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Types of continuous professional development activities in secondary schools: A case of selected secondary schools in Chongwe district in Zambia

Maurice Moono[1], Grant Mapoma Mwinsa[2], Vytalis Chavwanga[3], Alice Banda[4], Judith Chishipula[5], Beatrice Chirwa[6]
[1, 3, 4] School Humanities and Social Sciences, Chalimbana University, Zambia
[2] School of Early Childhood Studies, Chalimbana University, Zambia
[5] Margaret Mwachiyeya Secondary School, Zambia
[6] School of Education, Chalimbana University, Zambia

Abstract
The study aimed at establishing the types of CPD activities in secondary schools. The objective of the study was to determine CPD activities in secondary schools in chongwe district. A descriptive survey design was used when conducting this research. The study used both qualitative and Quantitative methods of data collection. The sample consisted 110 teachers of which 61 were males and 49 were females. In selecting the participants in this study, simple random sampling was used. The study employed a structured questionnaire and a focus group discussion to ensure validity of findings. The quantitative data was analysed using the Statistical Package for Social Sciences Software while the qualitative data was analysed by coding and grouping emerging themes. The study revealed that the common CPD activities in secondary schools are: in-house workshops, peer coaching, group study, personal research, staff retreats and CPD conferences. It has also emerged from the study that peer coaching is the frequently used activity of CPD as evident from 86.4% of the respondents who indicated that they often engaged in peer coaching as a way of improving their teaching skills. The study has also revealed that staff retreats are least used as CPD activities, only 19.1% said they often have staff retreats as CPD activities. As regards to monitoring CPD activities in schools, 87.3% of the respondents indicated that CPD activities are heavily supervised by school managers. Based on the findings, the study recommended that school managers must ensure that they vary CPD activities in secondary schools in order to avoid monotony.

Keywords: continuous professional development (CPD), competencies, CPD cycle

Introduction

Education is believed to be one of the major forces that speed up economic, social and political advancements in society. It plays a major role in establishing suitable conditions for development process by producing skilled manpower and raising the human capital for national development and it helps to foster changes in technology (MoE, 1994) [29].

The World is in the constant change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in respective professions. Hailese lasse (2004) in this regard states that, while the world is evolving rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. As a result, there has been an increase in focus on Continuing Professional Development for teachers worldwide. This is because CPD is continuously viewed as a means of improving learner performance and the production of required skills (Coolahan, 2002) [5].

Continuous professional development is, therefore, vital for quality education and, teacher development is a never ending cycle of teacher learning that begins with initial teacher training and continues for as long as a teacher remains in the profession. Hence teaching is a valued profession and it helps teachers to improve student's learning (Lange, 1990; 250) [25].

The term CPD implies all the activities in which teachers involve during the course of a career which are designed to enhance their work (Day and Saches, 2004) [30]. Such activities are intended to result in ongoing teacher learning, a process by which teachers move towards expertise (Kelly, 2006) [22]. In education Continuous Professional Development is increasingly becoming a priority in most countries throughout the world. It is widely viewed as the most effective approach to prepare teachers adequately, and improve their instructional and intervention practices, for when they enter the work. In support of this, Teachers are encouraged to embrace the concept of lifelong learning for their own benefit, for the benefit of the peoples they teach, the communities in which they live and the country at large.

Other researchers like, Kenneedy, and McKinney (2007) [15], and Schwill and Dembele (2007) attributes CPD to the recognition to the wider policy agenda of lifelong learning as well as to the view of CPD as means of improving learner performance and development of required skills. Continuous professional development embraces the idea that individuals aim for the improvement of their professional skills and acquisition of knowledge beyond the basic training initially required to carry out the job (Gray, 2005) [33]. Guskey, (2002) [16].

Describes professional development programmes as

systematic efforts to bring change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcome of the students. This is also supported by Clarke and Hollings (2002) [3] who argued that the most immediate and significant outcome of any successful CPD for teachers is a positive impact in changing teacher's knowledge and practice. This in turn results in improved learner performance. Furthermore, the school management bodies, such as principals, vice principals, and department heads, are the main motivators in creating shared vision for the curriculum in the school and in providing inspirational curriculum leadership. The instructional activity of leaders determines the success of the school and provision of quality education. The school management bodies should take the initiative in working together with teachers in designing and implementing developmental programmmes including the determination of training needs, approaches to satisfy the needs and follow up activities. Additionally, Boalm (2000) [1] and Hargreaves (1994) [17] also recognize CPD to have a positive impact on the curriculum and pedagogy as well as teacher's effectiveness and their relationship with students. Hence, CPD is very important for teachers to become effective and competent in their profession throughout the world.

Statement of the problem

Continuing professional Development (CPD) is one of the major factors of elements required in the advancement of the quality and professionalism of a teacher (Lee, 2011). Research has shown that Teachers do not enter a classroom as a finished product. (Clotfelter and Ladd, 2004).

It is for this reason that secondary schools put in place CPD Programmes in order to keep on updating teachers' skills and competencies. Little however, is known about types of CPD activities in secondary schools in Chongwe District.

Purpose of the study

The purpose of this study was to establish Continuous Professional Development activities in secondary schools in Chongwe district.

Purpose of the study

The purpose of the study was to establish benefits of Continuous Professional Development programmes in secondary schools in Chongwe district.

Objective

The objective of the study was to:

- Establish CPD activities in secondary schools in chongwe in Lusaka province.

Research Questions

- What are the CPD activities in secondary schools in chongwe district?

Significance of the study

The study will benefit school managers because they will know how teachers feel about the CPD programmes (activities) in secondary schools.

The study will also help policy makers (Ministry of Education) to come up policies that might help improve CPD provision in secondary.

Literature

The concept of continuing professional development (CPD) in education is often ill-defined, with the separate notions of formal training and on-the job learning serving to confuse the issue further. However, Day's (1999) [10] definition of CPD encompasses all behaviours which are intended to effect change in the classroom:

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives." (Day, 1999, p.4) [10] Teachers' perceptions of what activities constitute CPD is frequently limited to attendance at courses, conferences and whole-school INSET days, often to meet national requirements. Professional learning, or "on the job" learning is regularly seen by teachers as separate from CPD, and something that is just done as part of the job (Edmonds and Lee, 2002; Hustler *et al*, 2003; Robinson and Sebba, 2004) [12, 18, 31]. However, the literature points to several facets of effective CPD, many of which are far removed from the commonly-held perceptions of CPD as one-off events.

Models of CPD

Lieberman (1996) classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on). Kennedy (2005) [22] described nine models of CPD, which are outlined below.

Training: focuses on skills, with expert delivery, and little practical focus. Award Bearing – usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore.

Deficit: This looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school

Cascade: This is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning.

Standards Based: This assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting

Coaching/Mentoring: The development of a non-threatening relationship can encourage discussion, but a

coach or mentor needs good communication skills.

Community of Practice: These may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members

Action Research: This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.

Transformative: the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed Kennedy (2003) [14] suggested that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning. The following 3 are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways.

Direct teaching or training, the traditional perception of CPD, is often perceived as a top down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Such lecture-style teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning (Edmonds and Lee, 2002) [12]. Dadds (1997) [9] described how such top-down delivery could reinforce the idea of the teacher as a technician, uncritically implementing externally imposed policies. Dadds rejected the idea of a "guru culture", with teachers being told how to teach by the experts, and instead suggests that teachers see themselves as a resource, and use their own experience and background to develop their own critical and reflective practice over the course of their professional lives. An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their own professional development, and move away from more traditional transmission-based methods (Muijs *et al*, 2004) [29].

Peer Support

While few teachers would want to completely forgo "expert advice", it is evident from the literature that common features of successful CPD include a variety of methods. Recommendations highlight that CPD should no longer be comprised solely of short courses; teachers need opportunities to reflect, engage in professional dialogue, work with pupils, and engage in peer observation, coaching and feedback (Livneh & Livneh, 1999) [26]. In their review of collaborative CPD, Cordingley *et al* (2003) [7] noted a number of features of successful interventions, including classroom observation and feedback; consultation with experts from outside the school in conjunction with internal peer support; encouraging, extending and structuring professional dialogue; teachers having ownership of their CPD focus; an emphasis on peer support rather than a top-down managerial approach; and sustained support for CPD to allow for new practice to become established.

The opportunity to observe other teachers, and to be observed has long been acknowledged as a beneficial process, and observation is now seen as an integral part of coaching and sustained learning (Da Costa, 1993; Joyce and Showers, 2002) [8, 20]. The process of observation and feedback facilitates discussion and exchange of practical and relevant ideas, which many teachers report as being crucial to the fruitfulness of the CPD experience (Armour and Yelling, 2004; Cordingley *et al*, 2005b; Edmonds and Lee, 2002; Hustler *et al*, 2003) [6, 12, 18]. However, it is important that such activities take place within the context of secure and trusting relationships (Fielding *et al*, 2005; Wood and Anderson, 2003), particularly in the current climate where classroom observations are so closely associated with the stressful evaluation of OFSTED inspections.

Extending peer observation and discussion to peer coaching and mentoring is increasing in popularity. The opportunity to discuss and experiment with new ideas, and receive feedback is seen as useful (Gersten *et al*, 1995) [30]. Many projects have shown that, with training for mentors, this type of process can be effective in improving practice for both the coach / mentor and the coached / mentored (e.g. Cordingley, 2003, 2005a; Jones and Moor, 2005; Joyce and Showers, 2001) [6]. Peer coaching has been found to work extremely well when used in conjunction with classroom observation (Da Costa, 1993) [8], with the coach either teaching and being watched, or observing (Livneh and Livneh, 1999) [26]. Modelling of techniques and methods is often appreciated by teachers (Harvey, 1999; Kimmel *et al*, 1999). Cochran-Smith and Lytle (1999) [4] describe three types of knowledge: "for practice knowledge", or the use of formal theory about practice; "in-practice knowledge", or the use of interaction and communicating in teaching; and "of practice knowledge", or the awareness of knowledge generation which tends to be beneficial for teachers in directing their own learning. They suggested that those teachers who have strong "in-practice knowledge", and are very good at interaction and the practice of teaching, tend to make good coaches. A strong subject and pedagogy knowledge is essential in a successful coach, although the hierarchical nature of a relationship where the coach is more experienced than the coached may hinder the development of a secure and trusting relationship that allows for open discussion (Fielding *et al*, 2005).

Peer support and collaboration plays many roles. Many teachers are likely to be more comfortable discussing their practice with peers than with senior management, where issues surrounding performance management may hinder honest and open discussion (Kennedy, 2005) [22]. When there has been input from outside the school, continuing peer support can provide a forum for discussion which would not be so easy to access were teachers entirely reliant on the outside expertise (Livneh and Livneh, 1999) [26], with the additional benefits that come with familiarity of context. A supportive, blame-free environment that encourages and facilitates professional dialogue, and provides opportunities to extend and experiment with new practice can further the benefits of peer collaboration and support (Eraut, 2001) [13].

While peer observation is currently evolving into programmes of peer coaching and mentoring, there is little evidence in the literature that any further CPD activities or practices are based on the findings of such observation. Tailoring external support, and collaborative activities, to what is happening in the classroom before any input or activities does not seem to have been adequately explored as an approach for professional development.

External Support

The use of external expertise can result in provision of knowledge and ideas, and be useful in terms of the external expert acting as a catalyst for and agent of change. Small schools in particular can benefit from bringing in outside expertise, to widen their pool of knowledge that they can draw on. Teachers may need help in determining their own CPD focus, and how to access different types of support that may be available. It may be that discussions of this type with people from outside the school could reduce anxieties about performance management issues. External support, particularly when it comes to delivery of CPD, should be pedagogically expert, and flexible enough to fit in with the varying demands of school life.

Peer support and discussion can contribute towards the development and take-up of new practice, but sustained contact with any external parties who were involved in any initial input enables issues to be addressed as they arise, and can facilitate motivation, feedback, further discussion and progression. (Cordingley *et al*, 2003; Ross *et al*, 1999) [7, 32].

Following release time for any initial training, time is also needed to reflect on, consolidate and plan implementation of any new ideas, and to experiment with new ideas. Several successful interventions have used negotiated non-contact time for teachers as part of the CPD process (Brown *et al*, 2003; Cordingley *et al*, 2003, 2005a; Edmonds and Lee, 2002; Fielding *et al*, 2005) [15, 6, 12], and in recent years funding for continued support, rather than one-off activities, has been emphasised as a requirement of effective CPD (Kirkwood, 2001) [23].

Collaborative CPD

The importance of ownership is reiterated throughout the CPD literature. Teacher ownership of CPD is a feature of highly effective schools, as are creative CPD opportunities (Connolly and James, 1998). Teachers selecting their own CPD focus or activities can have a hugely positive effect on motivation, enthusiasm and take-up of any new ideas, with frustration resulting from the school-level direction of CPD, and compulsion being seen as having negative consequences in the impact of CPD (Edmonds and Lee, 2002; Hustler *et al*, 2003; Jones and Moor, 2005; Smith *et al*, 2004) [12, 18, 19].

Where CPD activities are imposed, collaboration in small groups can increase feelings of ownership (Cordingley, 2005a) [6], with the process of discussion and consensus giving professionals control over how they take any input forward.

The benefits of collaborative CPD for teachers have been well documented. Collaboration is thought to have advantages over individual work, with sustained collaboration over the duration of around 3 months appearing to lead to greater teacher confidence, improved self-efficacy (with teachers feeling that they are able to make a difference to pupils' learning), an openness to new ideas and changing practice, greater enthusiasm for collaborative working, including an increased willingness to be observed, and providing an opportunity for reassurance when teachers are faced with problems and issues of concern (Cordingley *et al*, 2003, 2005a; Ross *et al*, 1999) [7, 6, 32]. However, the literature suggests that extending the period of collaboration past 3 months does not appear to result in any significant additional benefits.

The gains from sustained collaboration extend to moral support through the stress of change, and sharing of tasks to ensure better use of time. Such gains are likely to be more evident in pairs or small groups, rather than large groups, and also when carried out in school, rather than at off-site events. Active experimentation, as opposed to just reflection and discussion, will also yield greater rewards from sustained collaboration (Cordingley *et al*, 2005a) [6].

The Impact of CPD

Teachers often cite the need for CPD to be useful, relevant and appropriate if they are to take valuable time out of their classrooms. However, the impact of CPD is rarely assessed over the long term, and is often based on self-reports by teachers of the CPD experience itself, rather than the outcome. Evaluation does not tend to differentiate between the different purposes of CPD, and take account of the intended outcome. An emphasis on the purpose of CPD before any activities take place may enhance the CPD experience, and improve both individual and school-level outcomes (Harland and Kinder, 1997; Muijs *et al*, 2004) [17, 29]. Muijs *et al* described an inter-relationship between teacher, pupil and school outcomes, and suggested that CPD can meet the needs of all of these, so long as there is an awareness of those needs throughout the CPD process. Smith (2002) [19] suggested that evaluation should play an integral role in CPD, and will become part of a cycle: while it provides feedback on the success of the process, it can also help to determine further CPD needs.

The use of data, both quantitative and qualitative, is essential for teachers in terms of learning about their practice and drawing conclusions (Knight, 2002), but it still remains easier to assess the impact of CPD on teachers than the impact of CPD on pupil's learning (Edmonds and Lee, 2002) [12]. Teachers appear to find it difficult to articulate definitions of CPD impact, discuss causal relationships between a change in practice and a change in pupil attainment, and describe whether CPD encouraged them to change their practice, or whether it was a desire to change their practice that encouraged them to participate in CPD in the first place (Mc Ateer *et al*, 2005) [27]. It is rare to find hard evidence of pupil improvement resulting from CPD: numerous problems surround this area, and evaluations of CPD are often more subjective, or based on "gut feeling". In practice, it is often easier to consider the impact on teaching than on learning (Edmonds and Lee, 2002) [12]. Nonetheless, a greater awareness of positive impact of CPD can increase teachers' enthusiasm to become more involved in the CPD process (Cordingley *et al*, 2005a) [6], so the communication of impact is of crucial importance to take-up of CPD opportunities.

Harland and Kinder (1997) [17] suggested the following nine possible types of outcomes of CPD:

- Materials and resources – provisions for teaching, such as worksheets or activities.
- Informational outcomes – fact-based information, e.g. about new policies or schemes.
- New awareness – a perceptual shift, teachers becoming aware of new ideas and values.
- Value congruence – the extent to which teachers' own values and attitudes fit in with those which the CPD is trying to promote.
- Affective outcomes – how teachers feel emotionally after the CPD, may be negative (e.g. demoralised) or positive (e.g. confidence).

- Motivation and attitude – such as enthusiasm and determination to implement changes.
- Knowledge and skills – both curricular and pedagogical, combined with awareness, flexibility and critical thought.
- Institutional outcomes – on groups of teachers, such as consensus, collaboration and support.
- Impact on practice – The ultimate aim of CPD: what effect does it have on the pupils?

Harland and Kinder suggest that these outcomes are non-hierarchical, and teachers have a unique "outcome profile" from each CPD, with varying amounts of each type of outcome. Some CPD events may result in only one or two of these types of outcome (indeed, some may only be designed to result in one or two of these types of outcome), and some may result in a much broader pattern of outcomes. Certain outcomes can have far-reaching effects. Value congruence is a big challenge for CPD events, with delivery often having to focus on how best to change pre-conceived teacher beliefs. This can be a very significant factor in how effective CPD is, and needs to be considered when only one or two members of staff attend the event and cascade it to the rest of their school. In such cases, the majority of teachers at the school will not have had the exposure to input which was designed in such a way as to induce value congruence, so those staff who cascade the CPD may face issues in the acceptance by other teachers of the material. Affective outcomes can be short-lived, but a short-term increase in confidence may help when embedding knowledge and skills into practice. Motivation can also help with self-concept and participation in future CPD, but for the effects to last this needs to be backed up by knowledge and skills. While Harland and Kinder suggest that these outcomes are separate, they acknowledge that certain outcomes may have knock-on effects on other outcomes. For example, the supply of provisions and resources may have knock-on effects on motivation, affective outcomes may impact on the take –up of new knowledge and skills, and so on.

In contrast to Harland and Kinder's outcome profile approach, Joyce and Showers (1980) suggest a more linear model of CPD outcomes. They describe the first outcome as awareness (or a recognition of the importance of the chosen area of CPD), the second outcome as concepts and organised knowledge (an awareness of the processes of knowledge acquisition), the third outcome as principles and skills (acquiring the tools needed for pupil teaching) and finally the fourth outcome as application and problem solving (transferring the skills to the classroom). They suggest that a standard linear route is taken through these outcomes, with the successful completion of one outcome being a pre-requisite for the next. Harland and Kinder disputed this model, and it seems that their 1997 model does allow for a wider definition of CPD.

Guskey (2000) [16] described five levels of outcomes or effects, and suggested ways in which each might be evaluated. Participants' reactions are best assessed in focus groups or interviews, as this allows for expansion into thoughts about cause and effect, deeper explanations of outcomes and so on, which would not be possible in a questionnaire. Participants' learning is harder to measure, although it could be assessed with pre-intervention and post-intervention questionnaires. Organisational support and change can be considered with in-depth case studies, and Guskey notes that if schools are supportive of CPD in general then change is likely. Participants' use of new knowledge and skills can be measured using structured classroom observations over a period of time. Drawbacks to this include the cost of training observers, the need for several observations to enable a fair profile of behaviours to be constructed, and teacher resistance to being observed. Finally, student learning outcomes need to be considered, although measuring these is fraught with problems.

While teachers appear to struggle to discuss impact in terms of pupil outcomes, they appear to be more willing to discuss the perceived direct affective and attitudinal benefits of CPD. Cordingley *et al* (2003, 2005b) [7, 6] reviewed key teacher-reported outcomes from collaborative CPD, including greater teacher confidence and motivation, improved self-efficacy, openness to new ideas and changing practice, and more enthusiasm for collaborative working with a greater willingness to be observed. Harland and Kinder (1997) suggested that enthusiasm and motivation resulting from activities are indicators of high quality CPD, and this was reflected in Edmonds and Lee's (2002) [12] finding that teachers felt the most effective CPD was that which resulted in increased confidence and enthusiasm.

More generally, reported gains from CPD include: development of reflective and critical practice, and an enquiry-based approach to pedagogy; development of practitioner dialogue; development of problem-solving skills with reference to teaching practice; increased links, collaboration and cooperation with other teachers, with modelling and sharing of best practice; opportunities for promotion; and personal satisfaction. The opportunity to continue learning and rediscover an interest in the profession, and in education in general was valued, teachers appreciated the time to develop different ways of thinking, and postgraduate studies in particular were reported as pushing intellectual boundaries and encouraging a more critical, questioning approach to practice (Burchell *et al*, 2002; Davies and Preston, 2002; Lyle, 2003; McAteer *et al*, 2005) [27]. Many of these factors are likely to have a knock-on effect on teaching and learning. More specific gains that teachers have reported include: updating of skills and knowledge; curriculum development and planning; diagnosing and catering for needs of pupils; and moving on to deliver training and lead projects (McAteer *et al*, 2005) [27].

In a few cases pupil outcomes have been considered, but these are usually in terms of affective and behavioural outcomes rather than academic achievement or attainment. Robinson and Sebba (2004) [31] suggested that a clear focus on pupil outcomes when embarking upon a program of CPD may result in a greater change in teachers' practice. However, there are potential problems using test scores to measure pupil outcomes. The timescale of CPD can cause difficulties, whereby not only do teachers have to carry out CPD activities, they then need time to embed any changes in practice, and the changes in practice need time to have any significant impact on pupil's attainment. Over extended periods of time, there are also the potential confounding effects of multiple initiatives (Robinson and Sebba, 2004) [31]. Cordingley *et al* (2003) [7] reviewed various outcomes reported by pupils themselves, after teachers' CPD. Pupils reported that their teachers' change in behaviour had affected them in the following ways: greater pupil

enthusiasm and motivation; increased confidence and improved performance in their work; higher self-esteem; greater participation in lessons; and better organisation of work. Teacher reports of effects on pupils include: better pupil attitudes; improved behaviour; increased interest and involvement with lessons; and greater empathy between teacher and pupils (McAteer *et al*, 2005) [27].

Methodology

Research Design

According to Mc Caig (2010), a research design is an overarching strategy for unearthing useful answers to research problems. A descriptive survey design was used when conducting this research. Bless and Achola (1988) define a descriptive survey design as a mode of collecting information by interviewing or administering a questionnaire to a sample of individuals.

Since the research sought to collect information about the respondents' opinions on the topic at hand, the descriptive research design was ideal.

The study used both quantitative and qualitative methods of data collection. Since no single method ever, adequately solves the problem of rival causal factors, multiple methods of observation must be employed; triangulation is now a final methodological rule that should be used in every investigation (Denzin, 1978). The strategy of triangulation was used as a way of cross validation of research findings.

Target Population

The population for this study comprised all teachers in secondary schools chongwe district in Lusaka province in Zambia.

Sample Size

The sample size was 110 respondents of which 61 were males and 49 were females. From Six public secondary schools from chongwe district.

In selecting the respondents, Simple random sampling procedure was used to select teachers who participated in this study. This was in order to provide each population element an equal probability of being included in the sample (Bless & Achola, 1988).

Research Instruments

In this research, structured questionnaires and focus group discussions were used to collect data.

Data Collection Procedure

The researcher got permission from the Lusaka Provincial Education Office and from the District Education Board Secretaries (DEBS) of the respective districts in which the research was conducted.

The researcher distributed a consent form and questionnaires to the respondents who were sampled and willing to complete them. Enough time was given to the respondents so that they could complete the questionnaires, after which the researcher collected the questionnaires. After collecting the questionnaires, the researcher randomly selected twelve pupils and eight teachers at each secondary school so that they could take part in focus group discussions.

During focus group discussions, the researcher moderated all discussions and used a voice recorder so that, the flow of the discussions could not be disturbed. The recorded discussions were later transcribed and analysed.

Data Analysis

McCaig (2010, P. 45) describes data analysis as "a process that involves organising what you have seen, heard and read, so that you can make sense of what you have learnt."

The data for this study was analysed both quantitatively and qualitatively.

The quantitative data was analysed using the statistical package for social Sciences (SPSS) computer software to generate tables of frequencies and percentages which were used in describing distributions of the variables. Qualitative data was analysed by coding and grouping the emerging themes.

Ethical Considerations

The study took into consideration ethical issues. The information that was collected was kept strictly confidentially.

Consent was sought from all the respondents and their participation was voluntary. At the onset of data collection, the researcher sought permission of the head teacher who introduced the researcher to the pupils.

In addition, each questionnaire contained an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study.

The respondents were further assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.

Findings and Discussion

Types of Continuous Professional Development activities in secondary schools

Teachers were asked to indicate how often they hold in-house CPD workshops. Their responses are presented in table 1 below.

Table 1: School in-house workshops

	Frequency	Percent
very often	15	13.6
often	24	21.8
occasionally	41	37.3
never	30	27.3
Total	110	100.0

Table 1 above shows that 41(37.3%) indicated that they occasionally hold in-house CPD workshops. 39(35.4%) of the respondents indicated that they often have in-house CPD workshops while 30(27.3%) said that they never hold in-house CPD workshops. This study has revealed that in -house workshops are a regular CPD activity in secondary schools. As seen from the results, 72.7% of the respondents confirmed that in house workshops are held in secondary schools. This is because it is convenient and cheap to hold such activities within school. This finding is similar to that of Burchell (2003) whose study revealed that in house workshops are common CPD activities in secondary schools.

Learning from other teachers as a form of CPD

Teachers were asked to indicate how often they learn from

each other as a form of CPD. Their views are presented in figure 1.

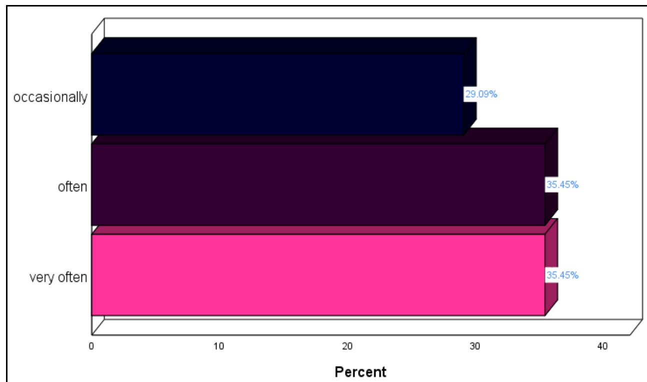

Fig 1: Frequency of learning from peers as a form of CPD

Figure 1 above shows that 29% of the respondents said that they occasionally learnt from each other as a way of improving their skills. 35.5% indicated that they often learn from other teachers while 35.5% also said they very often learn from their fellow teachers. The results of this study show that all teachers learn from each as a way of improving their teaching skill.

Group study as a CPD activity

Teachers were asked to indicate how often they use group study as a CPD activity. Below are their views.

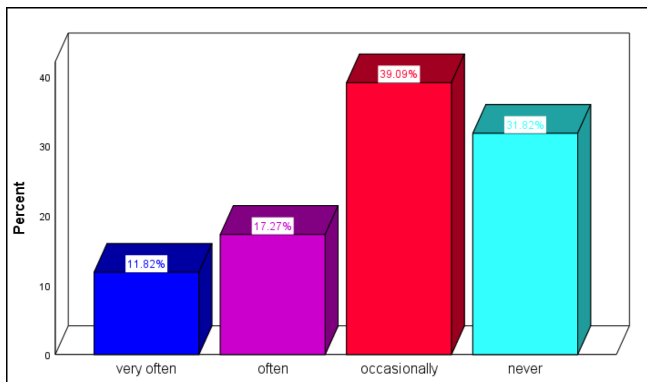

Fig 2: group study as a CPD activity.

Figure 2 above shows that 39.1% of the respondents indicated that they occasionally hold group study as a CPD activity. 31.8% indicated that they never have group study as a CPD activity while 29.1% said that they often have group study as a CPD activity. As regard to group study as a CPD activity, 68.2% of the respondents indicated that they engage in group study as a way of sharing best practices in their teaching. One teacher in a focus group discussion said, "*We usually meet in our departments to share ideas on how to teach certain topics.*" These groups being talked about are routine departmental CPD meetings which are mandatory in Zambian secondary schools. This finding is in line with the finding of Clark (2002) [3] which stated that group or departmental study groups are common forms of CPD in secondary schools.

Whether teachers have Staff retreats as a CPD activity

Teachers were asked whether they have staff retreats as a CPD activity. Their responses are shown in Figure 3 below.

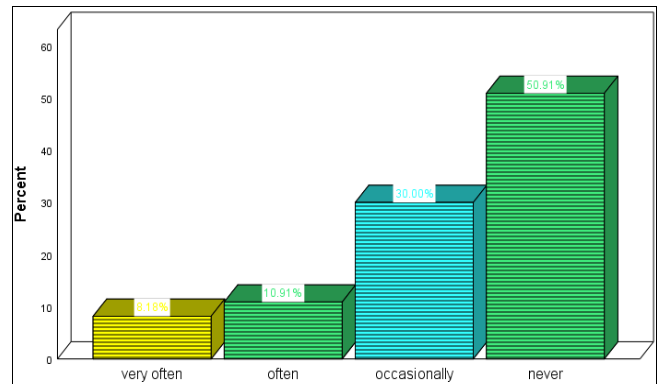

Fig 3: staff retreat as a CPD activity

Figure 3 above shows that 50.9% of the respondents never have staff retreats as a CPD activity. 30% said that they occasionally have staff retreats as a CPD activity while 19.1% stated that they often have staff retreats as a CPD activity. As regards to staff retreats as a CPD activity in secondary schools. The majority of the teachers said that they do not have them. This is because of the expenses involved in taking teachers out for retreats. Most secondary schools are unable to sponsor their teachers for such learning outings. This can be confirmed by only 19.1% of the teachers who said, they often have staff retreats. One teacher said, "*Retreats are expensive, schools have no money to undertake such activities.*"

Whether teachers have peer coaching as a CPD activity

Teachers were asked whether they have peer coaching as a CPD activity. Their responses are shown in Figure 4 below.

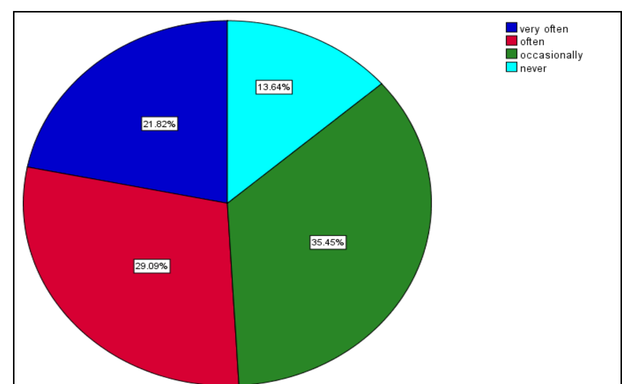

Fig 4: peer coaching as CPD activity

Figure 4 above shows that 35.5% of the respondents indicated that they occasionally have peer coaching as a CPD activity. 29.1% said they often have peer coaching and 21.8% said they have peer coaching very often. Only 13.6 stated that they never have peers coaching as a CPD activity.

It has emerged from the study that the majority of the respondents (86.4%) engage in peer coaching as a way of improving their teaching. One teacher said," *We often consult our colleagues who are more competent in some subjects or topics to help where some of us have challenges.*" Cordingly found similar findings in a study he carried out in 2003.

Whether they are regular CPD monitoring (guidance) by supervisors in schools

Teachers were asked whether they have regular CPD monitoring by supervisors. Their responses are shown in Figure 3 below.

Table 2: Monitoring of CPD activities in schools

	Frequency	Percent
very often	44	40.0
often	52	47.3
occasionally	11	10.0
never	3	2.7
Total	110	100.0

Table 2 above shows that 87.3% of the respondents said that their CPD activities are often supervised by their superiors. 10% said they are occasionally supervised while 2.7% indicated that their CPD activities are never supervised. It has emerged from the study that CPD activities are supervised by teachers' supervisors in secondary schools. One teacher said, "*CPD activities are heavily monitored in our schools because of this new agenda to improve learner performance.*"

Whether teachers conduct Personal research as a CPD activity

Teachers were asked whether they conduct personal research as a CPD activity. Their responses are shown in figure 5 below.

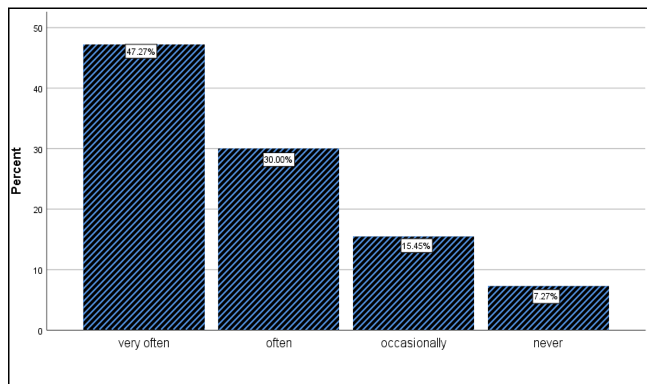

Fig 5: Whether teachers conduct Personal research as a CPD activity.

Figure 5 above shows 77.3% of the respondents said that they often conduct personal research as a CPD activity. 15.6% said that they occasionally conduct personal research while 7.3% said that they never conduct personal research as a CPD activity. The study has shown that the majority of the teachers 77.3% conduct personal research as a way of improving their teaching. These findings are similar to the finding of Day (1999).

Whether teachers attend provincial conferences as a CPD activity

Teachers were asked whether they attend provincial conferences as a CPD activity. Their response is shown in figure 6 below.

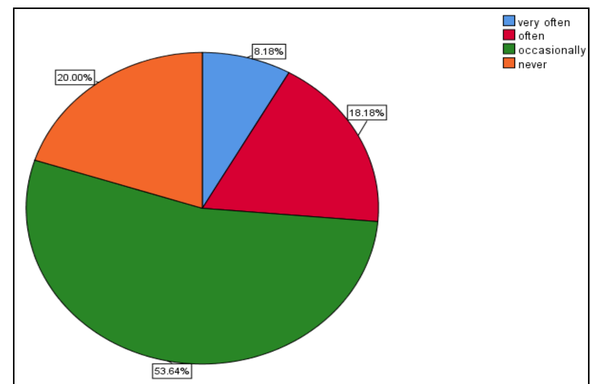

Fig 6: Whether teachers attend provincial conferences as a CPD activity

Figure 6 above shows that 53.6% of the respondents indicated that they occasionally attend the provincial conference as a CPD activity. 26.4% said that they often attend provincial conferences while 20% of the respondents indicated that they never attend provincial conferences as a CPD activity. The majority of the teachers indicated that they participate in provincial conferences where they meet their colleagues from various provinces. These conferences are a wider forum where teachers of diverse experiences come together to exchange best practices in their specialized fields.

Conclusion

It has emerged from the study that the common CPD activities in secondary schools are; in-house workshops, peer coaching, CPD conferences and staff retreats. This study has also revealed that peer coaching is the most common CPD activity in secondary schools. This is evident by 86.4% of the respondents who said that peer teaching is often carried out in secondary schools. The study has also shown that the second most used CPD activity in schools is personal research as seen from 77.3% respondents who said they often use it as a form of CPD. In-house workshops came up as the third popular CPD activity in schools at 72.7%. The study has further shown that the least used CPD activity in secondary schools is staff retreats. Only 19.1% of the respondents said that they have staff retreats. It has emerged from the study that CPD activities are heavily monitored by school administrators in secondary schools, 87.3% of the respondents said that CPD activities are highly supervised and monitored in secondary schools.

Recommendations

Arising from the findings of the study the following recommendation is made:

1. The Ministry of Education must ensure that teachers from public and private school meet regularly so the they can exchange best practices.
2. School must have a variety of CPD activities to avoid monotony.

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