weaknesses of the demonstration lesson were used in planning the revised lesson.

Although all group members participated in the lesson study cycle meetings, it was observed that teachers were not willing to teach the demonstration lesson as no one willingly volunteered to teach. The situation could be an indication that although teachers attended the meeting, their attendance might not have been out of their free will and interest but may be just as a matter of routine to fulfill the requirement that they should attend SBCPD meetings (Wai Yan, 2011). This also could be done may be out of fear of consequences of failing to attend school programs or for fear of being labeled as uncooperative.

It was also noted that during the demo lesson some members were not closely following the proceedings as they were busy on their phones. This was a clear indication that although these teachers attended the lesson demonstration meeting they were not there for the purpose of attending lesson study meeting but for different purposes. This situation was

unfortunate because this program is for the good of teachers and the learners because teaching is a learned and learning profession. This is as postulated by Ewnetu, (2011), who states that teachers are adult learners and with changing education reforms, new ways of instructional practice demand continuous improvement and updating of teachers. Khan and Begum (2012) categorically put it that no initial course of teacher education can be sufficient to prepare a teacher for his / her career years. Akyeampong (2013) adds that CPD is important for training student teachers because studies revealed initial training stage in sub-Sahara Africa is often judged to be of poor quality. This therefore means that teachers should continue integrating new learning with classroom practice (Orr et al, 2013). The above assertions are also in line with the theory of knowledge used in this study which concerns itself with everything that poses for knowledge in society.

It is also a fact that no matter how best a teacher is trained at the college or university and no matter how best the institution is, they cannot acquire all the knowledge they need in their profession. Teachers need to beef up on what was not captured at colleges or university through interactions with colleagues. Mudenda (2020) states that education is a journey, implying that learning does not end. This assertion also resonates well with the theoretical frame of this study which emphasizes the need for continuous learning. When teachers of different qualifications such as certificate holders, diploma holders and degree holders interact and relate with each other, new ideas come up. This is a good practice as opposed to working in isolation because working in isolation brings about stagnation as isolation hinders progress.

The failure of some teachers to fully participate in the proceedings of the lesson demonstration by clearly seemingly not concerned with what was going on is a confirmation of what S12 said during the interview:

Some teachers have a negative attitude towards SBCPD because they think they are already qualified and they know it all (Interview, 2019).

This attitude is equally unfortunate because teachers are adult learners and teachers should not shun SBCPD as it is an avenue for adult learning (Timperly, 2011). It is also a known

fact that learning does not end. Therefore refusing to learn from colleagues on account that one is already qualified or knows what to do already is self-deception.

During the lesson review, the teacher who conducted the lesson demonstration was seemingly not comfortable with the critique. It seemed like the demonstration teacher felt like she was being condemned by the colleagues. This could be noted from her sharp self-defense when her weaknesses were identified. However, this should not be the case as adult learners teachers must be ready to be criticized because positive criticism helps people to learn things they didn't know (Dembele,2004; Defise, 2013).

Flitton and Warwick, (2013) contends that teachers should work together to improve educational systems as this promotes communication among educators. It is important to note that no man is an island and no human being knows it all. Therefore, people should be given an opportunity to do introspection, to reflect on how they have performed in an activity and identify their own weaknesses and strengths and how they felt during the activity (Daniel, 2018). It is important to understand this because every human being has weaknesses and making mistakes is inevitable therefore nobody should resist correction.

5.2. Teachers `Perceptions of SBCPD.

5.2.1. Positive Perceptions.

The findings of the study revealed that teachers positioned themselves at different levels in the way they perceived SBCPD activities in schools. This is seen from the way the respondents reacted to the question of whether SBCPD in schools was important or not. 168 (70 %) of the respondents were clear that they wanted SBCPD program to continue in schools as they perceived it to be beneficial. This is seen from the responses on their attendance during meetings. As earlier alluded to many respondents indicated that they attended the meetings regularly which was an indication that teachers were keen to uphold the program because it was important to them as it benefited them in a number of ways.

C46 confirmed this position by saying that:

SBCPD has helped me to be efficient and effective in my teaching and I have benefited a lot in the area of lesson planning (Interview, 2019).

Takuya and Nakai (2012) equally confirms in a report done by JICA (2007) that SBCPD has helped teachers prepare lesson plans to be taught better which was not happening

All the administrators such as Head teachers also appreciated SBCPD as an affordable way of teacher development and one of the ways of giving teachers regular opportunities for self-improvement in the area of subject matter and pedagogical skills (Mudenda, 2018).

The Zonal In-Service Coordinators emphasized that the program was beneficial not only to teachers but learners as well. It clearly emerged that all the categories of respondents acknowledged the importance of the program and the need to uphold it. Alexander (2013) considers teacher professional development as critical to successful implementation of various educational reform initiatives. It is emphasized that for reforms and structuring to be successful, professional development of teachers should be given priority.

These views seem to be progressive because no man is an island teachers need to work together as colleagues, discuss professional matters together, share challenges and seek for solutions together (Hubler et al, 2014). Just as C37 rightly put it that:

Sometimes there are people who may have trouble with teaching certain topics and they can bring the challenge to the group and through group discussion a solution can be found (Interview, 2019).

It is also common knowledge that a problem shared is a problem half solved. This is the more reason why MOE (1996) encourages cooperative learning. This is also the reason why the revised curriculum of 2013 makes great emphasis on group work as one of the best teaching strategies (MOGE, 2014).

The above views are a clear indication that majority of the respondents valued SBCPD and viewed it as their best avenue to improve their professional skills and deepen their knowledge while executing their duties in their respective schools. This view is supported by the theory of knowledge which calls for continuous learning. Indeed SBCPD is the best avenue for teacher professional development because of its flexibility and affordability (Orr et al (2013). The views of the respondents are also in line with the arguments of Manaseh (2016) who argues that SBCPD is important for improving schools in the sense

that it affords teachers opportunities to learn new knowledge. The program is flexible in the sense that it is conducted at the time and place which is conducive to the teachers and it is cheaper in the sense that no individual expenses are encountered in the course of its execution. Teachers develop their professional skills while executing their duties (Orr et al, 2013).

These views are also supported by the theory of knowledge which was used in this study. The theory of knowledge examines the relationships that exist between thought and society. It concerns itself for anything that pauses for knowledge in the society. The implication of this theory in this study is that the beliefs and attitudes of teachers which are as a result of knowledge are critical in ensuring that implementation of educational programs such as SBCPD become a success. Therefore continuous acquisition of knowledge is important to develop right attitudes and beliefs in something. Teachers need to continuously seek new knowledge if they are to remain relevant to the current demands of society (Ewnetu 2011).

As many respondents acknowledged the importance of SBCPD it is important to note that teachers prepare learners for entry into the world which is rapidly changing therefore their teaching skills need to match the rapid changes of the world (Moon, 2007). This therefore entails that the initial teacher training is not sufficient for teachers to deliver quality education and there is need for them to keep on updating themselves on latest developments. This therefore means that teachers need to have other forms of trainings to complement their initial training of which SBCPD is one of them.

From the above arguments, it becomes imperative that there should be a way of enhancing teacher`s teaching skills and SBCPD innovation probably is the best intervention because it helps teachers to reflect upon their competencies, update them and further develop them through continuous interactions with colleagues (Sullivan, 2010).Hubler et al (2014) linked the process of knowing to that of learning, through an ongoing cycle of reflection and action. It is contended that the learning process stimulates growth of critical thinking, which raises critical awareness in teachers. These views resonate with views of most respondents who indicated that SBCPD was a relevant intervention in terms of teacher professional development and that it should continue in schools.

5.2.2. Negative Perceptions.

Contrary to the positive perceptions by the majority of respondents, few respondents were not in support of SBCPD and claimed that the program was wasting learners' time as learners were left unattended to when the meetings were in progress. They further claimed that SBCPD program was boring as same things were discussed over and over and called for abolishment of the program. This finding was in tandem with the findings of Mataka (2011) in the study entitled `Teachers Perceptions of SBCPD in Selected Schools of Lusaka District`. The study revealed that teachers had mixed feelings about SBCPD. Some teachers viewed SBCPD as beneficial while others viewed it as unnecessary as it had no tangible benefits.

One thing which was noted was that those who were with a view that SBCPD should be abolished were mainly those with higher qualification such as Masters holders and Degree holders. It was like these people felt more qualified than their colleagues with less qualifications and felt they could not learn anything from them. Probably this can confirm the comment made by one S5 that;

Some teachers have a negative attitude towards SBCPD because they think they know it all and there is no need to learn from others (Interview, 2019).

As observed by S5 one masters` holder actually openly said:

Teachers were already qualified and knew what to do already hence there was no need to continue learning already known things (Interview, 2019).

He went on to say:

Those who wish to advance their qualification can go to recognized institutions and obtain higher qualifications (Interview, 2019).

Such calls do not need to be supported because the essence of SBCPD is to identify challenges which are encountered in lesson delivery and collectively come up with

solutions to such challenges and by doing this on a regular basis teachers develop their careers.

In terms of comparison between those with higher qualification and those with lower qualification, those with lower qualification were more positive to SBCPD than those with higher qualification. This is because most of those who were positive were certificate and diploma holders and those who were negative were from the degree and masters holder bracket, somehow the trend was like the lower the qualification the more the interest to participate in SBCPD and vice versa. This trend is similar to the findings of Mataka (2011). However, these views are misplaced because knowledge is dynamic and so is teaching. New challenges which need new solutions emerge from time to time hence the need for the teachers to keep on updating themselves.

Furthermore, UNESCO (2014) elaborates that teachers not only need to be properly trained and qualified but also need to have a positive attitude to their work and learners. With the rapid knowledge growth in the modern technological world, it is imperative that teachers have an opportunity to renew their knowledge at regular intervals (MOE, 2010). SBCPD is an ideal intervention because teachers will not need to go back to college for refresher courses but will be meeting at school, interact, share and learn from each other, hence it should not be shunned (Akyeampong, 2013). In support of this argument, Avalos (2011) discovered that teachers as adult learners need collaboration focused on interchange with fellow teachers to give and receive ideas and assistance. This interchange is very vital because it brings knowledge transfer from one individual to another and from one place to another; hence shunning SBCPD would entail working in isolation as each teacher will have to deal with his or her challenges.

Steyen (2010) also states that the purpose of professional development is to improve quality of education. In the changing society teachers need to continually update their knowledge, skills and competences. This view is supported by Warwick, (2013) who indicates that SBCPD exposes teachers to content that helps them deepen and contextualize their knowledge on practices and prepares them to respond to individual learner needs.

From the above discussion it can be noted that the findings of this study in terms of teacher perceptions are similar to the findings of the study conducted by Sparks (2002) in West Africa. In that study Sparks (2002) investigated commitment of participants in CPD. The study revealed that teachers had both negative and positive views just like the findings of this study which revealed that 78% of the respondents had positive views while 22% had negative views.

5.3. Challenges faced in the Implementation of SBCPD.

Every innovation experiences challenges and SBCPD is not an exceptional (Weston, 2013). The findings of the study revealed that there were quite a number of challenges that affected the implementation of SBCPD in schools and these prevented the program from being fully implemented. Significantly it emerged that it was extremely difficult to hold SBCPD meetings as required by the guide lines due to a number of challenges. These challenges ranged from internal challenges to external challenges.

5.3.1. Internal Challenges.

The biggest challenge which was identified as individual challenge was lack of enough time to conduct SBCPD activities. Habibullar (2013) acknowledges time allocation as one of the factors affecting academic performance of primary school children. This means that every time no matter how little it is, must be put to good use. As seen from the responses of respondents all the respondents complained that there was no enough time to fully implement SBCPD activities due to a number of other programs which also needed to be implemented.

Respondents cited a number of examples of numerous programs which affected the running of SBCPD in schools. Some of those cited included sports, LATAZ, SOSTAZ, JETS, production unit, clubs and many others. These programs must equally run in schools as they are also considered to be important (MOGE, 2014). This shows that the challenge was real because all these programs found in schools are all important and apportioning enough time to each of them cannot be easy especially that teachers have a lot of things to do in terms of their preparations (Mudenda, 2018). Teachers have to do a lot of writing as

part of their preparation and do the actual teaching; additionally they have to attend to co-curricular activities (Maimela2015). This somehow mounts pressure on them for they have also to find time to cover their missed lessons while attending to SBCPD which takes place during learning time.

Failure by schools to fully implement SBCPD due to lack of enough time can also be further confirmed by the number of SBCPD meetings conducted as compared to those which were planned. Only respondents from very few schools testified that they were able to conduct all the planned meetings on their work plan. The rest of the respondents indicated that they only held half of the planned meetings on average.

Other factors which were also considered to be contributing to the challenge of not having enough time apart from the above mentioned programs were also identified. One of these factors is long procedure involved in lesson study cycle. One teacher complained that a cycle takes too long to be completed because of the many steps to be followed. Currently there are 8 steps to complete one cycle (MESVTE and JICA, 2014) and two lesson study cycle are recommended per term. Probably this observation is justifiable given the number of programs and activities to be under taken in schools no wonder HT 7 lamented that:

There are too many programs in the school all competing for limited time and resources. Where do we find all that time, we are overloaded (Interview, 2019).

Coming up with measures to mitigate this challenge which include considering summarizing the steps of a lesson study cycle could probably help. This can be done by combining some stages in one session.

Lack of teachers` positive attitude towards SBCPD and lack of support from education experts and supervisors which were major hindering factors in the implementation of SBCPD in Ethiopia, did not emerge as major factors in the current study. However it is worth noting that these challenges were recorded but were insignificant

5.3.2. External Challenges.

One respondent complained of external programs from higher authority like DEBS, PEO's office even Ministry Headquarters as greatly contributing to failure by schools to fully implement SBCPD. The implication here was that if a program come from above, say for instance from PEO's office and coincide with a local program, the school will have no option but to postpone the local program and implement one from above. This is a serious challenge as schools may have no control over such programs because school managers cannot have power to change anything from their superiors (Guido, 2018). The only way to go round this is to reschedule the local programs which is another challenge as earlier alluded to. Examples of programs which come from above and affect local programs were given as sports, JETS, NASAAZ, SOSTAZ, LATAZ etc.

Lack of monitoring of SBCPD by external monitors was identified as another challenge contributing to failure by schools to fully implement the program. Most of the teachers were of the view that the Ministry of General Education through the District Education Board Office should devise an effective system of monitoring and evaluating SBCPD program. This view was also shared by the Zone In-service Coordinators and the DRCC who also emphasized the need for effective monitoring of SBCPD. However it is also a role of Head teachers to monitor educational programmes at their school and ensure even in the absence of external monitoring programmes run efficiently (Kambilima, 2015).

The DR complained that:

Being the person who is directly in charge of such programs in the district I am at pains to see that I am not performing as expected to due to challenges beyond my control (Interview, 2019).

She raised the issue of lack of transport as a serious challenge which needed urgent solution if the programs under Teacher Education Department (TED) were to tick. Indeed this challenge was serious as the study revealed that the DRCC was only able to monitor nearby schools and those in the remote areas were not visited in the last one year. This was the case with the two ZICs who said they only managed to monitor SBCPD in schools within walk able distances. This shouldn't be the case because monitoring helps schools

lagging behind to pull up their socks for fear of being labeled as non performing schools. This challenge is also noted by O`Sullivan (2010) who stated that variations in external visits to schools called for capacity building and incentives needed to be devolved down to those responsible for delivering SBCPD. The complaints from the DRCC and ZICs as well as one Head of Department at a secondary school shows how serious the challenge was.

In line with poor monitoring, Evans and broad (2016) indicates that most CPD programmes have challenges in assessment systems. They contend that assessment systems concentrate on counting activities than impact of the programme. This draws a linkage to the findings of this study where poor monitoring was established as a challenge hindering full implementation of SBCPD.

The argument is that when schools are not visited by external monitors they tend to relax and go to sleep but when they are regularly visited they are kept awake and compelled to do the right thing so as to be praised by their superiors when they visit or to avoid possible reprimand or even for integrity sake. The study of Mizinga (2016) equally established that there was poor monitoring of SBCPD programme in schools. This argument could be valid because in the absence of monitoring it becomes very difficult for the policy makers to assess the levels of implementation of the program and its impact on the intended purpose (Nkoya, 2019). Therefore those who felt that monitoring and evaluation of SBCPD program should be enhanced were right because monitoring and evaluation are vital management tools which can be used to track progress and help in decision making (Mwale, 2006). Otherwise in the absence of monitoring it becomes very difficult for those who are charged with responsibility of supervising others to know what is obtaining on the ground. Monitoring gives firsthand information which is very important as it is free of distortions. It is unfortunate that despite the mechanism put in place for monitoring important programs such as SBCPD it was revealed that there was no effective monitoring.

In addition, lack of monitoring of SBCPD program also affects effective planning of stake holders` workshops. Stakeholder`s workshop is a forum for learning in order to improve classroom practices. It is held at the end of the tern during school holidays and it is conducted at a central location of the district or zone. Teachers are the key stakeholders in the stakeholder`s workshops (MESVTE and JICA (2014).

Monitoring is an important factor in ensuring quality stakeholders workshops because ideally selection of the topics for stake holder's workshops should come from the monitoring findings and reports submitted by schools. In the absence of proper feedback about how the program is fairing through monitoring and submission of progress reports, there are high chances of poor planning of stake holder's workshops (Mataka,2010). This is possible because stakeholders' workshop organizers will have no insights of the areas which need attention. Workshop organizers need to know where weaknesses are so that they tailor their topics in that direction so as to address the issues which need solutions. It is important that stake holder's workshops are well planned and programed so that effective learning by the participants is achieved.

Other challenges mentioned included poor funding to support proper implementation of SBCPD and poor staffing levels to stimulate group meetings. The study findings revealed that there was a serious financial challenge in schools. The respondents indicated that funding of schools by government through grants was very erratic and was coupled with the reduction in amounts disbursed to schools. The reduction in amounts and erratic release of grants was attributed to the austerity measures which were being implemented by government. The challenge of poor funding can pose a serious challenge in the implementation of not only SBCPD but any activity because for any activity to take off it needs some sort of resources. These resources may not only in monetary form but can also be in material form. There is therefore need to have a very strong resource mobilization base.

It is a well-known fact that it is the responsibility of Government to fund Government institutions and support public service delivery (MOE, 1996) but this doesn't take away anything from other stake holders from supporting public service delivery, especially in the terms of national economic challenges when Government become strained due to poor economic growth. This therefore entails that there is need to establish very strong relationships between public institutions and other stakeholders such as cooperating partners and communities. Moon (2007) emphasizes the importance of partnerships in alleviating the challenges faced by educational institutions.

Some respondents advocated for the funding of SBCPD by donors. This is a welcome move but the challenge again is the question of sustainability as all donor funded programs have a life span or project period. The question which needs to be answered is what happens after the donors have pulled out. The unfortunate part is that experience has shown that it has been very difficult to sustain donor funded program after donors pull out of the program. This concern is also echoed by Pendergast (2016) who postulate that CPDs have challenges of sustainability. He states that most CPDs do not have professional development which spreads over long time.

However, contrary to this view SBCPD can be sustained as it is undertaken within the school setting and within working hours hence does not require a lot of expenses. This understanding was also confirmed by teachers in a research conducted by Walter Sisulu University in South Africa. The study was entitled implementation of SBCPD intervention strategy in the Eastern Cape Province of South Africa. The findings of that study revealed that SBCPD was a dynamic catalyst for improvement of education in the province and that teachers confirmed the need for SBCPD because it was convenient and cost effective.(Steyn 2006).

Failure to fully implement SBCPD due to poor funding can be justified to some extent due to the critical role financial resources play in implementation of any activity. Financial resources play a critical role in implementation of activities because for any activity to be implemented there should be materials to be used (Lezotte, 2020) and these materials to be acquired there should be financial resources. However, without taking away anything from this fact, it was also established that prioritization of programs when funding is available also affected implementation of SBCPD. It was established that some School Managers, though very few did not attach much importance to SBCPD and the program was not given first priority, after all holding of SBCPD meetings does not need a lot of funding, probably what is cardinal is provision of learning and teaching resources. Alexander (2013) outlines eight priorities to improve primary education and educational enhancement programmes such as SBCPD. Therefore going by this consideration, poor funding as a factor limiting full implementation of SBCPD is insignificant.

Poor staffing levels in schools also contributed to poor implementation of SBCPD in schools. Poor staffing affected implementation of SBCPD to some extent, especially in Secondary Schools where teachers are organized according to departments. Where a secondary school is poorly staffed or under staffed it becomes a challenge to organize teacher groups because in some departments there, may be few teachers. Take for instance a school with only two teachers in the department may find it difficult to be holding official group meetings. Such situations have forced teachers of different specialization too be combined in one group just to boost the number of group members. This is not ideal.

C51 at a Secondary School complained that;

I find SBCPD boring because I am put in a group of teachers with different specialty from mine and this makes me to fail to fully participate in the meetings (Interview, 2019).

This complaint is valid because there is a challenge in a way for teachers of different specialization to be put in one SBCPD teacher group. The challenge is that while it is a fact that all teachers have a lot of things in common such as methodologies, class management issues etc. (Delpont and Makaye, 2009); it is not the same when it comes to subject content matter. Teachers who are trained in certain subjects are well vested in terms of content matter in those subjects and asking them to discuss different subjects from what they are trained in will be asking too much from them

In an ideal situation secondary teachers are supposed to meet in teacher group meetings according to their subject sections and subject departments (MOGE, 2014); in order for them to speak same language. Unfortunately the study revealed that this was not possible, especially in Mathematics and Science department where only two to three teachers were available. This was as testified by the Heads of Departments, who were found in the departments at all the secondary schools which were visited. This scenario was the same in all the primary schools which had Junior Secondary section.

However it is important to note that there is a provision in SBCPD structure which can be used to mitigate this challenge. This provision is clustering of nearby schools (MOE, 2008). Under this provision schools which have few teachers can come together and hold

the SBCPD meetings jointly (Orr et al, 2013). In support of this provision, Villagers and Reimer (2003) says schools should work together to improve educational system. However, the limitation to this provision is that it can only work well where schools are close to each other like in urban areas and may not be practical in rural areas where schools are far apart from each other.

Apathy was also raised as challenge on the part of some SICs who complained that they faced a challenge in organizing teachers for SBCPD meetings as some teachers proved to be uncooperative and were not willing to attend SBCPD meetings. One SIC attributed abscondment of some teachers from SBCPD meetings to negative attitude but other teachers attributed it to lack of motivation in terms of incentives such as allowances or refreshments during SBCPD meetings and lack of tangible benefits from SBCBD such as salary upgrade or promotions.

The challenge of negative attitude in CPD programmes was also established by Wai Yan (2011) where teachers were not willing to prepare their own CPD materials. One teacher confidently complained that SBCPD was monotonous as same routines were followed all the time while others complained that it was time wasting. The findings were not different from the findings of Mataka (2011) which also established that un willingness of some teachers were due to lack of tangible benefits in SBCPD activities. Critical analysis of the views of teachers on laying the blame for failing to attend SBCPD meetings or taking part in SBCPD activities revealed that the proponents of this view did not understand and appreciate the essence of SBCPD.

5.4. Measures to Address Challenges in the Implementation of SBCPD.

The respondents suggested measures which could be taken to mitigate the challenges faced in the implementation of SBCPD. One of the measures suggested was to harmonize school programs with external programs to mitigate the challenge of crashing of school programs with programs from higher authority. This measure is possible if annual work plans are developed at all levels of authority in the Ministry of Education and sent to schools in good time so that schools can integrate them in their activities and make consolidated work plans. Definitely this measure would go a long way in avoiding unnecessary postponement

of school activities and programs. This will enable schools to equitably share the available time and resources to all the school programs.

To mitigate the challenge of limited time available the respondents suggested that procedure in lesson study cycle can be shortened to cut on time spent on one cycle to be completed. Although some respondents felt the procedures used in conducting SBCPD was alright and needed no adjustment, this suggestion is worthy considering because the recommended eight steps according to MESVTE and JICA (2014) to be taken to complete a cycle is somehow long.

Reduction of lesson study cycles can be argued from the point that if each step is to be done separately it will take eight days to complete one cycle. If eight days is multiplied by two cycles which are recommended, it will make sixteen days which is two weeks and two days plus the other three to four days for Teacher Group meetings and school based workshops. This brings the total number of days to twenty for SBCPD alone which is somehow not attainable. Therefore combing some steps such as defining the challenge with collaborative planning, lesson demonstration with lesson review and revised lesson planning, revised lesson teaching with revised lesson review and then compilation of reports. This would reduce the number of steps to four which is half of the recommended eight.

C52 suggested that:

In sports athletics and ball games can be combined to save on time and resources (Interview, 2019).

This measure can go a long way in saving little time and resources available in schools. This can be done by holding athletics and ball games at the same venue once per year. For example tournaments can begin with athletics and then followed by ball games as it used to be in past. This measure if considered would save a great deal of time and resources spent through weeks of camping by both teachers and learners because the cost of doing these activities can be reduced by half. This can provide some relief of some kind to schools.

The other measure suggested was to hold the SBCPD meetings outside learning hours, probably at lunch hour to mitigate the challenge of learners losing out when teachers are attending the meetings and disturbing teachers planned time. Some teachers further went on to say the school administration should provide food for the meetings held outside learning hours which will keep teachers in school and also act as a motivation. Any measure which is aimed at saving learners time must be encouraged (Alexander, 2013).

It must also be noted that SBCPD program was fused in the learning time of the learners for a purpose (MESVTE and JICA, 2014). Probably was to ensure that all the teachers attend as opposed to doing it outside learning hours which could be difficult to bring back teachers who have already knocked off. This measure of holding the activities at lunch hour and provide food sounds good but there is a question of sustainability in terms of resources therefore continuity cannot be guaranteed. Sustainability and consistence in every activity is very important for continuity.

However in an event that schools engage in entrepreneurship activities as advanced by MOGE (2013), such as revamping of production units and improve resource mobilization the idea of providing food to teachers during SBCPD meetings can be ideal as it can act as extrinsic motivation. This is also in line with the measure suggested by HT8 who said:

The only way to address the challenge of lack of resources to support SBCPD and other school activities, especially in the wake of reduced school fees and erratic release of school grants is to improve production unit and other income generating activities (Interview,2019).

This view is progressive and worthy supporting because in the absence of creativity and resourcefulness there can be no meaningful development. Managers of institutions need to be creative, resourceful and think outside the box as opposed to always depending on government funding. Creativity is very important as it can be relied upon in the time of need or crisis.

On apathy by teachers the respondents suggested that incentives such as allowances should be paid to teachers or refreshments be provided to teachers during meetings to motivate

them and develop interest in SBCPD activities. This measure sounds good, however, the question of sustainability arises because giving allowances to all the teachers is unattainable and provision of refreshments in every meeting cannot be guaranteed. Possibly few individuals such as School INSET Coordinators and Zone INSET Coordinators can be allowed because of the extra responsibility they undertake (O'Sullivan, 2010). This can be introduced as duty facilitating allowance and can go a long way in helping these officers organize and monitor SBCPD activities in Schools and zones.

For the rest of the teachers what is important is to have positive attitude towards things because attitudes are very important as they influence what people do and how they behave. This view is supported by UNESCO (2014), who states that teachers do not only need to be properly trained and qualified, they also need to have a positive attitude to their work and learners.

Motivation emerged as one of the measures and strategies which can be used to address the challenge of negative attitude by some teachers. This finding is in line with the findings of the study on Commitment of Teachers in CPD conducted in West Africa. The study established that well motivated teachers were more committed to CPD than those who were not motivated. It was established that where commitment was shown, enthusiastic, respectful and well organized CPD leaders were involved to motivate others (Sparks 2002).

Motivation can be provided by school managers engaging their teachers in debates about how best motivation could be achieved with less attention to monetary gain (Manaseh, 2016). This is very important especially in view of the economic challenges the country is undergoing. School managers have been placed in their institutions to effect positive changes in collaborations with various stake holders (Kambilima, 2015). Therefore they must take a leading and influential role in convincing teachers that SBCPD is actually there for their own good at no charge at all. Headteachers should make our professionals understand that instead of demanding for sitting allowance during meetings teachers need to view SBCPD as an opportunity to develop themselves professionally by improving their teaching skills (Manaseh, 2016). Teachers need to know that ideally it is supposed to be individuals paying for receiving lifelong knowledge and self-improvement. Teachers also need to understand the economic dynamics of the country and be prepared to adjust to the

prevailing economic situation, for example the current austerity measures the country is undertaking

HaBler et al (2014) states that other researchers suggest that reforms that seek improvements through salary differentials may, in some forms, suppress conditions that would foster better teaching because development of teacher skills heavily depends on collaborative support and exchange. It is worth noting that collaborative support and exchange is very important because knowledge is dynamic and so is teaching, therefore it is important that teachers should be hungry for opportunities to improve their teaching skills.

The challenge of apathy can also be addressed by including teachers in SBCPD activities from the planning stage to the implementation stage (Habibullar, 2013). This can be done through HIM meetings where a Head teacher can allow teachers to decide on how best they think SBCPD can be run. Such a move can inculcate the sense of ownership in the teachers who are the implementers of the program.

Democratic ideas help people to comply with the agreed upon terms. In other words democratic ideals represent a way of expressing, as well as securing the compliance of the majority (Nkoya, 2019). The implication is that people will easily submit to authorities when they are included in decision making and would easily unite to oppose even good things when they feel left out in deciding about things which concern them.

The other identified measure which could help improve the implementation of SBCPD was holding of Zonal workshops and revamping school based workshops, GRACE meetings and SMARC meetings. These meetings have been neglected for quite some time now as shown in the findings of Mwale (2006), where it emerged that resource centers are not fully utilized in the provision of SBCPD. The SBCPD framework through SPRINT provides for the holding of GRAC E and SMARC meetings for the purpose of consolidating SBCPD activities in the zone (MOE, 2008).

There is urgent need to address the issue of these meetings as even the study conducted by Mwale (2006) revealed the weakness of resource center coordinators as highly contributing to the in effectiveness o resource centers in provision of CPD to teachers. What needs to be

now is for the people in charge of these programs, such as ZICs to ensure that these workshops and meetings are held continuously for teachers to compare notes, share knowledge and pass on knowledge to new teachers by the coordinators. By meeting colleagues from other schools teachers will be updated with different teaching styles and this will help prevent new approaches from remaining isolated to certain schools and teachers only. This will go a long way in reviving old teachers and empowering new teachers with knowledge who may have joined the ministry without clear ideas about SBCPD.

5.4.1. Relation of the Conceptual Framework to the Findings of the Study

The conceptual framework used in this study was based on the concept that improved teacher performance through SBCPD can lead to improved learner performance whose ultimate outcome is improved provision of quality education. This framework has been tested through the analysis of responses from the respondents and discovery of other researchers. The majority of the teachers including those in administration and those in the Teacher Education Department (TED) have testified that there has been a positive change in learner performance from the time SBCPD program was introduced in schools. This was in response to one of the interview schedule questions which sought to know how SBCPD benefited both teachers and learners. In terms of responses from the respondents one respondent openly declared that:

SBCPD has changed my teaching so much because it has changed the way I deliver my lessons to the learners I think now I am doing it better and I think my pupils are happy because even their performance has improved (Interview, 2019).

Further confirmation was made by one Head teacher who said this:

The change which has been brought about by SBCPD is positive because teachers are now able to plan their lessons properly and teach with less difficulty. Actually there is positive change because there is even improvement in pupils Performance since the introduction of SBCPD as seen from examination results analyses (Interview, 2019).

In terms of what other researcher have discovered in support of this conceptual frame work, Avalos (2010) state that academic and professional training of teachers has direct positive bearing on quality of performance and achievement of students. In further support MOE (2010) looks at professional development as process of improving staff skills and competencies needed to produce outstanding educational results for students. This, therefore means that quality education should begin with quality teachers because if teachers are not equipped with effective teaching skills, learners will be receiving poor quality education whose outcome will be low standard of education (Akyeampong et al, 2013). Given this, the conceptual frame work was justified because the link between teacher professional development and quality especially in area of teacher belief and practice as well as student learning was established. However it is worth noting that since the research was descriptive it cannot be used to create a causal relationship in which one variable affects the other.

5.5 Summary

This chapter has discussed the findings of the study. The discussion of the findings has been done in line with the objectives of the study. The views of other researchers and scholars have been considered in the discussion. The Theoretical framework and the conceptual framework of the study have also been incorporated in the discussion.

The findings of the study revealed that SBCPD was not fully implemented. The low levels of implementation could be judged from few meetings held against the planned meetings. Lack of enough time to hold meetings due to a large number of activities to be done in schools was a major setback. Failure to give priority to SBCPD in some schools was also a challenge. The glaring gaps in terms of documentation of SBCPD activities implies poor implementation of the programme. Most teachers perceived SBCPD beneficial and wanted it to continue although very few teachers had negative attitude towards the programme. These findings were consistent with the findings of a similar study conducted by Mataka (2010).

The conceptual frame work used in the study was tested through analysis of responses from respondents and findings of other researchers. The majority of the respondents testified that since the introduction of SBCPD, there has been positive change in learners' performance. This is in tandem with the theoretical framework used in the study which was based on Socrates theory of knowledge. Chapter six will look at the conclusion of the study and the recommendations.



CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

Chapter five was about discussion of the findings of the study. Chapter six will deal with the conclusion of the study and recommendations arising from the study will be given.

6.1 Conclusion

The implementation of SBCPD in schools is rooted in the challenges and perception of teachers on SBCPD (Melkie, 2010). From the findings of the study, it has clearly emerged that SBCPD is not fully implemented as per laid down guidelines. This has been shown by the disparities between SBCPD work plans and the implemented activities, the inconsistencies in documentation of SBCPD activities and a number of challenges as highlighted by the respondents. SBCPD meetings were not held frequently despite its importance and despite being a policy matter (MOGE, 2013). The glaring gaps have been noted in terms of record keeping in schools where certain records, mainly SBCPD files were not up to date. In some schools SBCPD records could not be accessed at the time of the visit as many excuses were given by the people in charge of the institutions.

It can also be noted that a number of challenges faced in the implementation of SBCPD were raised by the respondents. Respondents indicated that they did not only face individual challenges such as disturbances of their lessons but there were also institutional challenges such as overload of program in schools which affected full implementation of SBCPD. Significantly it emerged that it was extremely difficult to hold SBCPD meetings as required by the guidelines (Tukuya and Nakai, 2012). The main reason identified for failure to fully implement SBCPD was time factor because even when meetings were postponed to later date it was still a challenge to find time for rescheduled meetings. It was also found that in many instances priority was given to other school programs considered to be of more importance.

In terms of perception of SBCPD by teachers it is clear that respondents wanted full implementation of SBCPD as they perceived the program as beneficial (Melkie, 2010). This is seen from their responses on their attendance during meetings where many

respondents indicated that they attended the meetings regularly. The positive comments made by the respondents in terms of how they benefited from SBCPD is another confirmation that they perceived the program as good and necessary. There were more positive comments than negative ones. However, it is also worth noting that some negative perceptions were also recorded especially from some masters and degree holders (Mataka, 2010); but these were insignificant.

The respondents also made some suggestions which could be used to help mitigate the challenges faced in the implementation of SBCPD. Some of the suggestions made were to harmonize all the activities through integration of programs from higher authority in consolidated annual work plans to avoid crashing of programs. Others were strengthening external monitoring of SBCPD program (Mubanga, 2012), engagement of teachers with negative attitudes to SBCPD by school managers in a friendly manner, introduction of duty facilitating allowance to SICs and ZICs to enable them organize and monitor SBCPD activities effectively (O`Sullivan, 2010).

From the analyzed documents, observations, interviews conducted and responses from questionnaires from the selected schools, it can be concluded that SBCPD is not fully implemented in schools and implementation levels are still low (Ashebir, 2014). The main reason advanced for low levels of implementation being lack of enough time for so many programs which equally need to be implemented. The overall implementation of SBCPD can be rated to be on average as there is no full implantation and no total failure. This scenario can change because all what the implementers need is enough time, conducive environment and motivation. These can be conceptualized as inextricably linked as addressing these concerns through putting measures both internally and externally may have a positive impact on the extent of the program implementation (Mubanga,2012).

6.2 Recommendations

This research has highlighted a number of issues concerning the implementation of SBCPD and from the analyzed data the researcher wishes to make the following recommendations.

1. There is need to strengthen external monitoring to stimulate program implementation and ascertain compliance levels to the laid down program guide lines as well as ascertain the extent of implementation. This should be done through empowering monitors at all the levels starting from zones up Ministry headquarters by Government of the Republic of Zambia. This recommendation emanates from the concern about poor monitoring by many respondents
2. Zonal workshops, school based workshops, GRACE meetings and SMARC meetings should be revamped by DRCCs, ZICs and Head teachers. These meetings should be held continuously to compare notes, share knowledge and pass on knowledge to new teachers by the coordinators. This will go a long way in reviving old teachers and empowering new teachers with knowledge who may have joined the ministry without clear ideas about SBCPD. This recommendation came as a result of many respondents` call for continuation of SBCPD programme.
3. School In service Coordinators and Zone In service Coordinators should be given duty facilitating allowance by Government. This will improve their capacity to organize and monitor SBCPD activities in schools and zones. This recommendation arose from the complaint of failure by members of the Teacher Education Department to effectively run SBCPD programme.
4. Government should consider reverting back to the old sports calendar where athletics and ball games were held at once in a year at the same time and at the same venue, un like the current situation where athletics are held in term one and ball games are held in term two. This will go a long way in helping schools save on the limited available time and scarce resources and this will help schools equitably share the available time and resources to other equally important programs such as SBCPD. This recommendation is as a result of complaint by Head teachers about lack of resources in schools to implement various programmes in schools.
5. There is need by the Ministry of Education to reduce the number of steps in a lesson study cycle to four by combining defining the challenge with lesson planning, lesson demonstration with lesson review and revised lesson planning, revised lesson demonstration and revised lesson review then report compiling. The

recommendation has arisen as a result of overwhelming outcry by the respondents that time factor is one of the major challenges in SBCPD implementation,

6.3 Recommendation for Further Research.

The research recommends that further research be done to assess the impact of SBCPD on learner performance to confirm teachers` perceptions of SBCPD.



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APPENDICES

Appendix 1: Introduction Letter



KWAME NKURUMAH UNIVERSITY
DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

P. O. BOX 80404, KABWE, ZAMBIA
Website: www.nkrumah.edu.zm
PHONE: 0977897325/0967507131
TEL/FAX: 021 5-223223

April 5, 2019

TO WHOM IT MAY CONCERN

Introduction letter: Lackson Chibanga (Students No. 120170016)

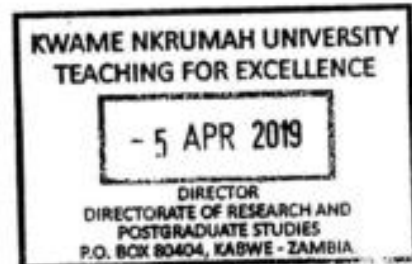
This serves to introduce the above named as a bona fide student of Kwame Nkrumah University in Kabwe. He is a Postgraduate Student in the school of Education, pursuing a **Masters Degree in Educational Administration & Leadership**. Mr. Lackson is working on the topic "**Assessment of the Implementation of School-based Continuing Professional Development in Selected Schools of Itzhi Tozhi District**" in his research, which is a partial fulfillment of the Master of Educational Administration & Leadership Degree requirements for graduation. As part of his research, he will need to collect information regarding his subject of interest from **institutions such as yours**, as well as from general members of the public. He has chosen to visit your institution for that purposes. The data he will gather will strictly and purely be used for academic purposes only, i.e. to enable him write a research paper that will culminate in a Master's dissertation which will be submitted to the university upon completion.

Any favourable assistance rendered to him will be highly appreciated.

Thank you in advance.

Yours sincerely,

Dr. Hachintu Joseph (PhD)
Director: Research & Postgraduate Studies



Appendix 2: Letter of Permission to Conduct Research


REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

TS/28223
ITEZHI-TEZHI DISTRICT BOARD OFFICE
P.O. Box 3
ITEZHI-TEZHI

Friday, 29th March, 2019.


TO: All Headteachers
CENTRAL /LUBANDA ZONES

**RE: PERMISSION TO CONDUCT A RESEARCH IN CENTRAL ZONE SCHOOLS:
MR. LACKSON CHIBANGA**

This serves to introduce to you the above named teacher who is on permission to conduct a research in schools.

It must be understood that the research is partly academically based.

Kindly attend to him and assist him with information he may require.

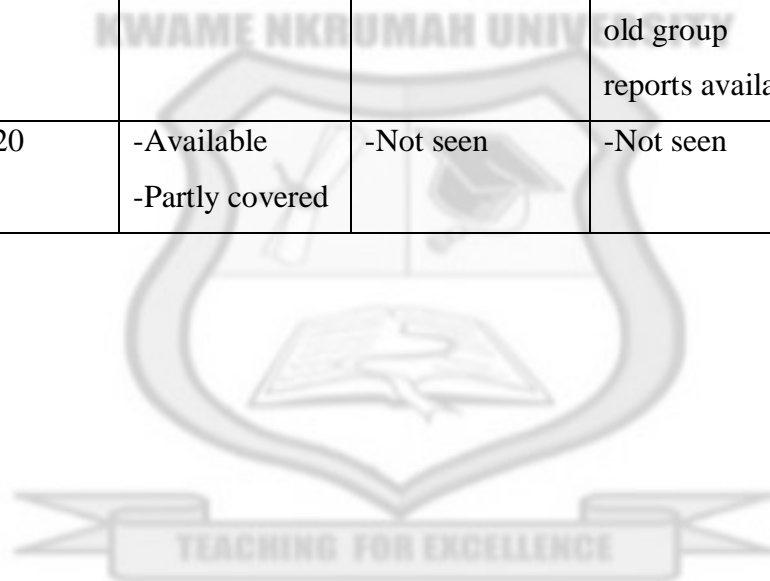

Haakanene D.N.
District Education Board Secretary
ITEZHI-TEZHI DISTRICT

Appendix 3: Findings from Document Analysis

SCHOOL	WORK PLAN	SIR BOOK	SBCPD FILE	INDIVIDUAL SBCPD FILES
School 1	-Available -Partially covered	-Available -Not up to date	-Available -no meeting minutes	-Not available -No teacher record forms
School 2	-Available -Partly covered	-Available -Up to date	-Available -No group reports	-Not available -No teacher record forms
School 3	-Available -Partly covered	-Available -Up to date	-Available -No latest minutes	-Not available -Teacher record forms available in one file
School 4	-Available -Partly covered	-Available -Not up to date	-Available -Old minutes and reports available	-Not available -No teacher record forms
School 5	-Available -Fully covered	-Available -Up to date	-Available -Updated group reports available -Updated meeting minutes available	-Available -Few teacher record forms available
School 6	-Available -Partly covered	-Not seen	-Not seen	-Not seen
School 7	-Available -Fully covered	-Available -Up to date	-Available -Updated meeting minutes available -Department reports available	Available -Few teacher record forms available

School 8	- Available -Partly covered	Not seen	Not seen	Not seen
School 9	-Available -Partly covered	Available -Up to date	-Available -Old minutes and reports available	Available -Few teacher record forms available in one file
School10	-Not available	-Not seen	-Not seen	-Not seen
School 11	-- Available -Partly covered	-Not seen	Not seen	-Not seen
School12	-Not available	-Available -Not up to date	-Available -Old minutes available -No reports	-Not available
School13	-- Available -Fully covered	-Available -Up to date	-Available -Updated meeting minutes available -Updated group reports available	-Available -Enough teacher record forms available
School 14	-Available -Partly covered	-Available -Not up to date	-Available -Old departmental reports available -Meeting minutes available	-Available -Few teacher record forms available
School 15	-Not seen	Not seen	Not seen	Not seen
School 16	--Available -Partly covered	-Available -Not up to date	-Available Old minutes available	-Not available -Few teacher record forms

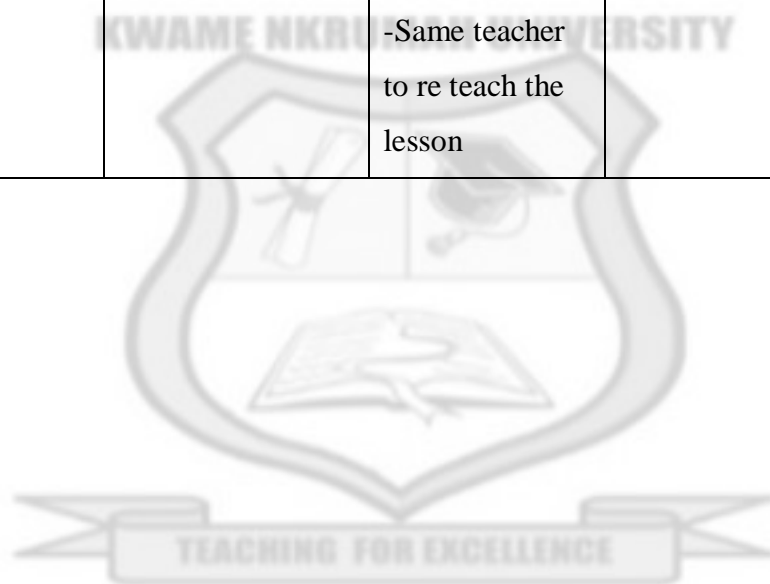
			No reports	available in one file
School 17	-Available -Partly covered	-Available -Up to date	-Not seen	-Not seen
School18	-Not seen	-Available -Not up to date	-Available Old minutes available No reports	Available -Few teacher record forms available
School 19	-Not seen	-Available -Not up to date	-Available Old minutes and old group reports available	-Available -Few teacher record forms available
School 20	-Available -Partly covered	-Not seen	-Not seen	-Not seen



Appendix 4: Findings from Lesson Study Observation

SCHOOL	AREA OF OBSERVATION	EXPECTED	AVAILABLE	COMMENT
School 1	Collaborative planning	<ul style="list-style-type: none"> -Planning materials -Identifying of LTAs -Participation by all group members -Identification of demo teacher 	<ul style="list-style-type: none"> -Reference books were used for planning -LTAs were identified -All members participated -Demo teacher was identified 	<ul style="list-style-type: none"> -Procedure was followed -No teacher volunteered to teach -There was resistance from all members to teach demo lesson
School 2	Lesson demo	<ul style="list-style-type: none"> -Teaching of actual class -Teaching one class or half class -Group members to observe and take notes 	<ul style="list-style-type: none"> -Actual learners were taught -Half of the class was taught -Group members observed -Some group members took notes 	<ul style="list-style-type: none"> -Procedure was followed -Some group members seemed not to be concerned
School 3	Post demo discussion	<ul style="list-style-type: none"> -Teachers meet without pupils -Demo teacher to be asked how she felt about the lesson -Members to critique the 	<ul style="list-style-type: none"> -Teachers met without pupils -Demo teacher was not asked how she felt about the lesson -Members critiqued the 	<ul style="list-style-type: none"> -The demo teacher seemed not comfortable with the critique

		lesson starting with strengths	lesson	
School 4	Revised lesson planning	-Weaknesses to be used to revise the lesson	-Weaknesses of the revised lesson were used	-Procedure was followed
School 5	Revised lesson demo	-Teach revised lesson to different learners -Same teacher to re teach the lesson	-Lesson was re taught to the other half of the class	-Procedure was followed



Appendix 5: Characteristics of the Respondents

Table 1: Category and Sex of Respondents

Category	Sex	Status	Number of Respondents	%
DEB Officer	Male	DRCC	-	-
	Female	DRCC	1	0.4
Head Teachers	Male	Zonal Heads	2	0.8
	Female	Zonal Heads	-	-
Head Teachers	Male	School Heads	17	7.1
	Female	School Heads	3	1.3
Teachers	Male	Zonal Coordinators	2	0.8
	Female	Zonal Coordinators	-	-
Teachers	Male	School Coordinators	8	3.3
	Female	School Coordinators	12	5.1
Teachers	Males	Class Teachers	70	29.3
	Females	Class Teachers	124	51.9
Total			239	100.0

Source: Author.

Table2: Age of Respondents

Age	Frequency	%
29 and below	58	24.3
30 - 39	110	46.0
40 - 49	60	25.1
50 - 59	11	4.6
60 and above	-	-
Total	239	100

Source; Author

Table 3: Experience of Respondents

Duration of Service (years)	Frequency	%
5 years and below	60	25.1
6 –10	66	27.6
11 - 15	81	33.9
16 - 20	23	9.6
21 and above	9	3.8
Total	239	100

Source: Author

Table 4: Professional qualification of respondents

Qualification	Frequency	%
Certificate	64	26.7
Diploma	118	49.4
Degree	52	21.8
Master	05	2.1
Total	239	100

Source: Author.

Appendix 6: Interview Schedule / Questionnaire for class teachers

KWAME NKRUMAH UNIVERSITY

DEPARTMENT OF GRADUATE STUDIES AND RESEARCH

RESEARCH TITLE: ASSESSMENT OF THE IMPLEMENTATION OF SCHOOL-BASED CONTINUING PROFESSIONAL DEVELOPMENT (SBCPD) IN SELECTED SCHOOLS IN ITEZHI-TEZHI DISTRICT OF CENTRAL PROVINCE, ZAMBIA.

Dear respondents,

My name is ChibangaLackson, a student at kwameNkhrumah. I am conducting research to be submitted in partial fulfillment of the requirements for the award of Masters Degree on the research title above.

I would like you to assist me by responding to this interview schedule; your information will be treated as confidential for this is purely for academic purposes.

SECTION A

Demographic Information

Instructions: Please tick or insert detail as appropriate for you in each category.

1. Gender

Male Female

2. Age

29 and below 30 – 39 40 – 49 50 – 59 60 and above

3. Highest qualification

Certificate Diploma Degree Masters

4. Work experience

5 and below 5 – 10 10 – 15 above 15

SECTION B

5. How regular has been your attendance in lesson study cycle meetings in the last one year?
.....

6. How many CPD – SPRINT teachers record forms / teacher in-service credit cards (TICC) have you accumulated in the last one year?
.....

7. To what extent do you think SBCPD is being implemented at your school?
.....

8. How is the cooperation and support for SBCPD by the school administration?
.....

9. How has SBCPD impacted on your quality of teaching and learning of the learners?
.....
.....

10. What are some of the challenges that you have been facing as a teacher concerning participation in SBCPD?
.....
.....

11. What do you think are some of the challenges your school is facing in the implementation of SBCPD?
.....

12. What do you think the school should do to address the challenges faced in the implementation of SBCPD at your school?.....
.....

13. What do you think government should do to address some of the challenges faced in the implementation of SBCPD?
.....
.....

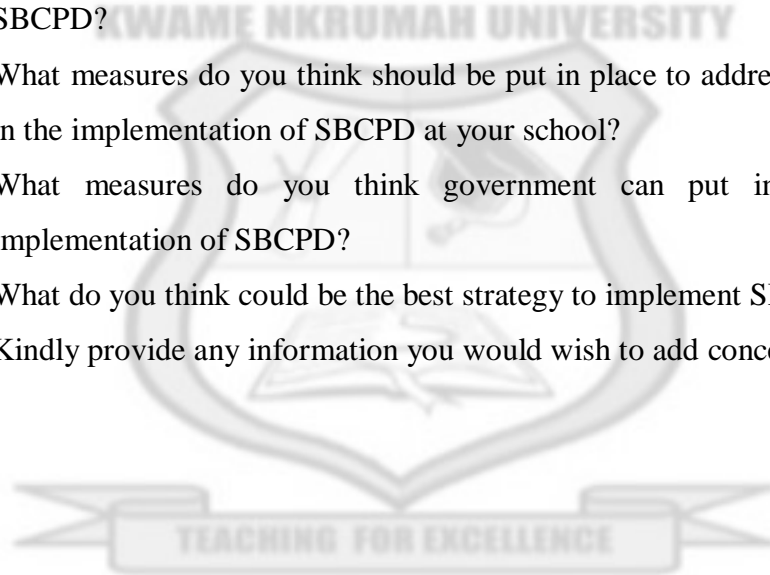
14. What do you think could be the best strategy to implement SBCPD?

.....
15. Kindly provide any information you would wish to add concerning SBCPD programme
.....
.....



Appendix 7: Interview schedule for Head teachers

1. How many times have you held Head teacher In service Meetings in the last one year?
2. What SBCPD records do you have in school?
3. How accessible are SBCPD records at your school.
4. How stable is the monthly CPD implementation in your school?
5. How is the cooperation for SBCPD by the teachers?
6. What is your comment on change on teachers and in the school if any, as a result of the introduction SBCPD?
7. What are some of the challenges your school is facing in the implementation of SBCPD?
8. What measures do you think should be put in place to address the challenges faced in the implementation of SBCPD at your school?
9. What measures do you think government can put in place for the best implementation of SBCPD?
10. What do you think could be the best strategy to implement SBCPD?
11. Kindly provide any information you would wish to add concerning SBCPD.



Appendix 8: Interview Schedule for SICs

1. How has been the implementation of SBCPD meetings in the school for the past one year?
2. How has been the response by teachers in attending SBCPD meetings in the last one year?
3. How many teacher group meetings have you monitored in the last one year?
4. How is the cooperation and support by the Head teacher in the implementation of SBCPD?
5. What is your comment on change in teachers and in school, if any as a result of the introduction of lesson study under SBCPD?
6. What are some of the challenges that your office is facing in the implementation of SBCPD in your school?
7. From your point of view what are some of the challenges your school is facing in implementation of SBCPD?
8. What measures do you think should be put in place to address the challenges faced in the implementation of SBCPD in your school?
9. What measures do you think Government should put in place to address some of the challenges faced in implementation of SBCPD?
10. What do you think could be the best strategy to implement SBCPD?
11. Kindly provide any information you wish to add concerning SBCPD.

Appendix 9: Interview Schedules for the ZICs

1. How many GRACE/ SMARC meetings have been held in the last one year?
2. How has been the implementation of stake holders meetings in the district for the past one year?
3. How has been the response by schools in submitting school CPD reports in the last one year?
4. How many schools have you monitored in SBCPD in the last one year?
5. How stable is the monthly CPD implementation in the zone?
6. How is the cooperation and support by the Head teachers in the implementation of SBCPD?
7. What is your comment on change in teachers and in schools, if any as a result of the introduction of lesson study under SBCPD?
8. What are some of the challenges that your office is facing in the implementation of SBCPD in schools?
9. From your point of view what are some of the challenges the schools are facing in implementation of SBCPD?
10. What measures do you think should be put in place to address the challenges faced in the implementation of SBCPD in your district?
11. What measures do you think Government should put in place to address some of the challenges faced in implementation of SBCPD?
12. What do you think could be the best strategy to implement SBCPD?
13. Kindly provide any information you wish to add concerning SBCPD.

Appendix 10: Interview Schedule for the DRCC

1. How has been the implementation of facilitators` workshop in the past one year?
2. How has been the implementation of stake holders meetings in the district for the past one year?
3. How many schools have you monitored in SBCPD in the last one year?
4. How stable is the monthly CPD implementation in the district?
5. How is the cooperation and support by the Head teachers in the implementation of SBCPD?
6. What is your comment on change in schools, if any as a result of the introduction of lesson study under SBCPD?
7. What are some of the challenges that your office is facing in the implementation of SBCPD in the district?
8. What measures do you think should be put in place to address the challenges faced in the implementation of SBCPD in your district?
9. What measures do you think Government should put in place to address some of the challenges faced in implementation of SBCPD?
10. What do you think could be the best strategy to implement SBCPD?
11. Kindly provide any information you wish to add concerning SBCPD.

