

SCHOOL LEADERS AND TEACHER PROFESSIONAL DEVELOPMENT: THE CASE  
OF SELECTED PRIMARY SCHOOLS IN CHITAKALE ZONE IN MULANJE  
DISTRICT.

MED (Policy, Planning and Leadership) Thesis

By

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## DECLARATION

I the undersigned hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purpose. Where other people`s work has been used acknowledgements have been made.

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## CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student`s own work and effort and has been submitted with our approval.

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## **ABSTRACT**

The purpose of the study was to investigate how leaders in primary schools play their role in the implementation of school based professional development for teachers and their challenges. The study used qualitative research design. Interviews, document analysis and focus group discussions were the methods used to collect data from Chitakale education zone in Mulanje district.

Among other findings, the study revealed that the school leaders understand the concept of Teacher Professional Development (TPD) as a process of acquiring new teaching skills and upgrading. Secondly the study found out that school leaders identify teacher professional needs through lesson supervision, assessment of performance of pupils and interaction with pupils and teachers. INSETs, staff meeting, lesson observation, consultation and discussion are means that are used to initiate TPD activities that addresses teacher professional needs. The challenges that they face include lack of time for TPD activities, responsibility demands, lack of funds, teachers' frustrations, and lack of incentives. The challenges explain why management of TPD in primary schools is poor.

In light of these findings the following recommendations were made: firstly, PEAs must regularly monitor and supervise TPD activities in schools. Secondly, school leaders in primary school need to be trained on management of TPD activities and leadership skills. Thirdly, the government must provide adequate funds specifically for TPD activities. Lastly, there is need for the government to establish means for motivating school leaders as a way of appreciating their services.

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### **LIST OF ABBREVIATIONS AND ACCRONYMS**

|        |                                                     |
|--------|-----------------------------------------------------|
| CPD    | Continuing Profession Development                   |
| DAPP   | Development Aid from People to People               |
| DEM    | District Education Manager                          |
| DO     | Desk Officer                                        |
| DTED   | Department of Teacher Education and Development     |
| FGD    | Focus Group Discussion                              |
| HoD    | Head of Department                                  |
| INSET  | In-service Training                                 |
| ITE    | Initial Teacher Education                           |
| JC     | Junior Certificate                                  |
| MASTEP | Malawi Special Distance Teacher Education Programme |
| MESA   | Malawi Education Support Activity                   |

|        |                                                                           |
|--------|---------------------------------------------------------------------------|
| MIITEP | Malawi Integrated In-service Teacher Education Program                    |
| MNTP   | The Modified Normal Teacher Programme                                     |
| MSCE   | Malawi School Certificate of Education                                    |
| MSSP   | Malawi School Support System                                              |
| MTTA   | Malawi Teacher Training Activity                                          |
| MGDS   | Malawi Growth and Development Strategies.                                 |
| NESP   | National Education Sector Plan                                            |
| NSTED  | National Strategy for Education and Development                           |
| OBE    | Outcome Based Education                                                   |
| PCAR   | Primary Curriculum and Assessment Reform                                  |
| PEA    | Primary Education Advisor                                                 |
| PIF    | Policy and Investment Framework                                           |
| PTA    | Parents and Teachers` Association                                         |
| SACMEQ | Southern and Eastern African Consortium for Monitoring Education Quality. |
| SBTPD  | School Based Teacher Profession Development                               |
| SPR    | School Performance Review                                                 |

TDC Teacher Development Center

TPD Teacher Profession Development

TTC Teacher Training College



## CHAPTER 1

### 1.1 Introduction

Over the years, management of Teacher Professional Development (TPD) activities at school level has been a challenge in Malawi. This challenge has partly contributed to the low quality of primary education in Malawi. Several reports have shown that most of the challenges that are faced in the implementation of school based TPD are a result of poor management of TPD (Mizrachi *et al*, 2010; MoE, 2007b; Mattson, 2006; Hango, 2005). This situation raises a lot of questions about school leaders who are entrusted with the responsibility of managing TPD activities at a school level.

School leaders are important for the success of TPD yet studies on the role of school leaders in implementation of TPD are limited (Elliot *et al* 2009; Desimone, Smith & Ueno, 2006; Mulkeen *et al*, 2005; Sharma 2005). Similarly, in Malawi, although several policy documents emphasize on the importance of school leaders in the implementation of school based TPD (MoE, 2003: MoE, 2007a), there are challenges in its implementation and no study has been carried out on the role of the school leader in managing TPD at a school level so as to understand the underlying factors behind the challenges.

Hence, the purpose of this study was to investigate how leaders in primary schools play their role in the implementation of school based teacher profession development and their challenges. The following sections provide the background information of the study, statement of the problem, purpose of the study, research questions and significance of the study.

## **1.2 Background Information**

The discussion in this section focuses on how TPD activities have been implemented at school level since the origin of primary education in Malawi. This section therefore focuses on TPD and the origin of primary education in Malawi, TPD and the growth of primary education in Malawi then TPD and the quality of primary education in Malawi.

### **1.2.1 TPD and the Origin of Primary Education in Malawi**

The longest existing structure under basic education and within the entire education sector in Malawi is primary education. Primary education is the sub-sector which is the basis for all other education in Malawi. The purpose of primary education is to equip students with basic knowledge and skills and to allow them to function as competent and productive citizens in a free society (MoE, 2003). In Malawi, teacher profession development is considered as one of the crucial factors for achieving this purpose of primary education (MoE, 2008a).

According to MoE (2008b), primary schools were introduced in Malawi by Christian missionaries. The Anglican Church of England set up many primary schools on the eastern shore of Lake Malawi in 1880 with an intention of attracting many people to join Christianity through education. When the Roman Catholics discovered that schools attracted many converts they also established a number of primary schools in 1889. In realization of the importance of teachers for the primary schools, the missionaries also embarked on TPD and established the first teacher training center in 1894. Trainee teachers took lessons for one year and went out to teach for two years. The introduction of teacher training college at the origin of primary schools in Malawi

shows that the aspect of TPD has been prioritized even in the origin of education in Malawi.

As missionaries were the main controllers of primary education, Malawi's British colonial administrators merely supervised Christian schools (Education Encyclopedia, 2001). Supervision is a tool for identifying teachers' professional needs. Usually when the profession needs are addressed, teachers learn new things and their profession grows. Through supervision, the government realized that the missionaries were not taking TPD seriously. The government was unhappy with missionaries because they were not concerned about performance and quality of the teachers in their primary schools. There were no clear teachers' roles as both evangelists and teachers taught in the same schools. There was also no grading of teachers (MoE, 2008b). This situation shows that the negligence of TPD at school level has been there since the beginning of primary education.

The challenges forced the government to take over the role of TPD from the missionaries. As a result, a first government owned teacher training college (TTC) called Jeanne Training Centre was opened at Domasi in 1929 (MoE, 2008b). To ensure continued TPD in schools, the government decided to train school supervisors as well at Jeanne Teacher Training Center. In the first cohort, the college produced 75 trained teachers' supervisors (MoE, 2008b). Through advice, teachers kept on learning new things which made their profession to continuously grow. The importance of continuous teacher professional development was therefore realized even at the beginning of primary schools in Malawi.

The idea of the colonial government embarking on TPD was also influenced by a survey conducted by American based Phelps-Stokes Fund in 1924 (Education

Encyclopedia, 2001). The outcome of the survey resulted in a recommendation for educational reform. Among other things, the survey revealed that there was a need to embark on improving quality of serving teachers in schools. In response, the government maximized supervision of teachers in schools. The recommendation also revealed that teachers were not exposed to any continuous TPD to improve their quality. The missionaries solely depended on initial TPD. They did not mind about continuous TPD to improve the quality of teachers.

The concern for continued teacher profession development for primary school teachers was also evident after the Malawi colonial government decided to assume responsibility for schools (Al-Sammarrai & Hassan, 2000). The Minister of Education inspected the teachers through a district committee of not more than 12 individuals who were controlled by district commissioner. Inspection was useful because the government was able to identify teachers' profession challenges and assisted them. In so doing the profession of teachers continued to grow after their initial training. The colonial government embarked on inspection of teachers soon after taking the responsibility of primary schools because it realized that the previous school administrators neglected continued teacher profession development.

### **1.2.2 TPD and the Growth of Primary Education in Malawi.**

When the government took the responsibility of primary schools, the number of schools began to increase. The idea of the government to expand primary school sector originated from the same survey which was conducted by American based Phelps-Stokes Fund in 1924 (Education Encyclopedia, 2001). One of the recommendations of the survey was that the government should increase the number

of primary schools to withstand the population growth. In response to the request the government invested more resources in the education sector.

Although the government had major investment in education, not more than 35% of Malawi's children attended primary school prior to independence (Education Encyclopedia, 2001). What hindered many children from going to school was school fees. Many parents were unable to pay fees for their children (Al-Sammarrai & Hassan, 2000). Realizing that school fees was a hindrance to primary education for many children in Malawi, the government thought of abolishing primary school fees so as to improve access. The abolition of primary school fees in Malawi has been a key factor in the expansion of primary school enrolment since the mid-nineties (Al-Sammarrai & Hassan, 2000). The expansion of primary schools in Malawi has had an impact on TPD as it is stipulated in the following discussion.

Government's decision to establish Free Primary Education (FPE) created a high demand for primary school teachers (MoE, 2008b). The number of pupils in primary school increased from 1.9 million to 3 million (Kunje & Lewin, 2002). This implied that there was a need to improve TPD activities in response to the expansion of primary schools since the two have been inseparable since the origin of primary school in Malawi. To withstand the demand for teachers, the government authorized the recruitment of untrained primary school teachers. The newly recruited teachers had no initial professional development experience. Because of the urgent need for teachers, students had two weeks of orientation then they were sent to schools. The introduction of teachers with little or no exposure to professional development contributed to poor quality of primary education in Malawi (MoE, 2007b).

From the discussion so far it can be concluded that since the origin of primary education in Malawi, the implementation of school based TPD has been a challenge and a concern for the government as it did not improve the quality of education. TPD is vital for quality of education and the next discussion focuses on the role of TPD in the quality of primary education in Malawi.

### **1.2.3 TPD and the Quality of Primary School Education in Malawi**

In Malawi, quality of primary school education is measured by performance of students in examination, percentage of qualified teacher, repetition rate, drop out rate, and standard of physical facilities in schools (MoE, 2003b). This implies that to improve quality of education in Malawi, it requires improving pass rates of students in examinations, having enough qualified teachers, reducing repetition and drop out rates, having high quality and adequate physical facilities in schools. Unfortunately, this has not been the case for Malawi. The quality of primary education in Malawi is generally low (MoE, 2008c). The next discussion focuses on each of these indicators of quality of education.

In terms of examinations, the quality of education is measured based on the performance of students (MoE, 2008c). There is a link between TPD and the performance of students. Smith and Gillespie (2007) argued that the performance of students whose teachers were exposed to various TPD activities has demonstrated to be better than those students whose teachers were not exposed to TPD activities. The performance of students in primary schools in Malawi is generally poor in literacy and numeracy as revealed in various studies like the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) (MoE, 2008c).

The performance of the majority of the pupils in SACMEQ in Malawi is below minimum and desirable levels of reading and mathematical skills (Kunje *et al*, 2009). When compared to pupils at similar levels in the Southern African Region, pupils' achievement in Malawi has always been at the bottom of the list. Some of the reasons that are attributed to this situation are: poor teaching skills and poorly prepared pupils, poor sanitation, poor school management (MoE, 2007b) and large class size (MoE, 2008c).

Some of these reasons for poor performance of pupils in primary schools are an indication of poor management of TPD activities in schools. It is good to note that by the time that these reasons were unveiled, a good number of primary school teachers had gone through initial TPD where they had been trained on teaching skills, management of pupils etc. The existence of these challenges in schools is an indication of lack of school based TPD for re-enforcing skills that teachers learnt at the college. Several studies have shown that continuous TPD activities in schools improve teaching skills and the performance of pupils (Eleonara, 2003; Zwart, 2007; Phillips, 2008).

Having looked at examination as measure of quality, the next discussion focuses on qualified teacher to pupil ratio as a measure of quality of primary education. Basing on the recent education statistics, the qualified teacher to pupil ratio is at 1:83 (MoE, 2009). The government's aim is to reduce qualified teacher to pupil ratio to 1:60 by 2012 (MoE, 2003b). In 2000, this ratio was at 1:138 (MoE, 2000). The government has made an effort to improve the situation, only that there is a need for equal distribution of qualified teachers in rural and urban areas. However, the current qualified teacher to pupil ratio shows that there is still short supply of qualified

teachers in the primary sector (MoE, 2008b). There is need for more TPD activities to increase the number of qualified teachers in Malawi.

One surprising thing is that analysis of primary school sector has shown that most of qualified teachers in Malawi do not attempt higher courses or profession qualifications even if there are many opportunities available in the country (MoE, 2008b). This situation shows that these teachers are not assisted to embark on TPD activities that can improve their profession or qualification to higher level at their working places and no study has been done to figure out the reasons behind this.

This situation is evident by the presence of many qualified teachers with junior certificates in primary schools. Basing on the recent education statistics in primary schools, there are 18,365 teachers with qualifications lower than Malawi School Certificate of Education (MSCE) (MoE, 2009). The activities that teachers do to upgrade their qualification have a great impact on their teaching styles. For instance a primary school teacher, who studies mathematics for MSCE examination, is likely to deepen his/her skills in teaching mathematics.

Another indicator of quality of primary education in Malawi is repetition and drop out rate. Basing on the recent education statistics, the repetition rate is at 16.3% and drop out rate is at 14.2% (MoE, 2009). This is far much behind the government target which is to reduce both repetition and drop out rate to 5% (MoE, 2003b). Zwart (2007) argued that repetition is a result of poor performance of pupils and teachers have a great influence on the performance of pupils. This implies that teachers are partly responsible for the high repetition rate in primary schools.

Some of the causes of high repetition rate in primary schools are; lack of individual attention to students, teachers' unpreparedness to cope with large class size and lack



of provision of teaching and learning materials (MoE, 2004). These challenges are teacher professional problems which can be addressed by TPD activities. Their presence in schools is an indication that there is a problem with the management of TPD in schools. It is good to note that in Malawi, school administrators are entrusted with the responsibility of identifying teachers' professional needs and conducting continuous TPD activities (MoE, 2007a).

#### **1.2.4 Primary School Teacher Professional Development in Malawi.**

Teacher professional development starts from initial training of teachers at college and it is called pre-service. It continues throughout the lives of the teachers as they work and it is referred to as in-service TPD (Eleonora, 2003).

Initial teacher education in Malawi developed from missionary origins. At that time, initial teacher education programme lasted two years. The programme required candidates to spend one and half years in college and six weeks in schools doing supervised teaching practice (Kunje & Lewin, 2000). Despite the establishment of this teacher education programme, there were many untrained teachers in primary schools. Then in 1987 the special one year programme was introduced. Its main aim was to train all the untrained teachers in the system (Kunje & Lewin, 2000). This special program was run concurrently with the normal two-year programme in different colleges.

In 1990 a new teacher- training programme called the Malawi Special Distance Teacher Education Programme (MASTEP) was launched. This programme was a supplementary to the normal two year programme (Kunje & Lewin, 2000). The rationale for introducing this programme was that the school enrollment growth had increased and that the projection indicated that there would be a short fall of 7000

trained teachers in 1993. It was believed that the most cost effective option for producing such a teaching force was by instituting a distance mode programme in addition to the normal programme. Candidates were registered as external students in teachers colleges and sent to schools to start teaching while at the same time studying. The course lasted three years (Kunje & Lewin, 2000).

MASTEP and the two-year 'normal' course were unable to meet the demand for primary teachers. The Modified Normal Teacher Programme (MNTP) was introduced in 1993 as a result. In this programme recruits first had to teach for one year before being selected for one year of college work. With time, it was discovered that this programme was operating just like the one-year special teacher programme. In effect the 'normal' pre-service programme was abandoned and replaced by the modified programme (Kunje & Lewin, 2000). The curriculum for the modified programme was a two-year course compressed into a one-year course and suffered from complaints that it was overloaded as a result. Additionally, the programme failed to reduce the number of untrained teachers in primary schools (Kunje & Lewin, 2000). This programme was discontinued in 1996.

The government adopted a new model of teacher education called the Malawi Integrated In-service Teacher Education Programme (MIITEP) in an effort to train the untrained teachers in the shortest period of time as possible (Kunje, 2002). In this programme, primary school teachers were given three months of orientation at a primary teachers training college, 20 months of classroom-based in-service training, and a month of review at the TTC. Through MIITEP, about 23,419 unqualified primary school teachers were trained and certified in six cohorts (MoE, 2008a).

MIITEP was a mixed-mode system where periods of college-based training alternated with distance and school based training. As for the school based TPD, PEAs and Head teachers were entrusted with the responsibility of ensuring its implementation (Mattson, 2006). These people were trained for this work through a programme called Malawi School Support System (MSSP). Through this programme, PEAs, Heads of section and Head teachers were trained on how to manage TPD activities at school level (Mattson, 2006). MIITEP was phased out and the government reverted to the old system of training teachers in colleges. This implies that the government is now using a two-year residential programme to train teachers in TTCs.

These teacher training programmes in Malawi have had challenges. For instance, evaluations of MIITEP programme showed that trainees were often treated like any other teacher and classes were allocated to them in a way that ignored the MIITEP guidelines (Mattson, 2006). Furthermore, class allocation was used as a device to reduce teaching loads of other teachers in schools. Where pairing occurred it was often not characterized by peer observation and support as required by the programme. MIITEP assessment activities tested subject content knowledge but did not use the students' school-based experience to encourage reflection on practice or contextual problem-solving skills (Mattson, 2006).

Taking a closer look at these challenges, it shows that of all the modes of TPD used in MIITEP school-based TPD was not successfully implemented. These challenges indicate that PEAs, Heads of sections and Head teachers did not play their roles as required by MIITEP. Hango (2005) concurred that MIITEP was not successful partly because primary school leaders such as PEAs, Heads of section and Head teachers did not take their role in teacher profession development activities seriously. According to

him, the programme failed because these school leaders could not carry out meaningful supervision which was crucial for professional development of the teachers.

Furthermore, teacher education programmes in Malawi have been criticized for not preparing students to handle specific subjects in schools (MoE, 2008b). There is no specialization in subjects for trainees. This poses a serious problem for the student teacher to master and teach effectively all the subjects. Therefore in-service teacher professional development activities become very important for helping these teachers to perform effectively.

Additionally, teacher training system in colleges does not expose learners to real classroom conditions (MoE, 2008b). This implies that the newly trained teachers require in-service TPD activities so as to master classroom situation. In realization of this need for in-service TPD in primary schools, the government established some strategies for in-service TPD to improve quality of primary school teachers and the next discussion focuses on in-service TPD for primary school teachers in Malawi.

#### **1.2.5 In-service Teacher Professional Development for primary school teachers in Malawi**

In-service teacher professional development is important for both untrained and trained teachers. Pre-service teacher professional development can not be sufficient in so far as it simply launches one into an ever changing and developing profession (MoE, 2003a). Teachers whether qualified or unqualified need to be life-long learners in order to remain relevant and effective.

The need for in-service TPD for teachers is therefore inevitable and the call for in-service teacher professional development is apparent in various government policy

documents. Article 13 (f) of the constitution of Malawi stipulates that the state shall actively uphold the welfare and development of the people of Malawi by progressively adopting and implementing policies that aim at offering greater access to higher learning and continuing education through the provision of adequate resources to the education sector ( Malawi Government, 2002).

Similarly, the following government policy documents: Policy and Investment Framework (PIF) (MoE, 2003b), Malawi Growth and Development Strategies (MGDS) (MoE, 2006) and National Education Sector Plan (NESP) (MoE, 2008) figure out the provision of systematic continuing professional development of teachers as one of the strategies for improving the quality of education. For instance, one of the policy strategies on the relevance and quality of teacher education is to institutionalize in-service training (IN-SET)/continuous professional development for teachers in primary, secondary and teacher training colleges (MoE, 2006).

In response to the call for the implementation of in-service teacher professional development, the government through the policy document called National Strategy for Teacher Education and Development (NSTED) designed strategies for in-service teacher professional development. Policy strategies on school based TPD recommend that the stakeholders of primary and secondary schools should develop teacher development plan as part of the school improvement planning process (MoE, 2008b). Among other things, school improvement plan should contain areas that teachers need to improve on and means for the improvement at a school level. The policy strategies spell out that school leaders have a crucial role to play in the development of school improvement plan.

In realization of the importance of the role of school leaders in the implementation of school based teacher profession development, the government included in the responsibilities of school leaders the roles that they should play in the implementation of school based TPD (MoE, 2007a; MoE, 2008b). In some schools the roles are hanged on walls in the head teacher`s offices. At a department level, heads of sections are supposed to identify professional problems of teachers and seek for redress through TPD activities. They need to plan, organize and conduct teacher professional development at sectional level. They are also supposed to coordinate meetings at sectional level (MoE, 2007a).

At a school level, deputy head teachers have a great role to play in the implementation of school based in-service teacher professional development. They are also supposed to identify professional gaps and seek redress through TPD activities. They need to plan, organize and conduct school based teacher profession development. They have to ensure the acquisition of teaching and learning aids which enhance the implementation of school based teacher professional development. They also need to plan, organize, and conduct school based supervision which is a form of TPD (MoE, 2007a).

Similarly, head teachers also have a crucial role to play in the implementation of school based teacher professional development. They have the responsibility to identify areas for improvement and lead the development of sustainable action plan which includes TPD for teachers. They also supervise teaching and learning activities which is one of TPD activities (MoE, 2007a).

In Malawi in-service TPD is also implemented at a cluster level. Neighbouring primary schools have been grouped to embark on TPD activities together. There are

315 school clusters throughout the country. Clusters are also referred to as zones. Each zone has a Primary Education Advisor (PEA) who coordinates teacher profession development activities (MoE, 2005). In each zone, one school is identified as a Teacher Development Center (TDC) where teachers can come together to discuss professional issues. With 5404 public schools in the country, each cluster has between 10-15 schools. There is no clear difference between school-based TPD activities and those of cluster based TPD (Eleonara, 2003). The only difference is that school based TPD take place at the school and it only involves the teachers of that school whilst cluster based TPD involve teachers of several schools and it usually takes place outside the school (MoE, 2007c).

Donor partners in education have also attempted to improve quality of education in the primary school through in-service teacher profession development programmes. This was done through two complementary USAID-funded projects which focused on enhancing teachers' pedagogical practices. These projects were; the Malawi Education Support Activity (MESA) and the Malawi Teacher Training Activity (MTTA). The projects were implemented in the following districts: Kasungu, Mzimba South, Machinga and Phalombe (USAID/Malawi, 2006).

The MESA project began in 2003 and ended in 2006. It focused on whole-school improvement by working with teachers to improve their professional skills, mobilizing communities to support their schools, and mitigating the impact of HIV/AIDS through integration of life skills into the curriculum. According to project reports, in the districts that the project was operating, dropout rates decreased, enrollment increased, performance of pupils improved, and teachers used active-learning pedagogies in their classrooms.

MESA also supported the Malawi Institute of Education to create a guide, entitled “Participatory Teaching and Learning: A Guide to Methods and Techniques” which was to be used as part of pre-service and/or in-service training programmes in teachers’ colleges in Malawi. The guide offers suggestions for teachers to use in the classroom that allow students to experience a variety of pupil-centered approaches to learning (Mizrachi *et al*, 2010).

The MTTA project began in 2004 and ended in 2008. MTTA’s vision focused on employing interactive and participatory approaches in teacher professional development under the assumption that teachers who experience these methods in their own development will ultimately employ the same methods in their own teaching. By engaging in participatory methods of dialogue, reflective practice about their own teaching behavior and establishing personal codes of professional conduct, MTTA provided teachers opportunities to learn ways of practicing and exhibiting good citizenship behaviour in themselves as well as methods to instill this behaviour in others (Mizrachi *et al*, 2010).

Although MTTA and MESA projects improved skills of teachers and the performance of students, they unveiled some challenges that were encountered. The first challenge was that teachers who had participated in TPD activities initiated through the two projects had problems to implement the new ideas in class because the school context was not conducive for the implementation of new ideas (Mizrachi *et al*, 2010). School leaders did not create favorable environment for the teachers to apply the new ideas. Secondly, the teachers were not supplied with adequate teaching and learning materials for them to implement new ideas (Mizrachi *et al*, 2010). The third challenge was that the school leaders and mentors who were charged with supervision and follow up of teachers did not carry out their work (USAID/Malawi, 2006).



Other challenges were: lack of time to implement new ideas since teachers were rushing to finish the syllabus. Teachers had large classes which made it difficult to implement new ideas. Lastly, the TPD activities such as classroom demonstration were done on fellow teachers instead of real students hence it was very difficult for teachers to apply new ideas in the real classroom situation (Mizrachi *et al* 2010).

From this discussion, it is evident that the management of TPD at a school level in Malawi is a problem even though the government has made efforts to ensure its proper management. This problem is mainly noticeable in the recent analysis of the two in-service TPD programmes which were initiated in each of the three main regions in Malawi (Mizrachi *et al* 2010). According to the discussion, most of the challenges that are encountered in the implementation of school based TPD in primary schools are as a result of improper management of TPD activities.

### **1.3 Statement of the Problem**

Literature on primary education in Malawi has generally shown that the management of TPD activities at a school level has been a challenge since the origin of primary schools. This problem is mainly manifested in the challenges that are faced both in school and college based TPD programmes. For instance, most of the challenges that were faced during the implementation of the two in-service TPD programmes called MESA and MTTA resulted from poor management of school based TPD (Mizrachi *et al* 2010).

Similarly, the challenges that were unveiled in the evaluation studies of MIITEP show that some of them were a result of poor management of TPD activities at a school level (Mattson, 2006; Hango, 2005). A report on the reasons for poor quality of primary education in Malawi also shows that lack of proper management of TPD

activities at school level has been a contributing factor (MoE, 2007b). What raises many questions on this problem is the role of school leaders who are entrusted with the responsibility of managing school based TPD.

Although all these evidences show that there is a problem with the management of TPD activities at a primary school level in Malawi, no study has been done to establish the underlying factors behind the problem. In other ways there has never been a study on the role of school leaders in Malawi. This shows that there is a problem of lack of studies on the role of school leaders in TPD at a school level in Malawi.

This problem of lack of studies on the role of school leaders in TPD is not only faced in Malawi. Internationally, several studies have shown that there is limited literature on the role of school leaders in the implementation of TPD (Elliot *et al*, 2009: Desimone *et al*, 2006: Mulkeen *et al*, 2005: Sharma 2005). Others have gone further to argue that research on the role of school leaders lag behind and that there is an urgent need to address this gap (Elliot *et al*, 2009). Because of this gap in the field of TPD, school leaders lack guidance on how to manage properly TPD. Bearing all these issues in mind, this study sought to research on the role of school leaders in the implementation of TPD activities at a school level in primary schools in Malawi.

#### **1.4 Research Questions**

This study sought to investigate how primary school leaders execute their role in the implementation of school based TPD and their challenges. The study was expected to answer the following main research question:

1. How do the leaders in primary schools play their role in the implementation of school based professional development?

In order to answer this question, the following were the specific research questions;

- i. How do school leaders understand the concept of TPD?
- ii. How do school leaders identify professional needs encountered by teachers?
- iii. How do school leaders initiate teacher profession development activities to address teachers' professional needs?
- iv. What challenges do school leaders encounter in implementing development activities for teachers?

### **1.5 Significance of the Study**

This study aimed at investigating the role of primary school leaders in the implementation of school based teacher professional development and their challenges. This study comes at a time when there is a challenge in the implementation of TPD activities in Malawi. The outcomes of the study are likely to be instrumental in helping school leaders to address the challenges they meet in the implementation of TPD at a school level. Similarly, this study comes at a time when there is limited literature on the role of school leaders in the implementation of TPD activities at a school level. Therefore the outcome of this research is expected to contribute to the literature on the role of school leaders in TPD.

### **1.6 Definition of Terms**

A number of terms need to be defined in order to allow for a clear understanding of the context in which they have been used in this thesis.

**School Leaders** refer to those with responsibility to manage primary schools, namely: Primary Education Advisors, Head teachers, Deputy Head teachers and Heads of infant, junior and senior sections.

**Pre-service TPD:** This is teacher professional development that aims at preparing someone for the teaching profession. It usually takes place in Teachers Training Colleges. It is also called Initial Teacher Education (ITE).

**In-service TPD:** This is teacher professional development that takes place as teachers are already in the service. It aims at helping qualified teachers to continue teaching effectively. It is also called Continuing Teacher Professional Development. In some cases in-service TPD implies training new teachers as they work. This implies that teachers are employed to teach before they are qualified and their training takes place as they teach.

**Teacher Professional Need** refers to deficit in teaching skills. It is also called professional gaps.

### **1.7 Chapter Summary**

The discussion in this chapter started with the introduction and back ground information for the study. From the back ground information, it came out that management of the TPD at primary school level has been a problem since the origin of primary education in Malawi. There after, the discussion focused on the purpose of the study, research questions for the study, significance of the study and definitions on issues of TPD. In order to carry out this study, there was a need to review literature on issues of TPD. This was important since it helped the researcher to be acquainted with issues of TPD and also to situate the study in the body of literature. Hence, the discussion in the following chapter focuses on the review of literature.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Chapter Overview**

This chapter discusses literature related to the implementation of TPD programmes for primary school teachers. The first part reviews literature on the concept of TPD, its importance, its paradigm shift and its effective characteristics and models. The second part reviews literature on leadership roles in TPD. The third part reviews literature on implementation of TPD activities in schools around the world. This part also identifies the gap in the literature and locates the place of this study. The last part of this chapter defines the conceptual framework that guides this study.

#### **2.2 Concept of Teacher Professional Development.**

In literature, the concept of Teacher Professional Development has been defined in different ways. Eleonara (2003) defined teacher professional development as a development of a person in his or her teaching profession role. Guskey (2003) extended the above definition by showing how teachers develop their profession. He defined the term as a professional growth that a teacher achieves as a result of gaining increased experiences and examining his/her teaching systematically.

On the issue of increased experience, Ganser (2000) pointed out that professional development of teachers includes formal experiences such as completing a programme of initial teacher preparation, attending workshops and professional meetings, mentoring, completing research, etc. and informal experiences such as reading professional publications, viewing television programmes related to an academic discipline, joining study groups with other teachers, etc.

Similarly, Jackson & Devis (2000) viewed teacher professional development (i.e., staff development, in-service education, continuing education, teacher training) as a range of formal and informal processes and activities that teachers undertake both inside and outside the school in order to improve their teaching knowledge and skills. Scheerens & Slegers (2009) defined Teacher Professional Development as activities that develop individual skills, knowledge and other characteristics as a teacher.

The concept of Teacher Professional Development is broader than Career Development which is defined as the growth that occurs as the teacher moves through profession career cycle. And it is broader than Staff Development of teachers which is the provision of organized in-service programmes designed to foster growth of groups of teachers (Eleonara, 2003). When dealing with profession development one has to examine the content of experience, the process by which the profession development will occur and the context in which it will occur (Ganser, 2000).

From the definitions, one can figure out that teacher profession development is broader than activities that aim at obtaining a certificate for teaching. This implies that TPD is not only meant for upgrading teachers. It is equally important for qualified teachers since it helps them continue teaching effectively and adapt to the fast changing world (MoE, 2003a).

Teacher professional development begins at the initial teacher preparation stage (pre-service) and it continues throughout the professional lives of teachers (Eleonara, 2003). Several terms are used to describe teacher professional development that is offered to teachers as they are in the service. Some of the terms are: in-service education, INSET, staff development, continued teacher professional development and professional development just to name a few. Although these terms were used

interchangeably in this study, the term “teacher professional development” was frequently used since it connotes more the idea of comprehensive development of the profession of a teacher which may include training, ongoing support, career growth, and incentives (Craign *et al*, 1998).

What is common in the above definitions is the aspect of teachers developing their professional skills formally and informally. Formal TPD implies that the activities that are meant for developing profession skills of teachers are planned for. On the other hand, the activities of informal TPD are not planned for. Another common thing is that the context, content and process in which TPD activities occur are important for their implementation. School leaders need to play a critical role of creating convenient context and process in which teachers can easily develop their profession (Ganser, 2000).

Unfortunately, there are limited studies to enlighten school leaders on this role (Elliot *et al*, 2009). This implies that there is limited literature that can guide school leaders in the management of TPD. Hence, this study aimed at exploring the role of school leaders. From the discussion it can also be seen that TPD is very important for teachers and pupils and our next discussion will focus on what the literature says on the importance of TPD.

### **2.3 Importance of TPD**

Literature is very rich on the importance of TPD. Several studies have shown that TPD is important for improving skills of teachers which in turn improves the performance of students. Phillips (2008) contended that TPD is critical for improving and maintaining teacher quality. Eleonora (2003) also argued that apart from individual satisfaction or financial gain that teachers may obtain as result of

participating in professional development opportunities, the process of professional development has a significant positive impact on teachers' beliefs and practices, students' learning and on the implementation of educational reforms. This discussion focuses on the importance of TPD on these aspects.

On the importance of TPD on teachers' beliefs and practices, Eleonara (2003) pointed out that TPD activities have a noticeable impact on teachers' work and beliefs both in and out of the classroom especially considering that many teachers throughout the world are unprepared for the profession. As for the issue of unprepared teachers in teaching profession, it is true with the situation in Malawi as it was mentioned in the previous discussion on primary school education. According to MoE (2008), TTCs in Malawi do not prepare teachers to face real classroom situation and also to handle large classes. This implies that continuous TPD activities in Malawi are really important for improving the practices of teachers.

Guskey's (2003) study also revealed the importance of TPD on teachers' beliefs and practices. Following his study that assessed the effect of four different models of teacher professional development and school capacity in USA, he found that all models generally strengthened teachers' knowledge, skills and dispositions and they had varied effects on school capacity. Similarly, Zwart (2007) carried out a research to examine individual teacher learning in a context of TPD activity known as collaboration in interdisciplinary teams in the work place at a high school in Holland. The study found that in a context of collaboration in interdisciplinary teams, many teachers experienced positive change in their beliefs about teaching, learning and their preferences for learning activities. However, Zwart (2007) pointed out that this area still needs more studies.



Having looked at the importance of TPD on teachers' beliefs and practices, the next discussion focuses on the importance of TPD on improving the performance of students. Sander and River (1996) used a student achievement data for all teachers across the Tennessee city to determine how effective teachers were, then tested and followed specific students over the years. They found that in one year, the teachers who participated in TPD could boost the scores of their low achieving students with an average of 39 percentile points compared to similar low achieving students whose teachers did not participate in any TPD programme.

Similarly, In a longitudinal study of the impact of professional development in 13 schools, 92 teachers, and 733 students in Grades 2 through 5 in high-poverty areas in USA, Smith and Gillespie (2007) investigated the effectiveness of job-embedded professional development on pupils' reading scores where teachers working together were introduced to the research on reading instruction and analyzing their schools' reading achievement data as part of a larger reform effort to improve reading scores. Increased comprehension and fluency scores (after 2 years) were found in schools where teachers collaborated in reflective professional development and used data to improve their teaching practices, aided by among other things effective school leadership that supported such change.

Then coming to the issue of importance of TPD on educational reforms, Eleonora (2003) pointed out that educational reforms that do not include teachers and their professional development cannot be successful. Extensive literature exists on the education reforms that took place in England and Wales in 1990s which were not effective because teachers felt omitted from such reforms and thus resented them. They were not exposed to any TPD that could prepare them to handle the reforms. As a result, the teachers perceived the changes as being a hindrance, creating confusion, a

heavier workload and lack of respect for their work as professionals (Day *et al*, 2000). This problem could have been avoided if teachers were consulted and prepared for the reforms through TPD.

On the other hand, there have been successful educational reforms mainly because TPD for teachers who had to implement the reforms was taken into account. Such was the case in Namibia, where education system was successfully transformed into a more democratic system after the country gained independence and this transformation was led by a reform of its teacher preparation systems (Dalhstrom *et al*, 1999).

From this discussion, one can easily figure out that TPD is really important in a school setting. School leaders need to make sure that TPD is properly implemented and well managed. But what has been examined on the importance of TPD so far does not elaborate on what the school leaders should do in order to yield the importance of TPD. Desimone *et al*, (2006) confirmed that there is little guidance for school leaders to manage TPD effectively. Therefore this study aimed at exploring the role of school leaders in the management of TPD in order to find better ways of assisting them to manage it effectively.

Although TPD is important, there has been a shift in its paradigm. The shift has been so dramatic that many have referred to it as a new image of learning, a new model of teacher education, a revolution in education and even a new paradigm of teacher profession development (Eleonara, 2003). This shift is elaborated in detail in the following discussion.

## **2.4 Fundamental Paradigm Shifts of Teacher Professional Development**

Leu (2004) pointed out that the changing structure and location of many teacher professional development programmes is driven by two fundamental paradigm shifts within the education sector namely, the shift in approaches to both student and teacher` learning from passive to active learning, and the shift to more decentralized forms of authority, activity, and agency. In-service teacher development, relying previously on more centralized cascade workshops, is increasingly shifting to programmes that are more decentralized, either at the district or school levels (Eleonara 2003).

The governance and organization of teacher professional development programmes have undergone shifts that parallel both the devolution of authority to the school level in general and the changes in approaches to teachers` learning (Leu, 2004). Decentralized teacher professional development is less authoritarian and more participatory, emphasizing responsibility and accountability at the school level and attempting to generate a community of learning at the school level that interacts in an inclusive manner with the surrounding community.

Some of the reasons that lead to this paradigm shifts of teacher professional development programmes are: curriculum reforms that emphasize active learning, growing realization of central role of teacher quality in educational quality, rapid expansion of students enrollment requiring much larger numbers of teachers and the necessity of finding ways to prepare and support relatively inexperienced and unqualified teachers just to mention few reasons (Leu, 2004).

The characteristics of old paradigm on the approaches to teacher learning are: the aim of programmes for teacher professional development is based on making teachers

follow rigid and prescribed classroom routines. The teachers are passive in the learning models. Teachers are trained to follow patterns. The learning of the teachers is influenced by cascade mode which is largely centralized. There is little follow ups of the teachers. There is little inclusion of teacher knowledge and class room realities during the training. Lastly, the training of teachers is based on positivism (Leu, 2004).

The characteristics of the approaches to new paradigm of teacher professional development as proposed by Leu (2004) are similar to characteristics for effective teacher professional development as discussed by various experts in this field hence the next discussion will be based on the views of these experts on characteristics of effective teacher professional development.

When one examines the reasons that led to the shift of the paradigm, it seems Malawi can not be spared from the shift. The reasons which led to shifts are: the coming of decentralization, high enrolment, change of curriculum, etc. Malawian education is currently going through decentralization process (Kufaine, 2004). The curriculum of primary education in Malawi is also being changed to PCAR (MoE, 2007c). The enrollment in primary school started increasing with the coming of free primary education (MoE, 2004). This clearly shows that Malawi needs this new paradigm shift which advocates for school based TPD and this study wanted to explore how the primary school leaders implement TPD activities in the era of new TPD paradigm.

Conclusion that can be drawn from this discussion is that there has been a shift in the implementation of TPD. And the shift was initiated in order to make TPD more effective. Another thing that can be drawn from the discussion is that with the coming of paradigm shift in TPD, the responsibility of managing TPD lies in the hands of

school leaders. Yet studies on how school leaders manage TPD are limited (Elliot *et al*, 2009). This implies there is limited literature that can guide school leaders to manage TPD effectively.

## **2.5 Characteristics of Effective Teacher Professional Development**

The characteristics that manifest the effectiveness of teacher professional development are multiple and highly complex (Guskey, 2003). Basing on opinions from nineteen internationally known experts from eleven countries Craig, Richard & Plessis (1998) said that effective professional development programmes have the following characteristic; need assessment, careful planning in the wider context, participatory planning and implementation, applicable curriculum content and methods, ongoing guidance, monitoring and support.

Needs assessment is essential before teacher professional development activities are designed. The information is important to determine the goals, content, best delivery method and evaluation of the activity. Need assessment should be based on the best available research evidence (Guskey, 2003). A successful teacher professional development programme is designed according to teachers' identified needs (Hawley & Valli, 2003)

After the needs for TPD have been assessed, then there is a need for planning for the implementation of TPD programmes. The programmes must be well planned and formal in nature. The overall planning must consider: how various needs might be met, peer coaching, INSETs and action research in the classroom (Leu, 2004).

Need assessment and the planning for the implementation of TPD programmes must be participatory which is another characteristic of effective professional development of teachers. Teachers and other local participants along with administrative officials

need to be involved in the planning for TPD activities (Guskey, 2003). He further argued that the most effective and relevant in-service programmes are those that allow high levels of local participation in both design and implementation.

Applicable curriculum content and methods for the teacher professional development programmes is another characteristic of effective TPD. The content of TPD programme needs to provide a balance of pedagogy and subject matter as opposed to exclusive emphasis on one or the other. It should also include practical methods to teach subject matter (Craig, Richard & Plessis, 1998). Finally it must be in line with the recommended curriculum.

There are five essential components that should be in teacher training programmes (Craig et al, 2004). These components are: methods for helping teachers acquire specific skills for teaching the existing curriculum, methods for teaching meaningful rather than just rote teaching and classroom settings, structured and open-ended feedback about performance and lastly, implementation in the actual classroom.

Descriptive research suggests that the content covered during professional development activities varies along at least four dimensions namely: subject content, teaching methods content, pedagogical content and goals for student learning. It further suggests that professional development that focuses on subject matter content and how children learn becomes an important element in changing teacher practices (Guskey, 2003).

Need assessment, planning for implementation and assuring the applicable content for TPD programmes are not the only effective characteristics of TPD. There is a need for on going guidance, monitoring and support to the teachers during the implementation of the TPD programmes. TPD programmes that focus on continuous development by

guiding, monitoring and supporting necessary skills, knowledge and new ideas tend to be more successful in bringing about change at the classroom level rather than those that simply provide a qualification (Craig, Richard & Plessis, 1998). On support to teachers during their professional development, researchers have affirmed that teachers' enhancement in their career is a process along a continuum of learning which requires ongoing professional growth and support (Craig, Richard & Plessis, 1998).

One thing that is clear about these effective characteristics of TPD is that school leaders have a great role to play for them to be achieved. This implies that school leaders need to embrace all these characteristics for TPD activities to be successful. Unfortunately, these ideas are based on opinions of experts in TPD (Leu, 2004). This entails that there are no practical studies that have been done to guide school leaders on the implementation of these effective characteristics. Hence, this study was aimed at investigating how primary school leaders in Malawi implement these effective characteristics of TPD. Eleonara (2003) pointed out that the school leaders require the knowledge of the models of TPD to attain effective characteristics of TPD. Therefore, our next discussion focuses on what the literature says on the models of TPD.

## **2.6 Models of Teacher Professional Development**

So far, a number of models have been built up and applied to encourage and support teacher professionalism from the beginning of their career until their retirement in different countries around the world (Hien, 2008). In her literature review on teacher professional development, Eleonara (2003) grouped models of teacher professional growth into two sections. The first group is called organizational partnership models which requires inter-institutional corporation. Principally, organizational partnership models include professional development schools, other university-school

partnerships, other inter-institutional collaborations, schools' network, teachers' network and distance education.

On the other hand, the second group of models for TPD includes: supervision, students' performance assessment, workshops, seminar, courses, case-based study, self-directed development, cooperative or collegial development, observation of excellent practice, teachers' participation in new roles, skill-development model, reflective model, project-based model, portfolios, action research, use of teachers' narratives, generational or cascade model and coaching/mentoring (Eleonara,2003).

The models can be grouped according to the site in which they take place (Mac Neil, 2004). The organizational models are also called cluster based models because they take place outside an individual school in combination with several other schools whilst individual models are referred to as school based models since they take place within the school.

This study focused on school-based TPD models because of the following reasons: firstly, as it has been pointed out earlier in the discussion on paradigm shift of TPD, the management of TPD has shifted from centralized to decentralized system. There is advocacy for school based TPD. Decentralized management of TPD calls upon local schools to manage TPD on their own with little assistance from high authority. Schools are empowered to make decisions on how best they can manage TPD. Although school leaders have such responsibility on management of TPD, they need to be accountable to the high authority on how they manage TPD.

Mac Neil (2004) contended that at this time of decentralization and accountability movements, school based TPD has become more practical as well as politically acceptable. The accountability movement has prompted school leaders to link TPD



activities with specific instructional and learning outcomes. Whilst the decentralization movement has made management of education to devolve to more local levels such that cluster systems are positioned to integrate TPD activities into specific school level instructional improvement programmes (Mac Neil, 2004). Education system in Malawi is also undergoing through a shift from a centralized system to a decentralized one (Kufaine, 2004). Therefore in support of this shift this study focused on school based TPD which is a form of decentralization one.

Furthermore, researchers have also noted that there are academic successes in schools that link TPD with specific outcomes at a school level (Mac Neil, 2004). Smith & Gillespie (2007), claimed that it is gargantuan task for teachers to apply what they have learned in the off site workshop. So, basing on this argument that implementing TPD at a school level is essential, this study focused on school based teacher professional development model.

It is necessary to recognize that school based TPD model is a composition of several other models. On the choice of models for TPD, Guskey (2003) argued against the notion that there is a best model of teacher professional development hence a mixture of models would be practical for an education system. School leaders have a great responsibility of choosing the models which are conducive to the environment of their institution. Mulkeen *et al* (2005) pointed out that the role of school leaders in managing school based TPD is very important. The next discussion focuses on what the literature says on the role of school leaders in managing TPD.

## **2.7 The Role of School Leaders in Managing Teacher Professional Development**

Basing on their experience as school leaders, Payne and Wolfson (2000) provided their views on the role of school leaders in managing teacher professional development. Their views are going to set a foundation for our discussion on the role of school leaders in TPD.

Firstly, they pointed out that school leaders serve as role models for continual learning and inspiring others to pursue further learning. Secondly, the school leaders motivate and support teachers' professional development by assisting them and removing barriers that inhibit professional growth. Thirdly, they have a role of being leaders of learning organization by setting high expectations of life long learning for every one. Fourthly, they provide resources essential for teacher growth. Lastly, they facilitate teachers' professional development activities. Our next discussion focuses on these roles.

### **2.7.1 School Leaders as Role Models for Continual Learning.**

School leaders need to stay abreast of current thinking about schools and student learning by reading books and professional journals, attending conferences, and professional meetings and diligently pursuing their professional growth (Payne and Wolfson, 2000). It is believed that if school leaders embark on such TPD activities, their teachers are likely to emulate. Lashway (2002) contended that school leaders need to demonstrate the learning traits that they expect in teachers. They must be in the forefront doing what they expect from the teachers as far as TPD is concerned. They also must continually develop their profession.

School leaders must be exemplary to teachers by collecting, analyzing and using data which is very important for initiating teacher professional development programme

(Lashway, 2003). Collecting and analyzing data help to identify areas that need professional development programme. By necessity, today's leaders must define themselves as learners, not just doers, constantly scanning the environment for new ideas, tools, and solutions, and reflecting on the implications (Lashway,2003). This search for learning is becoming instrumental for school leaders.

### **2.7.2 School Leaders as Leaders of a Learning Organization**

School leaders need to establish the goals that all members should focus on in their professional development (Payne & Wolfson, 2000). As the teachers work on achieving the goals through TPD, the institution becomes a learning organization. Establishing goals implies that school leaders build consensus on what the school stands for and what they want it to become. They need to facilitate the development of relevant collective and tangible school goals that are informed by the vision as well as student achievement data (Kose, 2009).

Ideally, school leaders utilize these goals to inform, align, and drive professional development (Kose, 2009). School leaders must be able to recognize whether lessons are aligned with school goals, develop classroom assessments consistent with goals, and evaluate student work for evidence that goals have been achieved. Their knowledge should be deep enough to let them coach teachers using explanations, practical examples, and demonstration lessons (Lashway, 2002).

A recent guide to professional development for principals in America emphasizes the leaders' role in creating a dynamic learning community by giving the highest priority to student and adult learning, setting high expectations, demanding content and instruction that ensure student achievement, creating a culture of continuous learning

for adults, using data to guide improvement, and actively engaging the community (Steven & Flowers, 2004).

### **2.7.3 School Leaders as Motivators and Supporters**

For a school to be a learning organization, school leaders need to motivate and support their teachers as they implement TPD. Teachers view school leaders as helpers, supporters, source of information and resources for professional development (Payne & Wolfson, 2000). The school leaders motivate teachers to embark on TPD by sharing with them: articles, websites, tapes, books and information about topics, conferences, and workshops of interests to teachers (Payne & Wolfson, 2000).

School leaders are crucial for the success of TPD activities in terms of the support they offer to teachers. Lashway (2003) contended that school leaders serve as gatekeepers by signaling support and acceptance of teacher professional development programmes at a school. They support teachers by locating resources and buffering reforms from external destructions.

On focusing on teachers' needs during TPD programmes, several studies report that school leadership is important in supporting teacher professional development activities in schools. In a study at Canadian schools, Fernandez (2006) identified the common characteristics of supporting leadership during teacher professional development namely: visibility, modeling support, high expectations and courage. Eleonara (2003) offered several suggestions for school leaders to support the professional development of teachers. These include: planning ahead, staffing early, establishing a routine, tapping internal resources, establishing a mentoring programme, holding staff meetings for professional development, observing and guiding change.

On leaders motivating teachers during professional development activities, Desimone *et al* (2006) pointed out that teachers can be motivated to take more challenging professional development activities if it is clear on how the activities contribute to school vision for teaching and learning. Eleonara, (2003) contended that school leaders have an instructional leadership role that explicitly links the schools `vision to the purpose and outcomes of professional development which can provide a strong motivation to teachers. This is in line with the previous discussion on the role of school leaders as leaders of a learning organization. It was mentioned that school leaders need to establish goals that each and every teacher is expected to achieve in TPD. Teachers need to be motivated to achieve the goals.

Motivation is about activating, orienting, reinforcing and maintaining individual towards the achievement of intended goals (Muller *et al.*2009). If teachers are not motivated then the goals of TPD cannot be achieved. In fact a study Muller *et al.* (2009) has shown that if teachers are not motivated to teach, their performance becomes quiescent and the students also become disinclined to learn. Motivation is also important for retaining teachers in the teaching profession. Hence, proper management of TPD in Malawi can be instrumental since the attrition rate in the primary sector is very high (MoE, 2008c).

#### **2.7.4 School Leaders as Resource Providers.**

There are many ways in which school leaders can inspire and support teachers during the implementation of TPD. One of the ways is the provision of resources required during the implementation of TPD. School leaders need to provide resources and find creative ways to give teachers time, money and support they need for professional development (Payne & Wolfson, 2000). Kose (2009) contended that school leaders have the responsibility to provide to teachers resources for TPD programmes which

include providing the necessary common planning time, staff development time, finances, curricular materials, technical resources, personnel, and incentives for professional development. By creatively, effectively, efficiently managing these structural tasks, school leaders help to create the conditions that foster professional learning opportunities (Kose, 2009).

#### **2.7.5 School Leaders as Facilitators of TPD**

It is not sufficient for school leaders to only be role models in implementing TPD, providing resources for TPD, or motivating and supporting teachers during the implementation of TPD. But they also need to serve as facilitators for professional development activities, arrange for outside consultants and coordinate the logistics for school wide professional development (Payne & Wolfson, 2000). Keene *et al*, (2001) contended that school leaders need to have knowledge and skills to facilitate, to design appropriate standard based curricula, to develop a positive learning environment and to assess outcomes of professional development activities with the staff.

One of the roles of school leaders in the implementation of TPD is to facilitate processes and engage in activities that ensure that professional development of teachers is consistent with the school vision and goals (Council of Chief State School Office, 1994). School leaders need to facilitate process that ensures that life long learning is encouraged and modeled at a school (Lashway, 2003).

An explanation on how school leaders can facilitate life long learning of teachers through TPD programmes is given by Desimone *et al* (2006). They argued that school leaders have the responsibility of developing methods of assessing and monitoring

teachers` knowledge, skills, needs and then facilitating teacher professional development depending on the identified professional gaps.

School leaders as the facilitators of TPD programmes are the key players who decide the mix of services to offer to teachers. They identify facilitators, assess the results and determine the quality of available services. They play a critical role as gate keepers for professional development and fostering substantial changes (Desimone *et al*, 2006).

One thing that can not be ignored from this discussion is that these leadership roles in TPD sound excellent and real. The only draw back is that they have never been tested on the ground. The ideas are based on opinions and views from the literature. Nothing has been mentioned about studies that have examined the implementation of these roles. Secondly nothing has been mentioned about challenges and successes that school leaders are expected to encounter as they implement these roles. Due to absence of such studies, there is lack of guidance on how school leaders can implement effectively these roles in TPD. Hence, this study aimed at examining the leadership role of primary school leaders in Malawi.

Most of the ideas that have been discussed so far in this chapter clearly show that school leaders have a very important role to play in the implementation of TPD in schools. But as it has been pointed out already most of the ideas are based on views and opinions. Not much has been mentioned about studies on the implementation of these excellent opinions and views.

## **2.8 The Implementation of TPD Programmes in Schools.**

Having looked at what the literature says on the importance of TPD, its models, its effective characteristics and the role of school leaders in TPD, this discussion aims at

examining the literature around the world on the implementation of these aspects on the ground. The first part of this discussion centers on the studies that were done on the implementation of TPD and unveiled issues about the role of school leaders in TPD.

Timperley (2005) carried out a study to investigate challenges of primary school teachers in TPD from different parts of England. The study revealed that it is difficult for teachers to engage in teacher professional development programmes unless site-based leaders reinforce the importance of goals for student learning, assist teachers to collect and analyze relevant evidence of progress toward them and access expert assistance when required. This aspect of reinforcing the importance of school goals in TPD is in line with what was discussed on the roles of school leaders in implementing TPD. It was pointed out that one of the roles of school leaders is to make sure that TPD is in line with school goals.

In Australia, a number of studies were carried out to investigate teachers' perception of the school based professional development programmes in terms of their effect on professional growth and learning. The role of the school leaders in TPD programmes in restructuring the school day and developing collegial teams was one of the key issues that teachers considered to be crucial for the success of TPD programmes (Owen, 2005).

Guskey (2003) also found out that behind excellent teaching and excellent TDP there is excellent leadership. He further pointed out that leadership role is inevitable in the implementation of school based professional development for teachers. Temperly, (2005) also pointed out that effective professional development may take place



outside the school environment, but if it is site-based, it is important that leaders are actively involved.

In another study carried out by Clement & Vendenberghe (2001) it was discovered that of all actions in which school leaders could be involved, the most effective one is promoting professional development. He further pointed out that teachers can get organized, design and implement many forms of professional development only if the role of their school leaders is well defined.

In Canada, Mulkeen *et al* (2005) carried out a study to investigate factors behind effective TPD. The study revealed that although school leadership is one of the most powerful single determinants of the overall and effectiveness of teacher professional development, there is little guidance on how school leaders should manage TPD. Eleonara (2003) contended that one of the crucial factors for successful teacher development is the role of leadership at the school level. Phillips (2008) argued that implementing a system of professional development for teachers requires a strong and supportive leadership to avoid creating discontentedness among staff.

There is enough evidence from the literature about TPD programmes that failed just because the role of school leaders was not fully integrated in its implementation. Berry *et al*, (2000) extracted evidence from data concerning Egyptian in-service science teachers who received professional development in London. The programme included visits to secondary schools, observing experienced teachers, study groups, discussion groups etc. Following these experiences, the teachers returned to Egypt where they were unable to implement new ideas and improve teacher styles. This was due to the fact that the system and the expectations of school leaders had not evolved to accommodate the new teaching styles and the new content of their teaching.

Similarly this problem was also evident in a study carried out by Komba & Nkumbi (2008) in Tanzania. The study focused on the critical analysis of perceptions of teacher professional development by head teachers, school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee in six school districts. Most school teachers in the study pointed out that although they valued teacher professional development programmes, it lacked leadership support at all levels namely: school level, district level and national level. Secondly, this study also revealed that the implementation of TPD was poorly coordinated and budgeted for which reflected negligence on the part of school leaders.

A similar situation of ineffectiveness of TPD programmes due to lack of support from school leaders is also evident in Malawi. According to Hango (2005) one of the reasons why in-service TPD programme called MIITEP was not successful was that the school leaders neglected their role in the implementation of the programme by not carrying out a meaningful supervision which is a very important component of TPD.

Similarly, Mizrachi *et al* (2010) carried out a study to assess the impact of two projects called MESA and MTTA which aimed at improving teaching skills of primary school teachers in Malawi. The findings of the study revealed that school leaders did not create conducive school context for the teachers to implement new ideas. Furthermore, the school leaders did not supply adequate teaching and learning materials when teachers were implementing new ideas. Lastly, the school leaders did not carry out the supervisory and mentorship role which was entrusted to them during the projects.

Even though there are a number of studies that have highlighted the importance of the school leaders in the implementation of school based TPD, there are limited studies

on the role of the school leaders in the implementation of TPD activities. A literature review conducted in the area of TPD by Elliot *et al* (2009) revealed that although there are several studies in the area of TPD, not many studies have been done on the role of leaders in managing TPD programmes. They pointed out that the research community has lagged behind in providing insights on how best school leaders can facilitate teacher learning. They further argued that filling the gap in research on the role of school leaders in TPD programmes is an urgent issue if teacher learning is to be improved.

In the study carried out in America where Desimone *et al*, (2006) examined the extent to which sustained content focused on teacher professional development in mathematics addresses the needs of teachers with weak knowledge content in mathematics, it was discovered that there is a need for studies to examine closely the role leadership issues play in how professional development is provided, allocated, and targeted.

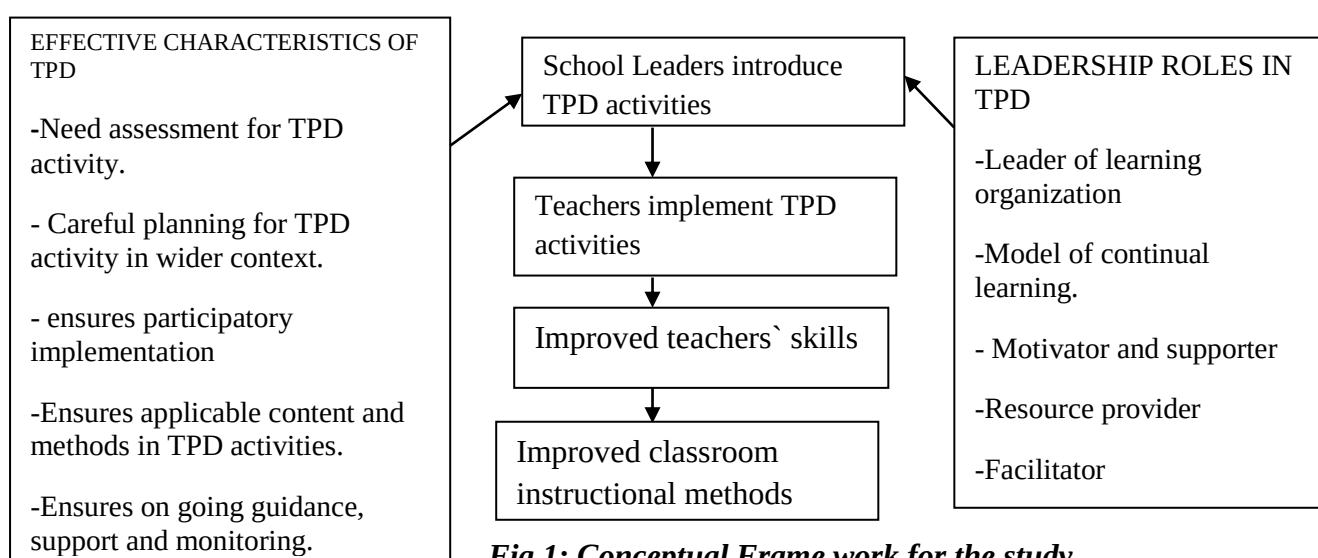
A research by Mulkeen *et al* (2005) revealed that relatively there is little literature that explores professional preparation of school leaders particularly in relation to their task in TPD. Similarly, Sharma (2005) carried out a research to identify a framework for initiating, sustaining and managing educational innovations more specifically those related to continuing teacher profession development activities in India. In his review of literature on the role of leaders in managing innovations in education, it was discovered that the majority of the international literature discussed the role of leaders in managing innovations in the industrial and business sectors and its applicability in education sector was impossible.

Timperley (2005) carried out a study in New Zealand to understand the learning challenges involved in developing learning centered leadership in schools. The study indicate that many principals consider a key function of learning centered leadership as a means of helping teachers to promote their learning about effective literacy instructions. However, the study also revealed that more targeted and skilled interventions are needed under the stewardship of more targeted and skilled leadership. In other ways, there is a need for better ways which school leaders can use to promote learning among teachers.

What is clearly coming out from this discussion is that there is a need for studies on the role of school leaders in the implementation of TPD. What the literature has said on this area is merely based on opinions and experiences not studies. It is against this background that this study aimed at carrying out a study on the role of school leaders in the area of TPD.

## 2.9 Conceptual Framework.

In order to explore the leadership role in the implementation of school based teacher professional development activities in primary schools, the study was guided by the conceptual framework which is illustrated in figure 1 below.



**Fig 1: Conceptual Frame work for the study**

### **2.9.1 Description of the Conceptual Framework**

The conceptual framework was developed basing on: the importance of TPD as coined by Yoon *et al*, (2008), then on the ideas on the roles of school leaders on the implementation of TPD as proposed by Payne & Wolfson (2000), and finally on the ideas of characteristics of effective TPD as coined by Craig *et al*, (1998)

The first part illustrates the link between roles of school leaders in TPD and the improved class practices by teachers. The ideas of Yoon *et al* (2008) on the link were opted for the design of this part of conceptual framework because they also manifest the importance of TPD as discussed previously in this chapter.

Yoon *et al* (2008) argued that when a school leader introduces teacher professional development activity correctly and then teachers participate in it, teachers' knowledge, skills, and motivation in the profession improve. Secondly, the improved knowledge, and skills augment methods for lesson delivery. Lastly, the improved methods for classroom instruction develop the performance of the pupils.

The second part of the conceptual framework was developed basing on what the literature says on the leadership roles in TPD activities. For teacher professional programme introduced by school leaders to be successful, the leaders must ensure the following roles: firstly, they must be models by pursuing professional growth (Payne & Wolfson, 2000). Secondly, they must ensure that the school is a learning organization by establishing expectations that all teachers must focus on in TPD (Payne & Wolfson, 2000). Thirdly they must be facilitators of the teaching professional development programmes by among other things assessing and monitoring teachers' knowledge, skills and needs and then facilitate teacher

professional development depending on the identified professional gaps (Desimone *et al* 2006).

Another leadership role for the success of TPD activity is that they must be motivators and supporters of the programme by planning ahead, staffing early, establishing a routine tapping internal resources, establishing a mentoring programme, holding staff meetings for professional development and observing and guiding change. The last leadership role is the provision of resources for TPD programme. This can be achieved by providing the necessary common planning time, staff development time, finances, curricular materials, technical resources, personnel, and incentives for professional development (Kose, 2009)

The last part of the conceptual framework was developed basing on what was discussed in the literature review on the characteristics of effective TPD programmes. The characteristics include need assessment, careful planning in the wider context, participatory planning and implementation, applicable curriculum content and methods and ongoing guidance, monitoring and support for TPD programme (Craig, *et al*, 1998).

## **2.10 Chapter Summary**

The discussion in this chapter focused on the literature review on TPD. In the first part of the discussion, there is a review of literature on the concept of TPD. On this part, the discussion centered on the understanding of the concept of TPD, the importance of TPD, its paradigm shift, its effective characteristics and models. The second part of the discussion dwelt on the review of literature on leadership roles in TPD.

In the review of literature, it came out clearly that TPD is important for both teachers and learners (Phillips, 2008: Zwart, 2007: Eleonara, 2003). Furthermore, the discussion indicated that school leaders are vital for TPD to bear fruits (Temperly, 2005: Mulkeen *et al*, 2005: Guskey, 2003). Studies have further shown that neglecting the role of school leaders can lead to the failure of TPD activities (Johnson *et al*, 2000: Komba & Nkumbi, 2008: Hango, 2005). Even if studies have shown that the role of school leaders is important in TPD, there are limited studies that can assist them to manage it effectively. Studies have shown there is a need to fill this gap (Elliot *et al*, 2009: Desimone *et al*, 2006: Mulkeen *et al*, 2005). This shows that even if several studies have been carried out in the area of TPD, the role of school leaders in it has been neglected. The absence of these studies has created a gap in the knowledge about effective implementation of TPD (Elliot *et al*, 2009).

## **CHAPTER 3**

### **METHODOLOGY OF THE STUDY**

#### **3.1 Introduction**

This chapter discusses the overall approach to the design and the specific methods that were used to arrive at the findings of the study. The discussion revolves around the research design, selection of the sample, data collection and management, data analysis, ethical consideration and limitations of the study.

#### **3.2 Research Design**

Qualitative research design was used in this study. This research design involves detailed verbal descriptions of characteristics, cases, settings, people or systems obtained by interacting with, interviewing and observing the subjects (Thomson, 2007). Huberman & Miles (1994) argued that one of the main tasks of this approach is to elucidate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day to day situations. Similarly, this study aimed at elucidating the ways which school leaders in the primary schools of Chitakale zone in Mulanje district come to understand, account for, take action and manage teacher professional development activities at a school level.

Additionally, several studies have shown that qualitative research design is convenient for researching issues concerning leadership. Leadership involves multiple levels of phenomena, possesses a dynamic character and has a symbolic component which can be better addressed with qualitative methodologies (Huberman & Miles, 1994). Similarly, Ospina (2004) argued that leadership scholars seeking to answer questions about culture and meaning have found experimental and quantitative methods to be insufficient on their own in explaining the phenomenon they wish to



study. As a result, qualitative research has gained momentum as a mode of inquiry. This trend has roots in the development of the new leadership school, (Ospina, 2004). New Leadership scholars tend to embrace post-positivism and use qualitative research to complement or extend quantitative findings. They are often characterized by post-modernist sensibilities and they view qualitative inquiry as the way to frame and address questions that cannot be answered by way of quantification. The trend also has roots in the recent emergence of an approach to leadership that views it as a relational phenomenon (Ospina, 2004). In this approach, leadership is viewed as a meaning making process in communities of practice or as a set of functions and relationships distributed rather than concentrated around a single individual.

The advantages of doing qualitative research on leadership include: flexibility to encounter unexpected ideas during research and explore process effectively, sensitivity to contextual factors, ability to study symbolic dimensions and social meaning, increased opportunities to develop empirically supported new ideas and theories for in-depth and longitudinal explorations of leadership (Conger, 1998: Ospina, 2004).

There are many variants of qualitative approaches (Cohen *et al*, 2007: Ospina, 2004). In this study, the focus was on phenomenological approach. In phenomenological approach, researchers look beyond the details of everyday life to the essences underlying them by freeing ourselves from usual ways of perceiving the world (Cohen *et al*, 2007). According to Khumwong (2004) in phenomenological study, a researcher identifies the essence of human experiences concerning a phenomenon as described by participants in a study. This study aimed at exploring the essence of the experiences of school leaders in managing TPD of teachers in the primary school sector.

### 3.3 Study Site and Sampling Procedure

The study was conducted in Chitakale zone which is found in Mulanje district. Chitakale zone is one of the 13 zones in the district and its Teacher Development Center (TDC) is at Njeza. At the time of study, the zone had 14 public primary schools and three private primary schools. There were 214 teachers of which 207 were qualified. Of all these teachers 148 had MSCE certificates and 62 had JC certificates. Others held other certificates. The teacher pupil ratio was at 1:80 (MoE, 2007e).

Four schools from the zone were selected for the study. From each school, ten respondents were chosen. On top of the respondents from the schools, the PEA of Chitakale zone and the Desk officer were also chosen for the study. The reasons for the choice of these respondents are given later in the following discussion. Below is the table indicating total number of the respondents for the study.

**Table 1: Number of the respondents**

| <b>Category of Respondents</b>               | <b>Number of Respondents</b> |
|----------------------------------------------|------------------------------|
| <b>Head teachers</b>                         | <b>4</b>                     |
| <b>Deputy Head teachers</b>                  | <b>4</b>                     |
| <b>Heads of Department</b>                   | <b>12</b>                    |
| <b>Teachers for a focus group discussion</b> | <b>20</b>                    |
| <b>PEA</b>                                   | <b>1</b>                     |
| <b>Desk officer for primary schools</b>      | <b>1</b>                     |
| <b>TOTAL</b>                                 | <b>42</b>                    |

Convenience sampling was used to select schools for the study. McMichael & Koerber (2008) defined the convenience sample as sample that consists of participants who are readily available and easy to contact. Similarly, the Fair Country Department

of System Management for Human Services (2003) defined convenience sampling as choosing the respondents at a convenience of the researcher. This document further pointed out that the researcher chooses a sample which can be easily accessed. According to this document, the advantage of convenience sampling is that cost and time for collecting data is reduced. According to Wikipedia Encyclopedia (2009), convenience sampling is also called grab or opportunity sampling because the researcher selects the sample from the population which is at hand.

In this study, schools that were easily accessible in terms of transport and distance were sampled. This was done in order for the researcher to have enough time with the respondents and also to have frequent visits to the schools for further clarification about the collected data. Hence, four schools which were easily accessible were selected for the study. Two schools were taken from rural area and the other two were taken from the urban area.

Purposive sampling was used for the selection of respondents. In purposive sampling, respondents are chosen basing of their experience, expertise, profession or position (Cohen *et al*, 2007). From each school, the Head teacher, Deputy Head teacher, and Heads of sections were selected for the interview because they are entrusted with the responsibility of ensuring proper management of school based TPD by the government (MoE,2007a :MoE, 2008b). Cohen *et al* (2007) contended that in qualitative research, the choice of respondents can be done basing on the professional role, expertise or experience.

Five long serving teachers from each of school were chosen for the focus group discussion. The professional development of teachers is clearly influenced by their past career experiences (Van den Berg, 2002). Therefore, longest serving teachers

were selected for the study so that they can give profound meanings to wide range of experiences of teacher professional development programmes. Then the PEA of Chitakale zone and the Desk Officer of Mulanje were also selected for the interview since they are also entrusted with the responsibility of ensuring proper implementation of TPD activities at a school level (MoE, 2007a : MoE, 2008b).

### **3.4 Data Collection Methods**

Qualitative techniques were used to collect data in this study. In particular, the study used the following techniques to collect data: interviews, focus group discussions and document analysis.

#### **3.4.1 Interviews**

Qualitative interviewing is defined as a way of finding out what others feel and think about their worlds (Rubin & Rubin, 1995). It seeks to describe the meanings of central themes in the world life of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). The Interviews are particularly useful for getting the story behind participants` experiences. The interviewer can pursue in-depth information around the topic (McNamara, 1999).

In this study, the researcher used semi-structured interviews because of its flexibility in terms of possibilities for probing by the interviewer. In her description of the importance of semi-structured interview, Opie (2004) explained that semi-structured interview is a more flexible version of structured interview which allows for a depth of feeling to be ascertained by providing opportunities to probe and expand the interviewee`s responses. Semi structured interviews were conducted with the following people: the Desk Officer, the PEA, Head teachers, Deputy Head teachers and Heads of sections.

All the interviews were conducted at the interviewees' premises or offices. The interviews were held within the school environment so as to provide better chances for elaboration of issues being discussed. It was easy for the respondents to support their ideas with documents and other references. The major focus of the interview with all these people was to figure out their experiences in school based TPD. The purpose was to investigate their roles and challenges in the implementation of school based TPD.

The interview exercise did not go without challenges. One of the challenges was that some respondents especially some head of departments had problems to express themselves in English. However such respondents were allowed to express themselves in Chichewa. Another challenge was that the fact that most respondents were also administrators hence there were always people seeking for their attention. Most of the offices had to be closed with notice on the door to avoid disturbances. All the interview exercises were tape recorded so as to capture all the discussed ideas and it was easy to remember the ideas during data analysis process.

### **3.4.2 Group Discussion**

Mack *et al*, (2008) state that a focus group discussion is a qualitative data collection method in which one or two researchers and several participants meet as a group to discuss a given research topic. These sessions are usually tape-recorded, and sometimes videotaped. Focus group discussion is a form of group interview that capitalizes on communication between several research participants and the researcher (Mack *et al*, 2008).

A principal advantage of focus groups is that they yield a large amount of information over a relatively short period of time. They are also effective for accessing a broad range of views on a specific topic (Mack *et al*, 2008). In this study, the focus group

discussions were guided by semi structured interview questions. Each focus group discussion comprised of five teachers. The purpose of the focus group discussion was to figure out teachers` experiences on how TPD is managed at a school level and the challenges.

### **3.4.3 Document Analysis**

Document materials were used as source of information. Creswell (2003) argued that during the process of research, the qualitative researcher may collect data through document analysis. In this study school improvement plans were analyzed to figure out the activities that are related to professional development of teachers. Secondly, supervision reports were used as source of information. Thirdly, the minutes for departmental meetings and staff meetings were analyzed to figure out issues relating to professional development of teachers.

### **3.5 Ethical Consideration**

Ethical consideration makes the respondents freely, genuinely and willingly participates in the research exercise (Creswell, 2003). In conformity with the requirement of ethical considerations, the researcher sought permission to visit and conduct interviews in primary schools from the Ministry of Education, District education offices, and School administrators. All these people were contacted in writing. Similarly, consent to participate in the interview was sought from the respondents in writing. Appendix 2.5 shows a sample of a document which the respondents had to sign as consent for the interviews.

The respondents were informed of the purpose of the study, how and why their schools were chosen for the study. They were assured of confidentiality. They were also told in advance that their ideas would be treated with privacy and that their

names as well as their schools would not be mentioned in the final report of the study. Their consent to be tape recorded was also sought.

### **3.6 Trustworthiness of the Study.**

In any qualitative research project, four issues of trustworthiness demand attention. These are: credibility, conformability, transferability and dependability. Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data (Fenton & Mazuluwick, 2008). In order to achieve credibility, the researcher came up with conceptual schema which explains the conceptual interpretation of the data. Appendix 1 illustrates the conceptual schema of the study. Conformability is a measure of how well the inquiry’s findings are supported by the data collected (Fenton & Mazuluwick, 2008). In order to achieve conformability, the researcher ensured that the discussion of themes in the finding of the study was properly supported by the appropriate data.

Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. In this study, transferability and dependability was achieved through triangulation. The next paragraph describes in detail how triangulation was used in the study.

Triangulation is a powerful way of demonstrating concurrent trustworthiness in qualitative research (Cohen *et al*, 2007). Huberman & Miles (1994) pointed out that triangulation can be achieved by using different methods, collecting data from different people, using different researchers to collect the same data, collecting different data for the same purpose and using different theories for collecting the same

data. As for this study, triangulation was achieved by collecting data from different people and using different methods namely: interview, focus group discussion and document analysis.

Trustworthiness was also achieved through piloting of the study. In order to establish validity and reliability of tools for collecting data, a pilot study was conducted at Namphungo primary school in Mulanje district. The pilot study helped to test the clarity of questions and also to figure out amount of time required for each respondent. So, interviews were conducted with the head teacher, deputy head teacher and three heads of section. A group discussion was then conducted with five long serving teachers at each school. Lastly, calendar of events of the school, supervision forms and minutes of departmental meetings were analyzed.

A pilot study was very useful because of the following reasons: firstly, it helped the researcher to determine the estimated time for each respondent. This helped the researcher to visit each school twice rather than once as it was earlier planned. Secondly, the piloting exercise helped the researcher to reformulate the interview guide questions. Some questions were producing the same data hence they were combined.

### **3.7 Data Analysis**

Bogdan and Biklen (1982) defined qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others. Waters & Foss (2003) pointed out that this process of data analysis is the critical part of qualitative dissertations. In order to make the process simple, they came up with a system that makes the process of data analysis



manageable and almost insures the researcher that he/she will develop an original and sophisticated answer to the research question from the data. The system has three steps namely: coding, developing themes and developing schema. The analysis of data in this study was guided by these steps as described in the following discussion.

The first step in the analysis of the data in this study was coding. Coding was mainly guided by the research questions. The researcher repeatedly read the data looking for issues pertinent to answering each of the research questions. The research questions suggested what pieces needed to be coded. Hence in this study numbers were used to label pieces that are pertinent to answering the research questions. Each research question had its own label.

The second step in the data analysis was developing themes from the data. This was achieved by sorting the coded data according to topics. All of the chunks of data that had the same label or related labels were piled together. Each pile was labelled with a phrase that captured the gist of what was going on in the pile. Some piles had to be eliminated because they had very few pieces of data. Waters & Foss (2003) concurred that in the second step of data analysis which is theme development, some piles of data are eliminated because they are insignificant to the research question or because they have very few pieces of data. The topics of the remaining pile were considered as themes.

The third and last step in the data analysis of this study was organizing themes into a conceptual plan. Waters & Foss (2003) called this step developing conceptual schema. In order to develop a conceptual schema for the data in this study, the researcher closely examined the data in the themes and established a process which links the themes and answers the research questions. The process became the

conceptual schema for this study. The conceptual schema for this study is illustrated in the Appendix 1.

### **3.8 Chapter Summary**

This chapter discussed the approach and design that were used to arrive at the findings of the study. Firstly, the discussion focused on the reasons for the choice of qualitative research design as the appropriate design for the study. Further more, the discussion also offered a justification for the choice of phenomenological approach of all other approaches in qualitative research design. Thereafter, the discussion in the chapter revolved around the following issues: study site and sampling procedures, data collection methods, ethical considerations, trustworthiness of the study and data analysis. The next chapter presents findings of the study that were generated through this research design.

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## **CHAPTER 4**

### **RESULTS OF THE STUDY**

#### **4.1 Chapter Overview**

This chapter presents the findings of the study in four parts. The first part presents the findings of the study on how school leaders understand the concept of TPD which answer the first research question. The second part presents the findings on the role of the school leaders in identifying teacher professional needs which answer the second research question. The third part presents the findings on the role of the school leaders in implementing and sustaining TDP activities which respond to the third research question. The fourth part presents the findings on the challenges that the school leaders encounter in the area of TPD.

Each data that supports the findings in the study was associated with the respondent in the presentation. On ethical grounds the names of the respondents and their schools were given pseudonyms. Letters C, L, N and S were used to represent the schools that were chosen for the study. Then the respondent was identified by combining the letter that represents the school with the first two letters of the position that the respondent holds at the school as shown in the Appendix 4.

#### **4.2 How School Leaders Understand the Concept of TPD.**

According to the findings of the study, the understanding of the school leaders of the concept of TPD centered on two main definitions namely the act of developing teaching skills and act of upgrading. These understandings are discussed below in detail.

#### **4.2.1 Development of Teaching Skills**

The study revealed that the understanding of the concept of TPD by primary school leaders is centered on the aspect of developing teaching skills. When the respondents were asked to explain how they understand the concept of TPD, most of the respondents associated the term with an act of developing teaching skills. For instance one respondent said, “TPD means developing your skills so that you can use them in class. In other ways it is how you can prepare yourself for the class management. That is how I understand it” (NHI, face to face interview). Similarly, another respondent defined TPD as follows: “My understanding of TPD is that it is a way of equipping teachers with new skills so that when delivering lessons to the learners they should not find problems to understand the ideas” (SHJ, face to face interview). Other respondents gave similar understanding of TPD as an act of developing teaching skills but with practical example. One respondent said:

I think it is developing the skills of teachers through some activities; like at this school we have INSETs. For example yesterday we had an INSET in the senior section and one of the items on the agenda was how to improve the performance of the pupils in the section. During the INSET teachers were asked to mention problems which they face in their classes. Some teachers mentioned that they had problems in teaching some topics and teachers who seem to be good in those topics were asked to assist such teachers. Other teachers also mentioned that late coming of teachers and pupils was affecting the performance of the pupils. We discussed a lot on punctuality of teachers and learners. Eventually, teachers went away with new skills in their profession. (SHJ, face to face interview).

This understanding of the concept of TPD was also manifested in some TPD activities that school leaders undertake at school level. The activities that were commonly mentioned and connote this understanding of TPD were: consultation and reading.

## ***Consultations***

Many respondents pointed out that their teaching skills have developed through consultation. One of the respondents described how his teaching skills developed through consultation as follows:

I have learnt a lot from my friends through consultation. Whenever I have a problem I go to them especially the experienced ones and they help me a lot. I don't feel shy when it comes to asking for help when I am in need. I do humble myself and go to them. Even if I am a boss here I put the position aside and consult those who can assist me. Paja akulu akale anati mbewa ya manyazi inafera kuwuna. (As old people say that a shy mice died in its hole) (NHT, face to face interview).

The study also established that this development of skills through consultation does not only happen among teachers but also between teachers and pupils. One respondent in the focus group discussion had this to say in appreciation of how pupils have helped him to develop his teaching skills:

I develop my skills firstly through asking from other teachers especially those whom I see they have got the skills. I contact them and they do assist me. But some of the skills I get them from the learners themselves. Some of the learners are good. One time it happened that I failed to demonstrate back rolling in class. Then I assigned a learner to demonstrate it to the fellow learners. The following year I did it alone because I saw how the pupil did it (LT2, FGD).

Other respondents also mentioned that they develop their skills by consulting teachers of other schools especially those whose pupils perform well in national examination. One deputy head teacher explained how he consults teachers of other schools as follows:

I consult my friends from other schools to learn how they teach. I prefer the schools that perform well in national exams. I find it helpful to ask my friends from other schools what they do with their pupils to perform well. Sometimes they share with me some notes. (SDHT, face to face interview).

The understanding of the concept of TPD was also manifested in an act of reading. Many respondents pointed out that they develop their skills through an act of reading.

The next presentation focuses on the findings on how this act connotes the idea of TPD.

### ***Reading***

The respondents mentioned that their teaching skills develop as they read teachers' guides and other books when preparing lesson plans. Respondents pointed out that reading is important for teaching career.

Teaching is a good career, but if you joined it as a remedy to job scarcity then it becomes a challenge. Teaching needs reading continuously, especially when preparing lesson plans. Reading helps one to develop teaching skills. To improve one's teaching standard, you need to find time to read. You need time to plan. You need to set goals. Planning helps the teacher to be competent. Teaching is like preaching which requires a lot of reading. And in planning you learn new things. Preachers preach as if they went there in heaven because they read and plan. I consider myself as a best teacher without comparing myself with anybody because I read a lot and plan. (NHJ, face to face interview)

Most of the respondents from urban schools that were involved in the study mentioned that they are library members and that they borrow books which they read for the development of their teaching skills. One respondent said:

On my part I read a lot. I read different books and I have many books. Look at those books! They are mine! I also have library books and I have a lot of them. What I do after classes is that I take a book and read for about two or three hours. Thereafter I get another book. I like reading and it has helped me to know many things. (CHS, face to face interview)

Even though the respondents from rural area have no access to the Library, some of them indicated that they have personal materials that they read in order to improve their teaching skills as one of them said:

..... I do read books to improve my knowledge. For example, I like reading the book entitled 'A teacher and his pupil' by Sam Mpasu if am not mistaken. I don't know if you have ever read this book. I bought this book with my own money. Many teachers like borrowing it such that it is not with me and I will try to trace it so that you can see it before you go. (SHI, face to face interview).

In this part I presented the findings of the study basing on the school leaders' understanding of the concept of TPD. From the findings of the study, it came out that school leaders understand TPD as act of developing teaching skills. This understanding could also be manifested in some TPD activities that the leaders undertake such as consultation and reading. The study also revealed that school leaders understand the concept of TPD as an act of upgrading and the next discussion focuses on this understanding.

#### **4.2.2 Upgrading as TPD**

The study findings established that school leaders understand TPD as an act of upgrading one's certificate. But what was surprising with this finding is that MSCE is the only level that the respondents aspired as the highest attainable qualification. On the part of head teachers only one out of four claimed to have attempted interviews for entrance to Domasi College. The rest never tried at all because of the challenges that will be discussed later.

According to the study findings, the respondents consider improving the grades on MSCE certificate or upgrading from JCE to MSCE certificate as act of TPD. One respondent who had been in the profession for thirty six years shared his experience as follows:

.....being in this profession for a long time has taught me so many things. Experience has been my best teacher. If you do not upgrade your certificates in this profession you become stagnant and you cannot develop in your teaching career. You become low both socially and financially. Makalasi omwe amakupasa kuti uziphunzitsa amakhala apansiwa basi (you are given lower classes to teach). I started with JCE certificate but now I have MSCE certificate and I can see the big difference. .(LHS,face to face interview).

Similarly, another respondent said:

When you move from JC to MSCE certificates there are advantages. Your salary goes up. Chances of promotion are very high. Your thinking also

changes. Then at school level, you have chances to be given responsibilities like head of department as it has happened to me. In such a way one develops in her or his teaching profession. I started this job with a JCE certificates and I upgraded to MSCE. I have poor grades and now I am trying to improve them. (NDHT, face to face interview).

A respondent who had another understanding of upgrading as TPD said:

You know when upgrading yourself to higher certificate you are forced to read around. For example, when you want to write English in order to improve your MSCE grade, you study grammar and in so doing you deepen your vocabulary. Secondly, you learn many new things about English which deepens your knowledge in the subject. This is the same with other subjects. The knowledge helps you to be competent in teaching that subject. I experienced this when I was re-writing MSCE exams. (CHI, face to face interview)

In summary, the study findings basing on the first research question indicated that school leaders understand the concept of TPD as an act of developing teaching skills and upgrading of certificates. The results further indicated that there is a link between school leaders' concept of TPD and what they do on the ground. The way the school leaders expressed their understanding of the concept of TPD showed that they also practice it. More interestingly, the study findings indicated that the school leaders do not only work on their personal professional development but they also ensure professional development of their teachers. One of the activities that most leaders said that they do in order to develop profession of their teachers is professional needs identification. The next presentation focuses on the findings on how the leaders identify professional needs of teachers.

#### **4.3 Identification of Teacher Professional Needs**

The findings of the study indicated that primary school leaders have their own ways of knowing areas in which their teachers require profession development. According to the respondents the ways that they commonly use as instruments for identifying



profession needs of the teachers are: supervision and observation, assessment of performance of pupils and interaction with pupils and teachers.

#### **4.3.1 Supervision and Observation.**

Supervision and observation were frequently mentioned by school leaders as ways for identifying areas in which teachers require TPD activities. The respondents pointed out that supervision is conducted either through class visitation so as to check how a teacher is teaching or checking of teachers' records such as schemes of work and lesson plans. Most of the head teachers pointed out that there are supervision forms which guide them when evaluating teachers. Appendix 3.1 shows a sample of supervision form which was found in one of the schools. This is what one head teacher said on how teacher professional needs are identified through supervision:

Here, I supervise teachers! That is why supervision is included in the school action plan at this school. But before supervising teachers I consult and discuss with the teachers about supervision. I inform them in advance. But sometimes I do go to classes without their knowledge. After supervision, I analyze weaknesses and strengths of each teacher and prioritize the weaknesses. Then I discuss with other administrators on the way forward (NHT, face to face interview).

In conformity with what this respondent said on the issue of supervision, the action plan of the school in which the respondent is the head teacher had several supervision activities on it as illustrated in Appendix 3.2. The PEA also concurred that supervision is helpful in identifying teacher professional needs:

There are different activities that we use to identify areas that teachers need help. Some of the activities are: examining school improvement plan, inspection and supervision. I mainly rely on supervision. On supervision I have some instruments that I use to collect data during lesson presentation. Then I sit down and analyze the data. From the data I am able to identify areas that teachers need help (PEA, face to face interview).

Most respondents from focus group discussion also pointed out that their head teachers come to their class for supervisions. A respondent who had just been supervised few minutes before the interview said this:

I heard about your coming but then I came late for the interview because the head teacher was supervising my lesson. Of course I finished the lesson in time but then we had a lot to discuss. We have not yet finished the discussion. There are still issues to talk about. After here I will go back to him. Supervision is seriously taken at this school (CT2, FGD).

In another school, a respondent pointed out that there are two types of supervision that are implemented at the school, namely clinical and wide range supervision. And when the respondent was asked about the difference of the two types of supervision, this is what he said:

Clinical supervision is the supervision where I identify a very good teacher to supervise other teachers in a particular area such as lesson planning. It is also done when somebody is failing to present a particular lesson. In such situation, I look for an internal expert to supervise the teacher and figure out the problem and then assist the teacher. So in clinical supervision we target a particular area to work on. Then there is wide range supervision. In this supervision we look at all aspects of a teacher, namely lesson presentation, dressing, assessment of pupils etc. We check all the aspects of class management to identify an area that a teacher needs assistance (CHT, face to face interview).

As it has been pointed out, the study findings also revealed that school leaders do not only concentrate on the supervision of lesson presentation but also the preparation of the lesson itself. Many respondents claimed that in supervising teachers on how they write records of work, they also identify many professional needs of teachers. School leaders pointed out that they check teachers' lesson plans on daily basis and in so doing they are able to identify areas in which teachers require TPD activities. Most schools had a chart in the head teachers' office where a name of teacher is ticked if the lesson plan for each subject is presented. Appendix 3.3 shows a sample of a chart with names of teachers ticked after they had presented their lesson plans. One deputy

head teacher commented on identifying teachers' professional needs through supervision of teachers' records of work as follows:

There are several ways of doing supervision. One of the ways is through checking records of work. As a deputy head teacher, I check teachers' records of work and through the checking of records I identify the challenges that the teachers are meeting. Together with the head teacher, we call the concerned teachers and discuss the challenges (SDHT, face to face interview).

The respondents also pointed out that they identify teacher professional needs through class observation. Just like supervision, class observation has the aspect of checking how a teacher is doing lesson presentation. But with observation, the checking of the lesson presentation is informal which implies that the leaders do not make any formal arrangement for the class visitation as is the case with supervision. The respondents pointed out that in observation they check the class presentation as they pass by a class or by just standing aside and watch a lesson presentation without the knowledge of the teacher. On how teacher professional needs are identified through class observation, one head of section said:

Sometimes as a head of section I move around and when I note that the information the teacher is giving to the children is wrong, I find means to correct that teacher. I call the teacher after the class and inquire about what I heard and then we discuss the way forward (LHS, face to face interview).

The findings in the above presentation indicate that school leaders in primary schools consider supervision and class observation as very important means for identifying areas that teachers need TPD activities. According to the responses through supervision teacher professional needs are identified through checking of records of work and lesson presentation.

#### **4.3.2 Assessment of the Performance of Pupils**

The study established that apart from supervision and observation, the school leaders identify areas in which teachers require TPD through assessment of the results of

pupils. The respondents pointed out that when the pupils perform poorly in class, they call the teacher to inquire the reasons for the poor performance. This is what one head of section said:

Assessment of pupils is another means. If there are many failures in a particular class then I realize that there is a problem either with teacher or the pupils. Then I inquire. Most of the time it appears that the problem is with the teacher because it happens that other teachers of the same class produce good results except this particular teacher (SHS, face to face interview).

In another school, assessment of results is seriously taken such that it is included in the action plan of the school. When the head teacher of the school was asked why there were several activities on assessment on the school action plan, the head teacher explained the reason as follows:

I use the weekly or mid-terminal examination results to assess the performance of the pupils at this school. If a term has twelve weeks, I divide it into three sections so that in every four weeks teachers should give exams to pupils. I firstly assess the quality of exams before they are given to pupils to check if the exams are eligible for the class. After the exams are written, I also assess the performance. I compare the performance of pupils in all the mid-term and weekly exams and see if there is an improvement. If I find that pupils are continuously performing poorly then I call the teacher for clarification on the issue. The results of the exam may sometimes prompt me to supervise teachers and in so doing I am able to identify teachers' weaknesses and strengths (NHT, face to face interview).

The study findings also established that identifying teacher professional needs through assessment was not only the initiative of the school leaders. The district education office also emphasize on the use of assessment as a means for identifying teachers' professional needs in the district. One of the officials from the district education office mentioned that assessment of the results is very important in the district because it works in place of inspection which is rarely done in schools.

The official also mentioned that the district is lucky because of a non- governmental organization which helps primary schools to assess pupils through a programme

called School Performance Review (SPR). Through SPR, PEAs assess the performance of primary schools. In so doing they are able to identify weaknesses of schools. On the assessment of pupils in schools, the official said:

In Mulanje district we emphasize on school performance and sometimes we do school performance review where we analyze results of schools. What we do is that we go to the schools and then we look at the performance of the school on teaching, learning and on management. We do this to find out if the school is doing well. We compare how the school is performing to the expected standard set by the district. This exercise surfaces issues both on management and teaching and learning. And if there are common issues in schools then the district organize means for addressing the issues (DO, face to face interview).

The findings also indicated that identification of profession needs is done through assessment of performance of pupils in assignments. Many respondents mentioned that sometimes they call pupils and check their performance in assignments that they write in the note books. In so doing they are able to identify teacher professional needs. On this, one respondent had this to say, “Sometimes I check the work of the pupils in my section and I am able to have an idea of what is happening in my section especially about teachers.” (NHT, face to face interview).

In the presentation above, we looked at the findings of the study which showed that assessment of pupils` performance in primary school is one of the means for identifying teacher professional needs. According to the responses, teacher professional needs are unveiled through analysis of the results of examination and checking of assignments of pupils.

#### **4.3.3 Interaction with Pupils and Teachers**

The study findings also indicated that school leaders are able to identify teachers` profession needs through interacting with the teachers as well as pupils. The respondents pointed out that good relationship between administrators and pupils or

teachers enables the teachers or the pupils to open up and express their problems. One of them said:

Because of good relationship which exists in my section, teachers do come to me and talk about the problems that they face in classroom as the saying goes 'wamva m'mimba ndiye atsegula chitseko' (who feels stomach pains opens the door). But I don't always wait kuti wina amve m'mimba.(for someone to have stomach pains). Sometimes, we organize meetings where teachers air out their problems. (LHT, face to face interview).

The findings also established that through interaction with teachers, the school leaders are able to monitor the behavior of teachers which also reveals areas that require TPD activities. This is how one of the deputy head teachers cited an example in which teacher profession need was identified through observing behavior of teachers:

Some teachers do not come in the open and talk about their problems. In such situations, we observe some signs like absenteeism, poor preparation of lesson plans and schemes, lack of cooperation between teachers and pupils, etc. Through that, we are able to know the areas that teachers need assistance. We then call the concerned teachers and discuss (SDHT, face to face interview).

On identifying teacher professional needs through observing teachers` behavior, another respondent pointed out that some times it happens that a particular teacher goes to a classroom and the class becomes chaotic. The pupils become noisy and they move up and down. Then another teacher goes to the same class for another lesson and the pupils become silent. Such situations show that the teacher whose lesson was chaotic has got a problem and then the teacher is called for investigation.

The study findings indicated that school leaders do not only interact with teachers to identify teacher professional needs but also with the pupils. The respondents pointed out that pupils are the best school inspectors. On this one respondent said:

Learners are special inspectors and they can supervise teachers. When they see something wrong they either talk or act. For example, I have just come from Zomba. There, we had a teacher who was just reading and giving exercises to pupil without proper teaching. But things became known when she was absent and her class was merged with another class. The learners of that teacher could

not answer anything even what was in unit 1. The learners refused to go back to their original class until the head teacher intervened. Through that the head teacher knew that the teacher had a problem and she was called for inquiry. So we need to pay attention to the learners (CHJ, face to face interview).

In summary the results presented in this part indicate that school leaders use the following means to identify areas in which teachers need TPD activities at a school level: supervision and observation, assessment of performance of pupils and interaction with pupils and teachers.

#### **4.4 Initiation of TPD Activities by the School Leaders**

The study findings indicated that identification of teachers' professional needs is not an end to itself. School leaders do take action to address teachers' professional needs that are unveiled during the exercise of identification of teachers' professional needs. According to the respondents the activities that are mainly implored by the leaders to solve teacher professional needs are: INSETs, staff meeting, lesson observation, consultation and discussion.

##### **4.4.1 INSETs and Staff Meetings.**

From the interview exercise, it was noted that INSET is one of the means that is used by school leaders to address professional needs. But the leaders were quick to mention that this is rarely practiced because of the reasons that will be discussed later. On how these INSETs are organized, the respondents pointed out that after identifying the professional needs, they prioritize them. The professional needs that are common and serious among the teachers are addressed through INSETs or staff meetings. Most of the schools that were visited had INSETs on their school action plans. Appendix 3.2 shows a sample of the action plan with INSETs on it. One respondent described the process of organizing an INSET as follows:

.....look at the action plan you can see that there is supervision before every INSET. I conduct supervision at school level and on top of that the heads of

sections do sometimes conduct supervision as well in their sections. Before an INSET, I call for a meeting where we assess teachers' challenges in class. We list the challenges and prioritize them. Then we organize an INSET to address the needs that are common among the teachers (CHT, face to face interview).

In the INSET, teachers are called for a gathering which is specifically organized to address professional needs that are serious among the teachers. According to some respondents, the difference between teachers' gatherings for an INSET and that of a staff meeting is that in the staff meetings there are several items on the agenda to be discussed in the gathering and the issue of teacher professional needs becomes one of items on the agenda. Whilst for an INSET, addressing a particular TPD need becomes a sole item on the agenda for the gathering.

The findings revealed that many school leaders opt for staff meetings just because an INSET demands a lot of things as it will be discussed later in the presentation. When one respondent was asked on how teachers' professional needs are addressed through the staff meetings, this is what she answered:

When I notice a common professional problem with my teachers, I just keep it and wait for the day of departmental meetings. When the day comes I include the problem in the agenda of the meeting. When the time for discussing the issue comes, the issue is brought forward and teachers suggest solution to the problem. In so doing many teachers are assisted (NHS, face to face interview).

Another respondent also said:

There many ways that are used to address the problems that we meet in class. One of the ways is through meetings. Here, we have staff meetings as well as departmental meetings. During these meetings teachers speak out their problems and they are assisted by others. Sometimes, the problems appear on the agenda of the meetings..... (NT1, FGD).

In another school where the researcher called for records of meetings to check if they contained any issue pertaining to the TPD, the minutes which were dated 25<sup>th</sup> June 2010 had the following items on the agenda: teachers' dressing, late coming and poor performance of the pupils. When the head of section of the school was asked to give more details on the items of agenda, she had this to say, "These issues were noticed in



the course of the term so I brought them during the meeting for teachers to discuss about them.” (SDHT, face to face interview). At the same school another respondent in the focus group discussion confirmed this point.

Sometimes the head of a section includes the challenges that we encounter in class in the agenda of the departmental meetings and teachers discuss about them. For example, last week we had a meeting and one of the issues was about late coming of teachers. We discussed the issue and now there is a change in the department. Teachers are now punctual (ST3, FGD).

In the above presentation, the findings of the study show that INSETs and staff meetings are some of the means that are used to initiate TPD activities in primary schools. Another means that is used to address teacher professional needs is observation of lesson presentation and the next discussion focuses on the findings of the study on how this means is used to address teacher professional needs.

#### **4.4.2 Observing Lesson Presentation**

The study findings indicated that school leaders also use lesson observation to assist teachers in solving some of the professional needs. The results of the study revealed that lesson observation is easily implemented when there is a teacher who is good in a particular area in which others are struggling. The school leaders pointed out that they either ask the teacher to conduct lesson presentation to other teachers or they ask the concerned teacher to go to the class of the good teacher and observe his/her lesson presentation.

The respondents mentioned that such good teachers are identified during supervision of records of work or lesson presentation. The school leaders were quick to mention that they too get assistance from such teachers. One head of senior section who confessed that his humility has helped him to gain new skills through observing lesson presentation by good teachers, shared his experience as follows:

There are good teachers. Sometimes I do go to their classes and observe them teaching and I have learnt a lot from them. I do gain knowledge that I even use to assist other teachers in my section. I am not ashamed to request such teachers if I want to go to their class and observe them teaching a topic that I am struggling with. Even if I am the head of section I consult other teachers. Although I am higher than them in terms of qualification I do go to them. And I do encourage the teachers in my section to be humble and observe other teachers teaching (LHS, face to face interview).

At the same school, a respondent who is a teacher in the section in which the above respondent is a head of section also said:

When someone is not able to teach some of the subjects, we sit down and discuss how to help that teacher. We choose someone who is good in those subjects and show the teacher how to teach them well. Our head of section also encourages us to observe other teachers. I was surprised that one day he requested me to explain to him how to teach a certain topic in mathematics and he eventually came to my class to observe how I teach mathematics. (LT3, FGD).

It also transpired from the study that this exercise of observation of a good lesson presentation does not only benefit the observers but it also benefits the teachers who are observed since they gain more confidence in their skills. One respondent pointed out that he discovered that teachers in his section work hard to perfect their teaching styles so that they can be considered as part of those whose lesson can be observed by other teachers. He further pointed out that teachers in his section have told him that they feel very proud when their lessons are observed by other teachers. The respondent also said that he believes that such spirit makes the teachers perform even better.

#### **4.4.3 Discussions and Consultations**

Although during the staff meetings, INSETs and lesson observation teachers discuss the problems that they encounter, it also came out clearly from the study findings that discussions on its own is used as a means for addressing teacher professional needs.

The respondents pointed out that they use discussions to assist individual teachers with minor issues. One of them said:

.....if it is one particular teacher, I take the teacher aside and explain the problem which I noticed. Then I ask what the teacher thinks about the problem. I give a teacher a chance to explain his/her position on the issue. I do not just rush to a solution. Thereafter we discuss to find the way forward (NHT, face to face interview)

Similarly, the PEA also commented on how discussions have helped him and other teachers to grow professionally:

The discussions I conduct with teachers also help me to grow professionally. You know for me to be a good analyst after supervision, I need to sit down with the teacher and discuss the issues that I noticed. Thereafter, we find the way forward. In so doing, I also learn new things about the profession and I use such knowledge else where as I move in schools (PEA, face to face interview).

The respondents also mentioned that they usually encourage their teachers to consult one another when they have got problems. Through consultations teachers acquire new skills which enable their profession to grow. One head teacher pointed out that despite his position, he consults his teachers for help and that he has learnt a lot through consultations. This is how the head teacher expressed his point:

Although I am a head teacher I still teach and whenever I have a problem I do consult experienced and competent teachers for advice. On the other hand teachers do come to me for help especially when they have a problem in teaching and other professional issues. For instance, before you came in, a teacher came to ask on how to teach noun clauses and I explained to the teacher how to teach them (SHT, face to face interview).

During group discussion most of the respondents also pointed out that they value consulting excellent teachers for help whenever they have a problem. The respondents were quick to mention that they have learnt a lot through consultations. One respondent illustrated how she has benefited from consultations as follows:

We consult one another whenever one encounters a problem, here. Our head teacher encourages us to consult one another. And with the Primary

Curriculum and Assessment Reform (PCAR) programme, we consult others who understood things that we missed during the training. Sometimes we consult the head teacher for help. For me whenever I find a problem in class, I consult others for help. For instance, I had a problem on grading the pupils according to PCAR and I went to the head teacher because he is good in that area. When I went to him he told me that he received the same complaint from several teachers and he decided to organize an INSET to help all the teachers together. (NT4, FGD).

This section focused on the findings which answers the third research question of the study. According to the findings, the school leaders use the following means to initiate TPD activities: INSETs, staff meeting, lesson observation, consultation and discussion. The study also revealed that initiation of TPD activities is not an end to itself but the school leaders monitor the teachers to ensure the sustainability of TPD activities at a school level. The following discussion focuses on the findings on how the school leaders monitor and ensure the sustainability of TPD activities at a school level.

#### **4.4.4 Monitoring and Sustainability of TPD Activities.**

The study findings revealed that the school leaders do monitor and sustain TPD activities that they initiate in their schools. The respondents pointed out that they do follow up teachers to check if they are implementing the new skills that they acquire. Many respondents mentioned that they continue with supervision of teachers even after assisting them in a particular area. This is how one respondent explained on how he monitors his teachers after addressing teachers' professional needs:

Look at the action plan, there is supervision before and after an INSET. The supervision before an INSET is for identifying areas where teachers need assistance whilst the supervision after the INSET is for checking if teachers are really implementing what they were advised to do during an INSETs or a meeting. We keep on checking if teachers are really implementing the ideas that have been imparted on them (CHT, face to face interview)

Most of the school action plans that were seen in schools really had supervision after an INSET as shown by one of the samples of school action plan in Appendix 3.2. This

supervision is specifically meant for following up of teachers after an INSET. The respondent pointed out that they also continue checking records of work and in so doing they do monitor if teachers are practicing what they have been advised to do. One respondent had this to say to illustrate how he monitors his teachers through records of work:

.....after conducting an INSET, I go again to classes to see if the problem has been corrected. Sometimes I get the feedback through the results of learners. At the end of every term, I record the performance of the pupils for each class. Then at the end of the academic year I compare the results. For example in the last academic year, in standard 3, 20 learners passed examination and 10 failed in first term and in the second term I saw that 15 learners passed and 15 failed. Here, I noticed that there was a problem in that class. I called the concerned teacher and discussed about it. After discussing the problem, I saw that in the third term 25 learners passed and 5 failed. Then I knew that the teacher was improving (LDH, face to face interview).

Similarly, another respondent who monitors teachers after TPD activity through checking of records of work and lesson plan said:

You know, I usually check lesson plans and notice the problems that teachers face. For instance one time I realized that most of the teachers in my section had a problem in writing lesson plans. Then I looked for a teacher in the section whose way of writing a lesson was good and I asked him to explain to others how he did it. After a week I noticed a good change in my teachers. They began to write lesson plans correctly (SHT, face to face interview).

On sustainability of TPD activities, many respondents pointed out that they do show their appreciation to teachers who embark on TPD activities. They were quick to mention that their appreciation is done verbally not materially due to lack of funds. The phrase “we just encourage them” was commonly spoken by most of respondents as they expressed one of the ways that they use to make teachers develop their skills continually. For instance when one respondent was asked to explain how he ensures the sustainability of TPD activities at a school level, he had this to say: “Encouragement is a good instrument for achieving sustainability of TPD activities.

Unfortunately the only means we use to encourage teachers is through words since we are financially handicapped” (SHT, face to face interview).

Only one out of the four schools in the study had a different way of encouraging teachers to continue developing their skills. The head teacher of the school decided to involve the DEM and PEA in showing appreciation to teachers who improve their teaching skills continuously. This is how he put it:

We do report to our bosses about the members who are improving their teaching skills continuously. At this school, when the head teacher is told about such members, he takes time congratulating them during the staff meeting. He also reports the issue to the DEM and the PEA. I have seen a letter from the DEM which had among other things his appreciation to individual teachers for improving their teaching styles. This encourages teachers very much because teachers work hard so that they can receive a letter of appreciation from the DEM..... (NTHS, face to face interview).

In this section the researcher presented the findings of the study on the following areas: school leaders’ understanding of the concept of TPD, the means that school leaders use for identifying teacher professional needs, the means that they use to initiate TPD activities and means that they use to monitor and sustain TPD activities. The findings indicate that the activities do not go without challenges and the next section focuses on the findings of the study on the challenges that affect the exercise of TPD activities in primary schools.

#### **4.5 Challenges Faced by Primary School Leaders in TPD.**

The study findings established that school leaders do encounter challenges when they are executing TPD activities in primary schools. This section presents the findings on the challenges in two parts. The first part comprises challenges in the identification of teacher professional needs and the second part consists of challenges in the implementation of TPD activities.

#### **4.5.1 Challenges in Identification of Teacher Professional Needs**

The study findings revealed that the school leaders do face some challenges during the exercise of identifying teacher professional needs. The challenges that were commonly mentioned by respondents were: responsibility demands, negative attitude towards supervision, low qualification and incompetence.

##### ***Responsibility Demands***

From the study findings, responsibility demands came out to be one of the major challenges experienced by school leaders during the exercise of identifying teacher professional needs. This challenge was mostly pronounced by HoDs who claimed that apart from leadership responsibilities, they also have classes to teach. As a result it is very hard for them to find time to supervise or observe teachers. They pointed out that most of the times that they are required to supervise or observe teachers, they also have classes to teach. The respondents complained that their classes suffer whenever they are conducting supervision. This is how one of the respondents complained:

You know I am the head of section and on top of that I have many classes to teach. This implies that I have to abandon my classes whenever I want to conduct supervision. My classes suffer. As a result, I rarely visit my teachers. (NHS, face to face interview).

The PEA also shared the same feeling that school leaders are always busy that they rarely find time for TPD activities.

Most of the head teachers are also class teachers. This makes them busy such that it is hard for them to find time for these TPD activities. Head teachers are supposed to be totally heading the school without going to classrooms. It is only then that they could be able to find time for these TPD activities. These school leaders need to be relieved of teaching exercise. Then they will have time for TPD activities (PEA, face to face interview).

A respondent from a focus group discussion also said this:

During meetings, the head teacher tells us that he will frequently supervise us together with heads of section. But this is not frequently done as he says.

Surprisingly, he keeps on saying this. One time, he was asked why supervision is not frequently done as he always says. And he openly said that he has a lot of work in his office such that he finds it hard to supervise teachers. (CT4, FGD)

When another respondent was asked what keeps him busy as a head of section, the response was:

As head of section I have a lot of work to do every day. I need to check lesson plans for each and every teacher before taking them to the head teacher. Checking the lesson plans is not an easy task because you need to do it correctly otherwise the head teacher will be on you. Secondly, I have to make sure that teachers have all the materials that they need to use in class. Thirdly, I need to plan and teach my classes which is not easy. Then I also need to assess my pupils according to the new curriculum. Sometimes the head teacher gives us some work to do. So you can see that it is not easy to find free time for supervision (CHJ, face to face interview).

The study findings established that heads of section find it hard to frequently conduct supervision because their supervisions are not included in the school action plans. Most of the action plans of the schools that were visited indicated supervisions by head teachers only just as it is shown in Appendix 3.2. Although the supervisions by head teachers were included in the action plan, they also complained that by virtue of their responsibility, they get a lot of disturbances when they are doing the exercise. For instance one head teacher lamented on the issue as follows:

Sometimes you prepare for the supervision and once you are there, you get so many disturbances. You always get messages that you are wanted at the office because there is a visitor or an issue to discuss. You can not just ignore such situations. After you attend to such people and go back to the class to continue with the supervision, you find that the lesson is over or there is another teacher in the class (SHT, face to face interview).

The PEA too pointed out that too much work is one of the challenges that prevents him from going around schools frequently to identify teacher professional needs and he said:

Most of the times, the problem is overworking. There is too much work for us. Furthermore, there are a lot of trainings to conduct or participate. I am always busy working on what to train people. As a result, it becomes difficult to find



time to move around in schools and identify challenges that teachers meet in class (PEA, face to face interview).

From the responses, it can be noted that responsibility demands is one of the challenges that school leaders face in the identification of professional needs. It is a challenge because leaders find it hard to find time to identify teacher professional needs. According to the findings, the challenge partly contributes to minimal identification of teacher professional needs in primary schools. Another challenge that has a similar impact on identification of teacher professional needs is negative attitude towards supervision and the next discussion focuses on findings on this challenge.

### ***Negative Attitude Towards Supervision***

The study findings also established that teachers' negative attitude towards supervision makes it difficult for the school leaders to identify teacher professional needs. The respondents pointed out that there are some teachers who think that they are supervised by their school leaders so that their faults can be reported to the PEA. One respondent had this to say on this issue: "Sometimes they think that we are doing supervision and checking records of work with the purpose of witch-hunting and to report them to higher authorities. We try to explain to them the reality and remove the fear." (LHT, face to face interview).

The PEA also indicated that he encounters the same challenge as he goes to schools.

....fear is the problem with teachers. When I go to schools, some teachers think that I go there for fault finding. With that attitude it is very difficult for them to accept what I offer them or what I have found out during supervision. They do not take it as a way of assisting them but as fault finding (PEA, face to face interview).

Because of such negative attitudes, the school leaders encounter resistance from some teachers during the supervision. Some teachers give excuses or even refuse when they

are consulted for the supervision. This is how one respondent described the behaviour of such teachers:

Sometimes teachers do not want to be supervised. When you visit their classes, you really feel that you are not welcome in the classroom. They even give excuses so as not to be supervised and they request to be supervised another day. Hence it becomes a challenge because to supervise someone, you need a lot of preparations and to be told to come another day is frustrating (SDHT, face to face interview).

This challenge of lack of cooperation from teachers during supervision was also shared by the desk officer as he said:

One of the challenges that our PEAs meet is that teachers fear to be supervised just like it used to be in the time of Kamuzu. They become very afraid when our PEAs want to supervise them. They think that they are going to be reported to the DEM. When they hear the sound of a motor bike coming they run away or give all sorts of excuses yet the PEA is just there to assist them (DO, face to face interview).

On the issue of running away from supervision, one teacher said:

When a head of department comes to my class for supervision, I do not care but when it is the head teacher or PEA, eh! It is not easy. So many things happen. I create a sickness or any excuse just to escape from the exercise. I am not the only one who fears these people, even these friends of mine do run away from them. (CT5, FGD).

Another respondent pointed out that the wrong attitude towards supervision is also manifested in the supervision of teachers' records of work mainly in the recording of pupils' performance. The respondent further stated that the fact that the teachers receive some small incentives for the good performance of their pupils, there are some teachers who create grades that are very impressive in order to receive such minor gifts or for fear of being blamed for the poor performance of their pupils. As a result it becomes difficult for the leaders to identify the professional problems faced in that class.

Once again, the responses in this presentation also show that negative attitude towards supervision is a challenge in identification of teacher professional needs. According to

the findings, this is a challenge because teachers resist supervision which is helpful in identification of teacher professional needs. The following discussion focuses on another challenge that contributes to minimal identification of teacher professional needs which is under-qualification and incompetence.

### ***Under-qualification and Incompetence***

The results of the study also indicated that because of under qualification and incompetence, some school leaders face a lot of challenges when carrying out the exercise of identifying areas in which school leaders require to initiate TPD activities. Some respondents pointed out that the fact that they have lower qualification or lower grade than some of the teachers in their departments, they find it difficult to supervise or conduct a lesson observation for such teachers. Almost in all schools that were visited, there were heads of section with JCE certificates and most of the teachers that they looked after were MSCE holders. This situation makes it difficult for such leaders to supervise their teachers. For instance, one respondent said:

You know most of the teachers in my section have no respect. They are not cooperative. They do not listen to me, when I go to supervise them in their classes they act as if I am not in the class. When I call them for discussion they become very rude. *Wina anachita kundiuzza poyera kuti 'mungatiuze chani ndi JCE'* (one teacher openly told me that I cannot supervise him with my JCE certificate) I felt very bad (SHS, face to face interview).

One of the deputy head teachers also shared the same experience not because of low qualification but because of lack of experience as a leader. The respondent complained that he finds it difficult to supervise or conduct lesson observation for teachers who have been in the profession for a long period of time. This is how she put it:

.....I am young and I have not been in this profession for a long period as some of the teachers at this school have. There are teachers who have been in this profession for a long time and to supervise such teachers is not easy. It is

just like supervising your father. It is difficult and most of the time you feel the resistance. It is very hard (SDHT, face to face interview).

The findings also revealed that most of the school leaders have not been trained on how to supervise other teachers. As a result, they find it difficult to supervise their teachers. The challenge was mainly pointed out by the respondents in the focus group discussion. One respondent in the focus group discussion said:

The way our heads of sections supervise us and conduct INSETs and meetings in the section is not good. They are not skilled in these things. Of course they might be experts but the way they conduct supervision is very discouraging. When it comes to discussion after supervision, you realize that they know the stuff but they lack skills for sharing their knowledge with other people (CT1, FGD).

In conformity with what this respondent said about the incompetence of the school leaders in handling TPD activities, the Desk officer as well as the PEA also agreed that most school leaders are not trained in either supervision or implementing TPD activities. Even some leaders also agreed that they are not competent in managing some of TPD activities. One head of senior section acknowledged his incompetence in issues of supervision as follows:

.....when supervising teachers, I meet a lot of challenges. The problem is that I am not competent in all areas. I do meet challenges that I fail to solve and most of the times I go to the head teacher for help. Sometimes I just leave the teachers to solve the problems among themselves. I ask the teachers to consult those who are experts in that particular area (NHS, face to face interview).

In this section, I presented the findings of the study on the challenges that the school leaders encounter in the exercise of identifying teacher professional needs. In summary the findings indicated that the school leaders encounter the following challenges: leadership responsibility demands, negative attitude towards supervision and low qualification and incompetence. According to the respondents, the challenges

make the work of identifying teacher professional needs not be successfully carried out as it supposed to be.

The findings also revealed that school leaders do not only encounter challenges in this work of identifying teacher professional needs but also in the exercise of initiating TPD activities. Hence, the following section focuses on the findings of the study on the challenges encountered by school leaders in the implementation of TPD activities.

#### **4.5.2 Challenges in the Implementation of TPD Activities**

The study findings revealed that school leaders face some challenges as they implement TPD activities in their schools. As a result the implementation of the activities is very minimal. Most of the respondents were very emotional as they expressed how the challenges derail the implementation of TPD activities in schools. The challenges that were commonly mentioned by respondents are: lack of time, lack of funds, teachers' frustrations, curriculum content and lack of incentives.

##### ***Lack of Time for TPD Activities***

The findings of the study indicated that many school leaders find it hard to find convenient time for TPD activities especially INSETs. Although INSETs are included in the school action plans, they are rarely held because of time. Most of the respondents were quick to mention that school INSETs are not allowed to be held during class time. As a result it becomes difficult for the leaders to find good time to conduct INSETs. On how hard it is to find time for INSETs, one respondent commented:

To find time when teachers are free to meet for an INSET, is not easy. So when I want to have a programme for supervision and INSETs, I call my deputy and inform him about my idea. Then with the deputy we try to find the better time to conduct the INSETs. If we are not sure we also call heads of sections to help us find the convenient time since they are the ones who spend time with teachers. Once all is set we agree on the time and ask the secretary

of the school to write a note and circulate it among the teachers. It is not easy to go through this process (SDHT, face to face interview).

The findings also indicated that the fact that the INSETs are held in the afternoon, several other challenges arise. One of the challenges is about feeding teachers since they cannot go to their homes and come back. Many respondents complained that schools have no money for such expenses. One head teacher elaborated the challenge as follows:

Firstly, INSETs are done after classes and teachers attend them when they are tired. They need food to eat during the INSET. Most of them come from far and they can't go to their home and come back. You can't have INSETs during class time, it is not allowed. Consequently we have them in the afternoons. The fact that in the afternoon teachers are tired and it is outside working hours, they give a lot of excuses. If you postpone it for another day, you still meet challenges hence we just go ahead even if few teachers attend the INSET (LHT, face to face interview).

The respondents also pointed out that teachers are reluctant to attend INSETs in the afternoon because they are deprived of time to prepare for the following day classes.

On the impact of INSETs on the preparation for classes, this is how one respondent complained:

The challenge is time. With the Outcome Based Education (OBE) system, we teachers have a lot of things to do that make us knock off late. We assess the learners fortnightly and the exercise keeps us busy. We knock-off at 3 p.m. everyday and then we have to prepare lesson plans for the next day. At the end of the day, you realize that you have no time for these INSETs (LT4, FGD).

It also transpired mainly from the respondents in the focus group discussion that sometimes they are taught too many things in an INSET such that they do not grasp anything. The fact that INSETs are hard to organize in terms of time and resources, it came out that school leaders compress so many things in one INSET such that teachers do not grasp them all. One respondent in a focus group discussion said:

On INSETs, when they want to train us in new things, they don't give us enough time to learn. For instance, there is a new curriculum in primary schools. Can you believe that we were oriented about the whole curriculum in four days? The time was too short to be oriented in a new curriculum. It is impossible to learn about new curriculum in four days. The work that was taught to us was supposed to be done in 2 or 3 years. During the INSET we were taught about scheming and then we were asked to read the new books of the curriculum and scheme for all the subjects that we are supposed to teach. Now how can you read new books and scheme in four days? *'Zosatheka! Anthu ambiri anabwerako osaphunzira kanthu.'* (It is not possible! Many teachers came back without learning anything) (ST2, FGD).

These responses show that time for TPD activities is really a challenge for school leaders in schools. According to the responses, this is a challenge because in primary schools there is no specific time for TPD activities. As a result schools leaders find it had to find convenient time for TPD activities. Another challenge that school leaders encounter in the implementation of TPD is lack of funds and the next section focuses on the findings of the study on this challenge.

### ***Lack of Funds***

The findings of the study also establish that lack of funds for TPD activities is a drawback for the school leaders to implement TPD activities in primary schools. The respondents pointed out that TPD requires financial resources. Lack of such resources makes it difficult for the effective implementation of TPD activities in schools. One respondent expressed his disappointment on this issue as follows:

You can see that there are only three INSETs on the action plan. It is not that we wanted only three INSETs but the funds do not permit us. INSETs require a lot of money. So with the little money that we get, we just do what we can afford. We would have loved to have more INSETs since the teachers appreciate them. They do come to me and request for these INSETs (LHT, face to face interview).

In conformity that teachers in primary schools appreciate INSETs and that they are unhappy when they are rarely held, one respondent in the focus group discussion said:

“INSETs are very good and I enjoy when we have them at this school but the problem is that they are rarely held. I do not know why” (CT3, FGD).

The findings also indicated that lack of funds for implementing TPD activities does not only affect the number of INSETs in schools but the situation has also forced teachers and school leaders to use their personal money to fund TPD activities. Many school leaders pointed out that in some circumstances they use their personal money to buy food that is used during the INSETs. On teachers` contribution for TPD activities, one respondent made the following comment:

Teacher professional development at a school level demands a lot of things. Teacher professional development activities are done in the afternoon and you cannot just hold teachers from morning till evening. What we normally do is that we have contributions from the teachers every month. Then we use part of the money to buy few snacks and drinks to give to teachers during an INSET. The food we give to teachers is very inadequate and teachers complain (SHT, face to face interview).

The respondents were quick to mention that requesting teachers to contribute towards the funding of INSETs has been a hard nut to crack. Teachers expect to get allowances after being held at school to attend INSETs. But then instead of getting the allowances from the school, they are the ones who contribute the little they have to the school. The circumstance discourages the teachers such that they rarely attend the INSETs.

The findings also indicated that due to insufficient funds for INSETs in primary schools, its implementation faces the challenge of lack of materials that are needed during the INSETs. The respondents mentioned that TPD activities such as INSETs require a lot of materials that need to be bought and lack of such materials is really a great obstacle to the implementation of TPD in primary schools. On how lack of



materials for TPD activities is really a serious challenge to school leaders, one respondent had this to say:

Another serious challenge to the implementation of INSETs is lack of resources. We identify teachers' problems and prioritize them. After prioritizing them, we plan for TPD activities but due to lack of resources like markers, flip charts, note books, plain papers etc, it becomes difficult to implement them. As a result, we just wait until the materials are available. We do not know where to get funds for these resources (NDHT, face to face interview).

Most of the respondents pointed out that they start feeling the impact of lack of materials right from the supervision exercise. They pointed out that supervision requires forms that need to be printed and photocopied. Unfortunately, schools do not have funds for that. Most of the respondents said that they use their personal money to have the supervision forms available. But it clearly came out that the fact that the school leaders use their personal money, the exercise is rarely done or it is even left out. This is how one respondent demonstrated the impact of using personal funds for the implementation of INSETs:

To begin with, a supervision form like this one is designed locally for wide range supervision records. The design for this form is my own initiative but I do not have money to buy papers and also for printing and photocopying this form. That is why I stopped keeping records about supervision. I have been keeping these records of supervision from 2006 to 2008. Then I stopped because I no longer have funds for such activities. Furthermore, nobody was interested in what I was doing then I said why should I go on? (CHT, face to face interview).

The study findings also revealed that lack of funds affects the sustainability of TPD activities. Many respondents pointed out that they would have loved if there could be funds to buy gifts to give to teachers who show improvement in their teaching skills so that they can continue using the skills and also learning more new skills. For instance one respondent had this to say:

...when I move around I do notice wonderful changes in teachers. Previously, whenever I noticed such changes I used to give teachers small gifts like note books, pens etc. This motivated teachers. Now because of the problem of lack of funds, I no longer give them such gifts. I just encourage them. Believe me! The same teachers do not do as they used to. You always have to remind them to keep on working on their skills (LHT, face to face interview).

These results show that lack of finances is really a challenge for school leaders to implement TPD activities. According to the responses in this section, lack of funds for TPD has led to lack of materials for TPD activities. Another challenge that affects the implementation of TPD activities in primary school is the curriculum content and the next discussion focuses on the findings of the study on why this is a challenge.

### ***Curriculum Content***

The results of the study revealed that the current curriculum called PCAR has areas which contribute to teachers' professional problems. Many respondents pointed out that some of the professional needs that are identified during supervision are a result of the problems with the curriculum content such that it poses challenges for the school leaders to address. The respondents pointed out that some of the information in the books is not appropriate for the level of the pupils. On this challenge, one respondent commented:

The challenge is that the teachers' guides and books for the new curriculum are not properly designed to meet the learners' needs and I meet a lot of challenges. For example, we are not allowed to teach pupils in standard 3 or 4 about the syllables yet we have to teach them how to read. In Chichewa, the new curriculum discourages teaching about the syllables like 'ba' when teaching a kid the word 'baba'. The new curriculum requires the whole word approach and it is very difficult for a learner to read a word without knowing syllables. Another challenge is that in some books the passages are too long for the kids of 6 or 7 years to read. The kids are required to read passages of 2 or 3 pages which is not possible (NHS, face to face interview).

The findings also indicated that information in the books is not only difficult to pupils but also to the teachers. The respondents argued that to grasp information in books requires help from those who understand the curriculum better. This implies that even

if the school leaders advise the teachers to refer to the books when they encounter a challenge, it does not help as one teacher in the focus group discussion said:

The other challenge I meet quite often is interpreting the information in the books which I have to think deeply in order to interpret it correctly to the learners. Of course we need to use dictionaries but then we have few dictionaries and there are many teachers who want to use them. Some of the information in the books is even for secondary school level. Some of the subjects have information which is too difficult for the learners and teachers as well (NT2,FGD).

The findings also revealed that apart from the problem with the content of the new curriculum, teachers were not properly prepared to handle the content of the new curriculum. As a result the school leaders complained that they get a lot of professional gaps concerning new curriculum which they are unable to handle. On poor preparation for the new curriculum, one respondent in the focus group discussion remarked:

....even the new curriculum called PCAR is also a challenge. Because what we have in PCAR books is complicated. And the period for training was too limited to grasp the concept of PCAR. As a result, you spend the whole day running up and down asking for help (CT3, FGD).

The PEA concurred that teachers did not have enough time to be oriented to the new curriculum. The PEA said that one of the challenges that he encountered during the orientation of new the curriculum is shortage of time. He further pointed out that the government wanted to implement the new curriculum in a very short period of time. As a result teachers were also trained in a very short time. He concurred that teachers are facing challenges due to poor orientation. He was quick to mention that he still goes to schools to assist teachers.

But one respondent in the focus group discussion pointed out that even if the PEA goes to schools to assist the teachers on how to handle the new curriculum, he is not able to handle some issues that teachers encounter. The respondent said that when he

reports the challenge that he faces in class to the PEA or one of the school leaders, he is usually told to go and refer to the books. He further mentioned that some times the PEA just says “point taken” and he never comes back for the feed back.

Due to the challenges that teachers encounter with the new curriculum coupled with lack of support to overcome them, most teachers opt for going back to the old curriculum. The PEA also concurred that old teachers in schools are finding it hard to adopt the new curriculum as a result they go back to the old curriculum. He pointed out that new teachers are comfortable with the new curriculum because they are trained right from college on how to handle the new curriculum.

These results show that some of the challenges encountered by school leaders in the implementation of TPD activities are a result of the coming of the new curriculum. According to the respondents some of the contents in books of the new curriculum are inappropriate. Secondly, the teachers were not properly oriented to handle the new curriculum. Thirdly most of the facilitators of the curriculum were incompetent and lastly teachers find the information in the books of the new curriculum too hard to grasp. Another challenge that also affects the implementation of TPD activities is teachers` frustration and the next section focuses on this challenge.

### ***Teachers` Frustrations.***

The study findings also revealed that the morale of primary school teachers is generally low such that their interest for the job is very low. This low interest for the job also affects their interest for TPD activities. The situation makes it hard for the school leaders to initiate TPD activities. Most of the respondents pointed out that conditions of work for primary school teachers are poor. As a result primary school teachers are generally frustrated.

This state of teachers has a great influence on how they behave at work. The school leaders pointed out that most teachers are uncooperative and aggressive. Hence dealing with such teachers is hard. This situation also affects the implementation of TPD activities in primary schools. On the conditions of the teachers at primary schools, one deputy head teacher said:

Most of the teachers at this school have a lot of problems. Some have no houses on the campus and those with houses at this school are very few and the houses are in poor conditions. Those without houses have to walk long distances of about 5 to 8 kilometers to come to school every day. Moreover most of the teachers have worked in these poor conditions for quite a long period without any promotion. The salaries are not paid in time. As a result these teachers are not interested in their job (LDHT, face to face interview).

As it has been already mentioned, low morale that results from poor working conditions of teachers has a great impact on the teachers' attitude towards TPD activities. Most school leaders pointed out that they find it hard to attract teachers to attend TPD activities. For instance, one respondent said:

One thing that you should know is that most teachers are frustrated with teaching conditions hence to participate in these activities becomes meaningless to them. Even their contribution in the TPD activities becomes difficult. On top of that most of the teachers are affected by problems in their homes and the impact is seen here at school (LHT, face to face interview).

The findings also revealed the fact that most of school TPD activities such as INSETs are held in the afternoon, most teachers do not attend them. Most teachers prefer to go to their homes and do other activities that would earn them extra money. On this issue, one of the heads of section said:

The problem is that teachers have plenty of financial problems. Teachers opt for going home after classes to do things that will earn them more money than attending INSETs where they do not get any financial benefits. These teachers are just frustrated in their profession (NHS, face to face interview).

Still on the issue of working conditions, many school leaders pointed out that another thing that frustrates them is the nature of their responsibilities as school leaders. They

argued that they have too much work such that it deprives them from implementing their personal professional development and doing other things. As it has already been pointed out, the study established that most of school leaders also have classes to teach apart from their leadership responsibilities. As a result they do not find time to develop their own profession. One head teacher stressed on this issue as follows:

This headship responsibility demands a lot. You have to check teachers' records every day. There are many records that you need to write down so that they can be sent to the DEM's office at the end of the month. Then with the problem of few teachers, I have classes to teach which means I need time to write lesson plans so that I can be exemplary to teachers. I sometimes sleep late at night just to find time to read other materials that I find helpful for my profession (LHI, face to face interview).

This challenge was seriously pronounced by female school leaders. They pointed out that apart from the responsibilities at school, they also have families to take care of when they get back home. Hence they do not have time for upgrading or reading other materials for the development of their profession. For instance one female deputy head teacher said:

As a deputy head teacher I have a lot of work to do. I check lesson plans of teachers. I have many classes which I need to prepare for every day by writing lesson plans. Then when I go back home I have to search for food for my family and also do other household chores that are supposed to be done by a mother. You can see that I have limited time for doing things that can develop my skills (SDHT, face to face interview).

In this section, the findings of the study indicated that teachers' frustrations are one of the challenges that affect the implementation of TPD activities in primary schools. According to the responses, teachers' frustrations are a result of: poor working conditions, lack of convenient time for TPD activities and lack of opportunities for school leader to develop professionally.

### ***Lack of Incentives for School Leaders***

The study findings revealed that although the school leaders have too much work to do in their schools, they do not get any incentives. As a result they do not have passion to embark on TPD activities whole heartedly. Many school leaders stated that they do a lot of work but they are not appreciated nor supported by the government. Others even argued that the work they carry out does not match with the salary that they receive. One respondent expressed his frustrations as follows:

I receive very little money but others in the same school receive a lot of money. I am a head, yes, but I am PT3 and there are many PT2 teachers who get more money than me. I was the one who used to get teachers' salaries from the DEM's office so I know how much money the PT2 teachers receive. I know I am far much behind them. It is very discouraging. Although we manage a lot of things at this school we do not get any rewards. Hence we become discouraged and to carry out these TPD activities becomes difficult. We are aware that even if we improve our knowledge and work better, we won't gain anything extra (SHT, face to face interview).

The study also established that low salary does not only affect the role of school leaders in TPD but it also negatively affects their personal TPD. Many respondents pointed out that due to low salary they prefer to use the money to educate their children rather than spending it on upgrading their qualification or buying professional materials such as books to read. For instance one female respondent had this to say:

I have three children, they are all in secondary schools. I struggle to pay for their school fees. My husband is not working such that I have the responsibility of feeding my family. As a result I prioritize the education of my children and the needs of my family. As for my education, hm! I shall see in future (NHJ, face to face interview).

When one respondent was asked why he is failing to upgrade his JCE certificate to MSCE certificate, he answered:

I am unable to achieve it because the resources are not available. For one to study you need to pay teachers and buy study materials. On top of that I have children to take care of. Then with the little salary I get I

just decided to withdraw from upgrading my certificate. I want to get my children educated first then thereafter I will see what I can do about my education. (LT2,FGD).

Most of the respondents pointed out that although they have more responsibilities at school, they have not been promoted for quite a long time. Such situations discourage them that they do not get empowered to do activities such as TPD activities. On promotion, one head of section said:

Another area that poses a great challenge for the professional development of teachers is lack of incentives such as promotion. For example, in this big school, there are few teachers with T2 grades which means that most of us have not been promoted. Then with such frustrations it is very difficult to take part in these activities. Promotion motivates workers a lot. There are teachers who can upgrade themselves through studying but other teachers are too old and they only rely on promotion (NHI, face to face interview).

Another respondent pointed out that due to lack of a system for promotion, there are JCE holders who have been promoted such that they receive the same salary as MSCE holders. As a result the JCE holders do not see a reason for upgrading.

The school leaders also mentioned that the government does not show any interest in what they do. They argued that the government does not supervise them to check what they are doing. Neither does the government give them support when doing things like teacher professional development activities. This is how one respondent complained on this issue:

My challenge is that I do not know whether what I am doing is right or wrong since I am never supervised or assessed by high officials. I am not sure if I am doing the right thing basing on the fact that I have never been trained in this area. You can see that I have the will for TPD but I am not assisted. Another challenge is that even if we do all these, we do not receive any appreciation or incentive. As a result we do it but single handedly (CHT, face to face interview).

Another respondent pointed out that the fact that the government does not supervise him mainly in the area of supervision and other TPD activities, he is reluctant to keep records on TPD. This was confirmed by the researcher as it was noted that only few



school leaders were found with detailed records on supervision and other TPD activities. This problem of lack of interest by the authorities in TPD activities was also manifested in what the PEA said when he was asked to give a brief assessment of school based TPD activities. The PEA said:

Currently, I have not made any assessment on that one. I have other things to do. I have my own purposes which I need to go to schools for and it has nothing to do with assessment of TPD activities. Currently, I am busy with assessing of lesson plans since that is the area I have just trained teachers. So I am checking the implementation of lesson plans..... (PEA, face to face interview).

The respondents also pointed out that lack of government's interest in school based TPD also affects their personal TPD. The respondents pointed out that the government does not motivate them to upgrade. They said that the government has no proper system for upgrading of teachers. On lack of proper system for upgrading, one respondent said:

The government has no system that can help those who are working to upgrade. Do I need to leave my job and go to Domasi to upgrade? There can't be well organized and supported distance learning for those of us who are working? (NHS, face to face interview).

Most respondents bemoaned the diversion of the purpose of Domasi Teachers' College which was specifically meant for upgrading of serving teachers. The respondents pointed out that those who just finished secondary school education have high chances to go to the college than the serving teachers. On this challenge, one head teacher said:

....the government would have left Domasi for us serving teachers because when Domasi was starting, it was meant for serving teacher to upgrade. But now you find young boys and girls there. They easily get places there because they are still fresh in their mind and they are competent with the new curriculum. We find it hard to write exams of these days because our old curriculum is different from the present one. Chancellor College should be left for this new blood and Domasi should be for us (SHT, face to face interview).

Another respondent who had similar sentiments said:

To go to Domasi you need to have good grades. Of course it is good but for some of us, our old system of education was far much better than what is offered these days. They compare our grades with the students of these days, which is not fair. Even if students of these days get single digit points during MSCE, they can't be compared with the level of our MSCE. Yet we are not opted for the selection to Domasi. Instead, the students with single digits are given the chances. The government does not want to appreciate the experience that we people have (SDHT, face to face interview).

The study also established that the problem of lack of support in TPD does not exist between the government and school administrators only but also between school leaders and their teachers. The respondents especially teachers in the focus group discussions complained that some school leaders do not support them in their upgrading. For instance one teacher worriedly said:

Last time when I applied for holidays to write my MSCE exams, I was told by the head teacher that it is not possible to have holidays just because of writing examinations. I was told to keep on coming to school for teaching and then be absent only on the days that I had a paper to write. Examinations like MSCE require a lot of preparations before writing the papers. We need to be given a holiday if it means writing all the papers in the MSCE. We are not supported by our bosses. This could be one of the reasons why we are failing to improve on our grades (SHS, face to face interview).

Another respondent who pointed out that he also encountered challenges at the time he was preparing to write exams said:

You know, our head teacher has been refusing us to use the classrooms for part time classes taught by teachers from the secondary school. We agreed with the teachers to use the class rooms in the afternoon. But each time the head teacher found us in the classrooms he would chase us. And later he started locking the rooms (CT3, FGD).

In summary, the responses in this section indicate that lack of incentives is one of the challenges that the school leaders encounter in the implementation of TPD activities in primary schools. According to the responses, lack of incentives is a demotivating factor to school leaders. As a result they do not work hard. This spirit negatively affects the way the school leaders initiate TPD activities at primary school.

#### **4.6 Chapter summary**

In this chapter the researcher presented the findings of the study. Firstly, the researcher presented the findings on the school leaders' understanding of the concept of TPD. According to the findings, the understanding of the school leaders of the concept of TPD is centered on the act of developing of teaching skills and development of the career in terms of upgrading of certificates.

Secondly, the researcher presented the findings of the study on how the school leaders identify teacher professional needs. According to the study the school leaders use the following means to identify teacher professional needs: supervision and observation, assessment of performance of pupils and interaction with pupils and teachers.

Thirdly, the researcher presented the findings of the study on the means that the school leaders use to address the professional needs through TPD activities. According to the study, the school leaders use the following means to initiate TPD activities: INSETs, staff meeting, lesson observation, consultation and discussion.

In the last part of the chapter, the researcher presented the findings of the study on the challenges that school leaders encounter in TPD. According to the results, in identification of teacher professional needs, school leaders meet the following challenges: leadership responsibility demands, negative attitude towards supervision and low qualification and incompetence.

Whilst in initiation of TPD activities the school leaders encounter the following challenges: lack of time for TPD activities, lack of funds, teachers' frustrations, curriculum content and lack of incentives. Having looked at the findings of the study, the next chapter focuses on the discussion of the findings and recommendations.

## **CHAPTER 5**

### **DISCUSSIONS AND RECOMMENDATIONS**

#### **5. 1 Introduction**

This study was carried out to explore the role of primary school leaders in the implementation of school based TPD and their challenges. The study emanated from the fact that the management of TPD in primary schools in Malawi has been a challenge for a long time (Mizrachi et al, 2010; MoE, 2007b; Mattson, 2006; Hango, 2005).

The study was guided by the following main research question: How do the leaders in primary schools play their roles in the implementation of school based teacher professional development? In order to answer this question, the following were research questions: How do school leaders identify professional needs encountered by teachers? How do school leaders initiate teacher profession development activities to address teachers` professional needs? What challenges do the school leaders encounter in implementing teacher profession development activities?

Qualitative research design was used in the study based on the fact that leadership involves multiple levels of phenomena, possesses a dynamic character and has a symbolic component and elements which can be better addressed by qualitative methodologies (Conger, 1998). Among the different approaches to qualitative research design, this study focused on phenomenological approach which stresses on the essence of human experience (Khumwong, 2004). Document analysis, interviews and focus group discussions were the methods used to collect data.

The study had the following main findings: firstly, the study revealed that the understanding of school leaders of the concept of TPD is centered on the aspects of upgrading and development of teaching skills. Secondly, the study discovered that the school leaders use the following means to identify teacher professional needs: supervision and observation, assessment of performance of pupils and interaction with pupils and teachers. Thirdly, the study showed that school leaders use the following means to implement TPD activities in their schools: INSETs, staff meeting, lesson observation, consultation and discussion.

Lastly, the study findings revealed that school leaders encounter challenges in TPD. Firstly, the study revealed that the school leaders face the following challenges in the identification of teacher professional needs: leadership responsibility demands, negative attitude towards supervision, low qualification and incompetence. In implementation of TPD activities the school leaders face the following challenges: lack of time for TPD activities, lack of funds, teachers' frustrations, curriculum content and lack of incentives. The following discussion focuses on the implication of these findings.

## **5.2 School Leaders' Understanding of the Concept of TPD and its Implication.**

The study revealed that the school leaders' understanding of the concept of TPD is centered on development of teaching skills and upgrading of certificates. This is in line with what the literature says about this concept of TPD. The concept of TPD as an act of development of teaching skills was frequently coming out in the literature. For instance, in their definition of the term TPD, Eleonara (2003) and Ganser (2000) viewed it as an act of TPD of developing teaching skills.

This understanding of the concept of TPD was also unveiled in some TPD activities that school leaders undertake in schools. From the findings, it transpired that the school leaders read around to develop their teaching skills. They also interact with excellent teachers so as to learn new things from them. This shows that school leaders in primary schools do not only have a theoretical understanding of the concept of TPD but they also put in practice what their understanding of the concept of TPD entails. This is very important in TPD as Lashway, (2002) found out that it is important for school leaders to be in forefront developing their profession because they set a good example to their teachers.

Similarly, Payne & Wolfson, (2000) and Lashway (2003) also found out that it is very important that school leaders are exemplary in TPD because once the other teachers emulate them, the institution becomes a learning organization. These findings imply that school leaders in primary schools do carry out one of the most important roles of school leaders in school based TPD which is role of being models in TPD as stipulated in the conceptual framework.

However, one aspect that requires further investigation and was not highlighted by the leaders in their understanding of the concept of TPD is whether the development of the skills occurs through formal or informal experiences. TPD emanates either from formal or informal experiences (Ganser, 2000: Jackson & Davis, 2000). To an extent, basing on the activities that the school leaders associate with the concept of TPD, their understanding focuses on informal experiences.

All in all, it can be concluded that although the management of TPD activities in primary schools is a problem, school leaders have a correct understanding of the concept of TPD. This implies that they are capable of implementing successfully TPD

activities in primary schools. The existence of challenges in the management of TPD despite the correct understanding of the concept of TPD by school leaders confirms the impact of lack of studies on the role of school leaders in TPD which was unveiled in the literature review (Elliot *et al*, 2009: Desimone *et al*, 2006: Mulkeen *et al*, 2005: Sharma 2005). This shows that the role of school leaders in TPD is important yet it has been neglected in studies on TPD. Lack of such studies is a draw back in this field of TPD. This problem has deprived school leaders of good foundation for managing TPD effectively. A study carried out by Temperly ( 2005) in New Zealand on the learning challenges involved in developing learned centered leadership in schools also found out that school leaders can not attain the goals of TPD if they do not have the skills for managing it.

### **5.3 The Implication of Means that School Leaders Use to Identify Teacher Professional Needs and their Challenges.**

As it has been pointed out in the earlier discussion, primary school leaders` understanding of the concept of TPD is not limited on theory but in practical aspect also. The study findings show that the school leaders do conduct need assessment for profession development of their teachers. They use the following means to identify teacher professional needs: supervision and observation, assessment of performance of pupils and interaction with pupils and teachers.

Needs assessment is one of the most important components of school based TPD. The results imply that the school leaders in primary schools do carry out one of the most important leadership roles in TPD which is need assessment. A study carried out by Graig *et al*, (1998) also found out that TPD programmes can be very effective if they are based on need assessment. They further argued that need assessment is important because it is an initial determination of what are the needs, interests, and strengths of

teachers before development activities are designed. Similarly, Hawley & Valli, (2003) also contended that a successful teacher profession development programme is designed according to teacher identified needs.

More interestingly, these results show that school leaders comply with an important aspect of need assessment which stipulates that needs assessment should be based on research. According to the literature, need assessment should be based on research evidence (Guskey, 2003). Looking at the means that the school leaders use to identify teacher professional needs, one can notice that they have an aspect of research.

However, the findings show that the exercise of needs assessment of TPD does not go without challenges. According to the findings of the study, the school leaders meet the following challenges: leadership responsibility demands, negative attitude towards supervision and low qualification and incompetence. One of impacts of these challenges was highlighted by the school leaders themselves. They pointed out that they rarely implement TPD activities because of these challenges. This partly explains why the management of TPD in primary schools is a challenge.

On leadership responsibility as a challenge in the identification of TPD, the school leaders pointed out that they do not find appropriate time for TPD activities. Consequently, they rarely conduct TPD activities. The issues that prevent school leaders from finding time for TPD activities portray their failure to balance between leadership responsibilities and the implementation of TPD activities.

Studies have shown that TPD cannot succeed if school leaders do not balance between leadership responsibilities and TPD activities. Ferguson (2005) in his study found out that one of the challenges in management of TPD is to achieve a balance between leadership and implementation of TPD activities. Similarly, Ganser (2003) in



their study of challenges faced by teachers of Agriculture found out that a balance between profession and personal responsibilities is one of the challenges in TPD activities. Therefore poor management of TPD in primary schools is partly a result of leaders' failure to balance between their responsibilities and the implementation of TPD activities.

Similarly, the remaining challenges namely: negative attitude towards supervision, low qualification and incompetence also reflect another weakness with the leaders of TPD in primary schools. On negative attitude towards supervision, the study findings revealed that teachers do not understand properly the purpose of TPD activities such that they have negative attitude towards them. This shows that leaders are unable to make TPD activities meaningful and interesting for the teachers.

On low qualification and incompetence as challenges, the study results show that school leaders with low qualification find it hard to initiate TPD activities especially for teachers with high qualification or experience. The respondents pointed out that they avoid the exercise for fear of being challenged by such teachers. This situation implies that the leaders do not have confidence in themselves as leaders. Teachers can not have confidence in leaders who have no self- confident.

Teachers' trust and interest in school leaders is paramount for the success of TPD (Ferguson, 2005). He further argued that failure to initiate trust, security and interest in teachers can lead to failure of TPD. Van Den Berg, (2002) also argued that if the authority does not consider teachers' interest in TPD then development cannot be steered. Hence, these challenges explain why management of TPD is a challenge in primary schools in Malawi. And basing on the assumption of the conceptual frame work of the study on the roles of school leaders in TPD, a conclusion can be made

that school leaders in primary schools are unable to carry out one of the important school leaders' roles in TPD which is a role of a motivator. Payne and Wolfson, (2000) argue that for TPD to be effective, school leaders need to carry out the role of motivating teachers.

Taking a closer look at the challenges that the school leaders face in the identification of teacher professional needs, one can figure out that all of them emanate from poor leadership styles in the management of TPD. The problem of poor leadership in schools in Malawi is not new since report has shown that poor quality of primary education has been partly a result of poor management (MoE, 2007b). The challenges also imply that although the study has shown that primary schools leaders carry out important roles in TPD, the roles are not properly executed. This explains why the management of TPD in primary schools in Malawi is a challenge.

A conclusion that can be drawn from this situation is that even if there is a problem with the management of TPD in primary schools in Malawi, school leaders carry out one of the important roles in TPD which is need identification. Several studies have shown that this is one of the important roles in TPD (Payne & Wolfson, 2000; Graig *et al*, 1998; Hawley & Valli, 2003). But the challenges that school leaders encounter in the implementation of this role as unveiled by the study demonstrate the problem of lack of studies on the role school leaders in TPD as discussed in the literature review. This implies that even if several studies have been carried out in the area of TPD, the role of school leaders in TPD has been neglected (Elliot *et al*, 2009; Desimone *et al*, 2006; Mulkeen *et al*, 2005; Sharma 2005). Then these findings show that lack of studies on the role of school leaders in TPD is a deficiency on means for managing TPD effectively. There is a need for more studies that will help school leaders manage TPD effectively. Having looked at the implications of the findings of the study on

identification of teacher professional needs, the next discussion focuses on the implications of the findings of the study on the implementation of TPD activities.

#### **5.4 The Implications of Means that the School Leaders Use to Implement TPD Activities and their Challenges.**

The study findings revealed that school leaders use the following means to initiate TPD activities in schools: INSETs, staff meeting, lesson observation, consultations and discussions. These findings show that in primary schools there is TPD going on even though its management is a challenge. Similarly, the findings showed that school leaders carry out one of the important roles in TPD which is facilitating TPD activities in schools.

Literature has shown that one of the important roles of leaders in schools is to facilitate TPD activities. For instance, in his study Timperely, (2005) found out that for TPD to be successful, school leaders need to play a very critical role of facilitating teacher professional development activities in their schools. Similarly, in their study, Desimone *et al* (2006) found out that for TPD to be effective school leaders must be facilitators of the teaching professional development programmes by among other things facilitating teacher professional development activities depending on the identified professional gaps.

Most of the means that the school leaders in primary school use to initiate TPD activities are also the means studies have shown to be appropriate for facilitating TPD activities. Craig *et al*, (1998) found out that school based TPD works best with a combination of: consultation between a teacher and the supervisor or experts, observation of excellent teachers, INSETs, peer coaching and visit to observe other

classrooms or teachers. Eleonara (2003) concurred that school based model includes discussion and observation of excellent practice.

The interesting thing is that initiation of TPD activities is done after identification of teacher professional needs. This shows that TPD activities in primary schools are well planned for. The presence of TPD activities in school action plans also confirms that TPD in primary schools is a well planned exercise in primary schools. The only challenge is that the school plans are not properly executed which explains why the management of TPD in primary schools is a problem. However, establishing a good plan for TPD activities is one of the important roles of school leaders in TPD. Craig *et al*, (1998) discovered that for TPD programme to be effective then the programme must be well planned for and it must be formal in nature. Leu (2004) also contended that teacher professional development requires to be planned for so that various needs of teachers must be met.

The study findings also showed that the school leaders do not stop on the level of initiation of TPD activities but they monitor the activities so as to ensure the sustainability of the activities. This shows that even if primary school leaders have a challenge in managing TPD they still monitor the activities. According to the findings of the study, the school leaders continue supervising and observing lessons of teachers after TPD activities. Monitoring and ensuring sustainability of TPD activities is also one of the important roles of school leaders in TPD. In their study, Craig *et al*, (1998) found out that for TPD to be effective the school leaders need to monitor TPD activities, ensure support for teachers and guarantee ongoing guidance of the activities.

In their study, Mulkeen *et al* (2005) also found out that teachers need both support and supervision throughout their career. They further pointed out that it would be naïve to assume that teachers can go through pre-service programme and then perform well for the remainder of their career without further professional development. Hill and Crevola (1997) also found out that the most important element in any design aimed at improved teaching and learning in schools is the provision of effective ongoing and practical learning opportunities for teachers which should be monitored always.

The study findings revealed that implementation of TPD activities does not go without challenges. The school leaders claimed that the challenges contribute to the ineffectiveness of TPD in schools. These challenges unveil some of the underlying factors behind poor management of TPD activities in primary school in Malawi. The challenges are: lack of time for TPD activities, lack of funds, teachers' frustrations, curriculum content and lack of incentives.

On lack of funds as a challenge in TPD, the findings of the study indicated that school leaders are finding it hard to manage TPD activities due to lack of funds for materials and other needs. Surely, TPD activities require funds for materials, meals, allowances among other expenses and to an extent these can be expensive especially with the type of the funding received by primary schools. In his study, Younghusband (2005) found out that lack of materials make teachers' work much more difficult and using their own resources and contributing personally to maintain their classroom activities places additional strain on teachers. Indeed the findings of the study showed that school leaders in the past had to use their personal money to manage TPD activities and it was really a strain on them that is why they stopped.

The fact that school leaders do not have funds for TPD activities, the implementation of the activities is rarely done which elucidate why the management of TPD in primary school is a problem. Nyirenda's (2005) study revealed that if there is any single factor crucial to change, it is the profession development of teachers and for this to be possible there is a need for adequate funding for on-going in-service activities.

Lack of time for TPD activities is another challenge that was unveiled by the study. School leaders pointed out that they find it difficult to find convenient time for TPD activities. As a result TPD activities are rarely implemented. This also explains one of the factors that contribute to poor management of TPD activities in primary schools. But looking at the reasons behind this challenge, it transpires that the school leaders have a problem with time management. For instance, most of them complained that apart from their other responsibilities they also have teaching responsibilities. In actual fact they do not teach the whole day. They do have free time that they can supervise or monitor their teachers.

Although these school leaders allocate time for TPD activities, they do not follow the plan. Therefore it can be concluded that poor management of TPD in primary school is partly a result of poor management of time. Time management is very crucial for the success of TPD activities. A study to investigate challenges of Agriculture teachers in TPD carried out by Ganser (2003) revealed that time management is one of the serious challenges that can prevent teachers from developing professionally.

On lack of incentives as a challenge in TPD, the study findings revealed that school leaders are not motivated in their work. For any employee, incentives are very essential. Incentives make the employees to work hard and to be dedicated to their

work. Lack of incentives for employees can hinder the productivity of an organization since the workers do not get motivated to work hard. Even in TPD, incentives are vital. Muller *et al*, (2009) found out that if teachers are not motivated then the goals of TPD cannot be attained. To initiate TPD activities in primary schools in Malawi requires personal sacrifice since it is done outside school programmes. School leaders do not put much effort in TPD activities just because they do not get any incentives for their effort into TPD. This explains why the management of TPD in primary schools is a challenge.

On curriculum content as a challenge, the findings of the study found out that some of the professional needs emanate from the content of the curriculum such that the school leaders find it difficult to address them. This partly explains why school leaders find it hard to manage TPD in primary schools in Malawi. The real issue behind this challenge is that the teachers in primary schools were not properly trained to master the new curriculum. School leaders also confessed that they were not properly trained to guide teachers in handling the new curriculum. Teacher professional needs are likely to increase if teachers are not properly prepared to handle the curriculum content. Therefore lack of proper preparedness to handle the new curriculum in primary schools partly explains why there is poor management of teacher professional development in primary schools.

One thing that is clearly coming out from this discussion is that there is TPD going on in primary schools and that school leaders carry out one of the important roles in TPD which is initiating TPD activities. This shows that school leaders are aware of the importance of TPD. But then looking closely at some of the challenges that they encounter in the implementation of TPD, a conclusion can be made that these leaders lack guidance on managing TPD. This can partly be attributed to lack of studies on

the role of school leaders in TPD. In the literature review it was observed that there is limited literature on the role of school leaders in TPD. Several studies have also found out that TPD can not be effective if the role of school leaders is neglected (Komba & Nkumbi 2008; Hango, 2005; Berry *et al*, 2000). This study has also demonstrated that TPD can not be effective if the role of school leaders is neglected. Hence, the role of school leaders in TPD is a very important aspect which should be seriously considered in any implementation of TPD activities.

## **5.5 Conclusion**

In conclusion, the meaning of the findings of the study can be summarized as follows: firstly, the correct understanding of concept of TPD by school leaders shows that even if the management of TPD in primary school is a challenge, school leaders are capable of implementing TPD activities effectively in their schools.

Similarly, the means that the school leaders use for identifying teacher professional needs and initiating TPD activities are in line with some of the school leaders' roles in TPD which were discussed in conceptual frame work of the study. This implies that although there is problem with management of TPD activities in primary schools in Malawi, the school managers do carry out the important leadership roles in TPD.

Although the study findings showed that there are TPD activities going on in primary schools and also that the school leaders are carrying out their roles in TPD, the study findings revealed that school leaders in primary schools face challenges in the management of these activities. A scrutiny of the challenges shows that school leaders lack leadership skills to initiate TPD activities. Secondly, the analysis of the challenges shows that some of them are a result of lack of financial support for TPD activities in primary schools.



In this situation where there is poor management of TPD despite the effort of school leaders to implement it effectively confirms that TPD can not be effective without emphasizing on the role of school leaders in it. Although several studies have been carried out in the area of TPD, the role of school leaders in the management of TPD has been neglected. This problem has led to ineffectiveness of TPD as shown by the findings of this study as well as the literature review. Hence, for TPD activities to be effective, the role of school leaders in TPD need be seriously reflected on.

### **5.6 Recommendations**

The previous discussion focused on the implications of the findings of the study. Generally, implications were both negative and positive. Hence, in this presentation the focus is on the recommendations of the study basing on the implications.

#### ***Sustaining the Positive Aspects of School Leaders' Roles in TPD***

According to the findings of the study, there are some areas where school leaders are doing very well as far as TPD is concerned. These positive aspects need to be sustained and enhanced. Therefore, the first part of this discussion contains recommendations which aim at the sustenance of the school leaders' roles in TPD activities in primary schools.

For the good work which is being done by school leaders in TPD to be sustained in the primary schools, PEAs need to regularly supervise the school leaders to ensure that they are continually playing their roles in TPD. The supervision should specifically be aimed at monitoring the roles of head teachers, deputy head teachers and heads of departments in the school based TPD activities.

Similarly, the District Education Manager (DEM) should come up with a system for evaluating and motivating school leaders on issues of TPD activities. Here, the school

leaders who show dedication and commitment in the activities should be appreciated in writing or materially. Those who seem to be lagging behind ought to be assisted.

### ***Recommendations on Challenges in TPD***

The second part comprises of recommendations for minimizing the challenges that school leaders encounter in TPD.

#### ***Lack of Leadership Skills in TPD***

There is a need for school leaders to be trained in management of TPD activities and leadership skills. From the study findings it came out that most of the challenges that school leaders encounter are a result of poor leadership styles. Additionally, the challenges also result from the fact that most of them have never been trained on how to manage school based TPD activities. Therefore the school leaders need to be assisted in these areas.

Firstly, the PEA should frequently call the school leaders at the TDC and discuss issues pertaining to TPD. Secondly, experts in these areas should also be called to help the leaders in management of TPD activities at school level and on leadership skills. Finally, the appointment of leaders should be based on high qualification and leadership skills so as to prevent school leaders from being underrated by their subordinates during TPD activities.

#### ***On Lack of Funds for TPD Activities***

There is need for the government to maximize the financial support that it renders to individual schools so that part of it should cater for TPD activities. There should be funds allocated to individual schools specifically for TPD. The funds for this purpose should be closely monitored to ensure that it serves the intended purposes. Secondly, other school stakeholders such as School Committees and Parents and Teachers

Association (PTA) should also take part in the development of profession of teachers by sourcing funds for TPD activities.

### ***On Lack of Incentives for School Leaders***

There is a need for the government to provide incentives to school leaders in primary schools. The incentives can motivate school leaders to work extra hard in TPD activities and other things. TPD activities require personal commitment and sacrifice hence there is a need to motivate the school leaders in order to make them dedicated and committed to these activities. School leaders need to have an allowance in return for the extra work that they carry out. Similarly, there is a need to incorporate in the existing promotion criteria, condition for promoting school leaders who successfully manage school based TPD activities.

### ***On Failure to Handle the Curriculum Content***

There is a need for the government to retrain the school leaders and teachers on the handling of the new curriculum in order to reduce amount of teacher professional needs in schools. The study showed that some teachers` professional needs arise because teachers were not properly prepared to handle the content of the new curriculum. The retraining should be extended to the PEAs since the study also showed that the PEAs have problems with the new curriculum too. Secondly, there is a need to revise the content of the new curriculum especially for the junior section. The respondents complained that the content of the books especially for English subject is too much for the pupils as well as teachers.

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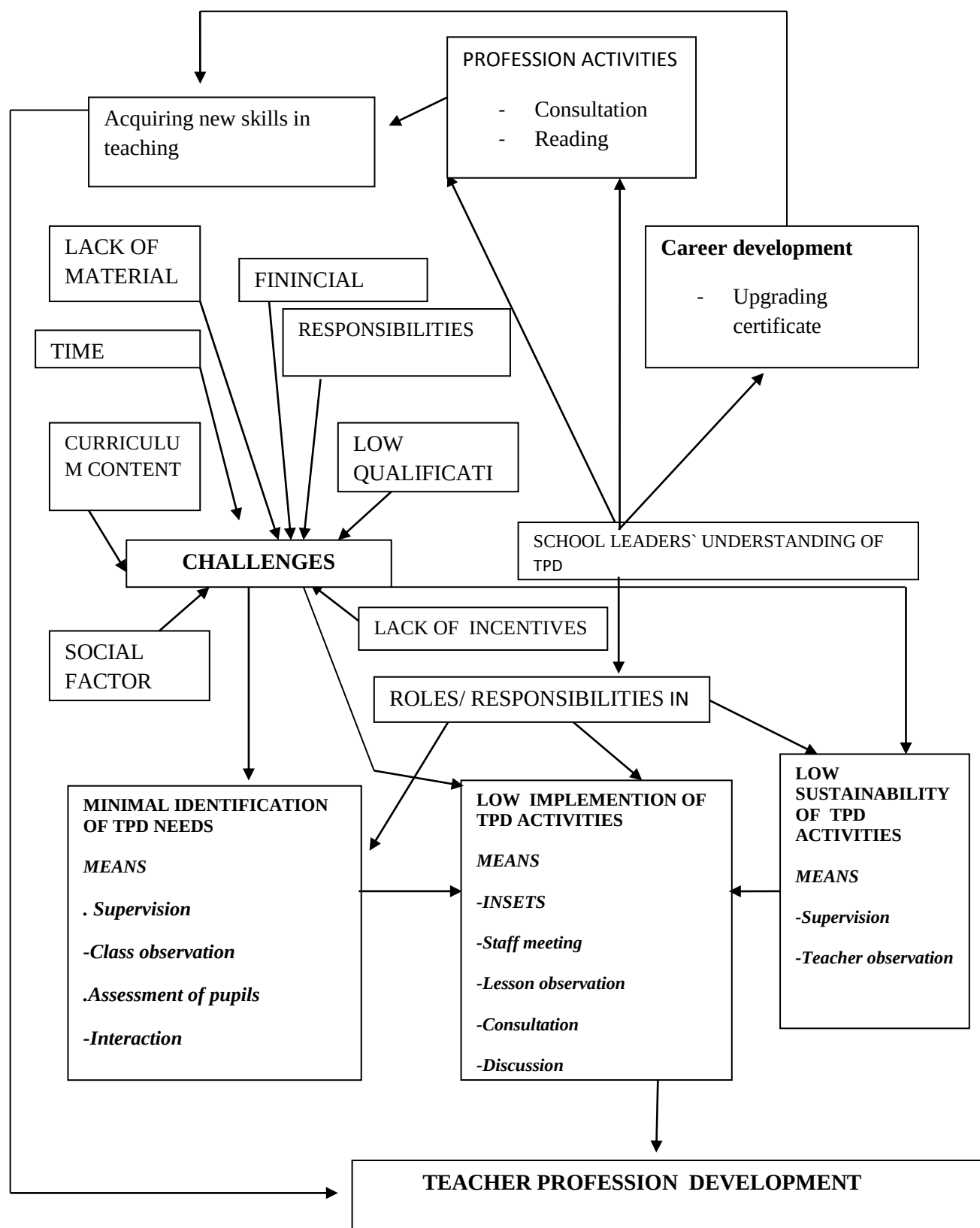
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## APPENDICES

### 1: Conceptual schema of the study



## 2 INTERVIEW GUIDES

### 2.1 INTERVIEW QUESTIONS FOR THE DEM

**Instructions:** Feel free to respond as truthfully as possible and to the best of your knowledge. Your responses will be kept in confidence.

**Name of the school:** \_\_\_\_\_

**Time From** \_\_\_\_\_ **To** \_\_\_\_\_

**Description of the scene** \_\_\_\_\_

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1. What is your understanding of TPD?
2. How do you develop professionally?
3. What challenges do you face?
4. How is teacher profession development implemented at school level in the district?
5. How can you describe the current situation of SBTPD in the district?
6. What role does your office play in TPD at a school level?
7. What support do you offer to school leaders in the implementation of SBTPD in terms of:
  - a) Finances and Materials?
  - b) Motivation?
  - c) Training and Upgrading?
8. How do you ensure that the school leaders implement TPD activities at a school level in the district?
9. What can you say are the indicators that SBTPD is helpful in the district?
10. What can you say about the major challenges encountered by school leaders in the implementation of TPD?

## **2.2 : INTERVIEW QUESTIONS FOR THE PEA**

**Instructions:** Feel free to respond as truthfully as possible and to the best of your knowledge. Your responses will be kept in confidence.

**Name of the school:**\_\_\_\_\_

**Time From**\_\_\_\_\_ **To**\_\_\_\_\_

**Description of the scene**\_\_\_\_\_

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### **SECTION A: Background information**

1. What qualifications are - you holding?
2. What can you say about upgrading of your qualification?
3. How do you assist teachers in this zone to upgrade their profession?

### **SECTION B: Personal understanding of the concept STPD**

1. What is your understanding of TPD?
2. How have you been developing your teaching skills?

### **SECTION C: Identification of profession development needs**

1. What factors prompt you to identify profession development needs for teachers in your schools?

### **SECTION D: Professional development activities**

1. How do you initiate teacher professional development activities in:
  - (a) Individual schools in this zone?
  - (b) All the schools in this zone?
2. What challenges do you face?
3. How can you describe the role of school leaders in the implementation of TPD activities at school level?
4. How do you assist school leaders to implement these TPD activities at the school level?
5. How do you monitor the school leaders as they implement their role in TPD activities?
6. What support do you offer them?

- Finances?
- materials
- The usage of TDC?
- On the flow of information?
- On upgrading?

### **SECTION E: Successes in TPD**

1. What are the indicators that TPD activities at school level are benefiting teachers?

### **Section F : Challenges in TPD**

1. What are the major challenges do school leaders face in the initiation of TPD activities at a school level?

### **2.3: INTERVIEW QUESTIONS FOR HEAD TEACHER/ DHT/HoDs**

**Instructions:** Feel free to respond as truthfully as possible and to the best of your knowledge. Your responses will be kept in confidence.

**Name of the school:** \_\_\_\_\_

**Time From** \_\_\_\_\_ **To** \_\_\_\_\_

**Description of the scene** \_\_\_\_\_

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### **SECTION A: Background information**

4. What qualification do you hold?
  5. Where did you obtain it from?
  6. For how long have you been in the profession?
  7. What position are you holding?
- How long have you been in this position?

### **SECTION B: Personal understanding of the concept TPD**

3. How do you understand the concept SBTPD?
2. How have you been improving your teaching skills?

(a) What challenges have you encountered?

### **SECTION C: Identification of profession development needs**

2. What factors prompt you to develop the teaching skills of the teachers in your department/ at this school?
3. How do you identify teachers for TPD activities?  
-What are the challenges?

### **SECTION D: Professional development activities**

7. How do you initiate teacher professional development activities at this school for  
- What are the challenges?  
- How can you describe the general response of teachers to TPD activities?
8. How do you make the environment at this school conducive for these activities?  
-What are the challenges?
9. How do you monitor the implementation of these activities?  
-What are the challenges?
10. What support do you get from Ministry/Division/PEAs when initiating these TPD activities?  
-What are the challenges?

### **SECTION E: Successes in TPD**

2. What are the indicators that teachers benefit from TPD activities?
3. How do you reinforce and consolidate good teaching skills that teachers acquire from TPD activities?  
  
-What are the challenges?

## **2. 4: INTERVIEW QUESTIONS FOR FOCUS GROUP DISCUSSION**

**Instructions:** Feel free to respond as truthfully as possible and to the best of your knowledge. Your responses will be kept in confidence.

**Name of the school:**\_\_\_\_\_

**Time From**\_\_\_\_\_ **To**\_\_\_\_\_

**Description of the scene**\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### **SECTION A: UNDERSTANDING OF TPD**

1. How do you understand the term school based teacher profession development?
2. Why is it important?

### **SECTION B. TPD ACTIVITIES**

1. What professional development activities are used for the implementation of TPD at this school?
- 2.
3. How are they carried?
4. What are the challenges?

### **SECTION C: SUCCESSES**

1. How have these activities helped you to develop professionally?
2. How are you supported in these activities?

## **2.5: LETTERS**

### **2.5.1 Informed consent**

Date\_\_\_\_\_

Dear\_\_\_\_\_

I hereby write to request for your participation for your active participation in the study which I am conducting and it is entitled: “The role of school leaders in the implementation of school based teacher profession development: the case of selected schools in Chitakale zone in Mulanje district”. I am a student following a masters` degree programme in education at Chancellor college in Zomba. I would like to conduct a research with: head teachers, deputy head teachers, heads of section, teachers, PEA and the DEM.

You are assured that your views and contributions to the study will kept confidential. Similarly, your identity will also be kept anonymous in the entire report of the study.

If you have any question or extra contributions to the study, you can reach me at any time through the contacts written below.

I shall be glad if you can sign the section below to indicate your consent in participating the study.

Thanks very much in advance.

Collins E. Chiwanda

Phone: 0999236363

**Informed consent**

I willingly agree to take part in the study entitled: “The role of school leaders in the implementation of school based teacher profession development: the case of selected schools in Chitakale zone in Mulanje district” which is being conducted by Collins E. Chiwanda.

Name\_\_\_\_\_

Signature\_\_\_\_\_

Date\_\_\_\_\_



All communications should be  
addressed to the:  
**District Education Manager**

Tel: (+265) 1466 635 (DEM)  
Tel: (+265) 1466 322  
Fax: (+265) 1466 565  
Email: [mulanjedem@ymail.com](mailto:mulanjedem@ymail.com)



In reply please quote:  
**Ref. No: MJ/ED/.....**

The District Education Manager  
P.O. Box 43  
Mulanje

25<sup>th</sup> June, 2010.

**FROM: THE DISTRICT EDUCATION MANAGER,  
P.O. BOX 43,  
MULANJE.**

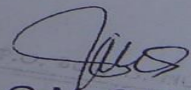
**TO: THE HEAD TEACHER**

Dear Sir/Madam,

**INTRODUCTORY LETTER: COLLINS CHIWANDA**

I write to authorise the above named teacher from Provider  
Secondary School to visit schools to get information about sch  
management.

Your cooperation will be highly appreciated.

  
G.M. SAUSA

**FOR: THE DISTRICT EDUCATION MANAGER**

**3. A letter from District Education Manager**

**FORM B: (For Clinical Supervision Only)**  
**CLASSROOM EVALUATION FORM**

Name of Student: A. TEACHER T. ERE NEE KANGIA  
Student Examination Number: .....  
Name of College: .....  
Name of School: NIDDA PRIMARY SCHOOL  
Name of Zone: CHITKANG

Date: 13<sup>th</sup> JUNE 2010  
Class: 3<sup>A</sup>  
Subject/Learning area: English  
Time Form 8:40 To 9:15  
Name of District: MURANGA

| EVALUATION ITEMS                                             | REMARKS                                        |
|--------------------------------------------------------------|------------------------------------------------|
| <b>1. LESSON PREPARATION</b>                                 |                                                |
| 1.1 Clear definition of success criteria                     | 4                                              |
| 1.2 Logical sequence of content                              | 4                                              |
| 1.3 Suitability of content                                   | 4                                              |
| 1.4 Suitability introduction and conclusion                  | 4                                              |
| 1.5 Suitability of suggested Teaching and Learning Resources | 3                                              |
| <b>2. LESSON PRESENTATION</b>                                |                                                |
| 2.1 Appropriateness of introduction                          | 4                                              |
| 2.2 Logical Presentation of content                          | 4                                              |
| 2.3 Use of chalk board                                       | 3 - Chalkboard to be divided into 2 columns    |
| 2.4 Use of teaching and Learning Resources                   | 2 - More resources needed                      |
| 2.5 Pupils participation                                     | 3 - 3/4 of the class participated              |
| 2.6 Use of questioning techniques                            | 4                                              |
| 2.7 Clarity of instructions and explanations                 | 3 - Good voice and clear kept it up!           |
| 2.8 Mastery of subject matter                                | 4                                              |
| 2.9 Achievement of success criteria                          | 3 - About 3/4 of the class did well            |
| 2.10 Appropriateness of conclusion                           | 4                                              |
| 2.11 Time Management                                         | 3                                              |
| 2.12 Use of varied participatory approaches                  | 3 - 3 more Participatory approaches to be used |
| <b>3. CLASSROOM MANAGEMENT</b>                               |                                                |
| 3.1 Organization of activities                               | 3 - Groups to be split into manageable groups  |
| 3.2 Organization of resources                                | 3                                              |
| 3.3 Learners-participation                                   | 2 - 1/2 of the class participated well         |
| 3.4 Teacher-Learner-Interaction                              | 4                                              |
| <b>4. UPKEEP OF RECORDS</b>                                  |                                                |
| 4.1 Maintenance of schemes and records                       | 4                                              |
| 4.2 Previous lesson plans                                    | 2                                              |
| 4.3 Progress report                                          | -                                              |
| 4.4 Attendance register                                      | 2                                              |
| 4.5 Teachers time table                                      | -                                              |
| <b>5. TEACHER PRESENTABILITY</b>                             |                                                |
| 5.1 Appropriateness of dress                                 | 2                                              |

Name of Assessor: EDWARDA E. KURUPA  
Signature: [Signature]  
Date: 13<sup>th</sup> JUNE 2010

81% = B

3. 1 Sample of supervision form



- Opening Third Term and  
 07/06/10: checking of scheme of work  
 and records of work.  
 - Stakeholders meeting  
 14/06/10: Full staff meeting  
 15/06/10: Junior Section Supervision  
 by the Head Teacher  
 17/06/10: Infant Section Super-  
 vision by the Head teacher  
 18/06/10: PTA meeting  
 22/06/10: School Based INSET  
 25/06/10: Guidance and Counselling  
 Senior section  
 28/06/10: OBE Assessment  
 01/7/10: Super<sup>VISION</sup> Senior Section  
 by the HT TEACHER  
 03/7/10: Supervision Junior  
 and Infant section  
 04/7/10  
 to  
 06/7/10 Public Holiday  
 8/7/10 School Based  
 INSET

3.2 A sample of school action plan

|              | 1/06/2010 | 2/06/2010 | 3/06/2010 | 4/06/2010 | 7/06/2010 | 8/06/2010 | 9/06/2010 | 10/06/2010 | 11/06/2010 | 14/06/2010 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|
| G. MASOWA    | ✓         | ✓         | ✓         |           | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| M. LUKA      | ✓         | ✓         | ✓         |           | ✓         |           | ✓         |            |            | ✓          |
| E. KANDULU   | ✓         | ✓         | ✓         |           | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| T. PHAMBA    | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| O. PIRINGU   | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| J. MARTIN    | ✓         | ✓         | ✓         |           |           |           |           | ✓          | ✓          |            |
| C. KANIKE    |           |           |           |           |           |           |           |            |            |            |
| R. MACLOUD   | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| J. GOBA      | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| B. PONDERANI | ✓         | ✓         | ✓         | ✓         | ✓         |           | ✓         | ✓          |            |            |
| B. CHIUMBULO | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |
| J. NABIBUZI  | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓          | ✓          | ✓          |

3.3 A sample of lesson plan check list



**ACTION PLAN 2006**  
**DISTRICT: MULANJE**  
**SHIRE HIGHLANDS**

| STRATEGY                                | GOAL                                                              | TIME FRAME          | RESPONSIBLE PERSONS              | RESOURCES                                                                 | SUCCESS CRITERIA TARGET     |
|-----------------------------------------|-------------------------------------------------------------------|---------------------|----------------------------------|---------------------------------------------------------------------------|-----------------------------|
| Monitoring of time per class based on T | To ensure that time tables are properly followed<br>Time Managing | 2.05.06 To 20-07-06 | H/teacher<br>S/Heads<br>Teachers | Time book<br>Lesson check book<br>T/ Guides<br>Text books<br>Pupils Notes | Quality Education to Pupils |
| of d                                    | To Promote easy understanding                                     | 5 <sup>th</sup> May | H/teacher                        | MIITEP HAND BOOKS                                                         | Quality                     |

3.4 A sample of outdated school action plan

## 4: DESCRIPTIONS OF RESPONDENTS

L- SCHOOL

| RESPONDENT | ACADEMIC QUALIFICATION |             |                 |             | PROFESSION QUALIFIC. |             |                 |      | PTN | YRS | T/E |
|------------|------------------------|-------------|-----------------|-------------|----------------------|-------------|-----------------|------|-----|-----|-----|
|            | STARTED WITH           | OBTAINED IN | CURRENT QUALIF. | OBTAINED IN | STARTED WITH         | OBTAINED IN | CURRENT QUALIF. | YEAR |     |     |     |
| LHT        | MSCE                   | 1981        | MSCE            | 2009        | PT4                  | 1984        | MSSP            | 2004 | H/T | 15  | 26  |
| LDHT       | MSCE                   | 1990        | MSCE            | 1990        | PT4                  | 1993        | MSSP            | 2004 | DHT | 11  | 17  |
| LHS        | MSCE                   | 1973        | MSCE            | 1973        | PT4                  | 1987        | PT3             | 1987 | H/S | 3   | 23  |
| LHJ        | MSCE                   | 1985        | MSCE            | 2008        | PT4                  | 1989        | PT3             | 1989 | H/J | 4   | 21  |
| LHI        | JCE                    | 1990        | JCE             | 1990        | PT4                  | 1993        | PT3             | 1993 | H/I | 4   | 17  |
| LT1        | MSCE                   | 1992        | MSCE            | 1992        | PT4                  | 1996        | PT3             | 1996 | -   | -   | 14  |
| LT2        | MSCE                   | 1993        | MSCE            | 2008        | PT4                  | 1998        | PT3             | 1998 | -   | -   | 12  |
| LT3        | MSCE                   | 1998        | MSCE            | 1998        | PT4                  | 2003        | PT3             | 2003 | -   | -   | 17  |

KEY

PSTN = Position at school. H/S= Head of senior department. H/J = Head of junior section. DHT=

Deputy Head teacher

T/E = Teaching experience. H/I = Head of infant section, TT = Temporally teacher. YRS= Years

# N-SCHOOL

| RESPONDENT | ACADEMIC QUALIFICATION |             |                 |             | PROFESSION QUALIFIC. |             |                |      | PTN | YRS | T/E |
|------------|------------------------|-------------|-----------------|-------------|----------------------|-------------|----------------|------|-----|-----|-----|
|            | STARTED WITH           | OBTAINED IN | CURRENT QUALIF. | OBTAINED IN | STARTED WITH         | OBTAINED IN | CURRENT QUALIF | YEAR |     |     |     |
| NHT        | MSCE                   | 1976        | A-LEVEL         | 1983        | PT4                  | 1981        | PT8            | 1996 | H/T | 8   | 29  |
| NDHT       | JCE                    | 1987        | MSCE            | 2001        | PT4                  | 1990        | PT2            | 2005 | DHT | 3   | 20  |
| NHS        | MSCE                   | 2000        | MSCE            | 2000        | PT4                  | 2003        | PT4            | 2003 | H/S | 1   | 7   |
| NHJ        | JCE                    | 1983        | JCE             | 1986        | PT4                  | 1986        | PT4            | 1986 | H/J | 3   | 24  |
| NHI        | JCE                    | 1990        | JCE             | 1990        | PT4                  | 1993        | PT4            | 1993 | H/I | 4   | 17  |
| NT1        | JCE                    | 1985        | MSCE            | 2007        | TT                   | 1997        | PT4            | 2002 | -   | -   | 14  |
| NT2        | MSCE                   | 1993        | MSCE            | 1993        | TT                   | 1994        | PT4            | 1999 | -   | -   | 16  |
| NT3        | JCE                    | 1978        | JCE             | 1978        | TT                   | 1997        | PT4            | 2002 | -   | -   | 14  |

## KEY

PSTN = Position at school. H/S= Head of senior department. H/J = Head of junior section. DHT= Deputy Head teacher

T/E = Teaching experience. H/I = Head of infant section. TT = Temporally teacher. YRS= Years

# S- SCHOOL

| RESPONDENT | ACADEMIC QUALIFICATION |             |                 |             | PROFESSION QUALIFIC. |             |                 |      | PSTN | YRS | T/E |
|------------|------------------------|-------------|-----------------|-------------|----------------------|-------------|-----------------|------|------|-----|-----|
|            | STARTED WITH           | OBTAINED IN | CURRENT QUALIF. | OBTAINED IN | STARTED WITH         | OBTAINED IN | CURRENT QUALIF. | YEAR |      |     |     |
| SHT        | MSCE                   | 1990        | MSCE            | 1995        | PT4                  | 1994        | PT3             | 1994 | H/T  | 11  | 16  |
| SDHT       | MSCE                   | 1993        | MSCE            | 1993        | PT4                  | 1996        | PT3             | 1996 | DHT  | 3   | 14  |
| SHS        | JCE                    | 1992        | JCE             | 1992        | PT4                  | 1997        | PT4             | 1997 | H/S  | 3   | 13  |
| SHJ        | JCE                    |             | MSCE            |             | PT4                  | 1974        | PT2             | 1972 | H/J  | 5   | 36  |
| SHI        | MCE                    | 2004        | MCE             | 2004        | PT4                  | 1973        | PT3             | 2007 | H/I  | 1   | 3   |
| ST1        | JCE                    | 1987        | JCE             | 1987        | PT4                  | 1993        | PT4             | 1993 | -    | -   | 18  |
| ST2        | MSCE                   | 2006        | MSCE            | 2006        | PT4                  | 1993        | PT3             | 2000 | -    | -   | 18  |
| ST3        | JCE                    | 1971        | JCE             | 1971        | PT4                  | 1982        | PT2             | 2001 | -    | -   | 29  |

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T/E = Teaching experience. H/I = Head of infant section, TT = Temporally teacher. YRS= Years



# C- SCHOOL

| RESPONDENT | ACADEMIC QUALIFICATION |             |                 |             | PROFESSION QUALIFIC. |             |                 |      | PSTN | YRS | T/E |
|------------|------------------------|-------------|-----------------|-------------|----------------------|-------------|-----------------|------|------|-----|-----|
|            | STARTED WITH           | OBTAINED IN | CURRENT QUALIF. | OBTAINED IN | STARTED WITH         | OBTAINED IN | CURRENT QUALIF. | YEAR |      |     |     |
| CHT        | MSCE                   | 1982        | MSCE            | 1982        | PT4                  | 1985        | PT2             | 2000 | H/T  | 10  | 25  |
| CDHT       | MSCE                   | 1996        | MSCE            | 1996        | PT4                  | 2000        | PT2             | 2005 | DHT  | 6   | 10  |
| CHS        | MSCE                   | 2004        | MSCE            | 2004        | PT4                  | 2007        | PT3             | 2007 | H/S  | 2   | 3   |
| CHJ        | JCE                    | 1993        | JCE             | 1993        | PT4                  | 1995        | PT3             | 1995 | H/J  | 0.6 | 15  |
| CHI        | JCE                    | 1990        | JCE             | 1990        | PT4                  | 1993        | PT4             | 1993 | H/I  | 3   | 17  |
| CT1        | JCE                    | 1992        | MSCE            | 2007        | TT                   | 1994        | PT4             | 2001 | -    | -   | 17  |
| CT2        | JCE                    | 1987        | JCE             | 1987        | PT4                  | 1995        | PT3             | 2003 | -    | -   | 16  |
| CT3        | JCE                    | 1991        | MSCE            | 1991        | TT                   | 1992        | PT4             | 1995 | -    | -   | 19  |

## KEY

PSTN = Position at school. H/S= Head of senior department. H/J = Head of junior section. DHT=

Deputy Head teacher

T/E = Teaching experience. H/I = Head of infant section, TT = Temporally teacher. YRS= Years