

**AN EXPLORATION OF CHALLENGES THAT SCHOOL MANAGERS FACE IN THE
PLANNING AND IMPLEMENTATION OF CONTINUING PROFESSIONAL
DEVELOPMENT (CPD) IN PUBLIC SECONDARY SCHOOLS IN MALAWI : A CASE
OF NORTHERN EDUCATION DIVISION (NED)**

BY

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Declaration

I, **Rose Judith Mlenga- Luhanga**, solemnly declare that, to the best of my knowledge and belief, this thesis entitled “An exploration of challenges that School Managers face in the Planning and Implementation of Continuing Professional Development (CPD) in public secondary schools in Malawi: A case of Northern Educational Division,” is entirely my own and has been carried out at Mzuzu University under the Supervision of Dr. Dominic Mapopa Ndengu and Prof. Ignasio Jimu.

It has not been nor is it being concurrently submitted for any other institution of higher learning for the award of any degree or qualification, other than the degree of Master of Education (Teacher Education) of Mzuzu University. I have used information from the published or unpublished work of other scholars, and all reference material contained in here has been duly acknowledged.

Signed _____

(Student)

Date: _____

Signed _____

(Supervisor)

Date: _____

Dedication

Derek Luhanga (My husband and Pastor)

Darius and Doreen (My son and daughter who were concurrently studying at the University)

Mr. Lamus Peter Mlenga (My father)

Mrs. Tupaliwe Mlenga (My late mother)

Abstract

This study was an exploration of challenges that School Managers face in the Planning and Implementation of Continuing Professional Development (CPD) Programmes for public secondary schools in the Northern Education Division (NED) in Malawi. The study originated from a concern that, despite the running of CPD Programmes in Malawian secondary schools, research has shown that School Managers face many challenges in conducting CPD Programmes because they are not involved in the Planning and Implementation of CPDs at national level.

As a result, many challenges have been encountered in the Planning and Implementation of CPDs in many secondary schools in Malawi. For instance, some of the challenges revealed in the study were inadequate resources for conducting CPDs such as material, finance and human resources, limited time for facilitators and teachers, lack of coordination, involvement of school managers at national level, proper CPD structures in many secondary schools, maintaining same participants to CPDs every year, absence of participants from other schools especially CDSSs.

Much as we have a lot of information on the planning of CPD Programmes, literature has shown that very little, if any study, has been done before on the challenges that impede School Managers' involvement in the Planning and Implementation of CPDs in secondary school in Malawi.

The study was placed within the mixed- method research design that incorporated concurrent procedures in the collection, analysis and interpretation of the data. Questionnaires were used to collect quantitative data while qualitative data were collected through interviews, focus group discussions, and document analysis. A total of 50 respondents were involved in the study. The researcher conducted 3 focus group discussions with teachers from various secondary schools.

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List of Abbreviations and Acronyms

ADEA	Association of Development of Education in Africa
AIDS	Acquired Immune Deficiency Syndrome
ATEM	Association of Teachers in English in Malawi
BITEP	Botswana In-service Teacher Education Programme
CDSSs	Community Day Secondary Schools
CEED	Central East Education Division
CEEDSTA	Central East Education Division Science Teachers Association
CEMASTEAM	Centre for Mathematics, Science and Technology in East Africa
CERT	Centre for Educational Research and Training
CPD	Continuing Professional Development
DEM	District Education Manager
DFID	Department For International Development
DTED	Department of Teacher Education Development
EDM	Education Divisional Manager
GCE	Global Campaigns for Education
GPF	General Purpose Fund
HIV	Human Immunodeficiency Virus
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
HIPC	Highly- Indebted Poor Countries
HUTA	Humanities Teachers Association
ICT	Information and Communication Technology
IN-SET	In –Service Training
IPTE	Initial Primary Teacher Education programme
ITPD	In-service Teacher Professional Development
LIDCs	Low Income Developing Countries
MIITEP	Malawi In-service Integrated Teacher Education Programme
MGDS	Malawi Growth and Development Strategy
MoEST	Ministry of Education Science and Technology
MSTEP	Multi-site Teacher Education Programme
MUSTER	Multi-Site Teacher Education Research project
NED	Northern Educational Division
NGOs	Non- Governmental Organisations
NSTED	National Strategy for Teacher Education Development
ODL	Open and Distance Learning
OECD	Organisation for Economic and Cooperative Development
ORT	Other Recurrent Transactions
PIF	Policy and Investment Framework
PISA	Programme for International Student Assessment
PRSPs	Poverty Reduction Strategy Papers

SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SADC	Southern Africa Development Community
SCAR	Secondary Curriculum Assessment and Review
SDF	School Development Fund
SMASE	Strengthening Mathematics and Science Education
SMASE- WESCA	Strengthening Mathematics and Sciences in Secondary school in Western, Eastern, Central and Southern Africa
SITPD	School –based In-service Teacher Professional Development
SMASSE	Strengthening and Mathematics and Sciences in Secondary School Education
TESSA	Teacher Education in Sub-Saharan Africa
TDCs	Teacher Development Centres
TDP	Teacher Development Programme
TTC	Teachers Training College
UCE	University Certificate of Education
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisations
VSO	Voluntary Service Overseas

CHAPTER ONE: BACK GROUND AND JUSTIFICATION

Scope of the chapter

This chapter presents the background of the study which consists of the following; introduction of the study, background of the research problem, statement of the problem, critical research question, the purpose of the study, objectives of the study, rationale of the study, significance of the study and the research matrix.

1.1 Introduction of the study

Professional development of teachers is one of the key elements in most of the educational reforms currently in progress in the world (Villegas-Reimers, 2003). These are changing times in Education Systems around the world. This implies that, with the start of the new millennium, many societies are continuously engaged in serious and promising educational reforms and Continuing Professional Development (CPD) is one of the reforms for teachers at all levels.

In this regard, many societies are finally acknowledging that teachers are not only one of the variables that need to be changed in order to improve the Education Systems but they are actually the most significant change agents in these reforms (Villegas-Reimers, 2003). Villegas-Reimers (2003) further alludes that the double role of teachers in educational reforms which is being both the subject and object of change, makes the field of teachers a professional development, meaning that, a growing and challenging area in which, one has received major attention during the past few years.

Furthermore, Guskey (2002) also noted that the majority of teachers and school administrators who were really dedicated professionals and worked hard under demanding conditions. It is for this hard working spirit in teachers and educators that professional development opportunities are needed not only because they promote the recognition of teachers' work as professional but also they promote new opportunities for growth, exploration, learning and development for all professionals in any field of work (Guskey, 2002).

Therefore, the main question in this current study was "what challenges do School Managers face when they are involved in the Planning of teachers' Continuing Professional Development (CPD) Programmes in secondary schools in order to fully equip teachers with skills to run effectively the school- based teacher professional development initiatives for professional development and personal growth?"

The study further sought to explore how Malawian Secondary School teacher's ideas, experience and understanding of teacher Continuing Professional Development initiatives are implemented.

1.2 Background to the research problem

Teaching is the world's most important profession and is exciting, rewarding and uplifting (<http://www.pearson.com/highered.com>). Indeed teachers receive great satisfaction from making a difference in the lives of their students. In today's climate of accountability, to say the fact, becoming a successful teacher requires high levels of professionalism and commitment.

This being the case, raising the standard of education has been one of the Malawi's national goals since her independence from 1964. To achieve this, well trained, qualified and experienced teachers are required.

In quest for quality education, Government of Malawi proposed education policies to guide the policy makers and implementation in an effort to address issues of quality. The most prominent recommendation which appeared in both the National Policy of Education (2000-2012) and in a wide range of in-service courses or training is to help teachers, to acquire knowledge, skills and attitudes in their career.

This is to say, the past fifty years has seen tremendous development and reforms in the Malawian education systems as well as in the entire African continent. In particular, since Malawi's independence in 1964, education has become the centre of the nation's life and concerns in the sense that without this advanced and proper education in these recent days, managing life is indeed a great challenge (Villegas-Reimers, 2003).

Raising the standard of education in general through continually developing the professional level of secondary school teachers is considered as fundamental issue because that might lead to quality education in the sense that teachers who have rich subject matter might yield to high quality results of students (National strategy for Teacher Education Development,2007). Some of the strategies to be outlined are enhancement of the performance and status of the teaching profession, improvement and maintenance of quality of the education system and also effective management of the education system. If Malawians were to follow these strategies to the latter, it could mean that by the end of the implementation period, the education system could produce a knowledgeable, skilled and efficient workforce (The revised National Policy on Education, 2000 -2012).

The Revised National Policy on Education (2000-2012) also emphasises that the use of in-service education and training is a reliable means towards effective teachers' professional development. It states that "a structured national in-service programme can be developed to guide in-service activities, starting from an orientation of a newly appointed teacher at the school level to the training of a newly appointed head teacher" (p. 47). Hence, Continuing Professional Development has been an integral part of the overall school plan (National Strategy for Teacher Education Development, 2007, The Revised National Policy on Education 2000-2012).

In addition, four categories of in-service education by purpose were identified and these were as follows: for certification of unqualified teachers, to upgrade teachers, to prepare teachers for new roles, and curriculum related dissemination or refresher courses. Regardless of the purpose, traditional in-service education or teacher professional development programmes were delivered in the form of workshops, seminars, conferences or courses (Fullan & Hargreaves, 1996; Schwille & Dembele, 2007; Villegas-Reimers, 2003).

The Revised National Policy on Education (2000-2012) also emphasised the importance of in-service teacher education and training as a means towards effective teachers' professional development. This document has defined the country's educational policies and outlined the Ministry of Education Science and Technology's priority programmes during the previous twelve years. The Policy and Investment Framework (PIF) was a living and dynamic document because it was a working tool which was a guide to the kind of work that needed to be done within the various education sub-sectors.

The PIF was the education's response to the Government of Malawi policy of poverty alleviation and addressed the national educational goals as is spelt in Vision 2020. Increased investment in education contributed to economic and social development. Only an educated populace could best exploit Malawi's rich natural resources base. Furthermore, an educated populace could fully be able to participate in democratic society, fully aware of its cultural heritage and of the need to further develop its culture, and to participate actively in the African and global communities. This implies that Continuing Professional Development skills would play a great role in contributing to Malawi's educated populace.

Teacher motivation, on the other hand, played a critical role on the effectiveness on which teacher's implement what they had learned from CPD training. Guskey (2002) cautioned that CPD programmes that did not take into account what motivated teachers to engage in the professional failed.

As African nations transition from a focus on exploring challenges faced by School Managers in the Planning and Implementation of CPD Programmes in Malawi, the role of teacher motivation and incentives had attracted increasing attention as a key component in the sustainability of quality education systems (National Strategy for Teachers Education Development, NSTED, 2007). In addition, Selemani- Meke(2010) points out that inadequate salaries, undeveloped teacher career ladders and the wide spread practice of promoting the best educators out of the classroom have contributed to the challenge of low morale, under-motivated and high turnover among those who among those who enter the teaching profession .

In Malawi, the government acknowledged the fact that initial teacher preparation was never sufficient in making a teacher effective, rather it was the CPD which enabled a teacher to go on teaching effectively (National Strategy for Teacher Education Development, 2007). Recognizing this fact, the Malawi Government had put in place structures to facilitate delivery of CPD programmes for teachers in the country.

According to the (2007 National Strategy for Teachers Education Development, NSTED), structures included both off-school site and on –school site based CPD programmes, were usually done in form of workshops or seminars. The workshops entailed drawing participants out of their schools to a venue where they were exposed by experts to a core of information and skills (Gray, 2005). Apart from off- school site CPD programmes, teachers were also exposed to formal and informal on- school site CPDs. These were organised by managers of the school or the teachers themselves depending on particular needs they wanted to address at their schools.

However, despite the implementation of CPD programmes, research had shown that teachers had not improved in their classroom practices (SACMEQ, 2005; NSTED, 2007; Centre for education for Education Research and Training, 2009). As a result there had been poor learner performance at all levels of the secondary school system particularly in rural areas to the extent that the country scored the lowest in international examinations for the Southern Africa Development Committee (SADC) Region (SACMEQ,2005; Country Status Report,2009).Informal reports attributed the poor learning outcome to a dissatisfied teaching force, claiming that teachers were not motivated enough to effectively perform their duties as trained during their pre- service as well as in- service training.

This study was moved on based on the fact noted earlier that despite conducting CPD Programmes in secondary schools, most School Managers were not involved in the Planning and Implementation of CPDs. For that reason, it was envisaged that the findings of the study would be an eye opener to the Ministry Of Education in Malawi and its partners as regards the involvement of School Managers in the Planning and Implementations of CPDs for the successful conduction of CPD programmes for secondary school teachers. The factors studied in this paper was revealed by the study and related to the allowances that the School Managers receive during CPD Planning; effectiveness of CPDs to secondary teachers; welfare of teachers during CPD training; working conditions for the teachers in terms of salaries promotions and accommodation.

The researcher was not aware of what challenges the School Managers and other institutional leaders met when they were involved in the planning of institution-based and off- institution-based CPDs.

Furthermore, as a teacher who has worked in the Ministry of Education for more than ten years, the researcher had also seen good educational plans with school managers on paper in various institutions but didn't know when and how those good plans were implemented on the ground if School Managers, and other reliable institutional leaders are rarely included in the Planning and Implementation of CPDs by the education system. This paper therefore had an insight at the challenges that School Managers faced in the planning and implementation of CPDs in public secondary schools in Malawi.

1.3 Statement of the problem

Professional development has attracted increasing attention in the 21st Century (Moats-Gallagher; 2004, Olson, Green& Hill, 2006; Paige, 2005). Teachers faced with rapid changes demands for high quality education development; need update themselves to meet the challenges that lie ahead.

Furthermore, the government of Malawi has realized the role that Continuing Professional Development for teachers plays in improving classroom practice and overall learning outcomes in schools (NSTED, 2007). As earlier noted, the government has put in place both on-school and off-school site structures and opportunities to facilitate the planning and implementation of formal CPD for secondary school teachers in divisions, clusters and schools.

Following curriculum reviews, the Malawi Government has oriented some teachers to the new curriculum and it has lobbied NGO's and donors to assist in such teacher professional development activities. However, despite the planning and implementation of the CPD programmes, research has shown that school managers have not been involved in planning of CPDs at national level hence a lot of challenges have developed in running CPDs in those other levels, NSTED, 2007; SACMEQ, 2011).

The media, as well as informal reports from teachers in Malawi partly attribute this poor learner performance to the way CPD programmes are implemented. Teachers expressed that they experience a lot of challenges in the implementation of CPDs. As a result, the teachers continue to use their old, ineffective methods of teaching. Informally, teachers have referred to issues of resources, time, poor coordination, maintaining same participants and expertise of facilitators

and modes of implementation as contributing to their dissatisfaction. SACMEQ (2011). The report also alludes to this when it highlights that teachers found the few days spent attending to CPD programmes as just a waste of time as they were not deriving any satisfaction from the courses (SACMEQ, 2011).

NSTED (2007), emphasizes that initial teacher preparation will never be sufficient as far as effective teaching is concerned. It is Continuing Professional Development which enables a teacher to go on teaching effectively (NSTED, 2007). This implies that, even if standards for pre-service education of teachers are improved, it will not necessarily lessen the need for continued in-service preparation and professional growth. So teachers, like other professionals, must continue with their education after their pre-service education through CPD Programmes.

There is evidence that School Managers face many challenges in regard to running continuing professional development in all educational divisions and Malawi as a whole to enrich teacher with much information continuously because teachers are seen as the essential tools for educational changes and national development (Evans, 2011; Wallace, 2001). Teachers are key players in any educational reform.

Continuing Professional Development for teachers contributes to the good quality education which many countries, including Malawi, are striving to proffer to their citizens. Being cognizant of the fact that pre-service training alone cannot make a teacher effective in the classroom, the government of Malawi has put in place structures to facilitate CPD activities for secondary school teachers. Unfortunately, research has shown that the structures have failed to achieve their

intended purposes of transforming the teachers' knowledge, beliefs and attitudes (Centre for Educational Research and Training, 2009; NSTED 2007).

The resultant effect has been lack of resources which affects the running and implementation of CPDs in many secondary schools in Malawi leading continued poor classroom practices that do not translate into gains in learning outcomes. The trend of poor learner performance has been more evident in community day secondary schools (CDSSs) than in conventional secondary schools. This is because conventional schools send more members to participate in CPDs than members from CDSSs. For instance, referring to CPD challenges numbers representing CDSSs from table 4 might send same participants every year unlike conventional ones representing almost 16% of the teachers in NED while conventional secondary school might send almost 84% of teachers.

1.4 Critical research question

What challenges had the school managers faced when they were involved or not in the planning and implementation of Continuing Professional Development (CPD) in public secondary schools in the Northern Education Division (NED) in the past five years?

1.5 Purpose of the study

In line with the critical research question above, the purpose of the study was to explore how many school managers had been involved or not in the planning and implementation of Continuing Professional Development in secondary schools in Malawi in the last five years.

1.6 Objectives of the study

By the end of this study, the researcher was able to:

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An exploration of challenges that School Managers face in the Planning and Implementation of Continuing Professional Development in public secondary schools in Malawi : A case of Northern Educational Division.

- Find out the challenges faced by school managers in planning and implementing continuing professional development initiatives
- Investigate how effective Continuing Professional Development initiatives were, in enhancing teachers professional and personal growth.
- Discover what strategies were used to enhance the continuing professional development initiatives.
- Explore how school managers had been involved in the planning and implementation of Continuing Professional Development in the past five years.
- Find out what effort has been done by MoEST to all school managers in enhancing the success of CPDs in public secondary schools.

1.7 The rationale of the study

Little or no effort has been done to explore the issues behind the challenges school managers face in the planning and implementation of CPD activities in Malawi. Hence, this study intended to fill that gap and brought forth the issues behind the challenges school managers face when they are involved in the planning and implementation of the CPD programmes which have rendered them ineffective and, consequently, to explore better ways of involving school managers in the planning and implementing CPD programmes that might render CPD activities more effective in the transformation of teachers and their practice.

In this case, then, the study might serve as an eye opener to the Ministry of Education in Malawi and its partners as regards the involvement of school managers at the planning level for the continued effectiveness of CPD Programmes.

Further, the findings of the study might help the Ministry of Education in Malawi and other partners in education to determine proper transformational strategies for CPD programmes for teachers, which might lead to teacher change.

Needless to say that this study has identified an appropriate CPD solution for teachers by involving School Managers in CPD Planning at national level so that they can have enough resources relocated for CPDs, especially those teaching in community day secondary schools which are the worst hit in terms of resource allocation and the performance of learners. Consequently, the study has generated a database, which has simply expanded the literature on the challenges that School Managers face in the Planning and Implementation of CPD programmes for secondary school teachers regionally, nationally and globally.

It is also believed that, the findings to the challenges that School Managers face in the Planning of CPD Programmes in secondary school might contribute to high achievement and might be of concern to decision- makers as well as policy-makers in Malawi.

Fullan & Hargreaves (1996) also revealed through research that “the school culture, with only a few exceptions, continues to allow, if not foster individualism at the expense of teachers growth” (p. 6) Teachers’ attitudes have been identified as one of the challenges faced in achieving effective teachers’ professional development (Fullan & Hargreaves, 1996). Failure to involve School Managers in the Planning of professional development activities demoralizes and develops in them negative attitudes.

Despite the existing literature, in secondary schools (Fullan& Hargreaves, 1996; Wallace, 2001 and Evance,2011), little or no effort has been made to understand the challenges that impede

School Manager's involvement in the Planning and Implementation of continuing professional development of teachers, it is the researcher's great desire to understand these challenges in this study lead to transformed teachers in secondary schools through their responsible school managers. This study therefore, was initiated by lack of knowledge on the challenges that school managers face in the planning and implementation of CPDs in secondary schools in the Northern Education Division and the entire Malawian Nation.

The Revised National Policy on Education (2000-2012) & National Strategy for Teacher Education Development (, 2007) furthermore, describe the education system to be internationally competitive and economically viable, the education system must produce a Malawian capable of lifelong learning and able to take the initiative to solve problems independently. The Vision 2020 is expected to make Malawi become internationally competitive and economically viable.

The Republic of Malawi, therefore, requires an education system that will produce citizens who are able to engage in lifelong learning, learn new things quickly, perform more non-routine tasks, capable of more complex problem-solving, take more decisions, understand more about what they are working on, require less supervision, assume more responsibility, and as vital tools to these ends, have better reading, quantitative, reasoning and expository skills. Further, the education and training sector must respond to the demands of the Malawian Constitution.

Furthermore, educational leaders in schools such as Principals, School Managers and Heads of Departments (HODs) should increasingly strive to nationalize and internationalize their institutions for economic, political, academic and socio cultural rationales (de Wit, 2002; Knight,

1999). Economic rationales included the desire to prepare workers such as teachers to generate income for their institutions and to contribute to economic development and competitiveness (Goodwin & Nacht, 1988, Green, 2003).

Political rationales emphasized the need to equip teaching staff with an awareness of world cultures and skills necessary to address national security and foreign concerns (Government Accountability Office, 2007). Academically, teachers were urged as well as empowered to develop global, critical thinking skills (Lim, 2003). Finally, sociocultural rationales highlighted the need to develop educators' intercultural communication skills which will be necessary to address the increasing cultural and ethnic diversity within and between countries.

In this essence, economic, political, academic and sociocultural reasons could serve as motivating forces for school managers and all the entire teaching staff to nationalize their institutions. An understanding of these rationales is very important for this study because it might lay the foundations for the reasons why institution leaders like School Managers could be involved in the national and even international Planning of continuing professional development for effective output.

High quality education is one that effectively prepares individuals for life, citizenship and the world of work. In order to maintain such standards, there is need for well-trained, qualified and competent teachers together with a continuous learning environment that enable teachers to generate and implement new innovation. Involvement in national plans by educational institution leaders enabled them to excel in the development of their institutions. These plans could include; goal statements, mission statements, vision statements, implementation initiatives, allocation

resources, timelines and performance indicators (Moats-Gallagher, 2004, Olson, Green & Hill, 2006; Paige, 2005).

The development of concrete, comprehensive national plans is important, as this process stimulates and informs stakeholders' participation in the national initiatives (Knight, 1994, Olson et al., 2006). Hence, this study sought to explore the challenges that impede School Managers' involvement in the Planning and Implementation of CPDs in their institutions in the past five years particularly in the Northern Education Division (NED) and what are these CPDs, what actual topics or even subjects are taught and learnt, which methodologies are used with comparison to the expectations of the continuing professional development programme.

Once again as emphasised, the researcher was motivated to explore how School Managers are involved in the Planning and Implementation of the CPD programmes in public secondary schools in Malawi by sampling the Northern Education Division.

1.8. Significance of the study

The findings of the study might be useful to School Managers and other education officers in such a way that they may provide rich information during CPDs. Again, if these School Managers are fully involved in the Planning of CPD Programmes, they might contribute to a greater percentage to the effectiveness of both on school-based and off school-based teachers' professional development initiatives because some crucial issues might be dealt with right at national level ministry of education science and technology headquarters which might enhance teachers' growth in Malawian secondary schools and improve in the effectiveness CPD programmes to the entire teacher and students in Malawi.

In addition, such findings might also provide a basis for National-Based CPDs of different Education officers in the Educational system in Malawi and abroad.

Similarly, the results might give an insight to the Ministry of Education, Science and Technology (MoEST), on how best CPDs might be taken care of in all public secondary schools in Malawi.

Furthermore, the study is an innovative in the sense that it might generate solutions to many of the challenges the School Managers face in the Planning and Implementation of Continuing Professional Development of teachers who need to be continuously developed in all aspects since they are the key aspects of educational reform.

The study might also provide information in the gaps on CPDs and help in pursuing smooth running of CPDs in the near future.

In a nutshell, the findings of the study might benefit School Managers whose objective is to make the CPDs most effective to teachers which in the long run might lead to the outstanding results of students during the national examinations.

1.9. The research matrix

TABLE 1: The Research Matrix

Research Question	What will be collected	From whom & How?
(1) What challenges do school managers face when they are involved in the planning and implementation of CPD initiatives?	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officers School managers HODs Tape/ phone recording Teachers Focus groups Questionnaires
(2) How effective are the present existing continuing professional development initiatives in enhancing teachers' professional and personal growth?	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officers School managers HODs Tape recording Teachers Focus groups Questionnaires
(3) What strategies might be used to enhance the continuing	Facts Opinions	Principals Interviews EDM Tape recording

<p>professional development initiatives?</p>	<p>Statistics</p>	<p>Desk Officers School managers HODs Tape recording Teachers Focus groups Questionnaires</p>
<p>(4) How have the school managers been involved in the planning of CPDs at national level in the past five years?</p>	<p>Facts Opinions Statistics</p>	<p>Principals Interviews EDM Tape recording Desk Officers School managers HODs Tape recording Teachers Focus groups Questionnaires</p>
<p>(5) Find out what effort has been done by MoEST to all school managers in enhancing the success of CPDs.</p>	<p>Facts Opinions Statistics</p>	<p>Principals Interviews EDM Tape recording Desk Officer School managers HODs Tape recording Teachers Focus groups Questionnaires</p>

Definition of operational terms

Continuing Professional Development (CPD) as used in the document is a conceptualized as consisting of reflective activity designed to improve an individual's attitudes, knowledge, understanding and skills. Continuing Professional Development (CPD) programmes for teachers are defined as systematic efforts that bring positive change in the classroom practices of teachers (Guskey, 2002).

According to Guskey (2002), the change is reflected in improved learning outcomes of students. CPD programmes aim at improving learner performance (Schwille & Dembele, 2007) by expanding the knowledge and skills of teachers and enhancing their effectiveness with students (Fullan & Hargreaves, 1996).

Professional Development is the total sum of the formal and informal learning experiences through one's career, for instance, from pre-service to retirement (Guskey, 2002).

School Managers are Head Teachers in all institutions like primary or secondary schools or colleges, therefore School Managers as used in this document, are Head Teachers in all secondary schools in Malawi (www.answers.com/Q/Definition).

School Management is the combination of the different administrators and their roles in the operation of a school(www.answers.com/Q/Definition).

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

Scope of the chapter

This chapter presents literature review on the definition of Continuing Professional Developments (CPDs). This is followed by the essential tools for education reforms, forms of CPDs, effective continuing professional development, challenges of CPDs, what gaps are revealed in CPDs, role of school managers and principals in planning CPDs, CPDs in Africa, an insight of schools in Sub-Saharan Africa and in the final analysis, CPDs commonly done in Malawian institutions.

2.1. Definition of Continuing Professional Development

There are several interpretations of teacher's continuing professional development. Craft (2000) defines teacher's continuing professional development to mean "all forms of learning undertaken by experienced teachers from courses to private, leading to job shadowing"(p.9). These definitions cover professional learning taken by teachers even before a teacher starts teaching and lasts until he leaves the service. It goes beyond the point of initial training which includes reading of magazines, newspapers and journals. Uses of professional support practices such as mentoring, appraisal and team building are indirectly mentioned as part of professional development.

Eze et al., (2013) also describe professional development as "a variety of activities, both formal and non-formal, designed for personal and professional growth of teachers and administrators (p.26). On the other hand, Fullan (1991) defines professional development as "the sum total of formal and informal learning experiences through one's career from preservice teacher to

retirement” (p. 36). Therefore, professional development can be described as a life-long process of dynamic growth; a fruitful change in the teachers’ knowledge, skills, attitudes and awareness.

The above authors agree that professional development is the overarching concept referring to any activity undertaken to improve the professional knowledge, skills and attitudes of a teacher. Continuing Professional Development of teachers should result in the teachers’ maturity, self-confidence and competence.

Any professional development programme should give teachers the opportunity to share and analyse experiences and practices in teaching and learning, in order to create innovative vision and strategies and strengthen a positive attitude towards personal and institutional change.

Some researchers argue that through professional activities alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking (Burbank & Kauchak, 2003). It is through professional development that teachers learn and can be able to teach better.

In the Malawian context, Continuing Professional Development refers to the life-long process in teachers’ lives that results in developing teachers’ professional knowledge, skills, attitudes, and aspirations, and a general understanding of their changing roles and tasks (National Strategy for Teacher Education Development (NSTED, 2007).

From the above definitions of CPD, it can be noted that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial or pre-service

training. For the purposes of this study, the term Continuing Professional Development refers to the formal courses and programmes that are attended by primary school teachers with the purpose of enhancing their professional skills so that they become better teachers. These formal courses and programmes may be in the form of but not limited to the following as outlined by Gray (2005): whole-school training days; undertaking joint training exercises with other schools; joining teacher networks, engaging with specialist subject associations; and attending short courses in the form of workshops and seminars at cluster, district or national levels. In the past few decades research had shown that, teacher professional development and quality teaching had become high priority in the search for school improvement and school effectiveness. It was generally accepted that teachers needed to be encouraged and supported to develop professionally for schools to be effective (Craft, 2000). It was assumed that effective schools then, were institutions where there was a delivery of high quality education.

In this regard, teachers' continuing professional development was amongst the crucial aspects needed for the provision of high quality education in the international arena. International literature suggested several concepts in teachers' professional development which seemed appropriate given the pervasiveness of globalisation, new technology and instant communication (Blandford, 2000; Craft, 2000).

Amongst the concepts were, teachers' professional development which was considered as a life-long process of change; teachers' professional development could take into account the important role that the teacher played in their development and any attempt to improve the quality of education, must also consider the quality of their teachers. There were several

initiatives to teachers' professional development. The initiatives included induction, appraisal, collegiality, collaboration, action research, self-monitoring and evaluation (Craft, 2000; Blandford, 2000). It was claimed that these initiatives helped teachers to acquire new knowledge and skills, practice new teaching methods and reflect on their work.

2.2 Essential tools for educational reforms

Teachers are seen as the essential tools for educational changes and national development (Evans, 2011; Wallace, 2001). They are key players in any educational reform. The involvement of teachers in the planning and organization of educational reforms should not be undermined.

One of the critical elements of the educational reforms is the continuing professional development of teachers. The need for teachers' in-service professional development has been top on the educationists' agenda (Eze et al, 2013).

Professional development has attracted increasing attention in the 1990's. Teachers faced with rapid changes, demands for high quality education; need to update themselves to meet the challenges that lay ahead. High quality education is one that effectively prepares individuals for life, citizenship and the world of work. In order to maintain such standard needs well-trained, qualified and competent teachers; together with a continuous learning environment that enables teachers to generate and implement new innovations. Teachers are described as the essential tools for educational changes and national development. These are the key players in any educational reform. The involvement of teachers in the planning and organization of educational reforms should therefore not be undermined (Evans, 2011; Wallace2001).

2.3 Forms of CPD Programmes

The types and forms of continuing professional development vary depending on the nature of CPD taking place. An employee can be undergoing CPD while working or can decide to leave the working institution for further education such as an addition of a certificate, a diploma or a degree. There are different forms of CPDs. The common ones include: school-based, cluster-based, site-based, off-site based, college based, and university based (Avalos, 2000; Tatto, 1997; Reimers, 2003).

These CPDs most of the times covered areas which included; subject training areas, management improvement areas, financial areas and professional areas to mention a few examples.

In response to many challenges, many countries including Malawi have developed or are currently developing school-based or cluster-based in-service programmes as an important means of updating teacher skills and providing professional support (Avalos, 2000; Tatto, 1997; Reimers, 2003). It is hoped that school-based and cluster-based approaches will be more cost-effective, make better use of local resources, respond to teachers' immediate needs, and provide opportunities for on-site practice and reflection. This approach has been used to good effect in many developing countries, and in developed countries as well.

Professional development of teachers, often called in-service education or staff development, has been conducted for different purposes and in different forms. Greenland (cited in Villegas-Reimers, 2003) identifies four categories of in-service education by purpose: for certification of

unqualified teachers, to upgrade teachers, to prepare teachers for new roles, and curriculum related dissemination or refresher courses.

Regardless of the purpose, traditional in-service education/teacher professional development programmes are delivered in the form of workshops, seminars, conferences or courses (Fullan & Hargreaves, 1996; Schwille & Dembélé, 2007; Villegas-Reimers, 2003). These efforts have been criticized by many researchers as being brief, fragmented, incoherent encounters that are decontextualized and isolated from real classroom situations (Fullan & Hargreaves, 1996; OECD, 2005; Villegas- Reimers, 2003).

The traditional approaches to professional development of teachers, which Kelleher (2003:751) calls “adult pull-out programs”, are less likely to result in improvement of teaching. Fullan (1991:315) stated the following:

“Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms.”

The same dissatisfaction is observed in the research on professional development of teachers in developing countries (Villegas- Reimers, 2003; Schwille & Dembele, 2007; Tatto, 1997; Tatto).

In many developing countries, professional development of teachers has been neglected because of budget constraints and heavy emphasis on pre-service education.

Beliefs about what teachers should know are linked intrinsically with beliefs about the type of knowledge worth teaching in schools. In most countries schooling is characterized as using a

“transmission model” where teaching is telling, and learning is “absorption”. This description fits most teacher education as well (Tatto, 1997:213).

2.4 Effective Continuing Professional Development

Professional development as pointed out earlier in this article is about promoting teachers’ competence, knowledge, skills and positive attitudes. For the above to be achieved, professional development has to be effective. Perhaps at this stage the use of “effective” in this context needs to be clarified. Effective is one of the words that are used differently for different professions. For instance, in economics effectiveness is related to the production process of an organization as described by Scheerens, (1992) to mean “the extent to which the desired output is achieved” (p. 30).

In education, the term effective is usually associated with the quality of education or when referred to a school it is generally used to mean the ‘good’ things that the school does. This may involve the creation of conditions which enable staff and students to achieve the set targets such as pass rate, performance in co-curricular activities and high level of discipline (Scheerens, 1992).

Effective as used in this study has adopted Scheerens, (1992) definition as the degree to which educational means or processes result in the attainment of educational goals. With reference to professional development it means the degree at which the professional development is able to meet the set aims and objectives. Once the objectives are met then the professional development is effective.

An effective or a good CPD programme leaves teachers satisfied and eager to implement what they have learned from the CPD programme whereas a poor quality CPD programme leaves teachers frustrated and full of regrets for having attended the programme. In a study reported by Gray (2005) on participation in subject-based continuing professional development for teachers in the UK, it was divulged that school managers expressed difficulty in linking the impact of CPD with classroom outcomes and wondered whether the impact of CPD justified the investment of resources. Teachers criticised training providers who were disorganised, rambling, poor at public speaking, cut sessions short, and who failed to take into account different learning styles, levels of ability and prior knowledge amongst the teachers attending the course (Gray, 2005). As educators themselves, teachers felt justified in demanding high standards of preparation and delivery. Gray (2005) asserts that in-service education programmes often fail because they are built on a 'deficit model' and therefore emphasize inadequacies rather than identifying and developing teachers' existing strengths.

Table 2 below, presented by Gray (2005), highlights what teachers felt about good (effective) and poor (ineffective) quality CPD programmes

Table2: Characteristics of good versus poor quality CPD provision

Good quality provision	Poor quality provision
Economical in terms of time and money	Wasteful in terms of resources such as time, money and teacher enthusiasm
Carefully researched, in terms of teacher	Insufficient planning and tailoring to teacher

Needs	Needs
Well-presented, preferably by a teacher or a cutting-edge research scientist with relevant teaching experience	Poor presentation skills; presenter not familiar with current classroom practices or curriculum content
Giving plenty of fresh, relevant Information	Duplicated or irrelevant information
Offering opportunities during the day for reflection upon what was being learnt	Overloading teachers with information; teachers unclear about quality and relevance of information to them
Likely to have immediate impact upon their return to the classroom	Unclear or dubious relevance to classroom Practice
Likely to improve general subject knowledge and understanding	Duplicates teachers' initial teacher training
Offering scope for later follow-up, support and networking	Isolated event with no subsequent opportunities for discussion or communication
Offering scope for feedback both during the session and later on, beyond the feedback form usually provided on the day	Teachers have little 'ownership' of process via their own input

Table 2 was adopted from Gray (2005:20): Characteristics of good versus poor quality CPD provision

Teachers should see value in attending the CPD programme activities. CPD programmes which neglect to provide for the development of a sense of commitment and mutual support for the activities undertaken by the participants will not have long-term effects. Hence, any CPD activities which are imposed on teachers from above are destined for failure if they do not take into account the teachers' perception of reality. The teachers may attend. They may even get involved to a certain degree but if the activities do not deal directly with the teachers' perceived reality, the activities will have little permanent effect on them. The challenge however for CPD programme planners and implementers remains how to gear their programmes in such a way that they take on board all the elements discussed in this section.

What then, are the features of effective professional development? Authors such as (Huberman & Miles, 1994) in the same vein as Gray (2005), highlight certain features of effective professional development as one that “maximizes the use, utilization and development of knowledge which and must focus on the use of research and innovations” (p.15). This implies that effective professional development is characterized by long-life learning, developing and training.

To establish effectiveness, a programme should be tested for its ability to achieve its obligations, to satisfy the expectations of teachers and its ability to pave a way for teachers' success in their life.

A study carried out by Moswela (2006) suggests that in-service training should be extended at all level, but the selection should be based on teacher needs assessment. For instance, CPDs can be conducted from school- based level to divisional level up to national levels. This implies that

an effective professional development initiative is one that has taken into account the training needs of staff. Effective professional development should also enhance learning, promote teacher job satisfaction and encourage teachers to take responsibility of organizing their development. Literature suggests that any development conceptualized as growth opportunities for teachers, appears more effective when a number of factors come to play in schools (Leedy, 2001).

Amongst the factors identified are an atmosphere of support and trust, diverse, active learning and self-directed learning experiences related to the classroom context and voluntary participation combined with professional norms that are characterized by daily teacher interaction. Other authors (e.g., Villegas-Reimers, 2003) claim that effective professional development should give critical consideration to educational policy, in particular how to raise standards. The outcomes of an effective professional development well known through a research (Sparks & Louks-Horsley, 1990) will include those in which, (i) teachers participating as helpers to each other and as planners with administrators, of in-service activities; (ii) emphasizing on self-instruction with differentiated training opportunities, (iii) teachers in active roles, choosing goals and activities for themselves, (iv) emphasizing on demonstration, supervised trials and feedback: training that is concrete and ongoing overtime and (v) ongoing assistance and support available on request. The outcomes should be tested in order to know the effectiveness of a professional development programme basing on the set objectives.

2.5 Challenges in implementing teachers' CPD initiatives

Teachers worldwide are faced with rapid changes, demands for high standards and improvement of moral standards from the stakeholders. In order for teachers to meet these demands there is a

need, as never before for them to update themselves. The training should ensure that teachers are fully prepared for the responsibilities they are expected to carry out. There are a number of challenges faced by teachers in implementing professional development initiatives which will be revealed in this study.

Unclear and inconsistent policies have been blamed for improper implementation of professional development. It was noted by Dadey&Harber (1991) that in some of education systems in Africa do not have “consistent and coherent training policy, resulting in the use of ad hoc measures” (p. 34). Newton & Tarrant (1992) affirmed that “unclear policies escalate conflicts” (p. 125). It is assumed that a policy should indicate what activities will be undertaken, for whom, by whom and using what resources.

Fullan &Hargreaves (1996) revealed through research that “the school culture, with only a few exceptions, continues to allow, if not foster individualism at the expense of teachers growth” (p. 6) Teachers’ attitudes have been identified as one of the challenges faced in achieving effective teachers’ professional development (Fullan & Hargreaves, 1996). Failure to involve teachers in the planning of professional development activities demoralizes and develops in them negative attitudes. How often are school leaders involved in the planning of CPDs is the major concern in this study.

Lack of staff recognition is another challenge, if staff members receive necessary recognition by their supervisors for the work done, they seem to work harder. Asking teachers how they are, being supportive and showing interest in whatever they do boost their morale. Teachers need feedback to gauge whether they are being successful in what they are doing and to provide

ongoing reassurance and encouragement. It is a belief in management that once staff members are recognised, it encourages them to get organised and meet the demands of their job (Adair, 2012).

2.6 Involvement of School Managers in Planning of Continuing Professional Development Programmes (CPD).

While nationalization is a process of institutional transformation, management of schools as institutional leaders should be fully involved in the planning, because it requires a paradigm shift to alter institutional stakeholders' assumptions, values and practices from a myopic, inward focus to a broader national perspective (Knight, 2004). This is because secondary education institutions comprise of organisational structures with diverse subjects and curriculums which are adjusted now and again which is so challenging.

As a process of institutional transformation, nationalization requires managers not only to “access all levels up and down the institutional hierarchy but also up and down vertical silos in which many units are located” (Moats-Gallagher, 2004). Consequently, the complexities embedded in the management of institutional transformation serve as a substantial barriers to continuing professional development at the school, cluster, district, divisional, national and even international levels.

In most recent review of teacher education covering many countries from around the world, the Organization for Economic and Cooperative Development (OECD) reported that the high performing education systems, teachers have a central role to play in improving education outcomes, and are also at the Centre of improvement efforts themselves (OECD, 2011).

2.7 Some of the Continuing Professional Development Programmes in Africa

Continuing Professional Development (CPD) Programmes in African countries like South Africa, Botswana, Kenya, Tanzania, Zambia to cite but a few examples are compulsory, nationalized and well-funded by donors, indeed a thing that seem to be lacking in Malawian CPD Programmes. CPD is conceptualized as consisting of reflective activity designed to support individual needs and improve professional practice (OECD,2011; Moswela,2006; Craft,2000).

African countries are involved in CPD programmes such as; Open and Distance Learning (ODL) of student teachers, National Strategy for Teachers, Education and Development (NSTED), In-service Training for Professional Development (ITPD), Multi-Site Teacher Education Programme (MITEP), Teacher Development Programme (TDP), Association of Development of Education Africa (ADEA), Strengthening Mathematics and Sciences in Secondary School in Western,Eastern,Central and Southern Africa (SMASSWESCA) famously called SMASSE in Malawi(Avalos,2001; OECD,2011).

SMASSWESCA or SMASSE in Africa and Malawi respectively was brought by Japanese to promote the Science teacher in Secondary schools. In Malawi it is called SMASSE meaning Strengthening Mathematics and Sciences in Secondary School Education and bears the same name in Kenya while the same programme in Botswana is called SMASE meaning strengthening Mathematics and Sciences in Education (Avalos, 2000; Tatto, 1997).

There are many other CPD Programmes in Africa that have the most effective professional Programmes that upgrade pedagogic knowledge and skills over a sustainable period of time rather than dis-jointed one –off courses. They bring together initial teacher education, induction

and Continuing Profession so as to create a long life frame work for teachers (Tatto, 1997, Avalos, 2001& OECD, 2011). For instance, IPTE of Botswana is so similar to MITEP of Malawi. Most Malawians have negative attitudes towards CPDs because very little or no allowance is provided. Unlike other African countries which value so much the significance of CPD especially when authorities including school managers and principals that are fully involved and committed to serve teachers in school-based programmes (Tatto, 1997, Avalos, 2001&OECD, 2011).

These mixed and often disappointing effects of teacher education have inspired many countries to argument their teacher training by providing in-service teacher professional development (ITPD) activities. These programs purpose to be relevant and practical, timely and topical. They are generally appreciated by teachers who are accustomed to working in isolation with little technical support. Countries have also been searching for more cost-effective alternatives to traditional teacher education.

ITPD programs follow a wide variety of patterns ranging from programs based on single schools to those that involve clustering of schools for mutual activities and support. The curricula and content varies from adhoc and loosely organized to highly structured programs that complement the instruction given in pre-service teacher education institution (Avalos,2000;Tatto,1997& Reimers,2003).

2.8 Continuing Professional Development Programmes in Malawi

In the most recent review of teacher education covering almost 65 countries from around the world, the Organization for Economic and Cooperative Development (OECD) reported that in

the high-performing education systems, teachers have a central role to play in improving educational outcomes, and are also at the center of the improvement efforts themselves. (OECD, 2011, Villegas- Reimer, 2003).

Apart from OECD, Malawi is also involved in other CPD programmes like Open and Distance Learning (ODL) of student teachers, National Strategy for Teachers, Education and Development (NSTED), In-service Training for Professional Development(ITPD), Multi-Site Teacher Educational Programme(MSTEP), Teacher Development Programme (TDP), Association of Development of Education Africa, (ADEA) (Strengthening Mathematics and Sciences in Secondary School (SMASSE)(<http://www.tandfonline.com/loi/rjie19>)

SMASSE is one of CPDs brought to Malawi and Botswana by Japanese to promote teachers. . From July 1998 to June 2003, the Government of Malawi with assistance from the Government of Japan, through Japan International Cooperation Agency, started to strengthen the teaching of secondary school Mathematics, Biology and Physical Science through a teacher education pilot project. In collaboration with the education officials, principals' associations, and parents associations in the pilot districts, the project was planned, implemented, administered, monitored and evaluated from the headquarters in Lilongwe.

The Malawian Government places the improvement of education quality as one of the five objectives in the Policy & Investment Framework 2000-2015, which is the principal national educational policy in Malawi. The institutionalization of INSET and the continuous development of teachers for secondary education are included in the scope of the National Education Sector Plan 2008-2017, the Education Sector Implementation Plan 2009-2013, and the National

Strategy for Teacher Education and Development 2007-2017. These policies stress the need for improving the quality of teachers, highlighting that a significant number of secondary school teachers in Malawi are under-qualified (approx. 60%).

The Japanese aid policy towards Malawi also includes the enhancement education quality as one of its priority assistance areas. In addition, one of the focus areas of the Japan's Education Cooperation Policy 2011-2015 is to provide quality education for all by comprehensively improving the learning environment, including teacher training. The Project is also in line with the Yokohama Action Plan, adopted at the Tokyo International Conference on Africa Development (TICAD) IV (2008).

Based on these policies, Japan has been implementing capacity development projects targeting mathematics and science teachers in Africa; thus Japan has ample empirical and technical advantages in strengthening secondary level mathematics and science education.

Some of the common CPDs in Malawi are; Malawi In –service Integrated Teacher Education Programme (MIITEP), Ordinary Distance Learning (ODL), Teacher's Training College (TTC), Strengthening Mathematics and Sciences in Secondary Education (SMASSE), certified and uncertified valuable workshop, University Certificate of Education (UCE), Master's Degree Programmes, Doctorate Degree Programme. These are just few examples. In-service training is operating in Malawi and in other countries in Africa under different names for instance, MIITEP in Malawi and BITEP in Botswana but aiming to achieve the same goal (Moswela, 2006; NSTED, 2007).

One example of an in-service TPD program that combined various modes of teacher education and was conducted to alleviate the shortage of teachers is the Malawi Integrated In-service Teacher Education Program (MIITEP). The MIITEP was established in 1994 in response to soaring enrolments, and the resulting teacher shortages, which were precipitated by the enactment of Free Primary Education in the early 1990's. To meet the rising demand for teachers, Malawi developed the MIITEP program to recruit and train 18,000 secondary school leavers to become teachers. At that time, 1,500 new teachers each year were graduating from the nation's six college teacher training system, which was then staffed by 150 teacher trainers (Kunje, 2002).

2. 9 some gaps revealed by the researcher in literature on CPD Programmes

- ❖ Some institutional leaders are not involved in the planning process of CPD Programmes by the Ministry of Education (National Strategy for Teacher Education Development, 2007 & The Revised National Policy on Education 2000-2012).
- ❖ Most school managers and principals do not participate in the Implementation of CPDs but leave them for teachers only (Selemani-Meke, 2013).
- ❖ In some secondary schools in Malawi, CPD Programmes are implemented on very limited resources because most school managers have inadequate resources (Selemani-Meke, 2010).
- ❖ Some School Managers are denied to upgrade to other levels like Master of Education and Doctorate levels because it is not recognised in secondary schools (Selemani-Meke, 2010).
- ❖ CPD programme implementers should consider raising the allowances for meals and accommodation that are given to teachers during CPD training so that teachers are motivated to participate fully in the training (Selemani-Meke, 2010).

- ❖ The Teaching Service Commission (a body responsible for teacher's promotions) needs to revisit its promotion procedures as the current system is frustrating de motivating teachers. Teachers Performance Appraisals and conduct from school heads and heads of sections should be part of the criteria for promotions. Teachers should be given CPD training and these should be considered in the promotions (National Strategy for Teacher Education Development, 2007).
- ❖ The Government and stake holders in Education should make an effort to construct teachers' houses in schools especially in rural schools decent accommodation for teachers to rent is a challenge i.e. is usually not available (The Revised National Policy on Education2000-2012).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The scope of the chapter

This chapter presents the research design, research paradigm or metatheory, theoretical framework, research site, sample and sampling techniques, data collection methods and tools, data analysis, sampling techniques, limitations and delimitation of the study, issues of validity and finally ethical issues.

3.1. Research design

The focus of this study was to use a mixed method approach so that one data set supports the other set. In this case, the chapter presents the research design, research paradigm or metatheory, theoretical framework, research site, sample and sampling techniques, data collection methods and tools, data analysis, sampling techniques, limitations and delimitation of the study, issues of validity and finally ethical issues, researcher had to involve the embedded design which is in accordance to Creswell and Piano Clark (2007).

Creswell (2007) stipulates that the embedded design is a mixed method design in which one data set provides a supportive or secondary role in a study based primarily on the other data type. Piano Clark (2007) further, articulates that, the premises of this design are that a single data set is not sufficient, therefore, different questions are needed to be answered and that each type of question requires different forms of data. Hence the researcher used mixed methods approach which included qualitative and quantitative approach for effective results. The researcher also

decided to use mixed method in order to gather additional data to help resolve the contradiction (Creswell, 2007, p.120).

In line with (Hanson et al., 2005 & Rodgers et al., 2003), the researcher used quantitative data embedded within a qualitative methodology to answer different research questions within the study such as; what challenges do School Managers face when they are involved in the Planning and Implementation of CPD Programmes? , How effective are the existing CPD Programmes in enhancing teacher's professional and personal growth? , among others. Therefore, this design was particularly useful when embedding a qualitative component within a quantitative design.

Ary et al (2010) describe qualitative research approach as a process that *“aims at solving an immediate practical problem, it is an approach performed in relation to actual problems and under the conditions in which they appear in practice”* (p.34). The inquiry, for instance, employed the social naturalistic paradigm. This was influenced in Golafshani's (2003) view that *“qualitative research uses a naturalistic approach that seeks to understand the phenomena in context-specific settings, such as real world settings where the researcher does not attempt to manipulate the phenomenon of interest”* (p.60).

The social nature ideology portrays that individuals have beliefs, views and values which in most cases reflect the truth about what happens around them. This ideology collaborate the idea that reality with regard to nature and effectiveness of a programme implementation process is consequently a social construct deriving from perceptions of the various agencies and individuals that participated in the process (Mhlaudi, 2012).

This suggests that in order for researchers to understand effectiveness of the existing teachers continuing professional development initiatives, information should be provided by people who are directly involved in the initiatives. To cite an example, Education Division Managers, School Managers, Heads of Departments and teachers themselves can provide information on CPDs because they are directly involved in these activities.

Despite the fact that information can vary according to individual's perceptions due to either motivation into the initiatives, experience or any other reason, is important to listen to the informant's views. Therefore the participants in this study were people who were directly involved in different forms of continuing professional development initiatives at the levels of planning or implementation in a natural setting that required qualitative approach as the appropriate design for this study.

Ryan (2006:21) gives the following characteristics of qualitative research

“It seeks to provide an in-depth picture; it generally deals with smaller numbers than quantitative research; it tries to interpret historically or culturally significant phenomena; it can be used to flesh out quantitative data; it tries to isolate and define categories during the process of research; it is appropriate when the questions posed by the researcher are difficult for a respondent to answer precisely; it tries to illuminate aspects of people's everyday lives; it values participants' perspectives on their worlds; and it often relies on people's words as its primary data.”

According to Creswell (2007), qualitative research further, uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies or case studies. In this type

of research, the researcher collects open-ended emerging data with the primary intent of developing themes from the data. However, findings from a qualitative research are often not generalizable because of the small numbers and narrow range of participants used in the data collection process.

As such, this stance enabled the researcher to understand the school managers' perception in terms of their involvement in participation in both external and school-based CPDs in many institutions in the division which provided a reflection of the entire Malawi.

3.2 Paradigm or metatheory of the study

The researcher relied on both interpretivist and positivist approaches as a metatheory in the mixed-method approach. With the positivist approach, the researcher had a closer look at some exact number of times in a year when CPDs took place, exact number of participants from each school every year, dealt with figures, interpreted potential meanings and actions against the frame work of reference and perspective of school managers (William, 2000).

Positivism of exploring social reality is based on the philosophical ideas of the French philosopher August Comte, who emphasized observation and reason as means of understanding human behaviour (Dash, 2005). According to Comte, true knowledge is based on experience of the senses and can be obtained by observation and experiment. So, positivistic thinkers adopt his scientific method as a means of knowledge generation. In this way, positivism is understood within the framework of the principles and assumptions of science.

By employing an interpretivist approach, the researcher aimed at gaining an understanding of experiences of school managers (Cohen, 2007 & Morrison, 2007) in terms of sustainability of school-based or off-school based CPD's initiative they start in their institution.

The researcher also worked using a positivism approach in order to establish valid knowledge of groups of teachers, HODs and education officers. This varied slightly from interpretivist approach because the researcher was not by then interested in understanding individual's internal reasons or motives that shaped and guided their actions but focused into the figures.

The researcher used both interpretivist and positivist forming a post-positivism paradigm. Post-positivism is a shift away from positivism. In fact Trochim (2006) refers to it as a wholesale rejection of the central tenets of positivism in the same way Creswell (2003: 7) calls it "the thinking after positivism". Thus, post-positivism is a knowledge claim that challenges the absolute truth and recognizes that we cannot be "positive" about claims of knowledge when studying the behaviours and actions of humans because we are all biased and all of our observations are affected (Ryan, 2006).

Eriksson & Kovalainen (2008) argued that in post-positivism, the knower and the known cannot be separated as is the case in positivism; and that, although human beings cannot perfectly understand reality, researchers can approach it with rigorous data collection and analysis. Hence, post-positivistic approach to research opens the door to multiple methods and different worldviews as well as to different forms of data collection and analysis so as to provide and justify that rigour in the process of carrying out the research.

Similarly, Trochim (2006) acknowledged that the post-positivist emphasizes the importance of multiple measures and observations, each of which may possess different types of error, and the need to use triangulation across these multiple errorful sources. Hence, the use of both quantitative and qualitative means of data collection in the same study is encouraged.

Critics of post-positivism (usually positivists) direct their criticisms towards the interactive and participatory nature of quantitative and qualitative methods used in this approach. They argue that post-positivists use methods that are merely an assembly of anecdotes and personal impressions which are highly suspicious in terms of research subjectivity and researcher bias (Maree, 2007). However, the bias is compensated for in the use of multiple methods in the data collection process.

3.3 Theoretical perspectives relevant to the study

The researcher relied upon the underlying philosophical and principles of the asset-based approach to interpret the results of the current study. The asset-based approach is a strength-based approach that propagates the use of resources i.e. human, financial and material resources, capabilities, strengths and asserts to overcome diversity (Ebersohn and Eloff, 2006). This approach was focused on collaboration, participation and partnership in order to mobilize resources and assets that have been identified within the individual community (Ebersohn and Eloff, 2006, Kretzmann and Mc Night, 1993).

Some school-based CPDs were organised just to address some common problems faced in schools which could be solved using asset-based approach. Some schools were faced with a lot of problems such as human and material resource, financial resource, behavioural, leadership and

management, gender inequalities and vulnerability, and yet there were readily available within the community and so the asset-based approach was the most suitable theory to guide this study.

3.4 Research site, sample and sampling techniques

Professional teachers with not less than five years of experience were chosen as participants by purposive sampling most of them in leadership position. A total of 50 interviewees were drawn from secondary schools and education offices in the northern educational division. The other leaders were chosen for the interview or nominated as competent by school managers and these provided rich cases information (Patton, 1990, p.169). Participants in the study comprised of 8 school managers, 24 HODs, 16 teachers and 2 education officials from the division. These participants were both males and females because the researcher wanted to be gender sensitive and avoided gender bias.

Most of the respondents' age was ranging from 25 to 60 years because it is the youthful working age. In term of qualification participants ranged from Diplomas in secondary education to Masters of Education. The participants were chosen on the basis that the professional development initiatives were meant for them and were in a better position to evaluate the initiatives. Purposive sampling technique stated above was used to select manageable groups of respondents which would provide rich information and were the representatives of the population.

According to Creswell (2007), purposive sampling *“is a qualitative sampling procedure in which the researcher intentionally selects individuals and sites to learn or understand the central phenomenon”* p. 204). This is affirmed by Ary et al.,(2010) who claim that purposive sampling

providing sufficiency in providing maximum insight and understanding of what they are studying” (p.472).

Since the participants went through the activities of professional development initiatives, their views regarding experience and knowledge provided relevant and meaningful data. The researcher’s experience as one who also did teacher educational professional development course also made it easier to convince the education officers and secondary school managers to gain access and be able to explain the significance of the study.

Purposive sampling technique was used to select schools in the Northern Educational Division that formed the sample of the study (Fraenkel & Wallen, 2000).

Merriam(2009) expounds further that Purposive sampling is usually on the assumption that the researcher would like to discover, understanding gain insight and therefore must select a sample from which the most can be learned. This being the case, the researcher found out the sample sites and population exactly played that role in a more convenient way.

3.4.1 Research geographical area

The study was conducted in the Northern Education Division(N.E.D.) of Malawi where eight secondary schools were involved namely; Mzuzu Government Secondary School(a national secondary school and CPD Super- Cluster Centre), Luwingu and Katoto Secondary Schools (double shift secondary schools), Lupaso and Ekwendeni CDSS(community day secondary schools), Mzimba Secondary School (a district secondary school and CPD Super -Cluster Centre), Maghemo Secondary School(CPD Super-Cluster Centre) and Chitipa Secondary School(District Secondary School).

The researcher used different secondary schools of different categories in order to establish standard results of the research study. It is an obvious thing that funds allocated to **a national** secondary school and **a double shift** secondary school cannot be compared to **a community** day secondary school.

A national secondary school accommodates all students throughout the country who have scored outstanding grades followed by other conventional secondary schools in cities and districts and then community day secondary schools which are non-residential. In most cities and trading centres, the MoEST prefers to use double shift to accommodate a great number of secondary students which cannot fit in a single shift.

3.5 Data collection methods, instruments

The unit of sampling was secondary school rather than individual leaders because secondary schools operate as intact groups (Borg & Gall, 1989). This means therefore that each school was considered as one group. The list of co- educational schools was the sampling frame in order to be gender sensitive. The researcher visited all selected schools to ascertain that they were suitable for the research. During the visit, researcher also established that there is in-service training of teachers in schools and was also obtain information on the number of CPDs conducted from school records.

The purpose of the research was clearly explained to the respondents. Data was collected using mixed methods which involved dealing with figures and mixed methods included in-depth semi-structured interviews, field work, statistics and taking notes.

Apart from qualitative, the researcher also used effective sampling measures in quantitative method that ensured that the elements selected for a sample accurately resemble the parameters of the population selected from; hence this study also involved stratified sampling for effective results. This was done in such a way because stratified sampling was used to establish a greater degree of representativeness in situations where a population consisted of sub group or strata.

Creswell (2007) further points out that data analysis in qualitative research is an on-going, emerging and iterative or non-linear process. It is the researcher's great desire to continue studying more on issues concerning continuing professional development of teacher in Malawi and abroad at different levels making the research an on-going , emerging and non-linear process. In line with Creswell, various other authors had equally described the qualitative analysis process previously, for instance, (Miles & Huberman, 1994).

3.5.1. Interviews

The researcher found out that the interviews were very adaptive in many Secondary schools as the researcher interacted with school managers and divisional education officials. This made the researcher to strongly agree that the major advantage of interviews is that they are adaptable to any situation. Bell (1996) asserts that “a skillful interviewer can follow up ideas, probe responses and investigate motives and feelings which the questionnaire can never do” (p.91).

The other interviews were audio recorded in Tab phone. With the audio phone, all the conversations were recorded in the natural language which was used in order not to alter any data. The audio phone also allowed the interviewer to concentrate, maintain eye contact and further observe any body language .In most cases, the interview took not more than thirty

minutes per leader in institutions. For instance, when interviewing the school managers and the three Heads of Department i.e. Sciences, Languages and Humanities.

Quantitative method included writing some figures of the number of times of CPD were conducted. It also accommodated all numerical records of data at the disposal of the researcher throughout field work.

3.5.2 Note taking

Concurrently, qualitative method also included maintaining a pocket diary to record any data at the disposal of the researcher throughout the field work. It was used to entail planned activities of CPDs, number of times CPDs are conducted in a year, effectiveness and challenges. Failing to honor appointments by some of the respondents forced the researcher to re-schedule the appointments and these were all featured in the diary. For instance, an appointment with the highly ranked officer (name withheld) at Education Divisional Office, was re-scheduled in Mid-December, 2014 to early January, 2015, because he was involved in CPD of New Curriculum at Kawale (not the real name) secondary school for one full week.

Taking notes in a study was also done. Taking notes is one of the scientific techniques which were highly recommended by the researcher for modern research. Despite their inherent subjectivity, Wellington (2000) states that notes and tape recording can be used together in interviewing to improve accuracy and quality of data or evidence and to enrich the texture of reality.

The field notes approach was surely a useful tool in this study because some of the respondents seemed not comfortable with tape recording even though there were assured of confidentiality

and anonymity. For confidentiality and anonymity, respondents were assured that pseudonyms will be used and that the findings of the study were used only for the purpose of academics.

3.5.3. Questionnaires

Collecting data through questionnaires is one of the most widely used methods of gathering information from people. Questionnaires can be used to collect both quantitative and qualitative data from large samples of people in survey designs. Maree (2007) identified at least four methods as the most commonly used methods of collecting data from respondents through questionnaires. These include group administration of questionnaires; postal survey; telephone survey; and face-to-face survey(Maree,2007).

In group administration, the researcher waits while a whole group of respondents complete questionnaires. This has the advantage of having many respondents complete the questionnaire within a short space of time as well as reaching respondents across long distances and also the researcher can clarify issues which are unclear to the respondents. However, this method has the disadvantage of getting different responses if different administrators administer the questionnaires. Furthermore, the primary researcher has limited control over what happens in the field(Maree,2007).

The researcher involved surveys such as, telephone and face –to-face in this study due to distance and proximity to the study areas.

In Telephone surveys, respondents were phoned by the interviewer who asked the questions and recorded the answers. With phone calls, the survey was relatively quick and the response rate was usually high. However, the cost was relatively high; and the questionnaire had to be short.

Interviewer bias was very high in telephone surveys as the interviewer might have influenced responses during the phone conversation (Maree, 2007).

As for face-to-face surveys, the respondents were visited by the researcher who asked the questions and recorded the answers. This method had the highest response rate that is above 75% because was commonly used to all school managers, HODs and education officials. The interviewer was again responsible to assist with issues that were not clear to the respondent. Nevertheless, face-to-face interviews had also some limitation in the sense that they were costly; the interviewer who happens to be the researcher used a lot of skills to succeed in visiting the highly ranked people, and interview bias was a great risk (Maree, 2007).

This study used almost all the methods of administering the questionnaire. These included; face-to face interviews, phone calls and structures questions left at the secondary schools since the researcher had to cover a wide area thus Mzimba, Mzuzu city , Karonga and Chitipa Districts. The researcher almost covered the entire region which indeed required a variety of questioning techniques.

Questionnaires had the advantage of eliciting many school managers' views on CPD. This enabled the researcher to get a wider view the challenges that the school managers face in the planning and implementation of the CPD programmes. Among other things, the questionnaire collected information on the venues, number of times CPDs are conducted annually, the strategies, the duration, the effectiveness of CPDs, involvement of school managers at national level, the coordination, material resources, human resources ,financial resources as well as their recommendations of the smooth running of CPDs. In addition, the questionnaires solicited

suggestions and preferences of school managers, HODs, education officials, teachers on how CPD programmes should be planned and implemented so as to result in teacher change.

The large numbers of respondents also contributed to the reliability of the results. The researcher made sure all the school managers of eight schools are consulted by the possible means to ensure that all questions were attended to and managed to collect all questionnaires from School managers, HODs, Education officials. This to some extent overcame the problem that usually arises with the use of questionnaires, which is that a large number of respondents might not return the questionnaires (Maree 2007).

3.5.4. Document analysis

This method was used to validate data received from school managers, HODs, Education officials and teachers (Maree, 2007). This included staff minutes, CPD files, log books and CPD folders. The documents helped the researcher to cross check challenges faced during the running of CPDs as well as challenges that affect school managers' involvement in the planning. To cite an example almost 99% of school managers are not involved in the planning at national level.

The researcher is aware that document analysis is another important supplementary tool for the gathering of data in studies of this kind. The researcher accessed CPD implementation reports from CPD programme facilitators. These reports were scrutinized to get a good view of the implementation process.

Documents pertaining to teachers' professional development were also analyzed to identify gaps if any, between theory and practice. Visitor's books in schools that were visited were also checked for frequency of visits of CPD facilitators and the main purpose of their visits.

3.5.5. Focus group discussions

Focus group discussions with secondary school teachers were also an essential data gathering tool for this study in that the responses provided an in-depth view about the challenges that School Managers face in the Planning and Implementation of CPD Programmes which would otherwise not have been got through individual interviews or any other data gathering instrument. Focus groups can be viewed as group interviews, except that focus groups do not rely on question and answer format as is the case of group interviews. Rather, they rely on the interaction within the group (Krueger & Casey, 2009).

In this case, the researcher needs to create an environment that is conducive to participation of members involved in the group discussion so as to solicit enough views on the subject under discussion. Krueger & Casey (2009) note that focus group interviewing is about paying attention to what people have to say and being nonjudgmental.

Focus groups in research are known to be especially effective in studying professional practices (Barbour, 2008). This explains the fact that the researcher in this study opted for focus group discussions as one of the data gathering methods because the study concerns a professional practice, that is, how CPD programmes for secondary school teachers in Malawi are planned and implemented at all levels. The group interactions during the focus group discussions were productive in widening the range of responses, activating forgotten details of experience and releasing inhibitions that may otherwise have discouraged the participants from disclosing information about how CPD programmes are planned and implemented in Malawi by sampling the Northern Educational Division. (Maree, 2007).

Furthermore, this yielded data gave insights into the planning and implementation process of CPD programmes by school managers in terms of their involvement at national level ,time allocation for teachers; the strategies used that are used during CDP training; the expertise of facilitators; how the teacher are involved in the implementation of what they have learnt from the in-set programmes; monitoring and support mechanisms; the challenges the school manager's planning and secondary school teachers' CPD implementation; as well as suggestions on how to deal with challenges faced by school managers in the planning and implementation of CPD activities at different levels so that they result in teacher's transformation.

The focus group discussions with teachers comprised of selected teachers per secondary school. These teachers were representative in terms of gender and cluster, where possible. Though focus groups may have limitation of getting biased information as some members dominate the discussions (Maree 2007), the researcher overcame this by encouraging contribution from every member and maintaining focus on the topic under discussion. In addition, the researcher was careful in her choice of respondents, where possible. They had to be conversant with the topic at hand. This ensured that everybody participated.

3. 6. The role of the researcher

The researcher has been a secondary school teacher for more than ten years. While teaching during all those years, the researcher noticed that school managers were not involved in the planning and implementation of CPDs in various secondary schools the researcher taught and in different divisions the researcher was posted to teach in Malawi. For ethical reasons, no school manager was cited as an example in not being involved in the planning of CPDs at national level.

The truth is that all eight school managers in the study said they have never been involved in the planning and implementation of CPDs at national level in Malawi, however these school managers have been fully involved at divisional level, zonal level, cluster level as well as school level.

3.7. Data analysis

Data analysis is the process, which implies editing, coding, classification and tabulating of collected data (Kothari, 2004). The mixed data analysis comprised of quantitative and qualitative (Creswell, 2007). The quantitative data were entered under SPSS and the researcher applied a few analytical techniques to sum up the indicators. The analysis took the form of univariate analysis such as frequency counts, percentages, and the calculation of appropriate indicators. Some issues aroused from questionnaires and were attended to immediately by the researcher.

The researcher also used document analysis. This method was used to validate data received from school managers, HODs and teachers (Maree, 2007).

The qualitative data was reduced by clustering common themes, writing stories and categorizing the responses to uncover the main issues that will be arising. The issues which were arising from focus group discussions and the interviews put together as the findings for the study. In qualitative, tapes were listened to and transcripts were read line-by- line at least twice; each word and sentence was analysed to identify tentative themes that were compared with each other within and across transcripts; themes with similar meanings were grouped together; and finally, categories and codes were formulated from the themes for the purpose of abstraction (Creswell,2007).

Likewise for quantitative data, numerical information was reduced to bar charts and pie charts. Qualitative research as a form of inquiry has grown tremendously these days. The number and quality of qualitative studies in almost every discipline has increased. In addition, sophisticated computerized software programs have been developed to assist with the data analysis process in qualitative inquiry.

The focus of qualitative research tends to be on understanding the meaning imbedded in participant experiences through an open-ended, unstructured and subjective approach. The research is most often conducted in a naturalistic setting with a purposive sample (Patton, 2002). The research tends to be holistic, descriptive and focuses on the depth and details of experiences. Data collection methods include interviews, observations, field notes, and documents to name a few. Data tend to be analyzed through an inductive, ongoing and evolving process of identifying themes within a particular context (Miles & Huberman, 1994)

Creswell (2007) further indicates that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants and conducts the study in a natural setting.

Sometimes in planning the study, the data can be presented on the concept map and the actual research projects can be linked to that map (Daley, 2002). In addition, reducing qualitative data to a one page concept map can facilitate the process of cross-site or cross-group analysis. Sorting the one page maps by groups or sites can facilitate the process of comparing for similarities or highlighting differences. For example, in a study of the roles of school managers, a concept map

can be used for each interview. This helps to compare their duties with other official leaders (Daley, 2001).

The researcher was also able to present the information collected in a statistical form. Thus, in a search for understanding, the researcher attempted to reduce the data to numerical symbols. Therefore, nothing of significance was ignored. Creswell and Clark (2007) argue that, mixed method research is a research design with philosophical assumptions as well as a method of inquiry.

As a methodology, it involved philosophical assumptions that guided the direction of collection and analysis of data and the mixture of qualitative and quantitative. As a method, many phases in the research area were focused on analysing and mixing qualitative and quantitative data in a single study or series of studies. However, as a central premise, the use of quantitative and qualitative approaches in combination provided a better understanding of research problems than in either approach alone.

The data which was collected through observation and interview by the help of field note, audio phone recorders was analysed qualitatively using interpretational method of data analysis. Gall, Gall and Borg (2007) define interpretational analysis as the process of examining case study data closely in order to find constructs, themes and patterns that can be used to describe and explain the phenomena being studied.

The process of data analysis in this study was undertaken during and after the data collection. The collected data was converted into written forms to be ready for coding and categorizing.

The study also to some extent adopted grounded theory techniques for data analysis. This involved the breaking down of data into its components; and a search for general statements about relationships among other categories of data. Data analysis was twofold; thus analysis of policy documents and interview data. Policy documents involved reading CPD policies and analysing policy documents from internet about CPDs in the Ministry of education and general Malawi Government policies touching Continuing Professional Development especially on teachers.

Interview data analysis involved transcribing in-depth semi-structured interviews of 50 respondents which were interviewed and phone recorded in a period of three-month' time beginning from September, 2014. For the interviews, audio phone was replayed to transcribe the data and it was played several times to get familiar with the information given. This possibly took three times than it would have been played without a replay.

3.7.1. Limitation of the study

The study encountered some limitations such as limited funds in traveling from one district to another since the study covered almost the entire Northern Education Division, failure to honour appointments by respondents which required re-scheduling the appointment dates, the researcher was pre-occupied with other duties in the Government leading to insufficient time in conducting the research since the researcher is a civil servant and was not granted study leave by the Ministry of Education Science and Technology.

3.7.2 Delimitations of the study

The purpose of demarcating this study was to make it more manageable and to this end, the proposed research site was delimited to selected public secondary schools in the Northern Educational Division (NED). The study concentrated on school managers, Heads of Departments (HODs), teachers and Education officers at the EDM.

The researcher also used selected secondary school institutions where the Northern Education division conducts their Super- Cluster CPDs, such as Mzuzu Government Secondary School in Mzuzu City, Mzimba Secondary School in Mzimba and Maghembo Secondary School in Karonga including other five selected schools.

In addition, the study was conducted in the Northern part of Malawi with a greater percent of schools in Mzimba district due to proximity to Mzuzu University hence the results might have a minimal bearing on the rural. Since most education division activities are similar, the study was generalized for the entire Malawi nation though the study was typically in the Northern Education Division.

3.8. Issues of validity and reliability

The validity in this research was ensured by a triangulation process. Thus the research involved the education division offices, conventional secondary schools and community secondary schools. The study also involved Educational officers, School managers and teachers.

According to Maxwell, triangulation plays a role in “collecting information from a diverse range of individuals and settings using a variety of methods” (Maxwell, 2007,p. 245). The data from various participants was integrated in order to find common themes and sub themes using all

tools that actually described the phenomena under investigation. Maxwell (2007) further argues that “triangulation reduces the risk that conclusions reflect only the systematic biases or limitation of specific sources and allows for broader and more secure understanding of the issue of investigating”(Gallavotti et al, 2005,p.93).

Furthermore, as (Creswell, 2007; Lincoln & Cuba, 1998) suggest about validity issues, it was assumed that the data of this research was transferable, dependable and was verified. This is because during the research process, some documents were collected as minutes of staff and management meetings, journal notes, allocation of duties, organograms and the interviews of all participants were recorded either with cellphone video or with audio-voice recorder and notes.

Participants also verified the data by listening to their own voice and some checked the data transcription or raw data which were taken from them and was safely kept. All letters of permission from both sides and informed consent forms that were signed by all the participants and authorizing officers were also available.

3.9 Ethical considerations

Any research which involves other people in some way has ethical implications. Since education is a social action, data gathering and analysis within this study inevitably was impacted on the lives of other people involved in the study. Therefore, measures were put in place to ensure that individual rights were not infringed upon and to promote fairness in the interpretation of data. Principles such as obtaining informed consent; respecting the right to privacy and participation, anonymity, confidentiality; avoiding harm to participants; and other principles as highlighted by

Cohen et al.(2000), was adhered to during the data collection process, data analysis and even during data interpretation.

3.9.1. Privacy, anonymity and confidentiality

Right to privacy, and participation was ensured by never forcing people to participate in the study. School managers were given an opportunity to indicate their willingness to participate in the study. Researchers must respect anyone who decides not to participate (Sallant & Dillman, 1994). Creswell (2007) stipulates that participants have the right to participate voluntarily and also the right to withdraw at any time.

Right to confidentiality and anonymity was ensured by not taking or recording names of respondents. Further, the use of group rather than individual data will facilitate the retention of participant's anonymity. By ensuring this right, harm or damage to participants was inevitably avoided.

The right to confidentiality and anonymity are somehow related. In research, the right to confidentiality and the right to anonymity put the respondents at ease to give information which might otherwise be regarded as sensitive. Hence, it is important that respondents be assured of the researcher's adherence to issues of confidentiality and anonymity. Confidentiality means protecting the privacy of respondents by keeping the data sources as confidential as possible while anonymity deals with disguising the identity of the respondents (Cohen et al., 2000).

For the sake of confidentiality and anonymity in this study, no names of respondents were taken or recorded. Pseudonyms such as 1,2,3... were used to maintain anonymity. This assurance

served to encourage respondents with views to feel free to air out their feeling or speak out whatever they want to.

3.9.2. Informed consent

The researcher obtained letter of authority from the department and copies were send to the EDM, DEM and school managers. In addition, a letter explaining the details of the research was submitted to the Educational Divisional Manager, District Education Manager and School Managers for permission since it was important to understand the subjective world of human beings (Cohen et al., 2000, p.22). Here, the researcher was very careful in the research to ensure the ethics by following these four categories of the most important ethical issues namely: protection from harm, informed consent, right to privacy and honesty (Leedy & Ormrod, 2005 p. 101). All the research participants were informed that they were not exposed to any unnecessary or psychological harm.

Water- Adams (2006) also expounds that any research which involves other people in some way has ethical implications. Taking this enlightenment into consideration, it was only proper to abide by ethical considerations so as to ensure that individual rights were not infringed upon.

A memorandum of agreement was reached between the researcher and the participant where by participants signed an informed consent form. Participants were ensured confidentiality and anonymity even through letters (Mc Millant & Schumacher, 2001, p.241). Such anonymity of participants and their schools were protected in the research by using pseudonyms and coding their names as follows; division officials, school managers and teachers. However the coding enabled the researcher to identify the participants during data presentation and analysis.

Furthermore, undertakings were to sincerely report research findings in a rigorous complete and honest fashion without misrepresenting information (Leedy & Ormrod, 2005, p.102).

3.9.3. Plagiarism

This study has strived to cite or acknowledge the work of others through citation in the text and inclusion of a list of sources in the bibliography or reference section.

3.9.4. Trustworthiness of the research findings

Trust worthiness is the verification that the information presented in the report is accurate and true (Creswell, 2007). A study's trustworthiness is increased when data analysis and conclusions are triangulated and subjects' perceptive are refined in a systematic manner (Gall, Gall and Borg, 1996; Gall, Gall& Borg, 2007).

3.9.4.1. Credibility

To achieve credibility, appropriate documents, preliminary visits were made by the researcher to selected schools (Kawawa, 2004). This helped the researcher to gain adequate understanding, organisation and establishment between this researcher and the respondents.

3.9.4.2. Triangulation

The researcher also used multiple data devices, sources, analysis in order to establish the validity of the findings (MoEST, 2008; SACMEQ,2011). In line with this, the researcher used different officers such as School Managers, HODs, Education officials and teachers.

3.9.4.3. Member Checking

Mertens (2005) alludes that, this is the most important instance in establishing credibility in the sense that after transaction, the researcher gave interview notes to respondents to see if the notes reflected what they had said.

3.9.4.3. Consistency

This consists of checking whether the findings obtained might be the same when different people use the same measures of data collection in a similar context (De vos, 2001). The researcher used interviews when seeking information from different school managers and it was found out that most of the information was consistent. For instance, almost all eight school managers said they were not involved at national level during the planning of CPDs.

Summary of the chapter

This chapter had discussed all the technological aspects that guided this study. The chapter looked at the research paradigms used in the study that exist in nature and placed this study in the mixed design due to its use of both quantitative and qualitative approaches to research. The study fitted into the mixed method design that uses concurrent procedures in the collection of both quantitative and qualitative data.

The chapter went further to look into the population, sample and sampling techniques that were involved in the study. This gave insights into the population from which respondents were solicited. Thereafter data collection instruments were detailed and these included questionnaires, interviews, focus group discussions, and document analysis. Issues of validity, reliability, trustworthiness, data analysis and ethical considerations were also discussed in the chapter.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION OF RESULTS

The scope of the chapter

This chapter presented the analysis, presentation and discussion of results of the findings in the study. The data was grouped into themes, categories and codes. It was followed by the researchers understanding of the study. The study discovered that there are several challenges that school managers face in the planning and implementation of continuing teacher development. The study further had an insight in the interpretation and discussion of findings.

4.1 Analysis of data

Table 3: Themes, categories and codes

THEMES	CATEGORIES	CODES
Challenges of CPDs	(i) There are very little or no CPD structures in Malawian secondary schools and few schools which have them are not vibrant ones. (ii) Lack of resources such as human resources, financial resources and material resources. (iii) Teachers and facilitators have very little time for CPDs in such a way that they are	CPD structures Resources Time

	<p>always very busy working from 7:00 am to 5:00 pm due to operation of open secondary schools in many secondary schools</p> <p>-Time is a challenge for CPDs as well as management meetings.</p> <p>-In terms of planning, school managers have no time for planning but things must happen at that suggested time.</p> <p>-Not enough time for delivery by the facilitators.</p> <p>-Reducing time due to inadequate resources</p> <p>(iv) School managers sometimes plan CPDs which are turned down when they reach the division.</p> <p>(v) Stability of teachers is limited due to transfer of teachers from one division to another.</p> <p>(vi) Coordination at cluster level is not 100% cooperation as they operate.</p>	<p>Unsuccessful plans</p> <p>Stability</p> <p>No coordination</p>
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4.2 Results

Results were drawn from the collected data and were illustrated in a table according to the challenges valued by different respondents as follows:

Table 4: List of CPD Challenges in different schools in NED and number of respondents per school who valued the challenges.

School	Lack of resources	Limited time for CPDs	Same participants in every CPD	Too much work covered per session	School managers are not involved at national planning level of CPDs	Lack of stationary, teachers' allowances, Facilitator's allowances	No motivation
1	7	5	15	6	7	14	9
2	14	3	1	5	2	5	1
3	5	8	9	3	3	4	12
4	6	4	2	1	8	6	6
5	4	2	4	1	4	2	5
6	1	7	2	4	3	3	4
7	6	2	3	2	5	6	6
8	2	2	1	2	6	4	7
Total	46	33	37	24	38	49	50

4.2.1. Themes and categories that arose from the findings

THEMES

4.2.1.1. Challenges of CPDs

Categories

- There are very little or no CPD structures in Malawian secondary schools and few schools which have them are not vibrant ones.
- Lack of resources such as human resources, financial resources and material resources.
- Teachers have very little time for CPDs in such a way that they are always very busy working from 7:00 am to 5:00 pm due to operation of open secondary schools in many secondary schools.
- Time is a challenge even for management meetings.
- In terms of planning, school managers have no time for planning but things must happen at that suggested time.
- Not enough time for delivery by the facilitators.
- Reducing time due to inadequate resources
- School managers sometimes plan CPDs which are turned down when they reach the division.
- Stability of teachers is limited due to transfer of teachers from one division to another.
- Coordination at cluster level is not 100% cooperation as they operate.

4.2.1.2. Effectiveness of CPDs

Categories

- Enhancing professional skills for all the teachers who joined the civil service without being inducted. For instance, teachers from other colleges and universities that do not offer educational courses.
- Support staff also gain professional skills through CPDs
- Some members of staff who had not gone for professional training and has no University Certificate of Education (UCE) learn some skills through CPDs
- Examiners share better ways of handling a question leading to production of better results
- There is better coordination among teachers and students in terms of service delivery.

- Improves teaching and learning of different subjects because of the professional skills gained through CPD trainings.

Many scholars such as Brighthouse & Woods (2008) and Borich (2007) have continuously emphasised on effectiveness of teachers in schools. Therefore effectiveness of CPDs in secondary schools is an essential thing for the sake of teachers and their students.

Table 4: An example of one school that have been sending their members of staff to departmental CPDs from 2010 to 2014

Year	Total Number of members in one department	Members participating in CPDs	Percentage
2010	10	1 per department	10%
2011	18	2 per department	11%
2012	15	1 per subject in the department	33%
2013	20	2 per subject in the department	50%
2014	20	All willing members in the department(17 out of 20)	85%

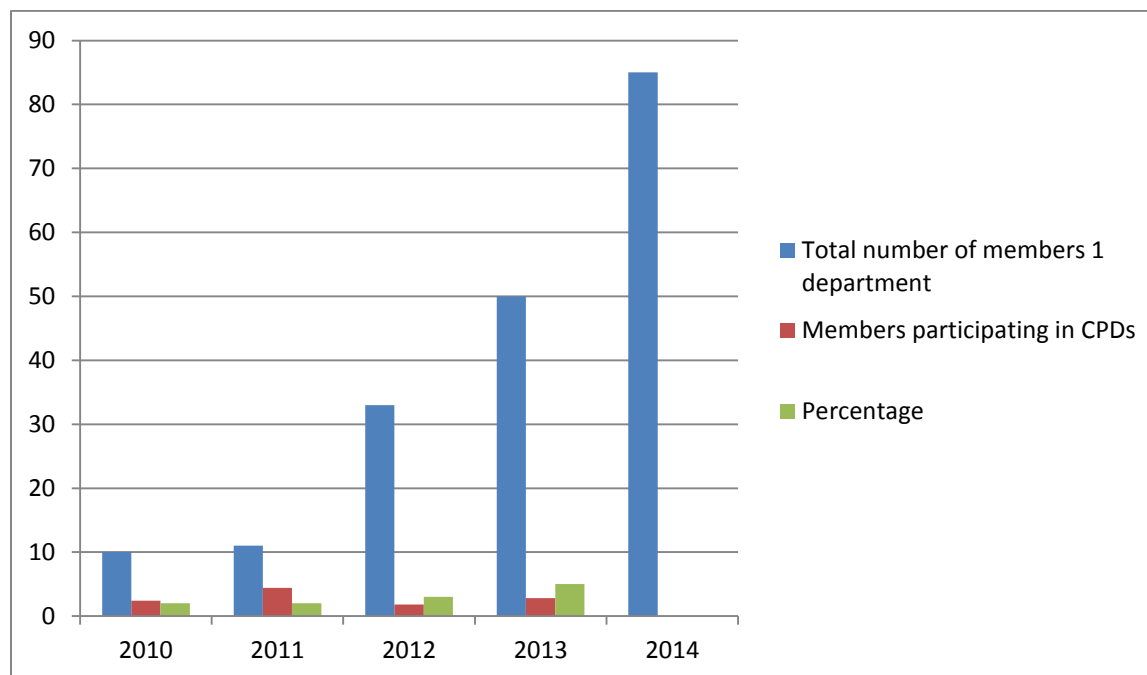


FIGURE 1: An example of one school that has been sending their members of staff to departmental CPDs from 2010 to 2014.

4.2.1.3. Strategies used to enhance CPDs

- Urge secondary schools to make contributions towards Cluster- CPDs meetings.
- Assist weaker secondary schools in services such as printing, photocopying and materials such as pen and markers, flip charts
- Appeal for donors such NGOs, well-wishers and individuals.
- Policies involving CPDs must be handled right by the ministry of education. For instance, out of the funds received per year, 5% should be allocated for CPDs in all secondary schools. This will pressurized every secondary school to conduct a CPD because money is there to conduct CPDs.

4.2.1.4. Involvement of school managers in planning and implementation of CPDs from 2010-2014

Categories

National level

-Not involved

-Slightly involved if the school manager is a national trainer of SMASSE

Researcher: *Are you involved in the planning of continuing professional development at national level?*

School Manager 1: *No, I've been a school manager for many years in many secondary schools and in several divisions however I've not been involved in the planning of CPDs at national level.*

Researcher: *As the school manager, have you ever heard of other school managers that are involved in planning of CPDs at a national level?*

School Manager 1: *No, however, very few, possibly those who are also national trainers of SMASSE attend national SMASSE workshops. Apart from that, I've not heard of any other CPD where school managers are involved at national level. What is common is the involvement at divisional- level or cluster- level or even school-level.*

Researcher: *How are you involved as a school manager at those other levels you've mentioned?*

School Manager: *By identifying participants to attend a CPD at division, cluster or school - level and use of subsistence allowance and payment of bills from SDF.*

Divisional level

-Fully involved in the planning and implementation of CPDs.

Cluster level

-Fully involved in planning and implementation of CPDs.

School level

-Fully involved in planning and implementation of CPDs

Table 5: Involvement of School Managers in planning of CPDs at different levels

Level of the planning and organisation structure of CPD	Number of school Managers	Percentage
National- level	0	0%
Divisional- Level	8	27%
Cluster- Level	20	67%
Secondary school- Level	30	100%

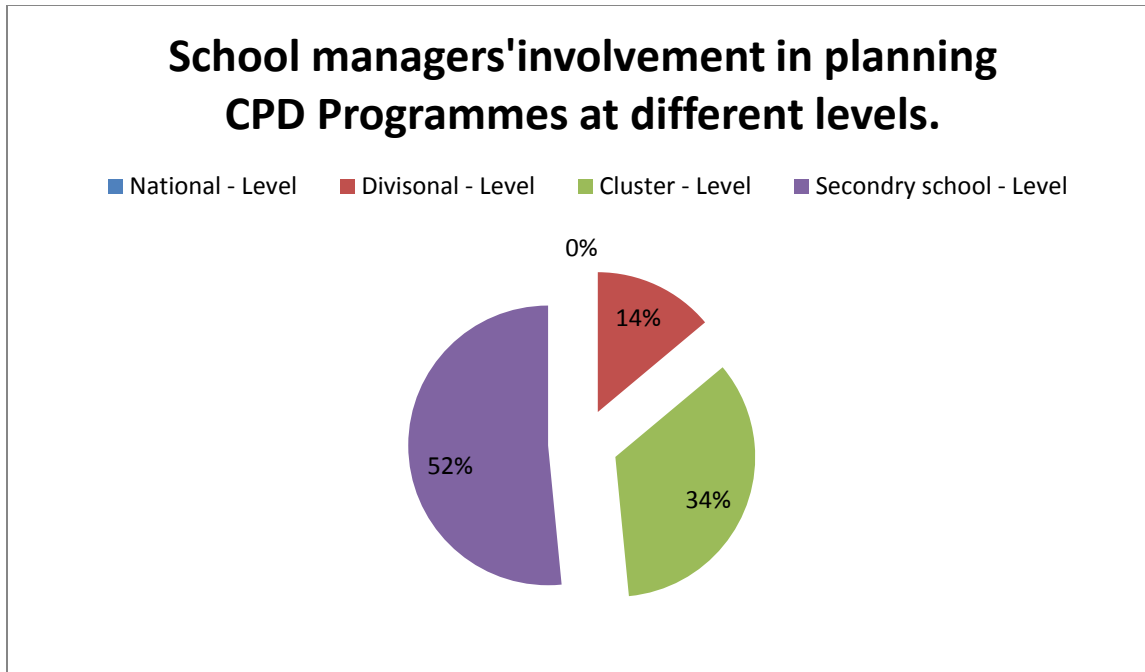


FIGURE 2: School managers' involvement in planning of CPD Programmes at different levels

4.2.2. Efforts of MoEST on CPDs

Categories

- Very little effort done by the ministry of education at national level.
- Most CPDs are planned and organised at division, cluster or school level through their local contributions.

4.3 Discussion of findings

Discussions were made in line with the themes that emerged during data analysis.

4.3.1. Challenges that impede school manager's involvement in the planning and implementation of CPDs discovered in the study

❖ Lack of resources

It was discovered that school managers were not involved in the planning of CPDs of teachers at secondary schools due to lack of resources. Most of the financial resources were sourced locally from secondary schools. This was evidenced by the following:

Researcher: *Do you meet together at a national level with school managers and the MoEST to plan for CPDs in that particular year which can be done in all divisions?*

Education Division Official: *No, Each division plans its own CDPs and every secondary school contributes to the cluster it belongs to. For instance, in NED, we have subject-based; management workshops, cluster and school based CPDs. Unlike NED, other division like CEED has subject based like HUTA, CEEDSTA and ATEM, management workshops, cluster and school based as well. It is only SMASSE which is done in all divisions with the same purpose of strengthening science teachers on how best science lessons can be taught.*

Due to limited resources, secondary schools contribute to the cluster for the running of CPDs. Some schools fail to send participants to attend CPDs due to lack of resources. The divisional CPDs are conducted once annually in three super-cluster centres in NED namely Mzimba secondary school in Mzimba, Mzuzu Government secondary school in Mzuzu City and Maghemo secondary school in Karonga. The super-cluster centres are chosen because of nice working facilities such as availability of water and electricity, enough rooms for accommodation and classes for workshops, printers and photocopiers, all in good condition and many other necessities.

❖ Limited time for CPDs

Due to insufficient funds, CPDs are conducted in few days. For example, instead of seven days, most CPDs take two to five days only. This leads to limited time for all the planned work to be covered within those days as a result a skeleton of the work is covered instead of detailed information. Same participants in every CPD

During the research, the discovered that in some schools, same teachers participate in every CPD and every year. This was again a challenge because some members could not have a chance to benefit from CPD and make use of the lessons learnt

- ❖ Too much work covered per session

Insufficient funds lead to reduced days hence a lot of work is grouped in a session in order to match with the given limited time. For instance, in terms of English, it could be very difficult for facilitators to finish the whole grammar in one day and literature in the next day. Therefore, subjects like English require more time for both facilitators and participants for them to benefit from a CPD and utilize effectively.

- ❖ School managers are not involved at the national planning level of CPDs.

School managers are not involved at the national planning level of Continuing Professional Developments because mainly finances. The government cannot manage to pay allowances for all school managers in the Malawian Nation. As a result planning of CPDs is decentralized to divisions and clusters.

- ❖ Lack of CPD structures in many secondary schools in Malawi

The study discovered that there are no CPD structures in many secondary schools in Malawi. This implies that smooth running of CPDs could be very difficult especially with this absence of structures. SACMEQ (2010) stipulates that there are four tiers of organisational structure in the education system. These include: MoEST which plans and administers the whole educational system headed by the principal secretary (PS). This is followed by the Educational Division office headed by the Education Division Manager. Further is the District Education Office headed by the District Education Manager and at the bottom tier is the school headed by School Managers. If CPDs were to follow that organisational structure, and school managers were to be involved right from the first tier, some of the challenges could have been avoided.

❖ Lack of stationary, limited Teachers' allowances, limited Facilitator's allowances

It had been so difficult to run CPDs without stationary, limited allowances for teachers and facilitators. Due to these challenges, most of the CPDs have been postponed and even cancelled due to severe problems of stationary, allowances and many other challenges not appearing in the list.

ITPD programs follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support. The curricula and content varies from ad hoc and loosely organized to highly structured programs that complement the instruction given in pre-service teacher education institutions. They include a variety of instructional delivery systems including printed materials, radio support, or multi-media kits, (OECD, 2011). Therefore limited stationary, too little allowance for teachers and facilitators may affect delivery and acceptance of the delivered materials.

❖ No motivation

Work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks(Selemani-Meke,2013) .It is generally accepted that the competence and commitment of teachers are two of the most important determinants of learning outcomes. It is striking; therefore, just how little systematic research has been undertaken on motivational and incentives issues among teachers in low income developing countries (LIDCs).

Two NGOs, Voluntary Service Overseas (VSO) and the Global Campaign for Education (GCE) in line with Bennell (2004) have actually published two valuable, advocacy reports on teacher motivation in developing countries (see VSO, 2002 and GCE, 2005). Both reports find that teacher motivation is seriously deficient in most LIDCs. There is a need, therefore,

for more systematic consideration of teachers in Sub Saharan- Africa and Malawi in particular in the area of motivation.

❖ Poor coordination

The study discovered that there is lack of coordination among secondary schools in the division as well as the cluster because some school managers do not send participants to CPDs and even fail to contribute in their clusters. This contributes to the failure of teacher professional development.

The term ‘teacher professional development’ (TPD) is preferred to the more traditional ‘teacher training’. Teacher professional development is conceptually and practically divided into pre-service and in-service teacher training (Tatto,1997). Now, focusing on in-service teacher professional development, it is constructive to think of teacher professional development as a continuous process, and not simply a time-bound activity or series of events. This therefore requires much coordination among school managers in the division and even in the cluster.

❖ Stability of teachers.

Stability of teachers and school manager is a challenge in the sense that there are a lot of postings taking place termly and annually in many schools. This takes place either in the same division or inter-divisionary. As a result of these postings, stability of potential school managers and reliable facilitators had become a great concern. This was evidenced in the transcript below:

Researcher: *How often do you conduct CPDs at this institution?*

School Manager: *I’ve just arrived at this institution from another institution, and did not find any CPD record in the files. It seems no CPDs had taken place recently. Management team plans to formulate a CPD committee soon.*

This was a clear indication that there were no CPDs taking place at that particular school. If it ever took place there was no documentation of what was happening.

4.3.2.1. Other challenges faced by teachers in the implementation of

CPD programmes from literature e.g. (Selemani –Meke, E., 2013)

It is to the expectation of the CPD programme organizers as well as to the teachers that after undergoing CPD training; teachers should put into practice what they learn from the CPD training in their own classroom settings.

The motivation for this study was based on the fact that, despite school managers attending CPD training in planning and implementations, they have never been involved in the planning of CPDs a national level the past five years. For this reason, the study also looked into challenges from literature that teachers face as they try to put into practice what they learnt from the CPD training. These challenges are presented as given by the teachers, school managers and CPD programme providers during the focus group discussions and interviews. The major challenges, for instance, as highlighted by Selemani-Meke (2013) are as follows: lack of resources; large classes; inadequate teachers; learner absenteeism; and inadequate infrastructure.

These challenges are presented in form of a table 6 below.

Table 6: Challenges of CPD from Literature discovered by other scholars

Challenge	Details	Example of a challenge	Suggested Solution
Lack of resources at school level	This was expressed as one of the critical challenges that teachers in Rural	Government is not serious in providing resources in schools. It is	Writing materials include It is the responsibility of the Government to

	Areas in Districts in Malawi face in their profession.	always talking of TALULAR but TALULAR is not always feasible. You can't improvise textbooks.	provide, text books, writing materials. The Ministry of Education's policy on textbooks is that they should have a life span of 10years (PCAR, 2006, CERT,2009).
Large classes under-staffing in our schools which results into one teacher manning too many classes.	At every focus group discussion the researcher held with the teachers including the Interviews that were conducted with stakeholders, large classes were given as one the challenges teachers faced in implementation of what was learnt at CPD training.	Related to large classes is the problem of inadequate teachers in schools. Teachers complained of scheming and lesson planning as well as keeping of assessment records as some of the areas that are greatly affected and not properly implemented due to inadequate	A teacher is supposed to have a Maximum of 40 learners in a class for secondary schools and 60 learners for primary schools (NESP, 2007; PIF, 2001).

		<p>teachers in schools.</p> <p>Under normal circumstances, each of the classes in a secondary school teacher is supposed to have two subjects per form per teacher.</p>	
Learner absenteeism	<p>Absenteeism affects continuity of what was learnt the previous day. Further, it puts the teacher in an awkward position when the group of learners he / she teaches keeps changing from day to day. For instance, teachers gave an example of giving learners an assignment to bring locally</p>	<p>Initiation ceremonies that keep learners out of school for a number of weeks was mentioned as one of the common causes of long term absenteeism for Learners in Rural areas of the Districts. It is even worse with long term-absenteeism. For instance, some learners had lost</p>	<p>Some content in life skills such as sexual and reproductive health is very sensitive to teach and sometimes not culture sensitive. Some of the issues we are forced to teach our learners at not compatible with their ages and contradicts cultural values. Hence the Government</p>

	available teaching and learning resources for the next day's lesson but then just a few learners turned up for that lesson. This meant that very few resources were available for use in that particular lesson.	close to four weeks after opening the school term because of initiation ceremonies.	should strategize how these lessons can be taught and at what age and class.
Inadequate infrastructure in schools	Unavailability of adequate infrastructure was mentioned to as one of the factors hindering the implementation of what teachers learn at CPD programmes. Infrastructure includes, teachers' houses, staff Rooms, school manager's office, store rooms,	Lack of teacher houses was also mentioned as a reason for the high teacher-to-learner ratios in rural areas because teachers hesitate to move to rural schools where they would not find decent accommodation. The Guidelines for Infrastructure Development recommend four	The government should make sure that all schools have adequate infrastructure since this greatly affects teachers' work, including implementation of what teachers learn from CPD training. Toilets ensure good sanitation and hygiene for good health of both the

	<p>libraries and toilets. Infrastructure renders the teaching and learning environment conducive to teaching and learning and by extension, to enhancing the implementation of what teachers learn at CPD- Training.</p>	<p>teachers' houses as a minimum requirement for Junior Schools and eight teachers' houses as a minimum requirement for Senior Schools (Ministry of Education, 2008). Similarly, schools without a school manager's office do not offer a conducive and enabling environment for proper school administration.</p>	<p>teachers and the learners in schools. This means that the presence of adequate toilets in schools is a must(PIF, 2001)</p>
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4.3.2.2. Further discussion on those challenges faced in the implementation of CPD programmes in rural educational districts

Many scholars have echoed their views on challenges of running CPD programmes especially in rural areas and in other districts. The following are the cited instances. One study assessed the challenges that are faced in the implementation of CPD programmes in Zomba Rural Education District by(Selemani- Meke,2013).

As already noted from Selemani- Meke's findings of the study, the main expectation of teachers in attending CPD training is to improve their professionalism so that they become better teachers who can effectively teach in their classrooms and achieve good learning outcomes. The finding on the expectation of teachers concurs with Guskey's (2002) assertion that most teachers engage in CPD activities because they want to become better teachers. For many teachers, becoming a better teacher means enhancing student learning outcomes because teachers judge their effectiveness in terms of learner achievement (Guskey, 2002).

Further, Fullan (1999); and Fullan & Hargreaves (1996) also reported similar findings that what attracts teachers to professional development is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Hence, any development programmes that fail to address these needs are unlikely to succeed (Fullan & Miles, 1992).

The study furthermore, established that this expectation is not fully met by any of the teachers that participated in this study. A number of reasons were highlighted and given as challenges to the effective implementation of the CPD programmes in Rural Education Districts. The researcher categorized the challenges into four groups namely: organization-related challenges; classroom-related challenges; teacher motivation-related challenges; and challenges related to teacher characteristics.

The CPD organization-related challenges have already been highlighted in the above sections. They included inadequate time allocation for the CPD training, the limited expertise of facilitators, the use of the cascade mode of training, inadequate consultation, weak monitoring

and support mechanisms and poor logistical arrangements for the CPD training. These CPD organization-related challenges need to be looked into. They have an influence on how receptive a teacher would be in the acquisition of the knowledge and skills imparted at the CPD programme venues and indeed their subsequent translation into practice at classroom level. This section discusses the other three categories of challenges.

Under classroom-related challenges, the researcher examines those challenges that are faced in the teaching and learning process as teachers try to implement what they learn from the CPD programmes. Such challenges are to do with large classes, inadequate teachers, inadequate teaching and learning resources and limited infrastructure. It was established that all these challenges impinge on satisfactory translation into practice of what was learnt at CPD training.

Beginning with large classes, it was mentioned as one of the main hindrances to the implementation of what teachers learn at CPD programmes To cite an example, Zomba Rural Education District has an average teacher to learner ratio of 1-to-98 (Selemani-Meke, 2013). And yet in some schools, it was noted that the ratio exceeded 1: 200.

With large classes it was difficult to realize gains in learning outcomes as the classes usually become unmanageable. With large classes, it is difficult for the teachers to effectively use participatory methods of teaching that are advocated at most CPD training sessions. For instance, it is difficult for teachers to move round and supervise group work effectively let alone offer individual assistance to the learners when the class is very large.

From my own experience as a teacher, it is almost impossible to conduct effective group work with a large class. It is either the groups are too many to manage or they are too large for the attention of an individual teacher.

Furthermore, assessment which is also an important aspect in the new outcomes based curriculum is difficult to administer frequently with large classes. This runs counter to the requirement of the new curriculum which demands that learners be assessed on a regular basis and that cumulatively the continuous assessment grades should form part of the final grade at the end of the semester (PCAR, 2006).

Assessment skills might be imparted to the teachers at the CPD training, but their actual implementation appears to be hampered by the number of learners under an individual teacher. The situation of large classes calls for government and stakeholders in education to tirelessly direct their efforts to ensuring that the recommended teacher to learner ratio of 1 to 60 (PIF, 2001) as per the policy requirement is adhered to. With such a ratio, classes will not be congested and so it would be easier for teachers to put into practice what they learn from CPD programmes.

Attrition needs to be addressed, especially in terms of the conditions of service for teachers, which are deemed poor. Attrition contributes greatly to the shortage of teachers in primary schools. Due to this shortage, the few available teachers are over-burdened with high workloads. The effective implementation of what teachers learn at CPD programmes cannot be guaranteed when teachers are over-burdened.

Further, deployment and transfers of teachers should be critically looked into. One finds a situation where some schools are over-supplied with teachers while others are undersupplied. For instance urban schools are better staffed than rural schools. Though there may be valid reasons for unequal deployment and transfers of teachers, the fact remains that teacher deployment and transfers seem to be contributing to high teacher-to-learner ratios in rural secondary and primary schools. This has contributed to difficulties in the implementation of what teachers learn in CPD programmes.

CPD programmes especially the orientation to the new curriculum. A UNICEF Report (2000) advances that one textbook for every pupil is the ideal, and allowing learners to take textbooks home for reading review and homework, facilitates learning. Hence, textbooks are vital in the implementation of what teachers learn at CPD training including curriculum implementation (Selemani –Meke, 2013).

Again, learner absenteeism inconveniences the continuity of implementation of what teachers learn at CPD training and consequently, this results in poor performance of the learners. This confirms findings reported by UNICEF (2000) that learners who miss extended periods of contact time are less able to develop the requisite knowledge, skills and competencies that the curricula demand.

Selemani- Meke (2013) further eluded that availability of infrastructure in schools plays a vital role in ensuring that teaching and learning take place in an appropriate environment. It is an incontrovertible fact that a conducive and enabling environment facilitates the implementation of what teachers learn from CPD programmes. If infrastructure such as classrooms, staff rooms,

head teacher's office, store rooms, libraries, and toilets are not available or are inadequate in schools, implementation of what teachers learn from CPD programmes becomes difficult.

Teacher motivation-related challenges are those challenges that affect the morale of teachers and influence their decisions on whether to implement what they learnt from CPD training or not. The discussion focuses on challenges to do with issues of allowances, poor conditions of service and lack of support from colleagues in implementing what was learnt at CPD programmes(Selemani- Meke,2013).

Her study learnt that teachers got K500 (US\$3) as their meal allowance per day when they attended CPD training. This was felt to be inadequate according to 94% of the teachers who responded to the question on whether the allowance was adequate or not. Of course, the general view by the wider community is that teachers are not supposed to be paid for attending professional development activities meant to improve their professionalism. Teachers also agree that getting an allowance is not their major reason for attending In-service education (Mwanza, 2008). However, when CPD activities take place off the school site, teachers would expect an allowance to buy a decent meal if it is a non-residential workshop and also to afford decent accommodation if it is a residential CPD. The study further learnt that the administration of the allowance in some cases was not prompt.

On teacher professional development, the study has established that the policy which states that each teacher is allocated at least three days of In-service Education and training every year is just lip service. The policy is not fulfilled as the majority of teachers in Zomba Rural education District have attended less than 3 In-service education training since they joined the service.

This is indeed contrary to what the National Strategy for Teacher Education and Development (NSTED, 2007) advocates that teachers need to continue to learn about how to teach effectively and that as curricula change, teachers need to keep pace with the changes and\ new demands placed upon them. Fraser et al. (2007) acknowledge the need for teachers to attend continuing professional development programmes and places them within the context of lifelong learning for teachers to be productive in the teaching and learning process.

The implications of not fulfilling the policy is that teachers are neither updated on new methods of teaching and content nor are they adequately oriented to changes in the school curriculum. This impact negatively on the quality of education and learning outcomes because the teaching methods they use do not resonate with the changed curriculum. In a study in South Africa conducted by Panday (2007), it was noted that insufficient orientation and training were some of the factors that compromised the success of the implementation of the new curriculum. Despite the NSTED, there is a lack of a clear policy to guide INSET in Malawi and there seems to be limited commitment on the part of the government as most of the INSETs that\ teachers attend, save the orientations to new curriculum, are donor or NGO initiated.

In fact, when teachers were asked to give suggestions on how CPDs can effectively be delivered, one of the suggestions given was that CPDs should be frequent and regular if their impact is to be felt in schools. Accommodation for teachers is another neglected area in the Malawian education system. Sometimes donors build school blocks at the schools but make no effort to erect at least a head teacher's house at the school. This study has learnt that lack of teacher houses is another reason why teachers feel too de-motivated and frustrated to direct their energy

towards the implementation of what they learn from CPD programmes. This is usually the case in rural areas where teachers cannot find good houses to rent.

The shortage of teacher houses also attributed to the high teacher to learner ratios in rural areas because teachers hesitate to move to rural schools where they would not find decent accommodation. Hence, the high teacher-to-learner ratios and the shortage of teachers, as already highlighted, lead to high and unmanageable workloads for the teachers. This hampers effective implementation of what teachers learn at CPD training.

Despite the recommendations set in the Guidelines for Infrastructure Development on teacher housing, most schools only provide one house for the head teacher and the rest are forced to live in rented houses. This brings in a multitude of problems. For instance, the study established that teachers living away from schools have to travel long distances spending the little money they get as salaries on bus or bicycle fares.

In rural areas, teachers cycle long distances only to arrive late for work. They sometimes face the problem of bicycle break downs. It was learnt that the situation becomes worse during the rainy season as roads and foot paths become impassable and schools remain without teachers. The government and stakeholders in education need to address the problem of teacher accommodation if teachers are to be lured to remain and teach in the rural primary schools and implement what they learn from CPD programmes. Travel difficulties result in the waste of valuable time and a reduction in contact time between the teacher and the learners (Gray, 2005).

From what was actually discussed on teacher motivation-related challenges, teacher motivation is critical in the implementation of what teachers learn from CPD programmes. Inadequate

allowances, poor welfare at CPD sites, poor conditions of service and lack of support from colleagues de-motivate teachers and the resultant effect is minimal translation into practice of what teachers learn at CPD training.

This is because the implementation of any CPD programme for teachers requires commitment and dedication on the part of the teacher. Without commitment a teacher cannot go the extra mile to ensure that what was learnt at a CPD programme is implemented. Guskey (2002) attributes the failure of CPD programmes to not taking into account the factors that motivate teachers.

Another challenge that (Selemani-Meke, 2013) study established , to be hampering effective implementation of what teachers learn at CPD training was the characteristics or the qualities of the teachers themselves. These include the age of the teacher, the type of teacher training programme they attended, the academic qualifications of the teacher and the gender of the teacher.

That study likewise established that the age of the teacher has a bearing on how easy or how difficult the teacher finds the implementation of what was learnt at the CPD training. Teachers below 20 years of age found the implementation of what was learnt at CPD training much more difficult than older teachers. It is possible to attribute this trend to the mental capabilities of such young teachers, that they might not be developed enough to cope with the demands of the teaching profession.

Furthermore, the type of teacher training programme that the teacher attended seemed to correlate with how easy or how difficult the teacher found the implementation of what was learnt at CPD training. Teachers that underwent the two-year programme, found implementation rather

difficult when compared to teachers who went through the other training programmes. The two-year teacher training programme was the first teacher training programme in Malawi.

Actually, it started in the 1960's when the country got its independence (NSTED, 2007). This gives the impression that such teachers might have stayed too long in the system and as such they are set in their own way of doing things so that they are resistant to change. This supports a view by Armstrong (1994) captured in Mpofu (2010) that all new programmes inevitably clash with certain entrenched attitudes and values which human beings tend to uphold, protect, preserve and promote. It might be critical that CPD programme organizers consider targeting teachers by the type of teacher training programme they attended because such teachers have similar backgrounds.

The view is also shared by Mpofu (2010) who found that under-qualified teachers face problems in the interpretation of the syllabus as well as in class management.

From what has been presented, there appears to be an array of challenges that teachers experience both at the INSET venues and at classroom level as they try to implement what they learn from CPD training. All these challenges need to be addressed if teacher change in terms of improved classroom practice and learner performance due to effective CPD implementation is to be experienced in schools. As such, all these challenges fall short of the policy requirement that every teacher attend at least three off-school sites based In-service Education training per year (NSTED, 2007). Financial constraints were given as the main barrier to conducting frequent and regular CPD training.

This implies that lack of regular INSETs impacts negatively on teacher classroom practice as teachers are not adequately refreshed or updated on changes in curriculum. The study further noted that teachers had their own priorities of areas on which CPDs should focus and this was found to be contrary to what most CPDs in the Educational Division could focus on.

The duration of the CPDs was also quite an issue in this study as it has a bearing on how effectively participants to the CPDs can assimilate the knowledge and skills being imparted. Research has shown that the longer the duration for training, the greater the probability of such a training resulting in teacher change and consequent improvements in learner outcomes and vice versa (Sinelnikov, 2009).

4.3.3 Discussion of other findings apart from challenges of CPDs

4.3.3.1. Effectiveness of CPDs in secondary schools

The study established that CPDs are very essential in secondary schools in Malawi. This was evidenced by the following:

Researcher: *How effective are the present existing continuing professional development initiatives in enhancing teachers' professional and personal growth?*

School manager: *CPD are very important and some members of staff right here at my school that have really benefited from CPDs. These teachers are graduates but never did education while in college and have not yet done UCE , hence the availability of CPDs have to a great extent improved their teaching skills and also improved the results of our students.*

Due to scarcity of jobs many graduates have joined teaching and they have been employed by the MoEST especially because of their papers though they belonged to different faculties at their first degree, some at their diplomas while in colleges and universities. Such members have experienced a lot of challenges in delivering the subject matter to students because they were not exposed to any methodology while in college or university.

Worse still, such employees have not done University Certificate of Education (UCE). The introduction of CPDs in secondary schools has greatly assisted these members of staff in terms of content delivery to students. It is just unfortunate that these CPDs are only conducted once per year in each department. This implies that such teachers only benefit once annually. It is the researcher's plea that such CPDs should be conducted every term because CPDs have played a great role in the life of a secondary teacher more especially those without the methodological skills.

4.3.3.2. Involvement of School Managers in the Planning of CPDs at national level

The study discovered that almost all school managers in secondary school are not involved in the planning and implementation of CPDs in secondary schools. Out of the eight school managers interviewed, no one was involved in the planning of CPDs at the national level. This was evidenced in the dialogue below:

Researcher: *Have you ever been involved in the planning of CPDs at national level in the past five years?*

School manager: *No, I've been heading different secondary school for more than ten years now but I've never been involved in planning of CPDs at national level.*

Researcher: *Tell me more on what actually happens for CPD to be conducted if at all they are conducted in this division?*

School Manager: *Yaah! CPDs are conducted once in a year. Usually schools contribute money to clusters and school managers are involved in planning at school level during management meetings, cluster-level for budgeting as well as at divisional level where they are told that some of their plans have been turned down. School managers' end at divisional level they are not involved as far as national level.*

Researcher: *Is it a problem if you are not involved at a national level?*

School manager: *Very much because we are limited to table our challenges in running CPDs especially material resources, financial resources, human resources including expertise of facilitators. These issues can be well looked into at a higher level like national level.*

From the conversations above, it clearly indicates that some challenges faced before, during and after conducting CPDs could be sougthed out if school managers were involved in the planning and implementation of CPDs at national level. This implies that School managers are have several factors that impede them from the smooth running of CPDs and one being lack of their involvement at national level. Further, the choice of CPDs matters therefore it would sound better if the manager of school and teachers are involved in the planning of CPDs rather than just imposing the CPDs on them.

One school manager complained as follows:

School manager: *We are sometimes just told by leaders at the division that such CPD should be done in three days' time.*

This is really hectic because there is no time for preparation and the relevance of such a CPD is not seen immediately. As a result implementation becomes a challenge because it is a thing just imposed and not a requirement or a need. School managers need to be highly respected because they are responsible managers. Out of the eight schools studied, five school managers had grade F or Principal Teacher 5(P5) and HODs of grade G or (P7) and grade H or (P8). These are very high grades compared to other civil servants who are highly honored and participates in national planning of their events

4.3.3.3. Strategies for conducting CPDs

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

Fullan & Hargreaves (1996); and Fullan (1999) also report similar findings that, teachers are attracted to professional development because they believe that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. The researcher found it relevant to have meaningful strategies for conducting CPDs because they are

meant to fulfill several purposes in the life of a successful teacher and even a support staff. This is the reason why secondary school managers also include support staff to take part in CPDs. To cite an example if the CPD's components include HIV/AIDS lessons support staff should also benefit from them.

Craft (1996) captured in Mwanza (2008) has identified the following purposes for undertaking CPD for teachers (i) to improve the job performance skills of whole staff and individuals;(ii)to develop the professional knowledge and understanding of an individual teacher;(iii) to extend the personal or general education of an individual;(iv) to make staff feel valued;(v)to promote job satisfaction among staff and (vi)to prepare teachers for change. .

Some of the strategies for conducting CPDs revealed in the study were :

- (a) Urge secondary schools to make contributions towards Cluster- CPDs meetings.
- (b) Assist weaker secondary schools in services such as printing, photocopying and materials such as pental markers, flip charts
- (c) Appeal for donors such NGOs, well-wishers and individuals.
- (d) Policies involving CPDs must be handled right by the ministry of education. For instance, out of the funds received per year, 5% should be allocated for CPDs in all secondary schools. This might pressurize every secondary school to conduct a CPD because money is there to conduct CPDs.

The study also established that it is important to assist weaker schools in running CPDs. Some schools are regarded as weaker schools in the sense that they receive very little money for running their schools as compared to others at the same time they have very poor infrastructure as compared to schools with good infrastructure. For instance, one school managers said the following:

Researcher: *Why do you describe your neighboring school as weaker school?*

School manager: *Our school is a cost Centre and receives more funds than our neighbouring school. In addition, we usually assist weaker schools in terms of computer services, accommodation, water and electricity because they use our school to conduct their CPDs.*

The researcher was impressed because that was a strategy to help the weaker or needy school. The support was in form of accommodation, library, stationary and monetary funds to cite a few examples. However, some well advanced schools do not support other schools due to different administration norms.

4.3.3.4. Effort of MoEST on CPDs.

According to the National Strategy for Teacher Education Development (NSTED), teacher education is offered in two categories i.e. secondary teacher education and primary teacher education (NSTED, 2007). Secondary teacher education is offered through both public and private universities in Malawi. In addition to that, Domasi College of Education used to train secondary school teachers up to the Diploma level and presently up to Degree level. Primary teacher education is offered through Primary Teacher Training Colleges which train primary

school teachers for two years. The broad policy for teacher education in Malawi is to provide teachers with adequate pre-service training and systematic in-service and refresher training (NSTED, 2007).

Hence, In-service education or Continuing Professional Development (CPD) is regarded as a key means of developing the professionalism of teachers (NSTED, 2003). The Ministry of Education has assigned the Department of Teacher Education Development (DTED) to look into issues of Pre-service and In-service education of teachers.

The Ministry of Education (MoEST) has administrative, financial and academic control over primary, secondary, tertiary (including the university), as well as the training of primary school teachers. The system of education is organised in four tiers. At the top of the national structure is the Minister of Education.

While the MoEST plans and administers the system as a whole, the responsibility of managing and administering the three levels above is assigned to one Principal Secretary who is assisted by heads of departments. The second tier is the division administration comprising six divisions each headed by an Education Division Manager (EDM).

The National Strategy for Teacher Education Development (NSTED) in Malawi recognises the fact that teaching requires professionals who are committed to lifelong learning in order to remain relevant and effective in the education system (NSTED, 2007).

The strategy further emphasizes the point that initial teacher preparation will never be sufficient insofar as it simply launches one into an ever changing and developing profession. It is

Continuing Professional Development which enables a teacher to go on teaching effectively (NSTED, 2007).

Hence the Government of Malawi through the Malawi Growth and Development Strategy (MGDS) and other policy documents, recognizes the role that Continuing Professional Development of teachers can play in improving the quality of education in Malawian primary schools (MGDS, 2006; National Education Sector Plan, 2006; NSTED, 2007; Policy Investment Framework, 2001). Realizing the importance of CPD for teachers, the Malawi Government has put in place structures to facilitate it in the country. The structures include both off-school site CPD programmes, which are conducted at zonal or national levels and on-school site CPD programmes, which are school based.

According to the 2007 National Strategy for Teacher Education Development, the zonal based CPD programmes are conducted through a national network of 315 Teacher Development Centres (TDCs). These TDCs are staffed by Primary Education Advisors (PEAs) who are part of the district advisory and support system. These CPDs are usually done in the form of workshops or seminars. The workshops entail drawing participants out of their schools to a venue where they are exposed by experts to a core of information and skills (Gray, 2005).

The workshops may be short or long-term. The nature of the skills and processes to be acquired also vary. The off-school site CPD programmes are initiated by the Ministry of Education itself, and are dependent on perceived or observed areas of need or are initiated by donors or Non-Governmental Organizations (NGOs). Sometimes resource materials in the form of hard circulars are given to the participants for use in their schools (NSTED, 2007). The zonal system

with its network of TDCs is a means of communicating with all teachers and making them aware of on-going reforms and initiatives (NSTED, 2007).

In some cases, other national needs have been addressed for specific groups of educators. For instance, since 1996, Malawi has been developing and implementing a national professional certificate in primary headship (NSTED, 2007). About a quarter of the nation's primary teachers have undergone this professional development course in school management, staff development, and class and school improvement (NSTED, 2007). The course recognizes the critical role of school management teams, particularly heads, in promoting school improvement. The MoEST has also developed a national professional certificate in primary advisory services.

Despite all these efforts by MoEST, no literature indicates their efforts on the running of CPDs in secondary schools especially centering the school managers. Just as it for primary school headship, the MoEST should have made an effort to have a national professional for secondary school managers as well.

In the study, the researcher discovered that some school managers are not attended to by the MoEST even after making efforts on their own to advance in some areas. For instance, one school manager went to Germany through the support of other donors, upon the manager's return, he called the MoEST right from Germany so that he can brief the officials on the effective ways of running CPDs as emulated from other countries but the manager was never given a chance to speak out his views up today. This implies that the MoEST has very little or no effort on how to assist school managers succeeds in running CPDs. This is evidenced in the following:

Researcher: *In what areas do you feel must be improved regarding the running of CPDs in Secondary Schools in Malawi?*

School manager: *If the Ministry of Education Science and Technology would take an initiative role in the running for CPDs by allocating some funds annually or even termly for CPDs.*

Researcher: *What step can you take to air out your concerns?*

School Manager: *Madam, it's not easy to convince the Ministry of Education Science and Technology from the grass root. Why I'm I saying so? I would like to cite an example which happened to me recently. I was privileged of Education Science and Technology to go to Germany and Japan in the past few years, I learnt a lot of things but never implemented when I came back to Malawi because the MoEST did not give me a chance to report of what I learnt.*

It a necessity for the MoEST to put an effort on CPDs and best they can assist school managers for the success of CPDs in all secondary schools in Malawi. This might further boost the morale of school managers hence the commitments to their responsibilities as managers of the school.

Summary of the chapter

This chapter has presented the analysis, interpretation of findings and it has also involved the researcher's understanding of the study. The study further discovered that there are several

challenges that school managers and the entire teachers in secondary schools face in the planning and implementation of continuing professional development in Malawi.

To cite example, most CPDs are conducted with limited resources leading to reduced number of days for running CPDs and limited time for facilitators who sometimes could cover English Literature and Grammar within two days. Therefore, there is a need that such CPDs should be funded by the MoEST or by donors to CPDs to be effective and implemented accordingly.

CHAPTER FIVE: CONCLUSIONS, SUMMARY OF FINDINGS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

The scope of the chapter

This chapter presents the conclusions and recommendations. The researcher made conclusions from each of the research findings and further made some comments by putting in the researcher's views according to the way the researcher evaluated those findings.

5.1 Conclusions

This section summarizes the major findings as per the main themes of the study in line with the research questions and objectives of the study. The section provides a summary of the findings on the general organization of CPD programmes in the Northern Education Division, including how school managers are involved in the planning and implementation of CPD programmes and the challenges faced during the implementation of CPD training. Lastly, the section highlights challenges that school managers faced in the planning and implementation of CPD programmes.

5.2 Summary of findings

Under this-sub heading, the study was interested in exploration of challenges that the school managers face in the planning and implementation of continuing professional development (CPD) in public secondary schools in Malawi by sampling the Northern Educational Division (NED). This is in addition to the challenges; the effectiveness of CPDs, strategies to conduct CPDs, involvement of school managers in planning and implementation of CPDs and the efforts of MoEST on CPDs.

Further, the study noted that almost all School Managers in the division were not involved in the Planning of CPDs at national level. Most of them were just involved at Education division level, cluster level as well as school level.

On challenges involved in the planning and implementation of CPDs, the study established that;

(i) There are very little or no CPD structures in Malawian secondary schools and few schools which have them are not vibrant ones.

(ii) Lack of resources such as human, financial and material resources.

(iii) Teachers and facilitators have very little time for CPDs in such a way that they are always very busy working from 7:00 am to 5:00 pm due to operation of open secondary schools in many secondary schools

- Time is a challenge for CPDs as well as management meetings.
- In terms of planning, school managers have no time for planning but things must happen at that suggested time.
- Not enough time for delivery by the facilitators.
- Reducing time due to inadequate resources

(iv) School managers sometimes plan CPD Programmes which are turned down when they reach the division.

(i) Stability of teachers is limited due transfer of teachers from one division to another.

(ii) Coordination at cluster level is not 100% cooperation as they operate.

Findings from the study on the effectiveness of CPDs were discovered as follows:

- (i) Enhancing professional skills for all the teachers who joined the civil service without being inducted.
- (ii) Support staff also gain professional skills through CPDs
- (iii) Some members of staff who had not gone for professional training and has no University Certificate of Education (UCE) learn some skills through CPDs.
- (iv) Examiners share better ways of handling a question leading to production of better results
- (v) There is better coordination among teachers and students in terms of service delivery.

Some of the strategies for conducting CPDs would be:

- (i) Urge secondary schools to make contributions towards Cluster- CPDs meetings.
- (ii) Assist weaker secondary schools in services such as printing, photocopying and materials such as pen and markers, flip charts
- (iii) Appeal for donors such NGOs, well-wishers and individuals.
- (iv) Policies involving CPDs must be handled right by the ministry of education. For instance, out of the funds received per year, 5% should be allocated for CPDs in all secondary schools. This might pressurize every secondary school to conduct a CPD because money is there to conduct CPDs.

Furthermore, the study highlighted the involvement of school managers in planning and implementation of CPDs from 2010-2014.

Involvement of school managers at all levels in the educational system namely; National level , Divisional level, Cluster level and also school level. National level:

- Not involved
- Slightly involved if the school manager is a national trainer of SMASSE

Divisional level

- Fully involved in the planning and implementation of CPDs.

Cluster level

- -Fully involved in planning and implementation of CPDs.

School level

- Fully involved in planning and implementation of CPDs.
- Very little effort done by the ministry of education. Most CPDs are planned and organised at educational division, cluster or school level through their local contributions.

Finally, it was discovered that the efforts of MoEST on CPDS Efforts were very little or no effort at all was done by the ministry of education. Most CPDs were planned and organised at educational division, cluster or school level through their local contributions.

5.3 Recommendations

Based on the findings of this study, the researcher advances the following recommendations to the CPD programme organizers as well as policy-makers and stakeholders in education: These

recommendations were made by the researcher in several areas of continuing teacher professional development.

- a. It must be planned right from the Ministry of Education that out of the funds the cost centres receive every year, 5% should go for CPDs just as it is a policy for HIV today where 2% of the funds is for HIV/AIDS.
- b. Well-wishers to assist the running of CPDs by providing adequate finances
- c. Continuing professional development to be conducted in all clusters in all divisions in Malawi and not just super-clusters.
- d. ORT should be increased in order to increase the number of in-sets.
- e. All secondary schools should be dedicated so much in participating in the in-sets. For instance, private schools were not participating in most in-sets.
- f. UCE should be funded by Government to assist many graduates in secondary schools who are not professionals.
- g. CPD programme organizers need to constantly monitor and support young teachers so that they feel confident and competent enough to implement what they learn from CPD training.
- h. Organizing CPD programmes that target teachers according to the pre-service teacher training programme they had attended may be pivotal because the needs would be addressed separately.
- i. Initiatives need be explored and /or intensified to ensure that all teachers who do not have the required academic qualification be upgraded. This would enhance

their understanding of issues as well as empower their capacity to implement what they learnt from the CPD training.

- j. CPD programme facilitators should ensure that delivery of CPD training should consider the different learning styles of males and females in order to address gender disparities in how either gender learns.
- k. CPD structures should be found in all secondary schools in Malawi.
- l. A needs-analysis should always be conducted prior to designing a CPD programme.

5.4. Study's contributions to new knowledge

This study explored the challenges that school managers face in the planning and implementation of CPD programmes for secondary school teachers in Northern Educational Division (NED). The researcher has identified challenges in such a way despite the running of CPD Programmes in the division, school managers are not involved in the planning and implementation of CPD programmes at national level.

This lack of involvement of school managers in the planning and implementation impede school managers in the appreciation of the whole process of attending CPD training. The end result was that despite the teachers attending the CPD training, their impact the learner performance had not improved much. School managers feel demoralized if they fail to solve even a minor problem because they are not involved in the planning at a higher level.

5.5. Areas for future studies

From the results of this study, some areas have emerged as requiring further study. The researcher, therefore, proposes the following as areas for future study in the area of CPD implementation for teachers:

(i) This study targeted secondary school managers in the Northern Educational Division only.

Hence, the results are conclusively generalizable to CPD programmes in Malawi. There is a need for a national study that will involve school managers in all the educational divisions in the country. Such a study would give a convincing holistic picture of how school managers are involved in the planning of CPD programmes for secondary school teachers which are conducted in the country.

(ii) Based on the findings of this study, the researcher has suggested effective ways of conducting CPDs in all secondary schools should be made into policies.

(iii) Another study using the same methodology as was used in this study needs to be conducted targeting primary school teachers in Malawi. Such a study would help incorporate school managers in primary schools to be planners as well at national level in Malawi.

5.6. Conclusion of chapter 5

In general, the study explored the challenges that school managers face in the planning and implementation of continuing professional development (CPD) in public secondary schools Malawi by sampling the Northern Educational Division. It also looked at recommendations, the study's contribution to new knowledge and areas for further studies.

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Appendix 1 : THE BUDGET

During the study a number of items were required. Table 1 below shows these required items and their estimated costs.

No	Item description	Quantity/Unit	Cost per Unit	Total Cost
1	Laptop	1	K500,000.00	K500,000
2	Plain papers	2 realms	K3,000.00	K6,000
3	Printing proposal	2 copies	K30.00	K1,200
4	Printing Thesis	4copies	K30.00	K20,400
5	Transcriber's Recorder	1	K60,000	K60,000
6	Binding of Thesis	4 copies	K350.00	K1,400
7	Transport	8 schools and 1 EDM office	K6,000&k2000	K50,000
8	Accommodation	6 months	K6,000&K15,000	K102,000
9	Meals	6 months	K1000 for 2 meals	K180,000
10	Airtime	10 times	K500	K5,000
Total				K926,000.00

Appendix 2 : ACTIVITY SCHEDULE

The estimated period for the study to be completed is 4 months starting from the month of July, 2014 to January, 2015. Table 2 is the activity schedule for this period.

Activity Schedule

No	Activity	Time Period					
		July,14	August,14	Sept.,14	Non.,14	Dec.,14	Jan.,15
1	Proposal approved						
2	Seeking Funds						
3	Data collection						
4	Data analysis						
5	Thesis writing						
6	Thesis Submission						

Appendix 3 : LETTER OF CONSENT



Mzuzu University
P/Bag, 201
Mzuzu 2
15th September, 2014.

Dear Sir/ Madam,

REQUEST FOR CONSENT TO CONDUCT RESEARCH AT YOUR INSTITUTION

I am a Master of Education Student in Teacher Education at Mzuzu University. I'm doing Research on "Exploration of challenges that teachers face in the planning and implementation of Continuing Professional Development (CPD) in Public Secondary Schools in the Northern Education Division of Malawi.

I would like to seek for consent to collect information from your institution concerning CPDs. Your responses to the interview will be treated as confidential and will be used for academic purpose only. I assure you that your identity and your institution will not be disclosed.

Your cooperation will be greatly appreciated.

Yours Faithfully,

Rose J. Mlenga

Phone: 0881553553/ 0993990595

Email: mlengarose@yahoo.com

Appendix 4 : DECLARATION TO GRANT THE CONSENT

Please sign the declaration below to grant your consent

DECLARATION TO GRANT THE CONSENT

I _____ School Manager of _____, here by grant consent to Mrs. Rose J. Mlenga – Luhanga, a Master of Education (Teacher Education) Student at Mzuzu University, to conduct research at this school and I declare my willingness to participate in this research project as a respondent.

SIGNATURE _____ DATE _____

Appendix 5 : THE EDUCATION DIVISIONAL OFFICE: INTERVIEW QUESTIONS FOR EDUCATION DIVISION MANAGER (EDM)

My name is Rose J. Mlenga, a Master of Education Teacher Education Student at Mzuzu University. I am conducting a research on “Exploring challenges that School Managers face in the planning and implementation of Continuing Professional Development (CPD) in Public Secondary Schools in Northern Educational Division (NED)”.

The aim of this study is to explore how school managers are involved in the planning of continuing teacher professional development in secondary schools in the last five years which enhance teachers’ professional and personal growth.

The findings of this study will contribute to the effectiveness of both school-based and off school-site teachers’ professional development initiatives, enhancing teachers’ growth in Malawian Secondary schools and improvement in the effectiveness of the entire educators.

This research is strictly of academic purpose and all the information provided will be treated with confidentiality. Kindly answer all the questions as fully as possible. I thank you for your valuable time, effort and assistance.

RESPONDENT PERSONAL’S PARTICULARS:

SEX : Male/ Female

AGE: Below 25 years / Above 25 years

EDUCATIONAL LEVEL: (State your highest qualification)

- University Certificate of Education
- Diploma
- Bachelor's Degree
- Masters' Degree
- Doctorate Degree
- Other Specify_____

CORE QUESTION FOR THE EDUCATION DIVISION MANAGER (EDM)

Can you tell me about CPD program in your Division, focusing on the objectives and how School Managers are involved in the planning and implementation of these CPDs?

OTHER FOLLOW-UP QUESTIONS:

1. What is the essence of CPDs in the Division?
2. What role does the Education Division Manager play regarding the CPDs in Schools?
3. What type of policy guidelines or information do you get from the Ministry of Education regarding CPDs?
4. What forms of CPDs are conducted in Secondary Schools?
5. Does your Division provide any form of tracing to those who facilitates CPDs in Secondary Schools?
6. What is the perception and expectation of the EDM regarding CPDs in Secondary Schools?

7. Are School Managers involved in the planning and implementation of CPDs?
8. Do you involve all School Managers from all Secondary Schools in the planning?
9. If not, what criteria do you use to choose the School Managers who are involved in the planning of CPDs?
10. What are some of the challenges that the Secondary School Managers face in your Division especially in conducting School-based or off-site CPDs?

END OF THE INTERVIEW

Appendix 6: THE EDUCATION DIVISIONAL OFFICE: THE DESK OFFICER.

My name is Rose J. Mlenga, a Master of Education Teacher Education Student at Mzuzu University. I am conducting a research on “Exploring challenges that School Managers face in the planning and implementation of Continuing Professional Development (CPD) in Public Secondary Schools in Northern Educational Division (NED)”.

The aim of this study is to explore how school managers are involved in the planning of continuing teacher professional development in secondary schools in the last five years which enhance teachers’ professional and personal growth.

The findings of this study will contribute to the effectiveness of both school-based and off school-site teachers’ professional development initiatives, enhancing teachers’ growth in Malawian Secondary schools and improvement in the effectiveness of the entire educators.

This research is strictly of academic purpose and all the information provided will be treated with confidentiality. Kindly answer all the questions as fully as possible. I thank you for your valuable time, effort and assistance.

RESPONDENT PERSONAL’S PARTICULARS:

SEX : Male/ Female

AGE: Below 25 years / Above 25 years

EDUCATIONAL LEVEL: (State your highest qualification)

University Certificate of Education

- Diploma
- Bachelor's Degree
- Masters' Degree
- Doctorate Degree
- Other Specify_____

QUESTIONS FOR THE DESK OFFICER

1. How do you involve Secondary Schools in the planning of CPDs?
2. To what extent are the CPDs conducted in Secondary Schools in the Northern Education Division?
3. What is the purpose of CPDs in the Division?
4. What are key lessons learnt in CPDs?
5. What criteria do you use in selecting School Managers to be involved in planning of CPDs?
6. What factors hinder School Managers to be involved in the planning of CPDs?
7. How can we prevent these hindrances for the success of CPDs in Secondary Schools?
8. Are Secondary Schools in the North provided with adequate funds to conduct CPDs?
9. Who chooses the CPDs of each Secondary School?

10. How often are these CPDs conducted? Yearly, Termly, or Monthly?
11. Who decides on what CPDs to be conducted on a particular institution?
12. What major challenges do you face in assisting CPDs in Secondary Schools
13. What are some of your suggestions that you feel can be implemented to improve the running of CPDs in Secondary Schools?

END OF INTERVIEW

Appendix 7 : SECONDARY SCHOOL: THE SCHOOL MANAGER

My name is Rose J. Mlenga, a Master of Education Teacher Education Student at Mzuzu University. I am conducting a research on “Exploring challenges that School Managers face in the planning and implementation of Continuing Professional Development (CPD) in Public Secondary Schools in Northern Educational Division (NED)”.

The aim of this study is to explore how school managers are involved in the planning of continuing teacher professional development in secondary schools in the last five years which enhance teachers’ professional and personal growth.

The findings of this study will contribute to the effectiveness of both school-based and off school-site teachers’ professional development initiatives, enhancing teachers’ growth in Malawian Secondary schools and improvement in the effectiveness of the entire educators.

This research is strictly of academic purpose and all the information provided will be treated with confidentiality. Kindly answer all the questions as fully as possible. I thank you for your valuable time, effort and assistance.

RESPONDENT PERSONAL’S PARTICULARS:

SEX : Male/ Female

AGE: Below 25 years / Above 25 years

EDUCATIONAL LEVEL: (State your highest qualification)

- University Certificate of Education
- Diploma
- Bachelor’s Degree
- Masters’ Degree

- Doctorate Degree
- Other Specify_____

QUESTIONS FOR SCHOOL MANAGERS

1. Does your School conduct CPDs? What forms of CPDs are conducted? How often are the conducted?
2. Who is responsible for the planning and implementation of CPDs at your School? What kind of personnel does your School involve in the planning process?
3. What are the activities that take place during the process of conducting CPDs in Secondary Schools?
4. Does your School have a strategic plan? How long is it and what are its components? Does the strategic plan have any relationship to the national CPDs program?
5. Do you receive any policy guidelines from the Division concerning the running of CPDs in Schools? If yes, what are these documents
6. Who approves which CPDs to be conducted and in which area?
7. Does your School conduct School – based CPDs?
8. Do you attend these CPDs most of the times or you just delegate? In case, you delegate, what criteria do you use when selecting a delegate?
9. Are the teachers being transformed with the CPDs?
10. Does your School produce a feedback after a CPD has been conducted to the Division?
11. How often does your School conduct CPDs?

12. Is your School provided with adequate resources for the smooth running of CPDs?
 13. What are some of the major challenges that you face in both planning and implementation of CPDs?
 14. How do you solve the challenges faced when conducting CPDs?
 15. In what areas do you feel must be improved regarding the running of CPDs in Secondary Schools in Malawi.
16. Please explain to me more about CPD programmes you have attended in terms of:
- (a) How many CPD programmes you have attended since your appointment as head teacher
 - (b) What the CPD programmes focused on i.e. content (e.g. leadership and management skills, teaching strategies, orientation to new curriculum etc)
 - (d) Who organized the CPD programmes
 - (e) The extent to which head teachers were consulted in the design of the CPD programmes
- 17.. How easy was the training to access? Were there any practical difficulties to overcome? (e.g. time, funding, commitments etc.)
18. What was your main reason or expectation for your participation in the In-service training programmes? Was your expectation met? Please explain
 19. How much time was allocated to the CPD programmes you have attended? Was it adequate? Any thoughts about it?
 20. What strategies were used by the CPD programme facilitators to impart the knowledge and skills to the head teachers during the training?

21. (a) what materials were given to you (i) during the training? (ii) after the training?

(b) How useful were they?

22. Was the training useful in improving school management and administration?

How?

23. Comment on how CPD programmes are implemented in terms of:

(a) their weaknesses

(b) inputs from head teachers on CPD programme design the most

(c) logistical arrangements

(d) resources provided

(e) expertise of trainers

24. How do you as a head teacher nurture a school environment that fosters

Implementation of what teachers learn from CPD programmes?

25. What Monitoring and support mechanisms does the

(a) School provide to teachers who have attended CPD programme training?

(b) CPD facilitators provide to the teachers who have attended CPD

Programme training?

END OF INTERVIEW

Appendix 8 : INTERVIEW GUIDE FOR HEAD OF DEPARTMENT (HOD)

My name is Rose J. Mlenga, a Master of Education Teacher Education Student at Mzuzu University. I am conducting a research on “Exploring challenges that School Managers face in the planning and implementation of Continuing Professional Development (CPD) in Public Secondary Schools in Northern Educational Division (NED)”.

The aim of this study is to explore how school managers are involved in the planning of continuing teacher professional development in secondary schools in the last five years which enhance teachers’ professional and personal growth.

The findings of this study will contribute to the effectiveness of both school-based and off school-site teachers’ professional development initiatives, enhancing teachers’ growth in Malawian Secondary schools and improvement in the effectiveness of the entire educators.

This research is strictly of academic purpose and all the information provided will be treated with confidentiality. Kindly answer all the questions as fully as possible. I thank you for your valuable time, effort and assistance.

RESPONDENT PERSONAL’S PARTICULARS:

SEX : Male/ Female

AGE : Below 25 years / Above 25 years

EDUCATIONAL LEVEL: (State your highest qualification)

- University Certificate of Education
- Diploma
- Bachelor’s Degree

- Masters' Degree
- Doctorate Degree
- Other Specify_____

QUESTIONS FOR THE HEAD OF DEPARTMENT

1. Are you involved in the planning of which CPDs to be conducted for your Department for your School? If yes, how are you involved and to what extent?
2. Does your Department propose for which CPDs to be conducted? How is it done?
3. What type of guidelines do you get from School Managers Concerning CPDs?
4. Does your Department get back the approved CPDs?
5. Are all CPDs linked to the subjects taught in the department? How are they linked?
6. Is your Department provided with adequate resources for the smooth of CPD activities?
7. Where do you get the funds to run CPDs in your Department?
8. Do you conduct other CPDs apart from teacher- Continuing Professional Development?
9. Can you cite some examples of CPDs conducted which are in relation to the subjects offered in your Department?
10. What are the challenges that you face in terms of resources to run CPDs in Secondary Schools
11. What do you think should be improved as regards Continuing Teacher Professional Development to be effective in Schools?

END OF INTERVIEW

Appendix 9 : FOCUS GROUP DISCUSSIONS GUIDE WITH TEACHERS

I am Rose J. Mlenga- Luhanga, a Master of Education Teacher Education Student at Mzuzu University and I would like to have a little chat with you about how challenges that School Managers face in the planning and implementation of Continuing Professional Development (CPD) in Public Secondary Schools in Northern Educational Division (NED). Am I accepted? Please feel free as the information is just for academic purposes. As a fellow teacher, I believe we are going to have a good chat. If you will have any question in the course of our discussion, just hold on, I will give you chance at the end.

FOCUS GROUP DISCUSSION GUIDE WITH TEACHERS

1. Tell me more about CPD programmes or INSETs you have attended in terms of
 - (a) How many CPD programmes you have attended after your pre-service training
 - (b) What the CPD programmes focused on (e.g. subject content, teaching strategies orientation to new curriculum etc.)
 - (c) The nature or type of CPD programmes attended (e.g. school based or off-school based)
 - (d) Who organized the CPD programmes
 - (e) Expertise or professional experiences of the facilitators
 - (f) The extent to which teachers were consulted in the design of the CPD programmes
2. How easy was the training to access? Were there any practical difficulties to overcome? (e.g. time, funding, commitments etc.)
3. What was your main reason or expectation for your participation in the CPD programmes? Was your expectation met? Explain

4. How much time was allocated to the CPD programmes you have attended?

Was it adequate? Any thoughts about it?

5. What methods were used by the CPD programme facilitators to impart the knowledge and skills to the teachers during the training?

6. Was the training useful in developing classroom practice? How?

7. How easy was it for you to implement what you learnt from the CPD programme in your classrooms?

8. What challenges did you face in the implementation of what you learnt from the CPD programmes in your classroom settings?

9. What follow up and support services did you receive after the CPD training? How beneficial were they?

10. Which CPDs do you prefer most between off- school based or on-school based and give a reason for your choice?

END OF THE FOCUS GROUP DISCUSSION GUIDE

Appendix 10: LETTER OF INTRODUCTION FROM HIGHER DEGREE

COMMITTEE OF MZUZU UNIVERSITY

Mzuzu University

Private Bag 201

Luwi nga

Mzuzu 2

MALAWI



MZUZU UNIVERSITY

DEPARTMENT OF EDUCATION AND TEACHING STUDIES

December 16, 2014.

The Education Division Manager (North),
P. O. Box 133,
MZUZU.

Cc: The District Education Manager (Mzuzu Urban)
P. O. Box
MZUZU

The District Education Manager
P. O. Box
CHITIPA

The District Education Manager
P.O. Box
KARONGA

The Head Teacher
Mzuzu Govt. Sec. School.
MZUZU

The Head Teacher
Katoto Sec. School
MZUZU

The Head Teacher
Maghemo Sec. School
KARONGA

The Head Teacher
Chitipa Sec. School
CHITIPA

The Head Teacher
Ekwendeni C.D. S. S
EKWENDENI, MZIMBA.

Dear Sir,

PERMISSION TO COLLECT RESEARCH DATA FROM SECONDARY SCHOOLS LISTED ABOVE:

I am writing on behalf of the Dean of Education of Mzuzu University seeking permission for **Ms Rose J. Mlenga-Luhanga** who is our Master of Education (MEd.) Degree student here at Mzuzu University. Ms. Mlenga-Luhanga has finished **Phase One** of her programme and is in **Phase Two** which requires her to conduct a research study which will be followed by Thesis writing.

Ms Mlenga-Luhanga has chosen to conduct her research using Mzuzu Government, Katoto, Ekwendeni Community Day, Maghemo and Chitipa Secondary Schools. Ms Mlenga-Luhanga's research study is on: ***Exploring the challenges that school managers face when they are involved in the planning and implementation of Continuing Professional Development in the Northern Education Division (NED).***

On behalf of the University Registrar, the Dean of Education and on my own behalf I would like to thank you for the assistance you will provide to Ms Rose Mlenga-Luhanga

By copy of this letter The District Education Managers (Mzuzu Urban, Chitipa and Karonga), and The Head Teachers of Mzuzu Government, Katoto, Ekwendani Community Day, Maghemo and Chitipa Secondary Schools are being requested to take note of the development and to assist Ms Rose Mlenga-Luhanga in her work of data collection.

Yours Sincerely,


Sam D. Dumba Safuli (PhD)
COORDINATOR, MEd. PROGRAMME

Cc: The University Registrar,
The Dean of Education
The Head, Education and Teaching Studies Department

Appendix 11: THE RESEARCH MATRIX

Research Question	What will be collected	From whom & How?
(1) What challenges do school managers face when they are involved in the planning and implementation of CPD initiatives?	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officers School managers HODs Tape/ phone recording Teachers Focus groups Questionnaires
(2) How effective are the present existing continuing professional development initiatives in enhancing teachers' professional and personal growth?	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officers School managers HODs Tape recording Teachers Focus groups Questionnaires
(3) What strategies might be used to enhance the continuing professional development	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officers

initiatives?		School managers HODs Tape recording Teachers Focus groups Questionnaires
(4) How have the school managers been involved in the planning of CPDs at national level in the past five years?	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officers School managers HODs Tape recording Teachers Focus groups Questionnaires
(5) Find out what effort has been done by MoEST to all school managers in enhancing the success of CPDs.	Facts Opinions Statistics	Principals Interviews EDM Tape recording Desk Officer School managers HODs Tape recording Teachers Focus groups Questionnaires

Appendix 12: THEMES, CATEGORIES AND CODES OF THE FINDINGS

THEMES	CATEGORIES	CODES
Challenges of CPDs	<p>(i) There are very little or no CPD structures in Malawian secondary schools and few schools which have them are not vibrant ones.</p> <p>(ii) Lack of resources such as human resources, financial resources and material resources.</p> <p>(iii) Teachers and facilitators have very little time for CPDs in such a way that they are always very busy working from 7:00 am to 5:00 pm due to operation of open secondary schools in many secondary schools</p> <p>-Time is a challenge for CPDs as well as management meetings.</p> <p>-In terms of planning, school managers have no time for planning but things must happen at that suggested time.</p>	<p>CPD structures</p> <p>Resources</p> <p>Time</p>

	<p>-Not enough time for delivery by the facilitators.</p> <p>-Reducing time due to inadequate resources</p> <p>(iv) School managers sometimes plan CPDs which are turned down when they reach the division.</p> <p>(v) Stability of teachers is limited due to transfer of teachers from one division to another.</p> <p>(vi) Coordination at cluster level is not 100% cooperation as they operate.</p>	<p>Unsuccessful plans</p> <p>Stability</p> <p>No coordination</p>
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